

FROM INSTRUCTION TO LEADERSHIP: EXAMINING THE PROFESSIONAL DEVELOPMENT INTERVENTIONS BY THE CLASSROOM TEACHERS TRANSITIONING TO SCHOOL ADMINISTRATORS

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Abstract

This study examined the professional development interventions received by classroom teachers transitioning to school administration roles in the DepEd Division of Quezon and the mediating role of transition readiness in leadership effectiveness. Using a quantitative descriptive correlational design with mediation analysis, data were gathered from 95 respondents. Results showed that professional development interventions were implemented to a great extent, while transition readiness was rated at a leadership ready level. Respondents were perceived as highly effective in performing leadership functions to school and to people. Correlation analyses revealed significant positive relationships among professional development, transition readiness, leadership effectiveness and their combinations. Mediation results indicated that transition readiness significantly mediated the relationship between professional development interventions and leadership effectiveness. Findings emphasize the importance of readiness-focused professional development and mentoring to support effective leadership transitions among classroom teachers entering school administrator roles within public education systems.

Keywords: classroom teachers, transition readiness, school administrators, professional development interventions

1. Introduction

Administrative roles in education have been shown to be important for improving the school environment and students' academic performance. The transition from classroom teaching to school administration represents a significant professional shift that requires teachers to move beyond instructional responsibilities and assume broader leadership, managerial, and organizational management. This shift is widely acknowledged as multifaceted because administrative roles demand the ability to guide instructional improvement, cultivate professional capacity among teachers, and sustain schoolwide systems that support learning (Li & Liu, 2020; Levin et al., 2020). Unlike classroom teachers whose influence is concentrated within their own instructional environment, school administrators must lead adults, coordinate programs, and maintain coherent organizational direction. These broader expectations underscore that the transition is not merely a change in job title, but a significant reorientation of identity, practice, and professional responsibility (Nelson, 2020). This shift in role expectations often creates challenges for transitioning teachers who may feel unprepared for the leadership responsibilities.

The transition is not merely a change in job function but a reorientation of professional identity and practice. This necessitates support and guidance from the system to prepare novice school administrators in the transition process. Transitioning school leaders frequently encounter challenges related to managing school, supervising personnel, and engaging with diverse stakeholders and these are areas for which many

feel underprepared during their initial transition (Nelson, 2020; Hong et al., 2020). Leadership transitions can disrupt organizational stability, undermine relational trust, and affect the work environment, making it essential for administrators to swiftly develop relational and cultural leadership skills. These findings demonstrate that instructional expertise alone does not equip educators with the competencies required for effective leadership across an entire school system. Given these conditions, these emphasize the need for intentional, structured professional development systems that directly address the learning demands placed on emerging school leaders (Darling-Hammond et al., 2022).

Consequently, professional development (PD) plays an important role in preparing transitioning teachers for administrative duties. School leaders require structured opportunities that develop leadership capacity in areas such as instructional supervision, organizational change, teacher collaboration, and data-informed decision-making (Nooruddin & Bhamani, 2019). Research also indicates that targeted professional development interventions such as mentoring, coaching, and experiential learning help novice administrators build confidence and competence in leadership functions (Hayes, 2019). Moreover, both teachers and administrators identify ongoing, relevant, and context-specific PD as essential for improving instructional and management practices (Poulou et al., 2023).

Among the various professional development modalities, mentoring and coaching stand out as especially beneficial for novice administrators. Developmental mentoring supports new leaders in clarifying expectations, strengthening leadership identity, and developing instructional leadership competencies (Hayes, 2019).

The Department of Education (DepEd) first institutionalized the administration of the Principals' Test through DepEd Order No. 97, s. 2011, which mandated National Educators Academy of the Philippines (NEAP) to conduct a national qualifying examination annually for aspiring school heads as part of the formal selection and reclassification process. This early policy laid the foundation for leadership assessment systems used in subsequent years. Later, DepEd Memorandum No. 013, s. 2024 reiterated that the National Qualifying Examination for School Heads (NQESH) is a requirement for appointment and reclassification. In 2025, DepEd Memorandum No. 069, s. In 2025, NQESH was transformed into the National Assessment for School Heads (NASH), reframing it into a developmental, standards-aligned assessment designed to strengthen school leadership preparation under the PPSSH. In line with this, the Department of Education continues to concentrate on developing strong administration within schools, understanding that competent school administrators are vital to enhance the educational quality and supporting better student learning outcomes.

Transitioning from classroom teaching to school administration requires educators to adopt new identities and develop leadership competencies. Without structured and sustained professional development, novice administrators face substantial challenges in meeting the demands of their roles and sustaining effective leadership practices. Addressing this need is essential to ensuring that emerging school leaders are adequately prepared to guide instructional improvement, foster collaborative cultures, and ultimately support meaningful school advancement (Nelson, 2020).

The quality of instructional leadership remains a key component in building effective schools and enhancing learning outcomes. Internationally, the focus on leadership development has increased as educational systems encounter challenges, such as demands on accountability, issues in inclusiveness, and dynamic changes in mode of learning (Hallinger & Wang, 2019). Effective leadership is widely acknowledged as the second most important school-level component, after lesson delivery, in affecting

student academic performance (Liu et al., 2018). Thus, the readiness of school leaders, most especially those shifts from classroom instruction roles, has received focus in policy and implementation.

In the Philippine setting, the governance of basic education is grounded in the 1987 Constitution and R.A. No. 9155, also known as the Governance of Basic Education Act of 2001, which clearly outlines the specific duties, responsibilities and accountability of school administrators to ensure effective school management. The Department of Education (DepEd) has continually focused professional development as a framework for teacher development and administrative preparedness, particularly through initiatives under the NEAP (DepEd, 2019). These mandates and initiatives acknowledge that transitioning classroom teachers need more than technical expertise; they also require them to assume leadership responsibilities effectively.

However, issues continue in assuring that teachers who aim to become administrators are sufficiently ready. Many of the teachers actively engaged in administrative tasks including as coaching and professional learning societies, they further faced uncertainty in role expectations and limited leadership support, which restrict preparedness in leadership roles. Similarly, in the province of Leyte and Southern Leyte, the phenomenological analysis of teacher-principals, emphasized continuous challenges including as limited preparation, clarity in role, and managing teaching with leadership duties (Hungo et al., 2024). These results indicate that programs in professional development tend to be ineffective to fully prepare teachers for the realities of administrative transitions.

Despite these efforts, challenges remain in ensuring that classroom teachers who aspire to become administrators are adequately prepared. Many teachers actively participate in leadership practices such as mentoring and professional learning communities, they also experience role ambiguity and insufficient administrative support, which hinder leadership readiness. Similarly, Hungo et al. (2024), in their phenomenological exploration of teacher-principals in Leyte and Southern Leyte, highlighted persistent difficulties such as lack of preparation, role clarity, and balancing teaching with administrative responsibilities. These findings illustrate that professional development interventions often fail to fully equip teachers for the realities of leadership transitions.

Studies also point to systemic gaps that affect transition readiness. Rodulfa (2022) further observed that instructional leadership directly affects teacher efficacy in implementing blended teaching modalities, but leadership training often lags behind the emerging demands of new contexts, signaling gaps in transition readiness. Similarly, Cadiong (2024) noted that while teachers in the National Capital Region exhibit high levels of competence and professional commitment, opportunities to engage in authentic leadership functions remain limited, leaving many underprepared for administrative roles.

These national findings resonate with local realities. In Quezon Division, teachers who have successfully passed the National Qualifying Examination for School Heads (NQESH) still face varying degrees of readiness and effectiveness as they transition into school leadership positions. Professional development interventions are provided, yet the extent to which these interventions prepare teachers for leadership responsibilities remains unclear. Moreover, the mediating role of transition readiness in shaping their leadership effectiveness has not been fully examined.

Given these gaps, this study sought to examine the level of professional development interventions received by transitioning classroom teachers, their transition readiness, and their perceived effectiveness in assuming school leadership roles in the Division of Quezon. By addressing these issues, the research deepens

understanding of how professional development can be better aligned with the realities of leadership transitions, thereby supporting DepEd's vision of cultivating competent, committed, and future-ready school leaders.

2. Methodology

The study employed a quantitative, descriptive-correlational design with mediation analysis. This design identifies and analyzes the relationships between variables without manipulation (Putri, et al, 2025). Systematic investigation of whether and how variables are related is the central focus of this research design process (Miksza & Elpus, 2018). In this regard, this research design aligns with the researcher's objective of analyzing the relationship between the professional development interventions received by classroom teachers and their school leadership effectiveness in the SDO Quezon. Aside from this, the researcher also explored whether the transition readiness of these school leaders significantly mediates the cited variables. Understanding the relationships among these variables is significant for analyzing how to improve the SDO Quezon's initiatives by providing professional development interventions for beginning school heads, enhancing their readiness and capacity to manage schools and learning centers.

The proposed locale of this study is DepEd Quezon. Its Schools Division Office (SDO) is situated at Pagbilao, Quezon, serving all the thirty-nine (39) municipalities of the province. There are 953 schools in the SDO, with fifty-seven (57) school districts (DepEd Quezon, 2025). Among these schools, 771 are elementary while 182 are secondary. Some schools are also currently integrated into serving curriculum programs from the elementary to the senior high school levels. These schools are currently managed by 953 school heads, comprising full-fledged principals, assistant school principals, head teachers, teachers-in-charge, officers-in-charge, and vocational school administrators. However, to be a full-fledged school principal, the teacher must pass an eligibility examination for school administration (e.g., the National Qualifying Examination for School Heads or the National Assessment for School Heads) (DepEd Memorandum No. 013, s. 2024; DepEd Memorandum No. 069, s. 2025). In FY 2024, there were ninety-five (95) passers who were classified in category A of the National Qualifying Examination for School Heads (NQESH) for DepEd Quezon. Those category A qualifiers can apply for the principalship, while category B qualifiers need to undergo further intervention (e.g., professional shadowing, immersion, professional development) before being appointed to the post. Among these category A qualifiers are classroom teachers who have no experience in school management, supervision, or administration. As qualifiers, they are eligible for promotion to principal positions after passing the qualifying examination for school heads. Among the 95 category A qualifiers who were appointed to principal positions, there are reportedly forty-five (45) teachers promoted to the said posts. Hence, the researcher considered all 45 newly promoted school heads as respondents of the study. Since these numbers were insufficient for correlation and mediation analyses, the researcher also included NQESH passers from 2020 to 2025 to increase the number of respondents. The study identified 95 respondents to complete the minimum number for correlation and mediation analysis.

The respondents of the study were composed of both newly appointed school administrators and qualified classroom teachers eligible for promotion. These individuals largely came from classroom teaching positions and, despite meeting the qualifications for school leadership, many had limited prior experience in school management, supervision, and administrative functions. The identified respondents were sufficient for this undertaking, as they represented the entire characterized population. The use of the identified number of respondents is no longer new in correlational research. Using this targeted set can be more informative for drawing inferences about population correlations (Anderson, Doherty, & Friedrich, 2008). Likewise,

correlational research does not require large population sizes, since it only looks for relationships (Patten & Galvan, 2019). Only the identified number of respondents were considered, as they represented the target participants and thus constitute the entire group or population.

The researcher used the literature review matrix and its analysis results as the basis for constructing the research questionnaire. Since the current study has two (2) main variables and one (1) mediating variable, there are three (3) critical variables to be assessed. Each variable has forty (40) items and was distributed across five (5) domains. There was a total of one hundred twenty (120) items for the proposed data gathering tool. The three (3) variables assessed were as follows: (1) level of professional development interventions received by transitioning classroom teachers to school administration; (2) transition readiness level among classroom teachers moving into school leadership roles; and (3) effectiveness level of classroom teachers transitioning to school administrators. The research instrument underwent a construction and development process. Following standard protocols for designing a research-gathering tool, the researcher proceeded with the construction and validation phases. The research tool for this dissertation work comprised one hundred twenty (120) items divided into three (3) assessment areas. There are forty (40) items for each assessment area, divided into five (5) specific domains. These items were taken from the reviewed literature on the topic under investigation. Using the literature review matrix, the researcher crafted the tool needed to answer the questions posed in this study. The three (3) areas assessed were directly aligned with the first to third research questions. These areas include: (1) Level of Professional Development Interventions Received by Transitioning Classroom Teachers to School Administration; (2) Transition Readiness Level Among Classroom Teachers Moving into School Leadership Roles; and (3) Effectiveness Level of Classroom Teachers Transitioning to School Administrators.

To ensure the validity and reliability of the researcher-developed instrument, the researcher subjected it to a series of evaluations and refinements before the actual data gathering process. For the validation, the researcher used the 4R Validation Matrix and the Content-Validation Index (CVI). On the other hand, to ensure reliability, the researcher considered internal consistency analysis using Cronbach's Alpha. The 4R Validation Matrix used a matrix for experts' comments and recommendations to improve the written items or indicators in each assessment area. This matrix contained an evaluative table with columns containing "retain," "revise," "reject," and "remarks" feedback, hence the title 4R (Cacho et al., 2024). After finalizing the items, the researcher conducted a CVI as a validation approach to quantify the proposed tool's validity using expert ratings or feedback (Schwanda, 2024). With the help of five (5) expert researchers, the researcher requested that they provide critical input to help refine the data-gathering tool. At a minimum, the research experts who validated the tool should be knowledgeable in research instrument development and have a background in the identified subject matter (e.g., school leadership). Aside from the validity process, the researcher also laid out the plan for the reliability evaluation. Through a pilot test in another site (e.g., a school district in a neighboring school division), the researcher employed internal consistency analysis using Cronbach's Alpha. This approach is significant for establishing reliability in measuring the intended construct of the data-gathering instrument (Viladrich, Brunet, & Doval, 2017). The internal consistency reliability helped establish the soundness of the researcher-made tool (Malapane & Ndlovu, 2024). After conducting the pilot test, the results were evaluated against the acceptable score range of ≥ 0.70 for each indicator to ensure reliability.

The researcher used the three-phase approach to conduct the data-gathering procedure for this proposed study. The approaches included conceptualization, implementation, and data analysis. Each phase

consisted of specific activities that guided the researcher in completing the research study. Ethical considerations were integrated across the identified phases to ensure adherence to ethical standards. In this manner, the researcher minimized the occurrence of risks and ensured that the study could be carried out objectively, guided by the standards for conducting a research study. Guided by the problem context itself and the amount of literature reviewed, the researcher was able to identify the deficiencies that address the former. What has not yet been answered or explored in the current research literature, particularly in the locale, served as the researcher's focal point. It was critical to examine how classroom teachers who passed the national assessment for school heads assume the responsibilities of being school heads despite lacking sufficient experience in school administration. This matter prompted the researcher to explore an unexplored yet pressing topic to help would-be and aspiring school administrators be ready for the critical role they will play as school heads. With this, the researcher drafted the research proposal in accordance with the university's standards and guidelines. Approval of the proposed study, coordination with DepEd officials and personnel in the SDO and school districts, and other permits were secured before the data-gathering process. Aside from these, the researcher ensured the completion and execution of the Data Sharing Agreement (DSA), Informed Consent Form (ICF), and other necessary permits.

Upon completion of all data-gathering requirements, the researcher proceeded to the implementation phase. This phase concerned the actual coordination with the school district, through their respective Public Schools District Supervisors, and with the targeted respondents. With the data requested from the SDO to identify current school heads who came from the pool of classroom teachers before their school administration assignments, the researcher proceeded to administering the research instruments to collect all necessary information. The researcher requested a two (2)- week data-gathering process. However, given the context of the SDO, the researcher allotted at least 2 months to complete the data gathering. A series of follow-ups were made until all the accomplished instruments were gathered and secured. Aside from physical attendance and collection, the researcher also considered using an online data-gathering tool via Google Forms as part of the efficiency initiative. This mechanism eased the distribution, gathering, and tallying of individual responses. Once all responses were collected, the researcher consolidated and tabulated them for analysis. Cleaning, proper recording, and processing of the collected data commenced. The researcher also consulted and coordinated with the research adviser and the university's statistician for appropriate assistance and guidance in the analysis phase. Statistical tools for data analysis included descriptive analysis (e.g., Mean) and inferential analysis (e.g., Pearson's r or Spearman's Rho , Mediation Analysis Using Hayes' PROCESS Macro (Model 4).

Working towards integrity and standards-based practice requires adherence to established research protocols. These ethical protocols included: (a) informed consent and voluntary participation of the respondents; (b) confidentiality and anonymity of the research participants; (c) non-maleficence and beneficence; and (d) transparency and integrity. Considering that DepEd is a highly complex bureaucracy, the researcher applied context-specific principles to ensure that no deviation from ethical practice occurs. These ethical considerations helped establish an objective approach to proper coordination and data-gathering processes.

For the data analysis, several statistical treatments and tools were considered. The data analysis considered the identified purpose of each objective in light of the presented research questions. Proper statistical treatment of data is critical to answering the research questions presented. To identify the level of professional development interventions received by transitioning classroom teachers transitioning to school administration, the researcher conducted descriptive analysis using means. The same statistical tool was used

in the second and third questions, which focused on the transition-readiness level among classroom teachers moving into school administration roles and the perceived effectiveness of classroom teachers transitioning to school administration in performing leadership functions. To analyze the relationship between the professional development interventions and the school leadership effectiveness of classroom teachers moving to school administrators, the researcher employed inferential analysis. First, the researcher conducted a normality test using the Normality of Composite Scores test with the Shapiro-Wilk test. Pearson Product-Moment Correlation (r) was used once the normality range's met. On the other hand, if this assumption is violated, then the researcher used Spearman's rho. For the mediation analysis, considering transition readiness in professional development interventions and school leadership effectiveness, the researcher employed Mediation Analysis Using Regression with Hayes' PROCESS Macro (Model 4).

3. Results and Discussions

The findings of the study reveals that the DepEd Division of Quezon's professional development programs are thorough and very helpful in meeting the complex needs of school leadership, proving that these interventions greatly improve teachers' preparedness to take on administrative responsibilities. In the operational, adaptive, communicative, and professional knowledge domains, transitioning classroom teachers exhibit strong readiness, enabling newly appointed school heads to carry out their leadership responsibilities at the school and people levels. Most importantly, the study demonstrates that transition preparation is a crucial determinant of leadership efficacy, acting as the final link between administrative success and professional growth.

To operationalize these findings, it is recommended that the Schools Division Office (SDO) of Quezon create a thorough Leadership Transition Program (LTP) in addition to a systematic mentorship and coaching framework that matches seasoned principals with inexperienced school heads through its HRDU, SGOD, and instructional leaders. Additionally, the division may restructure current training programs to incorporate particular leadership work needs that directly translate into readiness competencies, and conduct organized transition readiness assessments twice a year, at the start and end of the school year. Lastly, in order to successfully transition from classroom instruction to successful school administration, district supervisors and school heads may offer aspiring leaders' opportunities for experiential learning, such as leadership immersions and assignments as officers-in-charge or committee chairpersons, along with ongoing reflective practices, peer feedback, and coaching sessions.

Table 1

Summary on Perceived Extent of Professional Development Intervention

Parameters	Mean	SD	Verbal Interpretation
Instructional Leadership Training Ave	4.34	0.60	Great Extent
School Management and Governance Capacity Ave	4.33	0.60	Great Extent
Human Resource Development Ave	4.32	0.60	Great Extent
Strategic Policy-Oriented Development Ave	4.42	0.60	Great Extent
Ethical and Community Engagement Ave	4.51	0.60	Very Great Extent
Overall	4.38	0.60	Great Extent

Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent, 1.50-2.49 Least Extent, 1.00-1.49 Very Least Extent

Table 1 summarizes the perceived extent of professional development interventions across five key leadership domains among newly appointed school heads. The overall mean rating of 4.38 indicates that professional development interventions were implemented to a Great Extent.

Among the domains, Ethical and Community Engagement had the highest mean (4.51), which is interpreted as Very Great Extent, reflecting a strong emphasis on ethical leadership, accountability, and stakeholder engagement. This was followed by Strategic Policy Oriented Development (4.42), which also showed a high level of perceived implementation.

On the contrary, Human Resource Development recorded the lowest mean (4.32), although it remained within the Great Extent interpretation. The other domains, Instructional Leadership Training (4.34) and School Management and Governance Capacity (4.33), likewise demonstrated consistently high ratings, suggesting balanced professional development support across leadership functions.

The summary findings indicate that professional development interventions across instructional, managerial, human resource, strategic, and ethical domains are generally perceived as effective and sufficiently implemented in preparing classroom teachers for school leadership roles. The overall rating, to a great extent, suggests that professional development initiatives contribute meaningfully to leadership readiness by addressing both technical and values-based competencies essential to school administration.

The prominence of ethical and community engagement as the highest rated domain highlights the strong emphasis placed on ethical responsibility, accountability, and stakeholder relationships in leadership development. This aligns with the proposition of Clindenbeard and Ultan (2024) that professional development programs emphasizing ethical leadership and community engagement strengthen administrators' capacity to lead inclusive, trust based, and collaborative school environments. The findings suggest that professional development interventions are particularly effective in cultivating leadership dispositions critical to sustaining public trust and community support.

The slightly lower mean for Human Resource Development, although still interpreted as a great extent, suggests that people management competencies may require continued strengthening. Darling Hammond et al. (2017) emphasized that leadership effectiveness depends not only on knowledge and skills but also on sustained opportunities for leaders to practice mentoring, coaching, and personnel management in authentic contexts. The findings imply that while foundational HR competencies are adequately addressed, deeper, more sustained support for managing personnel motivation and development may further enhance leadership effectiveness.

The findings affirm that professional development interventions are implemented to a substantial extent and are generally aligned with established leadership development frameworks. The results also suggest that professional development programs are most impactful when they maintain balance across leadership domains while continuously strengthening human centered and practice-based leadership competencies.

Table 2*Summary on Perceived Level of Transition Readiness*

Parameters	Mean	SD	Verbal Interpretation
Leadership Skills Ave	4.46	0.60	Strategic Ready
Administrative Responsibilities Ave	4.51	0.50	Leadership Ready
Adaptability Ave	4.63	0.50	Leadership Ready
Communication Skills Ave	4.63	0.50	Leadership Ready
Professional Knowledge Ave	4.50	0.50	Leadership Ready
Overall	4.55	0.50	Leadership Ready

Legend: 4.50-5.00 Leadership Ready, 3.50-4.49 Strategic Ready, 2.50-3.49 Functional Ready, 1.50-2.49 Developing Competence, 1.00-1.49 Emerging Awareness

Table 2 summarizes the perceived transition-readiness levels of classroom teachers across five major readiness domains as they move into school leadership roles. The overall mean score of 4.55 corresponds to a Leadership Ready level, indicating that respondents generally perceive themselves as well prepared to assume administrative responsibilities.

Among the readiness domains, Adaptability (4.63) and Communication Skills (4.63) obtained the highest mean ratings, both interpreted as Leadership Ready, suggesting strong preparedness in emotional resilience, interpersonal communication, and responsive leadership. These were followed closely by Administrative Responsibilities (4.51) and Professional Knowledge (4.50), which likewise reached the Leadership Ready level.

In contrast, Leadership Skills recorded the lowest mean (4.46), although it remained within the Strategic Ready category. Overall, the summary results reflect a consistently high level of transition readiness across all domains, with respondents demonstrating stronger readiness in adaptive, communicative, and administrative competencies.

Adaptability and communication skills, as the highest rated domains, underscore the importance of emotional resilience and interpersonal competence in leadership transition. This aligns with Lazarides et al. (2021), who emphasized that teachers' confidence, emotional regulation, and self efficacy significantly influence their readiness to assume leadership responsibilities. The findings suggest that respondents' ability to remain flexible, maintain a positive attitude, and communicate effectively contributes strongly to their perceived readiness for leadership roles. The findings imply that exposure to leadership responsibilities and professional development initiatives may have strengthened respondents' preparedness to manage administrative and governance related functions.

Table 3*Summary of the Perceived Level of Effectiveness of the School*

Parameters	Mean	SD	Verbal Interpretation
Leading Strategically Ave	4.29	0.60	Highly Effective
Managing School Operations Ave	4.46	0.60	Highly Effective
Leading Teaching and Learning Ave	4.37	0.60	Highly Effective
Overall	4.37	0.50	Highly Effective

Legend: 4.50-5.00 Exemplary Effective, 3.50-4.49 Highly Effective, 2.50-3.49 Moderately Effective, 1.50-2.49 Basically Effective, 1.00-1.49 Limitedly Effective

Table 18 summarizes the perceived effectiveness of classroom teachers transitioning to school administrators across three major leadership function domains. The overall mean score of 4.37 indicates that respondents perceive themselves as Highly Effective in performing leadership functions that contribute to school effectiveness.

Across the domains, Managing School Operations reflects the strongest area of effectiveness, indicating that respondents demonstrate high confidence in handling operational systems, resource management, and administrative processes critical to daily school functioning. This is closely followed by Leading Teaching and Learning, suggesting robust effectiveness in instructional leadership, teacher support, and learner-centered initiatives. In contrast, Leading Strategically, while still rated as Highly Effective, occupies the lower range among the domains, indicating comparatively less emphasis on long term planning, research driven innovation, and strategic foresight. Overall, the results suggest a leadership effectiveness characterized by strong operational and instructional effectiveness, with strategic leadership effectiveness present but relatively less evident.

The findings indicate that classroom teachers transitioning into school administration roles are generally effective across key leadership functions essential to school performance. The overall rating reflects respondents' ability to manage schools through operational efficiency, instructional leadership, and strategic direction, suggesting a balanced but practice oriented leadership effectiveness profile.

Table 4*Summary of the Perceived Level of Effectiveness to People*

Parameters	Mean	SD	Verbal Interpretation
Developing Self and Others Ave	4.46	0.60	Highly Effective
Building Connections Ave	4.42	0.60	Highly Effective
Overall	4.44	0.60	Highly Effective

Legend: 4.50-5.00 Exemplary Effective, 3.50-4.49 Highly Effective, 2.50-3.49 Moderately Effective, 1.50-2.49 Basically Effective, 1.00-1.49 Limitedly Effective

Table 4 provides an overall synthesis of the perceived effectiveness of classroom teachers transitioning to school administrators in relation to people-focused leadership functions. The overall mean

score of 4.44 reflects a Highly Effective level, indicating that respondents generally demonstrate strong effectiveness in leadership practices that emphasize professional growth, collaboration, and interpersonal relationships. Across the two dimensions, Developing Self and Others had a slightly higher average than Building Connections, suggesting that respondents perceive themselves as more effective at nurturing professional growth, reflection, and staff development than at expanding and sustaining broader relational networks. Nevertheless, both domains fall within the Highly Effective range, indicating consistently positive perception of people centered leadership effectiveness. Taken together, the summary results suggest that respondents exhibit a balanced effectiveness profile in developing individuals and fostering collaborative relationships, with neither domain showing marked weakness or difference.

This finding aligns with Musa et al. (2020), who emphasized that leadership support systems and opportunities for professional growth significantly enhance school leaders' confidence and effectiveness. At the same time, the strong effectiveness observed in building connections highlights respondents' capability to engage colleagues and stakeholders through collaborative practices. This supports Farley and Augustine Shaw (2021), who reported that effective communication and relational leadership play a critical role in ensuring successful leadership transitions and sustaining trust within school communities.

The summarized findings indicate that classroom teachers transitioning into school administrator roles are generally effective in performing people centered leadership functions. The overall rating suggests that respondents possess the interpersonal competencies necessary to support professional growth, maintain positive working relationships, and promote collaborative school cultures.

Test of Correlations Between Variables

Table 5

Test of Correlation between Professional Development Intervention and Transition

Readiness

Professional Development Intervention	Transition Readiness				
	Leadership Skills	Administrative Responsibilities	Adaptability	Communication Skills	Professional Knowledge
Instructional Leadership Training	0.484***	0.413***	0.355***	0.327**	0.413***
School Management and Governance Capacity	0.559***	0.483***	0.456***	0.425***	0.489***
Human Resource Development	0.571***	0.512***	0.506***	0.480***	0.550***
Strategic Policy-Oriented Development	0.562***	0.570***	0.521***	0.503***	0.571***
Ethical and Community Engagement	0.549***	0.594***	0.579***	0.560***	0.566***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 5 presents the results of the correlation analysis examining the relationship between professional development interventions and transition readiness of classroom teachers transitioning to school administrators. The findings reveal that all professional development domains are significantly and positively correlated with all dimensions of transition readiness, with correlation coefficients ranging from moderate to strong, and all relationships statistically significant at either the .01 or .001 levels.

Across the results, Ethical and Community Engagement and Strategic Policy-Oriented Development exhibit the strongest and most consistent correlations with transition-readiness domains, particularly in administrative responsibilities, adaptability, communication skills, and professional knowledge. Meanwhile, Instructional Leadership Training, while still demonstrating statistically significant relationships across all readiness domains, shows comparatively lower correlation coefficients, particularly with communication skills and adaptability. Overall, the pattern of results indicates that as the perceived extent of professional development interventions increases across all domains, corresponding levels of transition readiness in leadership, administrative, adaptive, communicative, and professional knowledge competencies also increase. The consistently moderate-to-strong correlations across all professional development areas imply that professional development interventions are not isolated contributors but function as an integrated system that supports leadership transition. This aligns with Darling Hammond et al. (2017), who emphasized that effective professional development must be coherent, sustained, and aligned with leadership competencies to meaningfully influence leadership readiness.

The strong and consistent correlations of Ethical and Community Engagement and Strategic Policy-Oriented Development with transition readiness may be explained by the actual demands placed on school heads within the Philippine school context. In public schools, administrators are expected not only to manage internal operations but also to actively engage with stakeholders such as parents, barangay officials, and local government units. This explains why teachers who are exposed to community engagement activities and ethical decision-making processes develop stronger communication skills, adaptability, and administrative competence, as reflected in the higher correlation values. In practice, teachers who serve as coordinators of school-community programs (e.g., Brigada Eskwela, PTA activities, or community outreach programs) are often observed to be more confident in handling leadership responsibilities when they transition to administrative roles.

Similarly, the high relationship of Strategic Policy-Oriented Development with all transition readiness domains reflects the reality that school administrators operate within a highly policy-driven system (e.g., DepEd Orders, school improvement plans, accountability frameworks). Teachers who are trained or involved in policy interpretation, school planning, and program implementation tend to develop stronger professional knowledge and administrative readiness, since they are already familiar with compliance requirements and strategic decision-making. In schools, it is commonly observed that teachers who participate in the School Improvement Planning (SIP), Annual Implementation Plan (AIP), and other policy-related tasks are more prepared to assume administrative roles because they understand both the technical and procedural aspects of school governance.

The strong correlations of Human Resource Development also align with actual school practices where leadership is highly collaborative. Teachers who are given opportunities to mentor peers, lead Learning Action Cells (LAC), or serve as grade-level or subject coordinators tend to strengthen their leadership skills, communication abilities, and adaptability. These roles simulate real administrative functions, which explains

why higher exposure to human resource-related training translates to greater transition readiness. In the field, these teachers are often the ones recommended for promotion because they already demonstrate the ability to manage people and support professional growth among colleagues.

The findings indicate that classroom teachers who have received Professional Development Interventions (PDI) to a great extent are more likely to be leadership-ready as future school administrators. This suggests that consistent and meaningful engagement in professional development helps teachers build essential leadership competencies, such as decision-making, communication, instructional supervision, and program implementation. In the DepEd context, teachers who are frequently involved in trainings, school-based activities, and leadership-related tasks gain both knowledge and practical experience that prepare them for administrative responsibilities. As a result, they are better able to demonstrate confidence and capability in handling leadership roles. Overall, the results emphasize that the depth and quality of professional development play a crucial role in preparing teachers for a successful transition into school administration.

Table 6

Test of Correlation between Professional Development Intervention and Effectiveness of Classroom Teachers

Professional Development Intervention	Effectiveness of Classroom Teachers				
	Effectiveness to School			Effectiveness to People	
	Leading Strategically	Managing School Operations	Leading Teaching and Learning	Developing Self and Others	Building Connections
Instructional Leadership Training	0.297**	0.316**	0.318**	0.235*	0.360***
School Management and Governance Capacity	0.380***	0.388***	0.359***	0.304**	0.410***
Human Resource Development	0.358***	0.387***	0.454***	0.342***	0.417***
Strategic Policy-Oriented Development	0.406***	0.400***	0.428***	0.370***	0.439***
Ethical and Community Engagement	0.398***	0.387***	0.415***	0.333***	0.403***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 presents the correlation between Professional Development Intervention (PDI) and the effectiveness of classroom teachers transitioning into school administrators. The results show significant positive relationships across all domains, indicating that teachers who receive PDI to a greater extent tend to demonstrate higher effectiveness both in school operations and in people-centered leadership. The findings show that all professional development domains are positively and significantly correlated with all dimensions of leadership effectiveness, with correlation coefficients ranging from low to moderate, and all relationships statistically significant at the .05, .01, or .001 levels.

Across the professional development domains, Strategic Policy Oriented Development and Ethical and Community Engagement demonstrate the strongest and most consistent correlations with leadership effectiveness, particularly in leading teaching and learning, managing school operations, and building connections. School administrators in public schools are expected to implement DepEd policies (e.g., curriculum standards, SIP, AIP) while also managing teachers and fostering collaboration. Teachers who have prior exposure to these areas through PDI are more capable of translating policies into practice and effectively engaging their colleagues and stakeholders.

In contrast, Instructional Leadership Training, while still exhibiting significant relationships across all effectiveness indicators, generally shows lower correlation magnitudes, especially in effectiveness related to developing self and others. In the school setting, teachers are generally strong in instructional practices due to regular training and classroom experience. However, opportunities to develop others such as mentoring, coaching, and supervising peers are often limited to designated roles like master teachers or coordinators. This explains why instructional training alone has less influence on broader leadership effectiveness.

In terms of effectiveness to school, Strategic Policy Oriented Development shows significant relationships with leading strategically ($r = .406$) and leading teaching and learning ($r = .428$), as well as managing school operations ($r = .400$). These results indicate that teachers who received stronger professional development in strategic policy orientation are more effective in translating DepEd issuances, reform frameworks, and planning requirements into coherent school programs. Based on the indicators used in the instrument such as orientation on policies, participation in planning activities, and guidance on compliance and reporting, school heads in the local setting are able to align SIPs, AIPs, and instructional initiatives with national goals, thereby strengthening strategic and instructional leadership.

Similarly, Strategic Policy Oriented Development shows significant relationships with effectiveness to people, particularly developing self and others ($r = .370$) and building connections ($r = .439$). These findings suggest that policy oriented professional development enhances school heads' ability to lead professional development, guide performance management, and build partnerships. In actual school practice, school leaders who understand policy standards and strategic processes are more confident in mentoring teachers using PPST based frameworks and in engaging stakeholders through school community planning and collaboration, as reflected in the indicators of the instrument.

Overall, the findings suggest that teachers who received PDI to a great extent tend to be more effective in transitioning, particularly when the interventions include policy application, human resource development, and community engagement components. However, the moderate strength of correlations also indicates that PDI alone does not fully determine effectiveness, reinforcing the importance of other factors such as transition readiness in translating professional development into actual leadership performance. The correlations also reflect a common situation in public schools where training alone is not enough effectiveness improves when teachers are given actual responsibilities and exposure to leadership tasks in the school setting.

The findings suggest that school administrators who received Professional Development Interventions (PDI) to a great extent are those who are highly effective in transitioning from classroom teachers. This means that extensive participation in professional development activities helps teachers not only gain knowledge but also improve their ability to perform leadership roles effectively once they move into administration. In the DepEd context, teachers who are continuously involved in trainings, school planning, and leadership-related tasks are better prepared to handle responsibilities such as managing school operations,

leading instructional programs, and working with stakeholders. Their exposure to relevant experiences allows them to apply what they have learned in real situations, making their transition smoother and more effective. Overall, the results highlight that strong and consistent PDI plays an important role in developing teachers into capable and effective school administrators.

Table 7

Test of Correlation between Transition Readiness and Effectiveness of Classroom Teachers

Transition Readiness	Effectiveness of Classroom Teachers				
	Effectiveness to School			Effectiveness to People	
	Leading Strategically	Managing School Operations	Leading Teaching and Learning	Developing Self and Others	Building Connections
Leadership Skills	0.611***	0.667***	0.689***	0.587***	0.654***
Administrative Responsibilities	0.592***	0.630***	0.632***	0.633***	0.618***
Adaptability	0.596***	0.622***	0.592***	0.631***	0.604***
Communication Skills	0.665***	0.643***	0.664***	0.615***	0.652***
Professional Knowledge	0.601***	0.646***	0.708***	0.624***	0.683***

The findings reveal that transition readiness is significantly related to leadership effectiveness of classroom teachers transitioning to school administrators, as evidenced by strong positive and statistically significant correlations ($p < .001$) across all readiness and effectiveness variables. The correlation coefficients range from moderate to strong, confirming that higher levels of readiness correspond to higher levels of leadership effectiveness in the local school setting.

In terms of effectiveness to school, readiness domains show consistently strong relationships with leading strategically, managing school operations, and leading teaching and learning. Notably, leadership skills demonstrate strong correlations with leading strategically ($r = .611$), managing school operations ($r = .667$), and leading teaching and learning ($r = .689$). This indicates that classroom teachers who possess stronger leadership readiness such as capability in supervision, decision making, and guiding programs are more effective in aligning school initiatives, managing operations, and supporting instructional improvement. In actual school practice, this is reflected in the ability of new school heads to translate plans into action, oversee daily operations, and lead instructional reforms aligned with school goals.

Similarly, professional knowledge exhibits a particularly strong relationship with leading teaching and learning ($r = .708$), confirming that knowledge based readiness enables school administrators to use curriculum standards, assessment data, and policy guidance to improve learner outcomes. The indicators used in the instrument such as curriculum leadership, policy interpretation, and data utilization explain why school heads with strong professional knowledge readiness perform more effectively in instructional leadership. In public school context, this reflects the expectation that school administrators must possess strong instructional background and leadership competence to effectively implement DepEd programs and improve learning outcomes. Teachers who are knowledgeable in curriculum standards, assessment practices, and instructional strategies are more capable of guiding teachers and ensuring quality instruction at the school level.

With respect to effectiveness to people, transition readiness domains also show strong and significant relationships, particularly with developing self and others and building connections. Communication skills are strongly associated with developing self and others ($r = .615$) and building connections ($r = .652$), indicating that readiness in communication enables school administrators to mentor teachers, resolve concerns, and engage stakeholders effectively. In the local school context, this is evident in school heads who can facilitate dialogue, provide feedback, and sustain collaborative relationships within the school community. Likewise, administrative responsibilities readiness shows significant relationships with developing self and others ($r = .633$) and building connections ($r = .618$). This suggests that readiness in managing systems, processes, and responsibilities equips school administrators to support professional development initiatives and coordinate with internal and external stakeholders.

The findings confirm that classroom teachers who are leadership-ready are those who are highly effective in transitioning as school administrators. This suggests that readiness in key areas such as leadership skills, communication, adaptability, administrative responsibilities, and professional knowledge directly contributes to their ability to perform effectively in administrative roles. In the DepEd context, teachers who already demonstrate these competencies in their current positions are better equipped to manage school operations, lead instructional programs, and build strong relationships with teachers and stakeholders. Their preparedness allows them to adjust more easily to the demands of school leadership, resulting in smoother and more effective transitions. Overall, the results highlight that leadership readiness is a strong foundation for achieving effectiveness in school administration.

Table 8

Mediation Analysis Examining the Effect of Transition Readiness between Professional Development Intervention and Effectiveness for People

Effect			Estimate	SE	Z	p
Indirect			0.4389	0.0814	5.394	<.001
Direct			-0.0201	0.0908	-0.221	0.825
Total			0.4188	0.095	4.406	<.001
Path Estimates			Estimate	SE	Z	p
Prof. Dev't Intervention	→	Transition Readiness	0.5237	0.0726	7.214	<.001
Transition Readiness	→	Effectiveness to People	0.8381	0.1032	8.122	<.001
Prof. Dev't Intervention	→	Effectiveness to People	-0.0201	0.0908	-0.221	0.825

The mediation analysis indicates that transition readiness fully mediates the relationship between professional development intervention and effectiveness for people. This is supported by a significant indirect effect (Estimate = 0.4389, $p < .001$), showing that professional development enhances effectiveness to people primarily through improving transition readiness. Meanwhile, the direct effect is negative and non-significant (Estimate = -0.0201, $p = 0.825$), suggesting that professional development alone does not directly influence effectiveness to people and may even have a negligible inverse effect when the mediator is considered.

Despite this, the total effect remains significant (Estimate = 0.4188, $p < .001$), indicating that the overall influence is still meaningful through the indirect pathway. Furthermore, professional development significantly predicts transition readiness ($\beta = 0.5237$, $p < .001$), and transition readiness strongly predicts effectiveness to people ($\beta = 0.8381$, $p < .001$). These results confirm a full mediation model, in which transition readiness serves as the key mechanism that translates professional development interventions into improved effectiveness for people.

The findings clearly establish that transition readiness fully mediates the relationship between professional development intervention and effectiveness to people among classroom teachers transitioning to school administrators. The nonsignificant direct effect demonstrates that professional development interventions do not, by themselves, directly result in effective people centered leadership, such as developing self and others or building connections. Instead, the significant indirect effect confirms that professional development influences effectiveness to people only through its impact on transition readiness.

This indicates that professional development interventions contribute to people focused effectiveness only when they successfully build teachers' readiness to assume leadership roles. Trainings, orientations, and professional learning activities become impactful not because they are conducted, but because they enhance leadership skills, administrative confidence, adaptability, communication skills, and professional knowledge are key components of transition readiness. In the local school context, this explains why newly appointed school heads may possess training credentials but still struggle with mentoring teachers, engaging stakeholders, or managing interpersonal concerns if they are not fully ready for leadership responsibilities.

The strong path from transition readiness to effectiveness to people highlights readiness as the primary driver of effective people centered leadership. Classroom teachers who are ready to communicate effectively, manage human relations, adapt to leadership demands, and support professional growth are more capable of fostering collaboration, mentoring others, and building strong school community relationships. Once readiness is accounted for, professional development no longer exerts an independent influence on effectiveness to people, confirming that its role is indirect rather than direct.

Overall, the mediation analysis proves that professional development interventions achieve effectiveness to people only through transition readiness. Transition readiness acts as the enabling mechanism that transforms professional learning into effective people centered leadership. These findings highlight that developing effective school leaders requires not only providing professional development opportunities but ensuring that such interventions meaningfully prepare teachers for the relational and interpersonal demands of school administration.

The findings of the mediation analysis present significant implications for professional development interventions and leadership preparation within the local school context. The evidence of full mediation indicates that transition readiness serves as the crucial link between professional development and effectiveness to people, suggesting that professional development efforts must prioritize building readiness rather than merely delivering content. This means that professional development interventions should focus on developing teachers' actual capacity to assume leadership roles by integrating practical, experience-based components such as leadership task assignments, participation in school planning processes, and direct engagement with stakeholders. In many schools, it is commonly observed that teachers are able to attend various trainings and seminars, yet they are not consistently provided with opportunities to apply these learning experiences in real leadership contexts. As a result, professional development remains largely theoretical and does not translate into effective people-centered leadership, as confirmed by the non-significant direct effect found in this study.

Furthermore, the findings imply that school administrators and policymakers should design more experiential and sustained professional development programs that intentionally cultivate leadership competencies, including communication, adaptability, administrative skills, and professional knowledge. This can be achieved by involving teachers in roles such as program coordinators, committee heads, or team leaders, where they can practice decision-making, collaboration, and problem-solving in authentic settings.

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