

# The School Administrators' Professional Development Support among the Teachers at Maimbung District, Division of Sulu

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**ABSTRACT.** This study examined the professional development support provided by school administrators to teachers in public elementary schools in Maimbung District, Division of Sulu. Specifically, it determined the extent of support in terms of training and seminar opportunities, mentoring and coaching, resource provision, recognition and encouragement, and career advancement, and analyzed the relationships among these dimensions. A descriptive–correlational research design was employed, involving 100 teacher-respondents. Data were collected through a structured questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, t-test, one-way ANOVA, and Pearson product-moment correlation. The findings revealed that professional development support is consistently provided, with all dimensions rated as often practiced. Among the areas, training and recognition emerged as the most evident forms of support, while resource provision received relatively lower ratings. Significant differences were observed in teachers' perceptions when grouped according to age and civil status, while no significant differences were found in terms of gender, length of service, and educational attainment. Furthermore, all dimensions of professional development support were found to be highly and significantly correlated, indicating that these components function as an integrated system. The study concludes that effective professional development depends on the ability of school administrators to provide consistent, comprehensive, and interconnected support that promotes continuous teacher growth and improvement.

**KEYWORDS:** *professional development support, school administrators, teacher development, mentoring and coaching, educational leadership*

## ARTICLE DETAILS

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## 1. INTRODUCTION

Education is widely recognized as a key driver of social and economic development, with teachers playing a central role in shaping learners' knowledge, skills, and values. However, teachers cannot effectively perform this role independently, as they rely on school administrators

who function as instructional leaders, facilitators, and motivators of professional growth. According to Kilag et al. (2024), school administrators significantly influence teachers' development by guiding instructional practices and fostering a supportive learning environment. In this regard, providing continuous professional development support is one of the most critical responsibilities of school leaders, as it enables teachers to enhance their competencies and respond to the evolving demands of 21st-century education (Oktaviani et al., 2025).

Within the Philippine educational system, particularly under the Department of Education, teacher professional development is emphasized as a vital component of quality education. Frameworks such as the National Competency-Based Teacher Standards (NCBTS) and the Results-Based Performance Management System (RPMS) highlight the need for continuous training, mentoring, and professional learning opportunities (DepEd, 2020). School administrators are therefore expected to translate these policies into practice by ensuring that teachers are provided with sufficient support, resources, and encouragement for continuous growth.

In the context of Maimbung District, Division of Sulu, teachers demonstrate strong commitment to their profession despite facing challenges such as limited access to professional development opportunities, insufficient resources, and geographic constraints. These conditions make the role of school administrators even more crucial, as they serve as the link between national educational policies and classroom implementation. Variations in the level and quality of administrative support may influence teachers' professional growth and, consequently, their instructional effectiveness.

Previous studies have consistently highlighted the importance of leadership in teacher development. Research shows that strong instructional leadership contributes to improved teaching practices and enhanced teacher performance (Kilag et al., 2024; Ramos & Bauyot, 2024). During periods of rapid change, such as the COVID-19 pandemic, school leaders who implemented innovative professional development strategies enabled teachers to adapt to new teaching modalities (Acuña & Ancho, 2023). Similarly, studies in the Philippine setting have demonstrated that effective administrative support positively influences teacher engagement and instructional improvement (Esguerra & Qunito, 2025). These findings suggest that professional development is closely linked to leadership practices and plays a significant role in improving educational outcomes.

Despite the growing body of literature, there remains a limited number of studies focusing on geographically challenged and culturally diverse areas such as Sulu. Much of the existing research has been conducted in urban or resource-rich settings, which may not fully capture the realities faced by teachers in remote districts. In particular, there is a lack of empirical studies examining how school administrators in Maimbung District provide professional development support and how teachers perceive the adequacy of such support. This gap is significant because contextual factors such as resource limitations, cultural diversity, and geographic isolation can influence both leadership practices and the effectiveness of professional development initiatives (DepEd, 2020; Kilag et al., 2024).

Anchored on Sustainable Development Goal 4, which promotes inclusive and equitable quality education, this study seeks to examine the professional development support provided by school administrators to teachers in Maimbung District, Division of Sulu. By focusing on teachers' perceptions, the study aims to provide insights into the extent and effectiveness of administrative support in areas such as training, mentoring, resource provision, recognition, and career advancement. Ultimately, the findings are expected to contribute to improving leadership practices

and strengthening teacher development in geographically and culturally diverse educational contexts.

## 2. METHODS

### 2.1. Research Design

This study employed a descriptive–correlational research design using a quantitative approach. The descriptive component was utilized to determine the extent of teachers’ perceptions regarding the professional development support provided by school administrators. Meanwhile, the correlational component examined the relationships among the different dimensions of professional development support.

A research design serves as a structured plan that guides the process of data collection, analysis, and interpretation. As explained by Bless and Higson-Smith (1995), it provides direction for investigating a research problem, while Babbie and Mouton (2001) describe it as a blueprint for achieving research objectives. In this study, the design enabled the systematic examination of teachers’ perceptions and the relationships among variables within their natural setting.

### 2.2. Research Locale

The study was conducted in selected public elementary schools in Maimbung District, Division of Sulu, during the School Year 2025–2026. The schools included Bato-Ugis Elementary School, Sultan Jamalul Kiram Central Elementary School, Bualo Kanjal Primary School, Bualoh Lipid Elementary School, Lapa Elementary School, Upper Tambaking Elementary School, Datag Limbon Primary School, Matatal Elementary School, Maimbung Higad Elementary School, and Mawaji Elementary School.

This locale was chosen due to its relevance in examining professional development support within a geographically and socio-culturally diverse educational setting.

### 2.3. Participants of the Study

The respondents of the study consisted of 100 public elementary school teachers who were currently employed in Maimbung District during the School Year 2025–2026. Teachers were selected regardless of rank or employment status, as they are the direct recipients of professional development support from school administrators.

**Table 1. Distribution of Respondents**

School	Number of Respondents
Bato-Ugis Elementary School	10
Sultan Jamalul Kiram Central Elementary School	10
Bualo Kanjal Primary School	10
Bualoh Lipid Elementary School	10
Lapa Elementary School	10
Upper Tambaking Elementary School	10
Datag Limbon Primary School	10
Matatal Elementary School	10
Maimbung Higad Elementary School	10
Mawaji Elementary School	10
Total	100

## 2.4. Sampling Procedure

A purposive sampling technique was used in selecting the respondents. This non-probability sampling method allows the researcher to deliberately choose participants who possess relevant knowledge and experience related to the study. According to Creswell & Poth (2019), purposive sampling is appropriate when participants are selected based on specific characteristics that align with the research objectives.

## 2.5. Research Instrument

The primary data collection tool was a structured survey questionnaire designed to measure teachers' perceptions of professional development support provided by school administrators.

The instrument was based on the professional development framework of Linda Darling-Hammond et al. (2017) and Laura M. Desimone (2009), which emphasize effective professional development practices.

The questionnaire consisted of two main parts:

- Part I – Demographic profile (age, gender, civil status, length of service, educational attainment)
- Part II – Professional development support dimensions:
  - Training and Seminar Opportunities
  - Mentoring and Coaching Support
  - Resource Provision for Professional Growth
  - Recognition and Encouragement of Development Efforts
  - Career Advancement Support

Responses were measured using a 5-point Likert scale:

Table 2. Scale of Measurement

Scale	Range	Interpretation
5	4.50–5.00	Always
4	3.50–4.49	Often
3	2.50–3.49	Sometimes
2	1.50–2.49	Seldom
1	1.00–1.49	Never

## 2.6 Data Gathering Procedure

The researcher followed a systematic procedure in collecting the data. First, permission was secured from the Office of the Dean of Graduate Studies and from the school heads of the selected schools. After approval, the questionnaires were personally administered to the respondents.

Clear instructions were provided to ensure accurate responses, and completed questionnaires were collected immediately after administration to maintain data integrity.

## 2.7 Ethical Considerations

Ethical principles were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were maintained by ensuring that no identifying information was disclosed.

The researcher ensured that all data were accurately recorded and reported, avoiding any form of misrepresentation. Respect for participants' rights and well-being was upheld, and the study adhered to the ethical guidelines of the School of Graduate Studies and relevant research standards.

### 3. RESULTS

#### Objective 1: Extent of Professional Development Support

**Table 3.** Training and Seminar Opportunities

Statement	Mean	SD	Interpretation
Provides training opportunities	4.35	.609	Often
Encourages participation	4.44	.608	Often
Allocates resources	4.18	.845	Often
Supports continuous learning	4.27	.776	Often
Informs teachers of training	4.47	.658	Often
Ensures equal access	4.43	.639	Often
Selects relevant training	4.29	.742	Often
Encourages sharing learning	4.30	.745	Often
Collaborates with agencies	4.26	.660	Often
Evaluates training	4.15	.796	Often
Weighted Mean	4.314	.589	Often

The results show that training and seminar opportunities are often provided ( $M = 4.314$ ), indicating that school administrators consistently support teachers' professional growth through organized learning activities. The highest-rated indicators, such as informing teachers about upcoming training and encouraging participation, suggest that administrators are proactive in promoting access to development opportunities. This reflects an environment where continuous learning is valued and supported. Moreover, the consistency across all items implies that training initiatives are not occasional but systematically integrated into school practices. However, slightly lower ratings in evaluating training effectiveness suggest that while participation is encouraged, follow-through mechanisms may still be strengthened.

**Table 4.** Mentoring and Coaching Support

Statement	Mean	SD	Interpretation
Provides guidance	4.33	.652	Often
Encourages mentoring	4.48	.611	Often
Conducts coaching	4.08	.630	Often
Gives feedback	4.28	.766	Often
Supports novice teachers	4.24	.740	Often
Identifies strengths/weaknesses	4.29	.807	Often
Encourages peer coaching	4.16	.813	Often
Provides follow-up	4.27	.814	Often
Uses mentoring for challenges	4.22	.811	Often
Values feedback	4.25	.729	Often
Weighted Mean	4.260	.589	Often

Mentoring and coaching support is also often practiced ( $M = 4.260$ ), indicating that administrators play an active role in guiding teachers' professional improvement. High ratings in encouraging mentoring relationships and providing guidance reflect a collaborative culture where knowledge sharing is promoted. The presence of regular coaching and feedback mechanisms suggests that administrators are not only concerned with monitoring performance but also with

enhancing instructional quality. However, while all indicators are rated “often,” the slightly lower mean for coaching sessions may imply that structured mentoring programs could still be improved. Overall, the findings highlight the importance of interpersonal support systems in strengthening teacher competence.

**Table 5. Resource Provision**

Statement	Mean	SD	Interpretation
Provides materials	4.02	.651	Often
Gives updated references	4.30	.703	Often
Provides ICT tools	4.16	.761	Often
Supports technology use	4.12	.844	Often
Provides funding	4.11	.694	Often
Gives online resources	4.02	.828	Often
Provides books/journals	3.98	.803	Often
Provides resource persons	4.00	.816	Often
Ensures proper use of funds	4.13	.774	Often
Keeps records	4.32	.815	Often
Weighted Mean	4.116	.614	Often

Resource provision is often observed ( $M = 4.116$ ), although it has the lowest mean among the five dimensions. This indicates that while administrators make efforts to provide instructional materials, ICT tools, and funding, these supports may be influenced by resource availability. High ratings on access to updated references and maintaining records suggest that administrators ensure proper organization and distribution of available resources. However, relatively lower ratings on access to journals and online resources may reflect limitations in funding or infrastructure. This implies that while administrative support is present, external constraints may affect the full delivery of resources needed for optimal professional growth.

**Table 6. Recognition and Encouragement**

Statement	Mean	SD	Interpretation
Recognizes training	4.44	.715	Often
Encourages application	4.39	.737	Often
Appreciates achievements	4.33	.682	Often
Acknowledges efforts	4.29	.686	Often
Motivates learning	4.32	.763	Often
Promotes lifelong learning	4.35	.757	Often
Highlights success	4.14	.765	Often
Rewards innovation	4.14	.791	Often
Provides moral support	4.20	.816	Often
Inspires excellence	4.30	.689	Often
Weighted Mean	4.290	.656	Often

Recognition and encouragement are often practiced ( $M = 4.290$ ), indicating that administrators actively motivate teachers by acknowledging their efforts and achievements. High scores in recognizing training participation and encouraging application of learned skills suggest that administrators reinforce positive behaviors that contribute to professional development. This creates a supportive and motivating work environment where teachers feel valued. Additionally, the consistent ratings across items indicate that recognition is not limited to formal rewards but also includes moral support and encouragement. Such practices are essential in sustaining teachers’ engagement and commitment to continuous learning.

**Table 7.** Career Advancement Support

Statement	Mean	SD	Interpretation
Encourages higher studies	4.22	.660	Often
Provides recommendations	4.21	.714	Often
Supports scholarships	3.92	.706	Often
Motivates leadership roles	4.25	.821	Often
Assists promotion	4.18	.796	Often
Encourages organizations	4.33	.739	Often
Informs opportunities	4.30	.784	Often
Provides counseling	4.27	.776	Often
Supports recognition apps	4.36	.718	Often
Builds career pathways	4.51	.674	Always
Weighted Mean	4.255	.616	Often

Career advancement support is likewise often provided ( $M = 4.255$ ), reflecting that administrators assist teachers in achieving long-term professional goals. The highest rating for fostering career pathways ( $M = 4.51$ ) indicates strong support for aligning teachers’ growth with career opportunities. Administrators also encourage participation in professional organizations and higher education, suggesting that they promote upward mobility and professional progression. However, slightly lower ratings on scholarship support imply that opportunities for further studies may be limited or competitive. Overall, the findings show that administrators play a key role in guiding teachers toward career advancement, although some aspects may depend on external opportunities.

**Objective 2: Correlation of Professional Development Support**

**Table 8.** Correlation Among Variables

Variables	r-value	Sig.	Interpretation
Training – Mentoring	.815	.000	Very High
Training – Resource	.807	.000	Very High
Training – Recognition	.839	.000	Very High
Training – Career	.790	.000	Very High
Mentoring – Resource	.839	.000	Very High
Mentoring – Recognition	.771	.000	Very High
Mentoring – Career	.758	.000	Very High
Resource – Recognition	.841	.000	Very High
Resource – Career	.728	.000	Very High
Recognition – Career	.824	.000	Very High

All variables show very high and significant relationships, meaning that professional development support is interconnected. When one area (e.g., training) improves, other areas (e.g., mentoring, recognition) also increase.

This indicates that professional development in Maimbung District functions as a system, not separate components. Support in one dimension strengthens the others.

**4. DISCUSSION**

The findings reveal that school administrators in Maimbung District consistently provide professional development support across all dimensions, as reflected by the overall rating of “often.” This indicates that administrators actively fulfill their role as instructional leaders by promoting teachers’ continuous professional growth. These findings support the assertion of

Kilag et al. (2024) that school administrators play a crucial role in enhancing teacher competencies by guiding instructional practices and creating a supportive learning environment.

The high level of support in training and seminar opportunities suggests that administrators prioritize teachers' access to formal learning experiences. By consistently informing and encouraging teachers to participate in training programs, administrators contribute to improving teachers' knowledge and instructional skills. This finding is consistent with the work of Darling-Hammond et al. (2017), who emphasized that sustained, content-focused, and well-structured professional development significantly enhances teaching effectiveness and student learning outcomes. However, the slightly lower emphasis on evaluating training programs implies that while participation is well-supported, mechanisms for assessing the effectiveness of such training may still be improved.

Similarly, the consistent practice of mentoring and coaching support reflects the presence of a collaborative and supportive professional culture within schools. Administrators who provide feedback, guidance, and mentoring opportunities contribute to teachers' reflective practices and continuous improvement. This aligns with the framework of Desimone (2009), which highlights that effective professional development must include active learning, continuous support, and feedback mechanisms. The findings further support the idea that professional growth is not limited to formal training but is strengthened through ongoing interpersonal support.

In terms of resource provision, the results indicate that administrators often provide instructional materials, technology, and other resources necessary for professional growth. However, this dimension received relatively lower ratings compared to others, suggesting that while support is present, it may be influenced by contextual constraints such as limited funding and infrastructure. This observation reflects the realities in geographically challenged areas, as noted by the Department of Education (2020), where resource availability remains a significant factor in implementing educational programs effectively.

The findings also highlight that recognition and encouragement are consistently practiced, indicating that administrators actively motivate teachers by acknowledging their efforts and achievements. Recognition fosters a positive work environment and encourages continuous professional engagement. This supports the findings of Ramos and Bauyot (2024), who emphasized that teacher motivation and engagement are strengthened through supportive leadership and recognition practices. By reinforcing teachers' efforts, administrators help sustain commitment to professional growth.

Furthermore, career advancement support is also often provided, indicating that administrators assist teachers in achieving long-term professional goals. Encouraging higher education, leadership roles, and participation in professional organizations demonstrates a forward-looking approach to teacher development. However, slightly lower ratings in scholarship opportunities suggest that access to advanced development may depend on external support systems. This finding aligns with the study of Esguerra and Quinto (2025), which emphasized that administrative support plays a significant role in enhancing teachers' professional growth and career progression.

Overall, the results indicate that professional development support in Maimbung District is comprehensive and consistently implemented, with administrators demonstrating strong commitment to improving teacher competencies through multiple support mechanisms.

The correlation analysis reveals that all dimensions of professional development support are very highly and significantly related, indicating that these components function as an interconnected system rather than independent elements. This suggests that improvements in one area of support are likely to enhance other areas as well.

The strong relationship between training and mentoring indicates that formal learning opportunities are reinforced through continuous guidance and follow-up support. This finding supports the framework of Desimone (2009), which emphasizes that professional development is most effective when it includes sustained engagement, feedback, and application of learning. Similarly, the high correlation between resource provision and recognition suggests that when teachers are adequately supported with materials and tools, they are more likely to feel valued and motivated.

Moreover, the strong interrelationships among all variables confirm that professional development operates as a holistic and integrated system. This supports the argument of Darling-Hammond et al. (2017), who emphasized that effective professional development must combine multiple components such as training, collaboration, resources, and support systems to achieve meaningful outcomes.

The findings further suggest that school administrators adopt a systematic and flexible approach in providing professional development support. Rather than implementing isolated initiatives, they integrate various strategies that complement each other. This approach enhances the overall effectiveness of professional development and ensures that teachers receive continuous and comprehensive support.

The study underscores that effective professional development depends on the ability of school administrators to provide consistent, integrated, and context-responsive support. The findings highlight that professional development should extend beyond training programs and include mentoring, adequate resources, recognition, and opportunities for career advancement.

In the context of Maimbung District, where challenges such as limited resources and geographic constraints exist, the role of administrators becomes even more critical. Their ability to maximize available resources and provide continuous support significantly contributes to teachers' professional growth and instructional effectiveness.

## **5. CONCLUSION**

The overall level of professional development support in Maimbung District, Division of Sulu reflects a highly supportive environment fostered by school administrators. Professional growth is driven by structured support systems such as training, mentoring, and resource provision, reinforced by a strong culture of recognition and encouragement. These support mechanisms are not implemented in isolation but function as an integrated system, as evidenced by the very high and significant relationships among all dimensions of professional development. This indicates that improvements in one area of support are likely to enhance others, highlighting the

interconnected nature of professional development practices. Overall, the findings suggest that leadership practices, organizational support, and professional learning collectively contribute to the development of a competent, well-supported, and continuously improving teaching workforce.

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The author confirms that this research is the result of independent academic work and personal analysis. All ideas, interpretations, and written discussions in this study were developed by the author. Artificial intelligence tools were used only in a limited way for minor grammar checking and language improvement. They were not used to create the research content, generate ideas, perform the analysis, interpret the results, or write the main parts of the paper. The author takes full responsibility for the accuracy, originality, and integrity of this study, including its analysis, discussion, and conclusions.

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