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# Philippine Professional Standards for School Heads (PPSSH)-aligned Leadership Practices of School Heads and Teacher Performance in San Fernando District: Basis for a Continuous Professional Development Program

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**ABSTRACT**

This study examined the extent of leadership practices aligned with the Philippine Professional Standards for School Heads (PPSSH), assessed teacher performance, and determined their relationship as a basis for a Continuous Professional Development (CPD) Program in San Fernando District, Masbate. Using a quantitative descriptive-correlational design, the study involved 35 respondents (18 school heads and 17 teachers), selected through total enumeration for school heads and proportionate stratified random sampling for teachers. Data were collected using a structured four-point Likert-scale questionnaire and analyzed through weighted means and Pearson correlation. All five leadership domains were rated extensively practiced, with managing school operations and resources highest (M = 3.79) and focusing on teaching and learning lowest (M = 3.71). Teacher performance was rated outstanding across assessed domains, led by community linkages and professional engagement (M = 3.89). Leadership practices and teacher performance showed a statistically significant moderate positive association ($r = .45$, $p < .05$). Action research and data-driven instruction emerged as the foremost professional development priority (M = 3.91). These findings indicate that strong leadership ratings accompany favorable teacher performance without establishing causation. The proposed CPD Program should prioritize research-informed instruction, assessment development, and instructional coaching. The small, district-specific sample, questionnaire-based assessments, and unevaluated program limit generalizability and conclusions about effectiveness. The study provides locally grounded priorities for coordinated leadership development and teacher learning.

**Keywords:** *Continuous Professional Development, Educational Leadership, Instructional Supervision, School Heads, Teacher Performance, Teacher Professional Standards*

## 1. INTRODUCTION

### *1.1. Background and Context of the Study*

School leadership plays an important role in improving instructional quality and sustaining teachers' professional growth. As educational systems respond to changing learning needs and institutional demands, school heads are expected to establish clear directions, supervise instruction, coordinate resources, and promote professional collaboration. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) emphasized that setting expectations, focusing on learning, fostering collaboration, and developing people are essential dimensions of effective educational leadership. Similarly, Grissom et al. (2021), in their synthesis of research on school principals, identified instructional engagement, a productive school climate, professional collaboration, and resource management as important leadership practices. He et al. (2024) further demonstrated the relevance of principals' instructional leadership to teachers' professional development. These findings indicate that school leadership extends beyond administrative responsibilities and encompasses daily practices that influence teachers' professional environments and opportunities for continuous learning. In the Philippines, the Department of Education (DepEd, 2020) institutionalized the Philippine Professional Standards for School Heads (PPSSH) through DepEd Order No. 24, s. 2020. The framework comprises five domains: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. Similarly, the Philippine Professional Standards for Teachers (PPST), adopted through DepEd Order No. 42, s. 2017, establish professional expectations that guide teacher development and performance assessment (DepEd, 2017). These complementary frameworks provide nationally recognized standards for examining school leadership and teacher performance. However, the existence of professional standards does not necessarily establish the extent to which they are implemented in individual schools. This concern highlights the importance of examining PPSSH-aligned leadership practices and selected PPST-based teacher performance areas in San Fernando District, Masbate, where district-specific evidence can inform professional development priorities and school improvement initiatives.

### *1.2. Research Problem*

Although professional standards establish expectations for school heads and teachers, the relationship between leadership practices and teacher performance varies across institutional contexts and the dimensions being assessed. Aquino et al. (2021) examined school heads' leadership practices and teachers' performance in Philippine public schools, emphasizing mentoring, supportive relationships, information sharing, and professional development. Tuico and Callo (2024) reported significant relationships between school heads' direct supervision, attitudes, practices, and teachers' performance among public junior high school teachers in San Pablo City. In contrast, Precioso and Chua (2025) found that school heads' performance did not significantly predict teachers' performance in public elementary schools in Bacolod City. These differing findings suggest that favorable leadership assessments do not necessarily correspond to higher levels of teacher performance across all educational settings. In San Fernando District, the primary concern is to determine how school heads and teachers assess leadership practices across the five PPSSH domains and how teachers perform in the selected PPST-based areas. Examining whether these variables are significantly related is important for identifying priorities in instructional supervision, mentoring, and professional learning. Findings from other educational settings cannot automatically establish which leadership domains require improvement within the district. Therefore, a context-specific investigation is necessary to provide empirical evidence that connects professional standards with appropriate school improvement and professional development initiatives.

### *1.3. Research Gap*

Previous studies have examined instructional leadership, professional learning, and teacher performance; however, their approaches differ in the leadership dimensions and professional outcomes investigated. Dutta and Sahney (2022) explored the relationships among instructional leadership, school climate, teacher job performance, and student achievement. Meanwhile, Dorukbaşi and Cansoy (2024) examined the mediating role of teacher professional learning in the relationship between instructional leadership and classroom practices. Although these studies contributed to understanding educational leadership, they did not specifically establish the relationships between the five PPSSH domains and the selected PPST-based teacher performance areas in San Fernando District. The identified gap is therefore contextual and practical rather than an absence of research on educational leadership. The present study addresses this gap by examining school heads' self-assessments and teachers' perceptions of leadership practices alongside teachers' professional performance. Investigating these relationships within the district provides context-specific evidence that can guide the identification of professional development priorities and the formulation of a proposed Continuous Professional Development (CPD) Program responsive to local educational needs.

### *1.4. Purpose and Objectives of the Study*

This study aims to determine the extent of PPSSH-aligned leadership practices and examine their relationship with teachers' performance in San Fernando District, Masbate. Specifically, it describes the respondents according to classification, age, sex, highest educational attainment, years in position or service, and position or designation. It assesses school heads' leadership practices across the five PPSSH domains based on the perceptions of school heads and teachers. It also determines teacher performance in the selected PPST-based areas, including content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting; and community linkages and professional engagement. Finally, the study examines the significance of the relationship between leadership practices and teacher performance as a basis for proposing a CPD Program.

### *1.5. Significance and Practical Contribution of the Study*

The study provides district-specific information that may assist school heads in identifying leadership strengths and areas requiring improvement while helping teachers recognize their professional development needs. Comparing leadership assessments with teacher performance may provide useful insights for school improvement planning, instructional supervision, mentoring, and collaborative professional learning. The findings may also assist the Schools Division Office of Masbate in developing technical assistance and professional development initiatives responsive to district conditions. Popova et al. (2022) emphasized the importance of appropriate program design, opportunities for practice, and follow-up support in strengthening teacher professional development. Consistent with this perspective, the proposed CPD Program provides a practical framework for addressing identified professional needs and strengthening leadership and teaching competencies within the district.

### *1.6. Sustainable Development Goals (SDG) Alignment*

The study directly aligns with Sustainable Development Goal 4 (SDG 4): Quality Education, which promotes inclusive and equitable quality education and lifelong learning opportunities for all. The United Nations Department of Economic and Social Affairs (2025) highlighted continuing challenges in educational quality and equity, emphasizing the importance of strengthening educational systems. The study particularly supports SDG Target 4.c, which focuses on increasing the supply of qualified teachers through appropriate education and training. By examining teacher performance and identifying leadership-related professional development

priorities, the research provides evidence that may guide improvements in instructional supervision, professional collaboration, and teacher development. Although the study does not directly measure progress toward SDG indicators, its findings contribute district-level information relevant to strengthening educational practices and supporting the broader objectives of quality education.

## 2. METHODOLOGY

### *2.1. Research Design*

The study employed a quantitative descriptive-correlational design to examine Philippine Professional Standards for School Heads (PPSSH)-aligned leadership practices and their relationship with teacher performance across the Philippine Professional Standards for Teachers (PPST) domains. Descriptive analysis characterized respondents and assessed both variables; correlational analysis examined their association without manipulation. Comparable Philippine studies have used this approach (Andres & Batoon, 2026; Estrada & Gumban, 2024; Godes & Dioso, 2024). Findings supported development of a Teacher Performance Enhancement Program, alongside consideration of leadership dimensions as potential predictors.

### *2.2. Research Locale, Population, and Participants or Respondents*

The study was situated in public elementary and secondary schools in San Fernando District, Schools Division of Masbate. Its target population comprised school heads and teachers assigned to participating district schools. School heads described their implementation of PPSSH-aligned leadership practices, whereas teachers evaluated their respective school heads and supplied information concerning teacher performance. Including these respondent groups provided administrative and classroom perspectives. The demographic variables were respondent classification, age, sex, highest educational attainment, position or designation, and years in position or service. The inquiry focused on the leadership and teaching domains established by the Department of Education (2017, 2020).

### *2.3. Sampling Technique and Sample Determination*

Total enumeration was used for school heads to represent the district's school leadership population comprehensively. School-head inclusion therefore did not require a probabilistic sample-size calculation. Teachers were selected through proportionate stratified random sampling across participating schools. Each school's allocation was determined by its proportion of the total eligible teaching population, ensuring proportional school representation. This approach has also been applied in contemporary Philippine research involving school personnel (Caballero & Bantulo, 2025).

### *2.4. Research Instrument and Validation*

A structured questionnaire contained three parts. Part I recorded respondent demographics. Part II assessed five PPSSH domains: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections (Department of Education, 2020). Part III assessed seven PPST domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development (Department of Education, 2017). Responses used a four-point Likert scale. Expert validation and pilot testing addressed content validity and internal consistency, consistent with contemporary questionnaire-development guidance (Elangovan & Sundaravel, 2021; Leon et al., 2022). Authorized official performance records could supplement questionnaire responses where available.

### *2.5. Data Gathering Procedure*

The researcher submitted the proposal for preliminary evaluation and pre-oral defense, incorporating adviser and panel recommendations. Following proposal approval, permissions were secured from the Schools Division Office, district authorities, and participating school heads. The questionnaire underwent expert validation and pilot testing before administration. Respondents received explanations and instructions for independent questionnaire completion. Completed questionnaires were retrieved, checked for completeness, coded, tabulated, and organized by research question. Findings informed the proposed Teacher Performance Enhancement Program.

### *2.6. Data Analysis and Statistical Treatment*

Frequency counts and percentages summarized respondents' demographic characteristics. Weighted means described the extent of leadership practices across five PPSSH domains and teacher performance across seven PPST domains. Pearson product-moment correlation measured the strength, direction, and significance of relationships between the leadership and performance scores. These measures are consistent with recent Philippine correlational investigations of school leadership (Rivera, 2024; Uy, 2024). Inferential testing used a 0.05 significance level. The null hypothesis was rejected for p-values less than or equal to 0.05 and otherwise retained.

### *2.7. Ethical Considerations*

Respondents participated voluntarily and were informed of the study's purpose, the confidentiality of responses, and their right to withdraw without adverse consequences. The researcher explained the completion procedures and allowed respondents time to answer independently. Necessary permissions from education authorities and participating school heads preceded questionnaire administration. Retrieved responses were checked and organized for statistical analysis in accordance with the stated commitment to confidentiality.

## 3. RESULTS AND DISCUSSION

### *3.1. Demographic Characteristics and Professional Background of the Respondents*

The study involved 35 respondents from San Fernando District, consisting of 18 school heads (51.43%) and 17 teachers (48.57%). Their nearly equal representation provided perspectives from both educational leadership and classroom instruction. Regarding age, 12 respondents (34.29%) were 21–30 years old, 10 (28.57%) were 31–40, eight (22.86%) were 41–50, and five (14.29%) were 51–60. None were aged 61 years or older. The findings indicated that younger educators constituted the largest proportion of respondents, although different age groups were represented. In terms of sex, 25 respondents (71.43%) were female, while 10 (28.57%) were male. Educational attainment showed that 13 respondents (37.14%) held bachelor's degrees, eight (22.86%) had master's units, eight (22.86%) had completed the academic requirements for a master's degree, and six (17.14%) possessed master's degrees. None reported doctoral-level qualifications. These findings demonstrated that a considerable proportion of respondents had pursued graduate education, reflecting different levels of academic preparation. Regarding teaching experience, 10 respondents (28.57%) had served for 6–10 years, nine (25.71%) for 0–5 years, eight (22.86%) for 11–15 years, and another eight (22.86%) for 16 years or longer. The respondents also occupied different positions, including Teacher I–III (28.57%), Teacher in Charge (20.00%), Head Teacher (17.14%), Teacher I–VII (14.29%), Principal I–II (11.43%), Master Teacher I–IV (5.71%), and Principal III–IV (2.86%). No respondent held an Assistant Principal position. The demographic findings revealed varying educational qualifications, professional experiences, and institutional responsibilities. The Organisation for Economic Co-operation and

Development (OECD, 2025) emphasized the importance of considering teachers' professional circumstances and development opportunities when examining instructional practices. Accordingly, the respondents' characteristics provided relevant context for understanding leadership practices, teacher performance, and professional development needs without establishing direct relationships between demographic variables and measured outcomes.

### *3.2. Extent of PPSSH-Aligned Leadership Practices of School Heads*

The extent of PPSSH-aligned leadership practices was examined across five domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. All domains obtained composite means interpreted as Extensively Practiced, indicating consistently favorable leadership assessments. These findings aligned with the Department of Education's (2020) PPSSH framework, which emphasizes strategic leadership, organizational management, instructional improvement, professional development, and stakeholder engagement. Leading Strategically. This domain obtained a composite mean of 3.77, interpreted as Extensively Practiced. Communicating the school's vision, mission, and core values received the highest weighted mean of 3.86, followed by developing and implementing the School Improvement Plan (3.74). Translating national educational policies into school-level programs obtained the lowest mean of 3.71. The results indicated that school heads placed greater emphasis on communicating institutional direction than operationalizing educational policies. Ninković and Knežević Florić (2024) emphasized the relevance of leadership in supporting teaching practices through professional collaboration and organizational processes. Similarly, Magno (2025) highlighted the continuing importance of leadership competency development across PPSSH domains. These findings supported strengthening policy implementation while sustaining effective strategic communication. Managing School Operations and Resources. This domain recorded the highest composite mean of 3.79, classified as Extensively Practiced. Equitable allocation of financial, material, and physical resources received the highest mean of 3.83, while maintaining conducive learning facilities and implementing administrative procedures both obtained 3.77. The findings indicated that resource allocation was the strongest reported operational management practice. The OECD (2023) identified educational resources and school infrastructure as important considerations in the Philippine education system. Thus, the results highlighted school heads' favorable management practices while emphasizing the continued importance of maintaining facilities and administrative systems. Focusing on Teaching and Learning. This domain obtained the lowest composite mean of 3.71, although it remained Extensively Practiced. Instructional supervision and constructive feedback received the highest mean of 3.77, followed by promoting evidence-based teaching strategies (3.74). Systematic monitoring of student achievement obtained the lowest mean of 3.63. These findings suggested that direct instructional supervision received greater emphasis than data-informed instructional monitoring. Dorukbaşi and Cansoy (2024) identified positive associations between instructional leadership, teachers' instructional practices, and professional learning. The present findings therefore supported strengthening the systematic use of student achievement data alongside existing supervision and feedback practices. Developing Self and Others. The domain received a composite mean of 3.78, interpreted as Extensively Practiced. Coaching, mentoring, and administrative support for teachers and pursuing personal professional development both obtained weighted means of 3.80. Facilitating targeted Learning Action Cell sessions received 3.74. The findings demonstrated strong reported engagement in individual professional support, while structured professional development activities received comparatively lower ratings. Loquinio and

Dayaganon (2025) identified significant relationships between school heads' leadership behaviors and teachers' professional development. Similarly, Liu et al. (2025) established a positive association between professional learning communities and teacher efficacy. These findings supported strengthening collaborative learning activities alongside mentoring and leadership development. Building Connections. This domain obtained a composite mean of 3.75, classified as Extensively Practiced. Parent and guardian engagement received the highest weighted mean of 3.83, while community partnerships and transparent communication with external stakeholders both obtained 3.71. The results indicated that school heads emphasized family participation more strongly than broader external collaboration. The OECD (2025) recognized constructive professional relationships and stakeholder engagement as important elements of supportive school communities. Accordingly, the findings emphasized maintaining parent participation while strengthening partnerships with local government units and community organizations. Overall, managing school operations and resources received the highest composite mean (3.79), followed by developing self and others (3.78), leading strategically (3.77), building connections (3.75), and focusing on teaching and learning (3.71). Although all domains were extensively practiced, the comparatively lower ratings for instructional monitoring and external partnerships identified areas for continued leadership development. These findings provided a basis for strengthening PPSSH-aligned practices through targeted professional learning initiatives.

### *3.3. Level of Teacher Performance Across PPST Domains*

Teacher performance was assessed across five PPST-related domains: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and community linkages and professional engagement. All domains obtained Outstanding composite ratings, indicating consistently favorable assessments of teachers' professional competencies. The findings reflected the professional expectations established by the Department of Education (2017), particularly regarding instructional competence, inclusive learning, curriculum implementation, assessment, and professional engagement. Content Knowledge and Pedagogy. The domain obtained a composite mean of 3.78, interpreted as Outstanding. Effective verbal and nonverbal classroom communication received the highest weighted mean of 3.86, followed by applying comprehensive content knowledge (3.77). Instructional strategies promoting higher-order thinking skills obtained the lowest mean of 3.71. These findings suggested that teachers demonstrated strong classroom communication and subject knowledge, while HOTS-oriented instruction received comparatively lower assessments. The OECD (2025) emphasized the relevance of professional learning in strengthening teaching practices and student engagement. Thus, the results supported continued development of instructional strategies promoting critical thinking, creativity, and meaningful learning. Learning Environment and Diversity of Learners. This domain recorded a composite mean of 3.78, classified as Outstanding. Establishing positive learning environments and managing classroom behavior constructively both obtained weighted means of 3.80, while differentiated instruction received 3.74. The results indicated that classroom management was rated more favorably than adapting instruction to learners' individual differences. Ardenlid et al. (2025) emphasized differentiated instructional approaches as important components of inclusive education. Similarly, Alang and Ebisa (2025) identified learner diversity and technology integration as areas requiring practical professional development. These findings supported strengthening inclusive teaching strategies while sustaining positive classroom environments. Curriculum and Planning. The domain obtained a composite mean of 3.85, interpreted as

Outstanding. Selecting and utilizing appropriate instructional resources, including ICT, received the highest mean of 3.89, followed by aligning lesson delivery with curriculum standards (3.86). Developmentally sequenced instructional planning obtained the lowest mean of 3.80. The findings indicated favorable performance in instructional resource selection and curriculum alignment. Huang et al. (2024) emphasized the importance of active learning, professional collaboration, and feedback in technology-enabled teacher development. These findings supported continued improvement in instructional planning, resource utilization, and technology-supported teaching. Assessment and Reporting. This domain received a composite mean of 3.78, classified as Outstanding. Communicating learner achievement to parents and stakeholders obtained the highest weighted mean of 3.86, followed by monitoring learner progress using assessment information (3.77). Designing and selecting diagnostic, formative, and summative assessment tools received the lowest mean of 3.71. The results suggested that reporting learner progress was a strength, while technical assessment development required comparatively greater attention. Van Orman et al. (2025) emphasized explicit preparation, practical application, and feedback in developing teachers' assessment competencies. The findings supported professional development focused on assessment construction, item analysis, and evidence-informed instructional decisions. Community Linkages and Professional Engagement. This domain recorded the highest composite mean of 3.89, interpreted as Outstanding. Participation in collegial discussions, Learning Action Cell sessions, and professional development activities obtained the highest weighted mean of 3.91. Professional ethics and accountability received 3.89, while integrating local community contexts into classroom instruction obtained 3.86. The findings reflected strong professional engagement and collaboration among teachers. Liu et al. (2025) identified a positive association between professional learning communities and teacher efficacy, while the OECD (2025) emphasized the value of collaborative professional practices. These findings supported sustaining professional learning activities while strengthening community-based instructional experiences. Overall, community linkages and professional engagement obtained the highest composite mean (3.89), followed by curriculum and planning (3.85). Content knowledge and pedagogy, learning environment and diversity of learners, and assessment and reporting each received 3.78. Although all domains were rated Outstanding, the relatively lower indicators involving HOTS integration, differentiated instruction, assessment tool development, and instructional sequencing identified meaningful professional development priorities. The findings therefore supported maintaining teachers' established strengths while addressing specific areas for further instructional improvement.

### *3.4. Significant Relationship Between PPSSH-Aligned Leadership Practices and Teacher Performance*

The relationship between PPSSH-aligned leadership practices and teacher performance was examined using Pearson's product-moment correlation coefficient. The analysis yielded a computed r value of 0.45, indicating a moderate positive linear relationship. This exceeded the reported critical value of ±0.3338 at the 0.05 significance level, with 33 degrees of freedom. Consequently, the null hypothesis was rejected, establishing a statistically significant positive association between school heads' leadership practices and teacher performance. The findings indicated that higher ratings of PPSSH-aligned leadership practices tended to accompany higher teacher performance ratings. However, the moderate correlation did not establish a causal relationship or indicate that leadership practices alone determined teacher performance. Rather, the findings suggested that leadership and teaching competencies were positively

associated within the participating schools. These results were consistent with Dorukbaşi and Cansoy (2024), who identified a positive relationship between instructional leadership and teachers' instructional practices, with professional learning serving as a mediating factor. Similarly, Elfira et al. (2024) found that teacher self-efficacy significantly mediated the relationship between instructional leadership and teacher performance. Ninković and Knežević Florić (2024) also emphasized professional collaboration, teacher learning, and organizational support as relevant factors connecting leadership with instructional practices. However, Andres and Batoon (2026) reported no statistically significant relationship between PPSSH-aligned leadership practices and teacher performance in another Philippine educational context. This contrasting finding suggested that relationships may differ according to institutional settings, sample characteristics, and measurement approaches. The present findings therefore contributed context-specific evidence of a significant positive relationship within San Fernando District. Overall, the results highlighted the relevance of school leadership to the professional environment in which teachers perform their responsibilities. The significant association provided a basis for considering leadership development and teacher professional learning together in the proposed Continuous Professional Development program, without assuming that improving leadership practices would automatically produce higher teacher performance.

### *3.5. Identified Professional Development Needs and Proposed Continuous Professional Development Program*

The study identified eight professional development priorities as the basis for proposing a Continuous Professional Development (CPD) program for school heads and teachers in San Fernando District. The assessment covered pedagogy, classroom management, ICT integration, assessment development, coaching and mentoring, action research, stakeholder engagement, and teacher well-being. The overall composite mean of 3.83 reflected strong recognition of the identified professional development needs. Action research writing and data-driven instruction received the highest weighted mean of 3.91, interpreted as Highly Needed. This finding indicated that respondents prioritized strengthening research competencies and evidence-informed instructional decision-making. The result was consistent with the relatively lower rating for systematic monitoring of student achievement under instructional leadership. Cirocki et al. (2024) emphasized the relevance of structured training in reflective practice and action research. Their findings supported incorporating school-based research, evidence interpretation, and data-driven instructional planning into the proposed CPD program. Construction, item analysis, and validation of assessment tools obtained the second-highest weighted mean of 3.89. This finding complemented the teacher performance results, where assessment tool design received a comparatively lower rating. Van Orman et al. (2025) emphasized the importance of practical preparation and feedback in strengthening teachers' assessment competencies. Consequently, assessment construction, instrument evaluation, and instructional use of assessment results emerged as important development priorities. Advanced pedagogical strategies and HOTS integration, instructional coaching and mentoring, and community linkages and stakeholder engagement each obtained weighted means of 3.86, all interpreted as Highly Needed. The findings demonstrated similarly strong demand for improving instructional approaches, professional support, and community collaboration. Magno (2025) emphasized continuing leadership competency development, while Liu et al. (2025) highlighted the positive association between professional learning communities and teacher efficacy. These findings supported professional development activities involving mentoring, collaborative instructional planning, targeted LAC sessions, and stakeholder engagement. Stress management, work-life balance,

and teacher well-being received a weighted mean of 3.78, while classroom management and positive discipline techniques obtained 3.77. Both were interpreted as Highly Needed. These findings indicated that respondents recognized the importance of sustaining personal well-being and constructive learning environments alongside instructional competence. The OECD (2025) emphasized the relevance of professional conditions, institutional support, and occupational demands to teachers' well-being and job satisfaction. ICT integration and digital tool mastery received the lowest weighted mean of 3.71, although the area remained Highly Needed. This result suggested that respondents continued to recognize the importance of digital competencies despite assigning higher priority to other development areas. Huang et al. (2024) emphasized that technology-enabled professional development benefits from practical application, professional collaboration, and constructive feedback. Accordingly, ICT training could support instructional improvement through context-appropriate digital learning activities. Overall, the findings indicated a strong need for a comprehensive CPD program addressing instructional, leadership, research, assessment, technological, and professional competencies. Action research and data-driven instruction emerged as the highest priority, followed by assessment development, pedagogy, mentoring, and stakeholder engagement. The proposed program could therefore prioritize these areas while integrating teacher well-being, classroom management, and digital competencies. These priorities were consistent with the study's findings on leadership practices and teacher performance, providing a basis for a responsive professional development program whose effectiveness could be assessed through subsequent implementation and evaluation.

## 4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that school heads in San Fernando District extensively practiced Philippine Professional Standards for School Heads (PPSSH)-aligned leadership across strategic direction, resource management, instructional improvement, professional development, and stakeholder engagement, while teachers demonstrated outstanding performance across the assessed Philippine Professional Standards for Teachers (PPST) domains. Despite these favorable results, opportunities for improvement were identified in data-driven instructional decision-making, external partnerships, differentiated instruction, higher-order thinking skills, and assessment development. A statistically significant moderate positive relationship was established between school leadership practices and teacher performance, indicating that stronger leadership practices were associated with higher teacher performance levels. Furthermore, respondents expressed a high need for continuous professional development, particularly in action research writing and data-driven instruction. Collectively, these findings emphasized the importance of sustaining effective leadership and instructional practices while providing an empirical foundation for a targeted Continuous Professional Development (CPD) Program responsive to the professional needs of educators in San Fernando District.

Based on the findings, the Schools Division Office and school heads are encouraged to adopt and implement the proposed Continuous Professional Development (CPD) Program, prioritizing action research writing, data-driven instruction, assessment competencies, and instructional coaching. School heads should strengthen the systematic use of learner achievement data, effective implementation of educational policies, and collaboration with local government units and community stakeholders. Teachers should participate in targeted Learning Action Cell sessions, peer mentoring, and collaborative instructional planning to enhance differentiated instruction, higher-order thinking skills, curriculum implementation, and assessment development. Existing strengths in instructional supervision, equitable resource allocation, professional engagement, and stakeholder communication should also be sustained. The

Schools Division Office should ensure equitable access to professional development opportunities and establish regular monitoring and evaluation mechanisms to assess the program's effectiveness. Future researchers may examine the contributions of individual PPSSH domains to teacher performance and evaluate the outcomes of the proposed CPD Program.

The study was limited to 35 respondents, comprising 18 school heads and 17 teachers from San Fernando District, which restricted the generalizability of the findings to other educational settings. Data were obtained through a structured questionnaire, reflecting respondents' assessments of leadership practices and teacher performance. Furthermore, the correlational analysis established a statistically significant association between the variables but did not demonstrate causation. The proposed CPD Program was developed from the identified professional development needs rather than evaluated through implementation. Future studies may involve larger samples, broader geographical coverage, and program evaluations to strengthen and extend the present findings.

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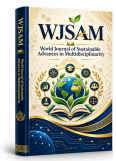
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