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Teachers' Work Environment and Professional Development

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ABSTRACT: This study focuses on teachers' work environment and professional development. It examined the extent of the teachers' work environment, assessed level of professional development, analyzed the relationship between the teachers' work environment and professional development, and identified which of the dimensions of the independent variable significantly predict professional development. The study was conducted among 151 teachers in selected schools within the West I District of the Cagayan de Oro City Division through stratified random sampling using Select Statistical Services Calculator at 95% confidence level and 5% margin of error. Employing correlational and causal research designs, data were gathered using a two-part adapted questionnaire and analyzed and interpreted using the Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression. Results revealed that the teachers' work environment is high and also their professional development. There is a low to moderate positive correlation between teachers' work environment and professional development. Moreover, organizational culture is the significant predictor of professional development. The study concludes that teachers experience a positive and supportive work environment. Thus, school administrators may sustain a supportive work environment to promote a positive school environment teachers' well-being and professional development and they may review and improve workload management strategies to help teachers balance teaching responsibilities with participation in professional development activities.

KEYWORDS: professional development, teachers' work environment, workloads

I. INTRODUCTION

Teachers are more likely to take advantage of growth possibilities when they feel that they receive support from their colleagues in their workplace. A highly engaged workplace in schools enhances the teachers' teaching methods and increases their level of job contentment. However, gaps were observed when it comes to teachers' engagement for professional growth in their respective work stations. Many teachers still face work environments that fail to support their professional growth adequately.

Globally, teachers encounter similar challenges that affect their engagement in professional development. Santiago et al. (2023) reported that many teachers feel demotivated due to limited resources, inadequate professional support, and restricted access to quality development programs. Financial constraints, shortages of instructional materials, and the lack of qualified mentors further reduce teachers' participation in professional learning activities. The work environment plays a vital role in shaping teachers' motivation and capacity to engage in professional development. In response to persistent concerns, the Department of Education issued DepEd Order No. 5, series of 2024, which aims to promote healthier working conditions by reducing administrative burdens and ensuring a fairer distribution of teaching workloads (Department of Education, 2024). Excessive paperwork and non-instructional tasks have long diverted teachers' time and energy from instructional improvement, often resulting in burnout and limited professional growth. Professional development depends largely on the conditions under which they work. When teachers lack opportunities for collaboration, constructive feedback, and mentoring, they become less inclined to seek professional learning opportunities. High administrative demands, large class sizes, and insufficient resources further intensify workplace stress and reduce teachers' capacity to improve their instructional practices (Miller & Harris, 2024). In addition, professional development extends beyond attendance in seminars and workshops and includes sustained involvement in reflective practice, collaborative learning, and the application of new knowledge in classroom instruction. Teachers demonstrate higher participation when professional development opportunities address real classroom challenges, allow peer collaboration,

and provide opportunities for reflection and feedback. These conditions strengthen teachers' sense of professional agency and encourage long-term commitment to professional learning (Darling-Hammond et al., 2023).

Additionally, motivation plays a central role in teachers' professional development. Teachers are more likely to engage meaningfully in professional learning when they perceive it as relevant, practical, and supportive of their career goals (Nguyen & Hallinger, 2024). Mandatory training programs that lack contextual relevance or impose additional workload demands often lead to surface-level participation rather than genuine learning. When professional development aligns with teachers' interests and school improvement goals, teachers show greater enthusiasm, persistence, and willingness to innovate in their instructional practices. Moreover, school leaders who prioritize professional learning, provide time and resources, and model lifelong learning behaviors foster higher levels of teacher participation and commitment (Leithwood et al., 2024). Supportive leadership encourages teachers to view professional development as a valued and integral part of their professional role rather than an additional obligation. In contrast, limited administrative support and lack of follow-through often weaken teachers' motivation to engage in professional learning initiatives. Thus, this study aimed to explore how creating a supportive work environment increased teachers' engagement in professional development. Specifically, it examined how administrative support, collegial collaboration, access to resources, and workload management influenced teachers' motivation for professional growth. The study also investigated how these factors affected teachers' participation in professional development activities. This study was anchored on Self-Determination Theory (SDT) proposed by Deci and Ryan (2021) to explain the relationship between work environment and teachers' professional development. SDT posits that individuals have an inherent tendency toward growth, self-improvement, and mastery. When schools provide encouragement, collaboration, and adequate resources, teachers are more likely to participate meaningfully in professional learning activities and sustain their commitment to professional growth. Kholifah et al. (2024) stated that professional development and motivation are important in order to improve teacher performance. Work environment and administrative support have a big impact on teacher motivation and professional growth, which in turn to affect teacher performance. Research indicates that effective managerial support can boost teachers' self-esteem and satisfaction with their work, which in turn improves student learning outcomes. According to Bedford et al. (2021), peer support and coaching sessions were concentrated on face-to-face learning environments. Effective peer support and coaching techniques for teachers rely on self-reflection and colleague feedback, proven methods for continuous instructional improvement. Coaching outcomes are generally positive, which results to the increased morale, high-quality collaborations, and a better understanding of proven pedagogical practices of teachers. Teachers who actively participate in collaborative professional learning experiences report increased confidence, enhanced instructional practices, and stronger professional relationships with their colleagues. Through structured collaboration such as peer mentoring, professional learning communities, and joint lesson planning, teachers are able to share expertise and reflect on classroom experiences (Zhao & Watterston, 2023).

II. METHODOLOGY

This study employed both correlational and causal research designs. The correlational design was used to determine the significant relationship between the teachers' work environment and professional development by examining variables as they naturally occur, without manipulation. This non-experimental approach allowed the researcher to describe and assess the degree of association between the variables in an authentic educational setting, making it particularly suitable for understanding how workplace factors relate to teachers' professional development (Villanueva & Moreno, 2023). In addition, the study utilized a causal research design to identify which dimensions of the teachers' work environment significantly predict professional development. This design enabled the researcher to examine the extent to which specific dimensions of the work environment namely, growth opportunities, workload, recognition, and organizational culture predict or affect teachers' engagement in professional development activities. By employing this approach, the study provided deeper insights into the relative impact of teachers' work environment dimensions on professional development (Woodward, 2024). To address the statement of the problem, Problems 1 and 2 employed the Weighted Mean and Standard Deviation to determine the levels of the teachers' work environment and professional development. Before examining relationships between variables, a normality test was conducted to ensure that the data were normally distributed. The results of the normality test confirmed that the assumptions for parametric analysis were met, which justified the use of the Pearson Product Moment Correlation for Problem 3. This correlation was applied to determine whether a significant relationship existed between the teachers' work environment and professional development. The use of these statistical techniques ensured accurate interpretation of the data and supported valid findings, conclusions, and recommendations regarding the relationship between the variables examined. Additionally, multiple linear regression analysis was applied to Problem 4 to identify which dimensions of the independent variable, singly or in combination, significantly predicted professional development.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of teachers' work environment in terms of:

1.1. growth opportunities;

1.2. workloads;

1.3. recognition; and

1.4. organizational culture?

Table 1. Summary Table of Teachers' Work Environment

Dimension of Teachers' Work Environment	Mean	SD	Qualitative Description
Growth Opportunities	4.12	0.77	High
Workloads	4.04	0.76	High
Recognition	3.95	0.77	High
Organizational Culture	3.89	0.76	High
Overall	**4.00**	**0.77**	**High**

Note: 4.21-5.00 Very High 3.41-4.20 High 2.61-3.40 Moderate 1.81-2.60 Low 1.00-1.80 Very Low

Table 1 shows the overall extent of Teachers' Work Environment with the overall Mean of 4.00 with SD = 0.77, qualitatively described as High. The overall Mean revealed that teachers see positively on their work environment, indicating a supportive and conducive atmosphere for teaching and professional growth. It shows that factors such as workload management, recognition, and professional culture are mostly satisfactory and influential to teachers' work satisfaction and engagement. However, the standard deviation indicates that there was some variation in experiences, showing areas of improvements to enhance the school's working. The findings imply that overall teachers' work environment is high. Growth opportunities and workload management emerge as the strongest contributing factors to teachers' professional development engagement. Recognition and organizational culture reflect comparatively lower mean scores which suggest areas to improve from the school administrators. Strengthening these factors may enhance teacher morale, consistency of experiences, and sustainable professional engagement programs across the school. See et al. (2020) expounded that a positive and supporting work atmosphere is needed in order to retain teachers. Mentoring and recognizing teachers will attract them for professional development. School administrators should set plans with an enough budget allocation to support teachers' professional growth. The variable *Growth Opportunities* obtained the highest Mean of 4.12 with SD=0.77, described as High. This indicates that teachers notice ample opportunities for professional growth and development within their schools, with programs such as trainings, seminars, and skills enhancement activities readily accessible and supportive of their professional development. These opportunities promote continuous learning, enhance teaching competencies, and contribute positively to teachers' motivation and overall job satisfaction. Stewart and Jansky (2022) emphasized that professional development programs recommending continuous and specifically target to address the common challenges faced by teachers. Such growth opportunities enable teachers to critically reflect on and improve their instructional practices. Consequently, prioritizing professional development within schools is essential for promoting teacher retention and sustained professional growth. The variable *Organizational Culture* obtained the lowest Mean of 3.89 with SD=0.76, qualitatively described as High. This suggests that, although the organizational culture is generally seeming positively, it is less compared to other dimensions of the work environment, with factors such as trust, collaboration, and shared values not consistently experienced by all teachers. Strengthening communication, inclusivity, and participatory practices may enhance the organizational culture, thereby improving overall teacher engagement, satisfaction, and commitment. Bektaş et al. (2020) affirmed that teachers are more probable to engage in professional development activities when they have greater trust in their school administrators. Thus, schools that encourage enthusiasm to teachers for participating in professional learning activities should need leadership actions from the leaders themselves. Through this, a high level of encouragement for career progression shows teacher's trust and motivation to their school heads.

Problem 2. What is the level of teachers' professional development?

Table 2 presents the level of professional development. It has an overall Mean of 4.25 and SD= 0.63, qualitatively described as High. This indicates that teachers are actively committed to participating in professional development activities, demonstrating a strong willingness to engage in learning opportunities that enhance their knowledge, skills, and instructional practices. Such engagement supports continuous professional growth, contributing to improved teaching quality and overall school effectiveness.

Teachers' Work Environment and Professional Development

Garcia et al. (2023) emphasized that teachers who are reinforced by their school administrators and colleagues are highly engaged in professional development programs. Aside from positive reinforcements, teachers have access to resources needed and benefit professional recognition. Thus, schools should sustain a good organizational culture, along with constant motivation in order for the teachers to get involved in career progression opportunities. Indicator 9, *I demonstrate commitment to lifelong learning as a teacher,* obtained the highest Mean of 4.31 with SD=0.66, qualitatively described as Very High. This finding indicates that teachers recognize continuous learning as a vital component of their professional development and are highly motivated to enhance their knowledge, skills, and instructional practices. Such commitment to lifelong learning fosters instructional innovation, adaptability to educational changes, and the sustained pursuit of professional excellence.

Table 2. Professional Development

	Indicators	Mean	SD	Qualitative Description
1.	I am motivated to enhance my teaching skills.	4.24	0.68	Very High
2.	I take initiative to join professional organizations.	4.13	0.64	High
3.	I engage in self-study to enhance my knowledge.	4.26	0.58	Very High
4.	I set personal goals for professional development.	4.25	0.62	Very High
5.	I engage in continuous learning despite challenges.	4.21	0.62	Very High
6.	I use technology to support my professional growth.	4.27	0.63	Very High
7.	I actively participate in workshops or training programs.	4.27	0.63	Very High
8.	I actively seek feedback to improve my teaching practice.	4.24	0.62	Very High
9.	I demonstrate commitment to lifelong learning as a teacher.	4.31	0.66	Very High
10.	I participate in school-led professional development programs.	4.28	0.62	Very High
	Overall	**4.25**	**0.63**	**Very High**

Note: 4.21-5.00 Very High 3.41-4.20 High 2.61-3.40 Moderate 1.81-2.60 Low 1.00-1.80 Very Low

This finding aligns with Dyosini (2024), who emphasized that teachers' goals, potential, and challenges significantly influence their engagement in continuous professional development. Access to career growth opportunities is important for enhancing teaching quality and promoting comprehensive professional development. Moreover, professional development evolves continuously in response to curriculum and pedagogical advancements, technological innovations, and the growing understanding of diverse student needs and competencies. Indicator 2, *I take initiative to join professional organizations,* obtained the lowest Mean of 4.13 with SD= 0.64, still qualitatively described as High. This suggests that while teachers generally acknowledge the importance of joining professional organizations, their participation is less active compared to other areas of professional development engagement, likely due to factors such as time constraints, workload, or limited access. Providing ongoing institutional support, facilitating membership opportunities, and encouraging active participation may enhance teachers' engagement in professional organizations and strengthen their professional growth. Cai et al. (2022) as well as Alog and Oco (2025) emphasized the importance of teachers' involvement on professional organizations. Members under professional organization shared norms on the improvement of students' learning and teaching strategies. Teachers' reflective practices leads to self-assessment of their teaching objectives, approaches, and proficiency.

Problem 3. Is there a significant relationship between teachers' work environment and professional development?

Table 3. Correlation Analysis

Dimensions Independent Variable	r-value	p-value	Description	Decision on Ho	Interpretation
Growth Opportunities	0.368**	0.000	Low Positive	Reject	Significant
Workloads	0.284**	0.000	Low Positive	Reject	Significant
Recognition	0.475**	0.000	Low Positive	Reject	Significant
Organizational Culture	0.539**	0.000	Moderate Positive	Reject	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*
**. Correlation is significant at the 0.01 level (2-tailed).

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Table 3 shows correlation analysis between teachers' work environment and professional development. for the Growth Opportunities. It registered a computed r-value of 0.368 with the computed p-value of 0.000. The computed p-value is less than the critical p-value at 0.05 level of significance. This means that there is a low positive significant relationship registered between teachers' work environment and professional development when Growth Opportunities is taken into consideration. Thus, the null hypothesis is rejected. The result has indicated that the work environment influences teachers' professional development engagement across all dimensions. Growth opportunities, workloads, and recognition show low but significant positive relationships. These dimensions should be improved through increasing teacher engagement in professional development activities. Particularly, organizational culture exhibits a moderate positive relationship, which indicating a supportive, trust-filled, and professional school culture. It has a stronger influence on teachers' willingness and commitment to engage in continuous learning and development. Thus, this relationship is statistically significant. Kravale-Pauliņa et al. (2024) explained that organizational culture and the work environment must interact with each other in order to improve teachers' professional development. Teachers and school administrators should sustain a resourceful and motivating culture in order to let teachers take risks, trials and opportunities with optimism and attain best results. Teachers who are willing to collaborate, inspire, socialize and recognize freedom leads to a positive work environment. For Workloads, it registered a computed r-value of 0.284 with the computed p-value of 0.000. The computed p-value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship that is low positive was registered between teachers' work environment and professional development when workloads is taken into consideration. Thus, the null hypothesis is rejected. The finding implies that manageable and organized teachers' workloads have a positive effect on teachers' engagement in professional development activities. When teachers experience less work-related pressure, they are anticipated to give time and energy for professional growth. This result emphasizes the importance of an effective workload management to support teachers' continuous learning and development.
Yongtao (2025) explained that school administrators should eliminate extra tasks that are not related with teaching and learning in order to lessen the workload of school teachers. Teachers and administrators should complement and strengthen the relationships between the administration and the teachers. Workload affects teachers' ability in delivering quality instruction, engaging with students productively, and rendering their administrative responsibilities. For Recognition, it registered a computed r-value of 0.475 with the computed p-value of 0.000. The computed value is less than the critical p-value at 0.05 level of significance. This means that a low positive significant relationship is registered between work environment and teachers' professional development engagement when Recognition is taken into consideration. Thus, the null hypothesis is rejected. This outcome indicates that recognition motivates teachers to engage in professional development activities. When teachers feel recognized for their efforts and achievements, they are more interested to invest in continuous professional learning. Although the relationship is low positive, it determines the value of a consistent and meaningful recognition in developing teachers' professional growth and engagement. The results are true to the study of Zhang (2024), in which school administrators expected to use transformational leadership to prioritize teachers' professional development through recognition. Recognizing teachers' efforts increases their self-esteem and establishes an optimistic relationship to the working environment. Therefore, transformative leadership shown from the school administrators will give an impact on teacher recognition. For Organizational Culture, it registered a computed r-value of 0.539 with the computed p-value of 0.000. The computed value is less than the critical p-value at 0.05 level of significance. This means that a moderate positive significant relationship is registered between teachers' work environment and professional development when organizational culture is taken into consideration. Thus, the null hypothesis is rejected. The finding shows that a positive and supportive organizational culture strongly effects teachers' engagement in professional development activities. A school environment showing trust, collaboration, shared values, and professionalism encourages teachers to actively participate in continuous learning. The moderate positive relationship suggests that strengthening organizational culture enhance teachers' motivation, commitment, and sustained involvement in professional development initiatives. The results align to Tejero and Aoanan (2024), which stated that teachers striving for professional identity and working in a satisfactory and positive school environment shows collaboration, open communication, and strong support. School administrators should extend a supportive organizational atmosphere and outstanding interpersonal interactions showed teachers' higher morale, lesser organizational conflicts, and greater dedication to their responsibilities. Regular seminars, peer coaching, and interdepartmental support will lead to a high collaboration and good organizational culture.

Problem 4. Which of the dimensions in the independent variable predict singly or in combination of the professional development?

Table 4 presents the regression analysis between teachers' work environment and professional development. particularly, organizational culture stands out as the most statistically significant predictor of Professional Development ($\beta = 0.442$, $t = 4.171$, $p = 0.000$). The strong beta coefficient and highly significant p-value highlight the importance of organizational culture in

developing professional development. When schools promote a culture of trust, collaboration, competence, and shared values, teachers are more interested to grow professionally. Therefore, organizational culture serves as a primary consideration to teachers' commitment in professional growth. The regression results indicate that among the teachers' work environment dimensions, organizational culture is the most influential predictor of professional development. While recognition shows a marginally significant effect, growth opportunities and workloads do not significantly predict engagement when all dimensions are considered simultaneously. The results emphasize on the importance of refining a positive and supportive organizational culture to sustain teachers' long-term professional learning and development.

Table 4. Multiple Linear Regression on Teachers' Work Environment and Professional Development Engagement

	Unstandardized Coefficients		Standard Coefficients			
Independent Variables	**B**	**SE**	**B**	**t-value**	**Sig. (P-value)**	**Decision**
Constant	2.641	0.269		9.825	0.000	Reject Ho
Growth Opportunities	0.023	0.086	0.026	0.269	0.789	Reject Ho
Workloads	0.126	0.083	0.147	1.510	0.133	Reject Ho
Recognition	0.170	0.096	0.223	1.771	0.049	Reject Ho
Organizational Culture	0.347	0.093	0.442	4.171	0.000	Reject Ho
	R	**R^2**	**Adjusted R^2**	**f-value**	**Sig. (P-value)**	
Model	0.559	0.313	0.294	16.600	0.000	Reject Ho

Note: Dependent Variable = Teachers' Professional Development Engagement

Significant when computed p-value <0.05.

Predictors: (Constant), Growth Opportunities, Workloads, Recognition, Organizational Culture

Additionally, the results suggest that improvements in organizational culture can lead to increase professional development even when other teachers' work environment dimensions remain constant. The model's significant R^2 value indicates that teachers' work environment dimensions collectively explain a substantial portion of the variance in professional development. This finding reinforces the need for school leaders to prioritize cultural leadership practices that promote collaboration, respect, and professional growth. The results align to the study of Sutiyatno et al. (2022), in which school administration should create a good organizational culture and strengthen teachers' dedication to raise learning standards. A good organizational culture continues to maintain harmonious relationships with stakeholders and implement new strategies in teaching and school-based management. An innovative leadership approach applied in schools will result into greater school performance and sustainability of students' academic achievements. Workloads shows a significant influence of Professional Development ($\beta = 0.147$, $t = 1.510$, $p = 0.133$). This implies that although workloads show a positive influence on professional development, the effect is not statistically significant at the 0.05 level. It shows that manageable workloads alone may not be a strong predictor of teachers' motivation in professional development when other teachers' work environment dimensions are considered together. The finding indicates that while workload management is important, it should be complemented by stronger organizational decisions and motivational actions to meaningfully enhance professional development. This finding is consistent with Kaiyom et al. (2021), who emphasized that school administrators who actively support and mentor teachers are better able to address their professional needs through the provision of additional development programs. Positive and collaborative relationships between teachers and school administrators substitute greater motivation, encouraging teachers to remain committed to their responsibilities despite potential workload demands. Furthermore, strong supervisory support plays a vital role in enhancing teachers' interest and sustained engagement in professional development initiatives. Growth opportunities shows a positive but not statistically significant effect with Professional Development ($\beta = 0.026$, $t = 0.269$, $p = 0.789$). This suggests that although growth opportunities are observed positively, they do not independently predict professional development when other teachers' work environment dimensions are considered. It implies that the availability of growth opportunities may not be enough to encourage teachers' active participation without support such as positive organizational culture or meaningful recognition. Therefore, it highlights the need for schools not limited to provide professional development opportunities but also to create an environment that motivates teachers to fully participate and value these professional growth opportunities. Tyagi and Misra (2021) added that many teachers had a number of difficulties with access and availability of options for career progression. Time constraints due to additional workloads, lack of knowledge about continuous professional development and organizational culture were considered as hindrances to let teachers engage in professional development. Thus, school administrators must orient teachers on the benefits on professional

development. Recognition shows a positive but not statistically significant effect with Professional Development (β = 0.223, t = 1.771, p = 0.049). This shows that recognition has a positive influence on professional development. However, its effect is relatively weak when considered alongside other teachers' work environment dimensions. It indicates that while recognition can motivate teachers, it may not be sufficient to sustain teachers' professional development activities. Therefore, this finding implies that recognition is more effective when integrated with a supportive organizational culture and clearer professional growth structures. This result aligns to Arora et al. (2022), where school administrators frequently oversee on the benefits of recognition to teachers. Teachers' recognition was often done in internal arrangements for the reason of a lesser engaging school culture. Thus, recognition is done through a low-cost and non-monetary to lift the performance of school administrators and boost teachers' morale. The model yielded an adjusted R^2 value of 0.294. This indicates that approximately 29.4% of the variance in professional development is considered by the combined dimensions of growth opportunities, workloads, recognition, and organizational culture. This means that the identified teachers' work environment dimensions make a meaningful contribution to increase teachers in professional development activities. The remaining variance shows other factors such as personal motivation, leadership style, or stakeholders support may also influence professional development. Nevertheless, the result demonstrates that there must be improvements on the major dimensions of work environment to enhance teachers' participation in continuous professional learning. Additionally, Dorsey (2023) expounded that professional development improve teacher knowledge and skills to lead improvements on student results. Yet, teachers who are interested in professional development face challenges such as participation time, relevance, and engagement are concerns to postpone professional development activities. In order to solve these challenges, professional development programs organized at schools should be coordinated well to answer teachers' training needs and attain quality in teaching responsibilities without conflict in personal and work factors. Overall, the findings highlight that teachers distinguish their work environment as supportive, with high levels on growth opportunities, workloads, recognition, and organizational culture. Among these dimensions, growth opportunities and workload management received the highest Mean ratings, which indicates that teachers feel they are provided with opportunities for professional growth and manageable teaching responsibilities. However, despite positive results, variations in responses suggest that recognition and organizational culture should be strengthened to ensure a consistent implementation on professional development programs. Furthermore, the findings reveal that teachers demonstrate a high level of professional development, which reflects on their strong commitment to lifelong learning and continuous improvement. Correlation and regression analyses confirm that the teachers' work environment is significantly related and predictive of professional development, with organizational culture displays as the strongest predictor among all teachers' work environment dimensions. These results emphasize that a positive, collaborative, and trust-driven school culture must be developed to sustain teachers' constant motivation and active participation in professional development activities.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated.

1. Teachers experience a supportive work environment.
2. Teachers actively participate in professional development activities.
3. A positive teachers' work environment is associated with higher levels of professional development.
4. Organizational culture plays an important role in influencing professional development.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that:

1. School administrators may sustain supportive work environment to promote positive environment for teachers' well-being and effectiveness.
2. School administrators may continue providing relevant, accessible, and needs-based professional development programs.
3. School administrators may review and improve workload management strategies to help teachers balance teaching responsibilities with participation in professional development activities.
4. School administrators may continue to foster a positive organizational culture that values collaboration, continuous learning, and professional growth.

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