



School Culture and Professional Development on Student Success

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Abstract

This study explored the relationship between school culture, teachers' interest in professional development, and student success in an educational setting. It aimed to describe the levels of these variables and determine their interconnections. The study examined how shared values, leadership practices, and behavioral norms contributed to school culture, how teachers' engagement in professional development influenced educational practices, and how these factors impacted student learning outcomes. Using a descriptive and correlational research design, the study gathered data through survey questionnaires that assessed school culture, teachers' interest in professional development, and student success. Descriptive statistics were used to determine the levels of these variables, while correlation and regression analyses examined their relationships and predictive influences. Findings indicated that school culture, professional development interest, and student success were consistently rated as "Very High." A strong positive correlation was found between professional development and school culture ($r = .676$), while a moderate positive correlation was observed between professional development and student success ($r = .518$). A very strong correlation ($r = .803$) was found between school culture and student success. Regression analysis confirmed that school culture and professional development significantly predicted student success. The study stressed the critical role of fostering a strong school culture and enhancing professional development opportunities to improve student learning outcomes. Based on the findings, an action plan was proposed to strengthen these areas, ensuring long-term educational effectiveness.

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Keywords: School Culture, Professional Development, Teachers, Student Success, Correlation

1. Introduction

In the context of contemporary education, improving student success remains a top priority for educational leaders, particularly as the demands for effective teaching practices and conducive learning environments continue to rise. Numerous studies emphasize the paramount role of teacher professional development, school culture, in shaping instructional quality and, consequently, student outcomes (Nguyen & Ng, 2022; Sims & Fletcher-Wood, 2020) ^[12, 18]. However, despite growing recognition of these factors, gaps in understanding remain regarding how these elements interact to influence student achievement, necessitating further exploration.

Existing research has established that teacher professional development is integral to improving teaching practices and promoting student success. For instance, Liu, Bellibaş, and Gümüş (2020) ^[4] and Collado et. al (2024) ^[2] revealed that both instructional and distributed leadership positively affect teacher self-efficacy and job satisfaction, largely through fostering a supportive school culture. Similarly, studies like those by Hargreaves (2021) ^[5] and Kilag and Sasan (2023) ^[8] have emphasized the importance of structured collaboration among teachers, emphasizing that when designed strategically, collaborative efforts can significantly enhance professional growth and instructional quality.

Additionally, Meyer, Richter, and Hartung-Beck (2022) ^[11] demonstrated that collaboration is most effective when principals foster a sense of collective efficacy among their staff, indicating the crucial role of leadership in nurturing a collaborative school culture.

Nevertheless, challenges persist in effectively integrating these elements into educational practice. Professional development programs are often fragmented and misaligned with the real needs of teachers, while school cultures can vary widely in their support for collaborative practices (Fairman, Smith, Pullen, & Lebel, 2022) ^[3]. Moreover, research by Visone (2022) ^[20] on National Blue Ribbon Schools illustrates that successful collaboration among educators is not automatic but requires deliberate support from school leaders to foster a conducive environment. Additionally, while there is evidence linking collaboration and school culture to improved instructional practices, the precise mechanisms through which these factors affect student success are less well understood (Shen *et al.*, 2020) ^[17].

Given these gaps, this study aims to explore the relationships between professional development, school culture, and student success. This research seeks to provide educational leaders with actionable discernments to enhance instructional quality and student outcomes. Specifically, it will examine teacher interest in professional development, the characteristics of school culture, and how these elements, both individually and collectively, influence student autonomy, competence, and relatedness key indicators of student success (Liu *et al.*, 2021) ^[10]. This research is essential in identifying strategies that foster a culture of continuous learning and collaboration, ultimately leading to improved student performance in an increasingly dynamic educational landscape.

This study was poised to contribute to evidence-based practices in education by offering a deeper understanding of how professional development and school culture shape student success.

2. Methods

The research employed a descriptive correlational method to investigate the relationship between the level of interest of teacher-respondents towards professional development, their school culture, and student success. According to the American Psychological Association (2020), descriptive correlational research aimed to identify relationships between variables without manipulating them, providing insights into how these variables related in natural settings. Additionally, the objectives of this study focused on understanding the dynamics between teacher interest in professional development, school culture, and student success. A descriptive correlational method aligned well with these objectives as it facilitated the identification of patterns and relationships among the variables (Gümüş & Bellibaş, 2020) ^[4].

The population of this study comprised teachers from Muntinlupa National High School for SY 2024-2025, which operated under the Schools Division Office of Muntinlupa City in the National Capital Region. This school served a diverse community and employed a variety of educators across multiple disciplines and grade levels. With a total of 257 teachers, the population reflected a broad spectrum of teaching experiences, backgrounds, and educational philosophies.

The instrument used in this study was a researcher-made questionnaire designed to measure three key areas: the level

of interest of teacher-respondents toward professional development, their perceptions of school culture, and the level of student success. The questionnaire underwent a pilot test to assess its reliability, with Cronbach's alpha used to determine internal consistency. It was also validated by experts in the field to ensure content validity.

The instrument consisted of three parts. The first part utilized a 4-point Likert scale and aimed to determine the respondents' perceptions of their school culture. It focused on three aspects: (1) shared values, which examined the common beliefs and principles held by the school community; (2) leadership practices, which analyzed the behaviors and actions of school leaders that influenced the school's environment; and (3) norms and behavior, which reflected the expected standards and practices within the school.

The second part of the instrument also used a 4-point Likert scale to assess the teacher-respondents' level of interest in professional development. This section focused on four main areas: (1) content focus, which evaluated the relevance and depth of the professional development content; (2) active learning, which assessed opportunities for teachers to engage actively in the learning process; (3) duration and support, which measured the length of the professional development activities and the level of support provided; and (4) feedback and reflection, which considered the opportunities teachers had to receive feedback and reflect on their learning.

The third part, again using a 4-point Likert scale, assessed the level of student success as perceived by the teacher-respondents. It covered three dimensions: (1) autonomy, which measured students' ability to self-direct their learning; (2) competence, which assessed students' mastery of academic skills; and (3) relatedness, which examined students' sense of connection with their peers and teachers.

Based on the pilot testing that was conducted, the reliability of the questionnaire was evaluated using Cronbach's Alpha, and the results indicated an excellent level of internal consistency across all measured variables. Specifically, the reliability coefficient for school culture was recorded at 0.992, demonstrating a highly consistent set of responses within this category. Similarly, the reliability score for interest was found to be 0.991, further confirming the stability and dependability of the questionnaire items related to this construct. Additionally, the reliability coefficient for student success was measured at 0.957, indicating a strong level of consistency in responses within this domain. These results suggest that the instrument used in the study was highly reliable, ensuring that the collected data accurately reflected the constructs being examined and reinforcing the validity of the study's findings.

The data gathering process followed a structured sequence, from research proposal approval to result dissemination, ensuring validity and reliability. First, the research proposal outlined the study's rationale, objectives, and methodology, including the use of a descriptive-correlational method. A three-part researcher-made questionnaire was introduced and submitted for approval to institutional review boards, including the Schools Division Office of Muntinlupa City. Approval ensured adherence to ethical guidelines, particularly confidentiality and informed consent. Once approved, the questionnaire was developed. It included three 4-point Likert scale sections: (1) teacher interest in professional development (content focus, active learning, duration and support, feedback and reflection), (2) school culture (shared values, leadership practices, norms and

behavior), and (3) student success (autonomy, competence, relatedness). A pilot test assessed reliability using Cronbach's alpha, with a score of 0.70 or higher deemed acceptable. Experts validated content to ensure accuracy. The sample size was determined using the Raosoft calculator, selecting 155 teacher-respondents from a total of 257 at Muntinlupa National High School, ensuring proportional representation across grade levels. Stratified random sampling was used.

Before data collection, informed consent was secured. The questionnaire, administered in person or online, took 20-30 minutes to complete. The researcher monitored the process to address concerns and ensure a high response rate.

Collected data was organized and coded for analysis. Descriptive statistics (means, standard deviations, frequencies) summarized findings. Correlation analysis using SPSS determined relationships between teacher interest in professional development, school culture, and student success. Post-data collection reliability checks ensured consistency.

Finally, results were disseminated through a formal report to school administration, the Schools Division Office, and the National Capital Region. Teacher-respondents received feedback, and findings were shared at academic conferences or published in educational journals to inform policies on teacher development and student success.

3. Results and Discussions

Table 1: Level of School Culture of the Teacher-Respondents

Indicator	Weighted Mean	Verbal Interpretation	Rank
Shared values	3.59	Very High	1
Leadership practices	3.58	Very High	2.5
Norms and behavior	3.58	Very High	2.5
Overall Weighted Mean	3.58	Very High	

Table 1 exhibited that the level of school culture among teacher-respondents was consistently rated as "Very High" across all indicators, with an overall weighted mean of 3.58. Among the three indicators, shared values received the highest weighted mean of 3.59, indicating its strong presence and influence in shaping the school culture. Leadership practices and norms and behavior both obtained a weighted mean of 3.58, sharing the second rank, which suggests that these aspects are equally significant in fostering a positive educational environment.

The results imply that teachers perceive a strong and cohesive school culture characterized by shared values, effective leadership, and well-established norms, which may contribute to a more supportive and productive teaching and learning atmosphere.

These findings aligned with research by Liu *et al.* (2020) ^[10] found that a supportive school environment significantly contributes to teacher job satisfaction and self-efficacy, ultimately leading to better instructional quality. Additionally, Kalkan *et al.* (2020) ^[6] asserted that transformational leadership strengthened organizational identity and enhanced school culture, aligning with the study's findings on leadership-driven professional growth and empowerment. Also, Niemiec *et al.* (2020) ^[13], who

emphasized that personal and descriptive norms played a crucial role in guiding behavior. The high ratings in the study suggested that both types of norms contributed to a unified school culture, reinforcing teachers' internal motivation to maintain professional and ethical behavior.

Table 2: Level of Interest of Teacher-Respondents towards Professional Development

Indicator	Weighted Mean	Verbal Interpretation	Rank
Content focus	3.68	Very High	3
Active learning	3.71	Very High	1
Duration and support	3.67	Very High	4
Feedback and reflection	3.69	Very High	2
Overall Weighted Mean	3.69	Very High	

Table 2 exhibited that the teacher-respondents demonstrated a "Very High" level of interest in professional development, as reflected in the overall weighted mean of 3.69. Among the four indicators, active learning ranked the highest with a weighted mean of 3.71, suggesting that teachers highly value interactive and participatory learning experiences in their professional growth. Feedback and reflection followed closely with a mean of 3.69, emphasizing the importance of receiving constructive input and self-assessment in enhancing teaching practices. Content focus, with a weighted mean of 3.68, ranked third, indicating that teachers place significant importance on the relevance and depth of professional development topics. Meanwhile, duration and support, though still rated "Very High" at 3.67, ranked the lowest, suggesting that while teachers appreciate sustained and well-supported learning opportunities, other factors may hold slightly more weight in their engagement with professional development initiatives.

This data that teachers are very interested in professional development initiatives when the content is focused towards their desired outcomes, when learning is active, when the duration is sufficient and support is given to them, and when feedback and reflection are present.

These results are parallel with the study by Sancar *et al.* (2021), which emphasized that professional development should be adaptable to curriculum reforms and responsive to teachers' needs. Pham *et al.* (2021) ^[14] has also emphasized that hands-on and inquiry-based learning methods enhanced teaching competencies, particularly in science education. In consonance to this, Karlberg and Bezzina (2020) ^[7] found that sustained mentoring and support played a crucial role in teacher retention and motivation, particularly for early-career educators. Van Ha and Murray (2020) ^[19] found that structured reflection in workshops led to meaningful shifts in teachers' beliefs and practices regarding oral corrective feedback.

Table 3: Level of Student Success

Indicator	Weighted Mean	Verbal Interpretation	Rank
Autonomy	3.51	Very High	2
Competence	3.61	Very High	1
Relatedness	3.47	Very High	3
Overall Weighted Mean	3.53	Very High	

Table 3 showed that the level of student success was rated as "Very High" across all indicators, with an overall weighted mean of 3.53. Among the three indicators, competence ranked the highest with a weighted mean of 3.61, suggesting that students feel highly capable and confident in their academic abilities. Autonomy followed with a mean of 3.51, indicating that students experience a strong sense of independence and self-direction in their learning. Relatedness, while still rated "Very High" at 3.47, ranked the lowest, implying that although students feel a sense of connection and belonging, there may be opportunities to further enhance their social interactions and relationships within the learning environment. These findings suggest that promoting competence, autonomy, and relatedness

collectively contributes to a successful and supportive academic experience for students.

Alsharari and Alshurideh (2020) ^[1] supports this finding as they argued that autonomous learners showed greater persistence and emotional intelligence, which contributed to higher retention rates and academic success. Also, Lauermaun and ten Hagen (2021) ^[9] found a strong link between teachers' self-efficacy and students' academic performance, indicating that teacher confidence influenced student competence. Yusof *et al.* (2021) ^[21] similarly emphasized that relatedness is a key component of self-determination theory, driving student motivation and engagement.

Table 4: Relationship between the Level of Interest of Teacher-respondents towards Professional Development and School Culture

School Culture	Level of Interest towards Professional Development			
	Content focus	Active learning	Duration and support	Feedback and reflection
Shared Values	r=0.560** Moderate correlation p=0.000	r=0.560** Moderate correlation p=0.000	r=0.670** Moderate correlation p=0.000	r=0.711** Moderate correlation p=0.000
Leadership practices	r=0.597** Moderate correlation p=0.000	r=0.612** Moderate correlation p=0.000	r=0.707** Moderate correlation p=0.000	r=0.753** Moderate correlation p=0.000
Norms and behavior	r=0.581** Moderate correlation p=0.000	r=0.585** Moderate correlation p=0.000	r=0.665** Moderate correlation p=0.000	r=0.723** Moderate correlation p=0.000
**Significant at 0.01				

Table 4 presented the correlation between school culture and teachers' level of interest in professional development across four dimensions: content focus, active learning, duration and support, and feedback and reflection. The findings showed moderate correlations across all variables, with the highest correlation observed between leadership practices and feedback and reflection ($r=0.753$, $p=0.000$). Similarly, norms and behavior exhibited a moderate correlation with feedback and reflection ($r=0.723$, $p=0.000$), indicating the influence of school-wide expectations on professional growth. Shared values also demonstrated a notable relationship, particularly with duration and support ($r=0.670$, $p=0.000$) and feedback and reflection ($r=0.711$, $p=0.000$), suggesting that a strong collective vision contributed to sustained professional learning efforts.

The results suggested that a positive school culture encouraged greater teacher engagement in professional development. Leadership practices, shared values, and behavioral norms contributed to teachers' willingness to participate in learning opportunities, particularly when schools provided sustained

support and reflective practices. The moderate correlations across all dimensions indicated that while school culture significantly influenced professional growth, other external factors might have also shaped teachers' interest in professional development. Strengthening leadership practices and reinforcing shared values could have further increased teacher motivation and commitment to continuous learning.

Gümüő and Bellibaő (2020) ^[2] found that school leaders who engaged in professional development created an environment that encouraged teachers to invest in their own growth, leading to improved instructional practices and student outcomes. Poekert *et al.* (2022) ^[15] asserted that leadership-driven professional development initiatives contributed to an inclusive and collaborative environment, which enhanced teacher engagement and overall school performance. These findings aligned with the study's results, supporting the idea that a strong professional culture benefited both teacher development and student achievement.

Table 5: Relationship between the Level of Interest of Teacher-respondents towards Professional Development and the Level of Student Success

Level of Interest towards Professional Development	Level of Student Success		
	Autonomy	Competence	Relatedness
Content focus	r=0.575** Moderate correlation p=0.000	r=0.866** High correlation p=0.000	r=0.606** Moderate correlation p=0.000
Active learning	r=0.641** Moderate correlation p=0.000	r=0.818** High correlation p=0.000	r=0.582** Moderate correlation p=0.000
Duration and support	r=0.587** Moderate correlation p=0.000	r=0.816** High correlation p=0.000	r=0.570** Moderate correlation p=0.000
Feedback and reflection	r=0.636** Moderate correlation p=0.000	r=0.822** High correlation p=0.000	r=0.632** Moderate correlation p=0.000
**Significant @ 0.01			

Table 5 presented the correlation between teachers' level of interest in professional development and the level of student success in terms of autonomy, competence, and relatedness. The results showed a high correlation between professional development and student competence, with content focus ($r=0.866$, $p=0.000$), active learning ($r=0.818$, $p=0.000$), duration and support ($r=0.816$, $p=0.000$), and feedback and reflection ($r=0.822$, $p=0.000$) all exhibiting strong relationships. Moderate correlations were observed between professional development and student autonomy, with active learning ($r=0.641$, $p=0.000$) showing the highest value in this category. Similarly, professional development had a moderate correlation with relatedness, with feedback and reflection ($r=0.632$, $p=0.000$) being the most notable factor. These findings suggested that while all aspects of professional development contributed to student success, competence was the most strongly affected.

The results suggested that teachers' engagement in professional development played a significant role in improving student success, particularly in developing competence. Teachers who participated in training programs with a strong content focus, active learning components, and continuous support appeared better equipped to enhance student learning outcomes. The moderate correlation with autonomy and relatedness implied that while professional

development influenced these areas, additional factors such as classroom environment and instructional strategies may have also contributed to students' overall growth. Strengthening professional development opportunities could have further supported teachers in addressing students' diverse academic and social needs.

These findings aligned with research emphasizing the impact of professional development on instructional quality and student outcomes. Gümüş and Bellibaş (2020) ^[4] found that teachers who engaged in continuous learning were more effective in delivering high-quality instruction, leading to better student performance. Poekert *et al.* (2022) ^[15] asserted that strong leadership in professional development created an environment where teachers improved their instructional strategies, ultimately benefiting student engagement and learning. Additionally, professional development programs designed with equity and collaboration in mind have been shown to address educational gaps and promote inclusive learning environments. While the study found moderate correlations between professional development and student success in autonomy and relatedness, prior research suggested that teacher motivation and self-efficacy also played a role in improving classroom instruction and student achievement (Gümüş & Bellibaş, 2020) ^[4].

Table 6: Relationship between the Level of School Culture and the Level of Student Success

School Culture	Level of Student Success		
	Autonomy	Competence	Relatedness
Shared Values	$r=0.368^{**}$ Low correlation $p=0.000$	$r=0.487^{**}$ Moderate correlation $p=0.000$	$r=0.312^{**}$ Low correlation $p=0.000$
Leadership practices	$r=0.419^{**}$ Moderate correlation $p=0.000$	$r=0.533^{**}$ Moderate correlation $p=0.000$	$r=0.388^{**}$ Low correlation $p=0.000$
Norms and behavior	$r=0.462^{**}$ Moderate correlation $p=0.000$	$r=0.593^{**}$ Moderate correlation $p=0.000$	$r=0.425^{**}$ Moderate correlation $p=0.000$
**Significant @ 0.01			

Table 6 displayed the relationship between school culture and student success in terms of autonomy, competence, and relatedness. The results indicated a moderate correlation between norms and behavior and both autonomy ($r=0.462$, $p=0.000$) and competence ($r=0.593$, $p=0.000$), while its correlation with relatedness ($r=0.425$, $p=0.000$) was also moderate. Leadership practices showed a moderate correlation with autonomy ($r=0.419$, $p=0.000$) and competence ($r=0.533$, $p=0.000$), but a low correlation with relatedness ($r=0.388$, $p=0.000$). Shared values exhibited a moderate correlation with competence ($r=0.487$, $p=0.000$) but low correlations with autonomy ($r=0.368$, $p=0.000$) and relatedness ($r=0.312$, $p=0.000$). These findings suggested that while school culture significantly contributed to student success, its impact was more pronounced on competence than autonomy and relatedness.

Hence, the results suggested that a strong school culture positively influenced student success, particularly in developing competence. Schools with well-established norms, leadership practices, and shared values created an environment that supported both teachers and students. While the influence of school culture on student autonomy and

relatedness was less pronounced, it remained a contributing factor. Strengthening school culture through effective leadership and structured norms could further enhance student learning outcomes.

These findings aligned with research emphasizing the importance of school culture in fostering student achievement. Gümüş and Bellibaş (2020) ^[4] highlighted that a collaborative and professional learning environment contributed to academic success. Poekert *et al.* (2022) ^[15] asserted that when school leaders cultivated a culture focused on development and inclusion, teachers were more engaged in professional learning, which ultimately benefited student outcomes. Additionally, research underscored that leadership-driven initiatives promoting collaboration and equity played a crucial role in shaping a school culture that supported both teacher growth and student achievement. Schools that prioritized professional development and aligned institutional goals with teacher needs were more likely to create a positive educational experience, leading to improved academic performance (Gümüş & Bellibaş, 2020) ^[4].

Table 7: School Culture as Predictor of Student Success

Predictors	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
Shared Values	Student Success	- .959	.369	F=29.5	- 3.35	0.001	Null Hypothesis Rejected	Significant
Leadership Practices		.821			2.36	0.020	Null Hypothesis Rejected	Significant
Norms and Behavior		.665			3.53	<0.001	Null Hypothesis Rejected	Significant
Significant at .05								

The regression analysis in Table 7 revealed that school culture significantly predicted student success, with an overall R^2 value of .369, indicating that school culture accounted for 36.9% of the variance in student success. Among the predictors, shared values exhibited a negative relationship with student success ($\beta = -0.959$, $p = 0.001$), suggesting that an overly rigid or misaligned value system may hinder adaptability to student needs. In contrast, leadership practices ($\beta = 0.821$, $p = 0.020$) and norms and behavior ($\beta = 0.665$, $p < 0.001$) showed positive relationships, reinforcing the importance of effective leadership and well-established behavioral norms in promoting student achievement. The significant F-value ($F = 29.5$) further confirmed the predictive strength of these variables in explaining student success.

The overall R^2 value of 0.369 suggests a moderate predictive power of school culture on student success. This implies that while school culture plays a crucial role in shaping academic outcomes, other external factors also contribute significantly to student performance. The positive influence of leadership practices and behavioral norms highlights the importance of a structured and supportive school environment. However,

the negative correlation with shared values suggests that school culture must be flexible and aligned with student needs to maximize its positive impact.

These findings align with existing research on the influence of school culture on educational outcomes. Gümüş and Bellibaş (2020) [4] emphasized that leadership practices significantly contribute to a school culture that fosters professional growth and student achievement. Their study supports the positive relationship observed in this study between leadership practices and student success, highlighting the role of strong leadership in enhancing academic performance. Similarly, Poekert *et al.* (2022) [15] underscored the importance of inclusive and equity-driven professional development in shaping school culture. The significant relationship between norms and behavior and student success in this study aligns with their assertion that a collaborative and professional learning environment enhances instructional quality and academic support. However, the unexpected negative correlation between shared values and student success suggests the need for further research to determine how value alignment within schools impacts educational outcomes.

Table 8: Level of Interest of Teachers in Professional Development as Predictor of Student Success

Predictors	Dependent Variable	β	R ²	ANOVA	t	P-value	Decision	Interpretation
Content Focus	Student Success	.341	.683	F=80.6	2.87	0.005	Null Hypothesis Rejected	Significant
Active Learning		.522			3.08	0.002	Null Hypothesis Rejected	Significant
Duration and Support		- .613			- 3.04	0.003	Null Hypothesis Rejected	Significant
Feedback and Reflection		.591			4.16	<0.001	Null Hypothesis Rejected	Significant
Significant at .05								

The regression analysis in Table 8 demonstrated that teachers' level of interest in professional development significantly influenced student success, with an R^2 value of .683, indicating that 68.3% of the variance in student success could be explained by the independent variables. Among the predictors, content focus ($\beta = 0.341$, $p = 0.005$), active learning ($\beta = 0.522$, $p = 0.002$), and feedback and reflection ($\beta = 0.591$, $p < 0.001$) showed positive and significant relationships with student success. However, duration and support ($\beta = -0.613$, $p = 0.003$) exhibited a negative association, suggesting that extended training periods and continuous support mechanisms may not always lead to improved educational outcomes. The significant F-value further reinforced the predictive strength of these variables. The overall R^2 value of 0.683 suggests a strong predictive capacity of professional development on student success. This finding underscores the critical role of well-structured professional development programs in enhancing student

outcomes. The positive relationships observed with content focus, active learning, and feedback and reflection highlight the importance of professional development that is engaging, interactive, and reflective. In contrast, the negative association with duration and support suggests that lengthy or excessively structured programs may not be as effective, possibly due to issues such as cognitive overload or lack of immediate application in the classroom.

These findings are consistent with prior research on the role of professional development in improving teaching effectiveness and student performance. Gümüş and Bellibaş (2020) [4] emphasized that professional development linked to learning-centered leadership significantly contributes to student achievement. Likewise, Poekert *et al.* (2022) [15] stressed the need for professional development initiatives to promote collaboration and equity among educators. The strong positive relationships found in this study between active learning, feedback, and student success reinforce the

argument that dynamic, hands-on professional development experiences are most beneficial. However, the negative impact of duration and support suggests that professional development programs should be carefully designed to balance depth and applicability, ensuring that teachers can integrate new strategies effectively into their teaching practices.

Proposed action plan to enhance professional development, school culture, and student success

The findings indicate that school culture and professional

development significantly impact student success. A strong, supportive school culture fosters teacher engagement in professional growth, which directly influences student achievement. Additionally, professional development programs that emphasize content focus, active learning, and feedback positively contribute to student learning outcomes. However, prolonged training without adequate support may have a negative effect. To address these findings, a structured action plan is proposed to enhance teachers' professional development, improve school culture, and ultimately increase student success.

Table 9: Action Plan Matrix

Key Area	Objectives	Strategies/Activities	Responsible Person(s)	Timeline	Expected Outcome
Enhancing Professional Development	To implement PD programs focused on active learning, content mastery, and continuous feedback.	<ul style="list-style-type: none"> - Conduct needs assessment surveys for teachers. - Organize workshops and training sessions integrating hands-on activities. - Provide coaching and mentoring programs for teachers. 	School Administrators, PD Coordinators, Master Teachers	Quarterly	80% of teachers demonstrate improved teaching strategies and 75% report increased engagement in PD sessions.
Optimizing School Culture	To foster a collaborative and inclusive school environment.	<ul style="list-style-type: none"> - Implement leadership development programs for principals and teachers. - Establish peer learning communities for shared best practices. - Recognize and reward positive contributions to school culture. 	School Leaders, Teachers, HR Department	Ongoing	70% of staff report a more inclusive and collaborative culture; 60% increase in staff participation in leadership initiatives.
Strengthening Student Support Systems	To enhance students' learning experiences and academic performance.	<ul style="list-style-type: none"> - Implement structured intervention programs for struggling students. - Strengthen guidance and mentoring services. - Encourage parental involvement through regular meetings and workshops. 	Teachers, Guidance Counselors, Parents	Monthly	85% of at-risk students show academic improvement; 50% increase in parental involvement in school activities.
Aligning PD with Student Learning Needs	To ensure PD activities directly address classroom challenges and student needs.	<ul style="list-style-type: none"> - Use student performance data to design targeted PD sessions. - Encourage action research to assess instructional strategies. - Regular feedback and reflection sessions with teachers. 	Research Team, PD Committee	Bi-Annual	75% of PD programs are designed based on classroom needs; 80% of teachers implement at least one new strategy from PD sessions.

4. Conclusions

The study examined the intricate relationship between school culture, teachers' interest in professional development, and student success. Results indicated that shared values, leadership practices, and professional norms within the school culture were consistently rated as very high, fostering a collaborative and supportive learning environment. Teachers demonstrated a strong commitment to professional development, particularly in content-focused learning, active engagement strategies, continuous support, and feedback mechanisms. Student success, assessed through autonomy, competence, and relatedness, was significantly influenced by both school culture and teachers' professional development engagement. Correlation and regression analyses further

confirmed school culture and professional development as significant predictors of student achievement, reinforcing the necessity of structured interventions that enhance teaching effectiveness and learning outcomes.

Findings emphasized that a positive and well-established school culture plays a fundamental role in elevating both teacher engagement and student performance. Schools that uphold strong leadership, professional development opportunities, and inclusive educational practices create an environment where teachers thrive and students excel. The study highlighted that while professional development initiatives enhance instructional quality, their long-term effectiveness depends on continuous reinforcement and alignment with institutional goals. Furthermore, the strong

correlation between school culture and student success underscores the importance of effective leadership and structured academic support systems in fostering holistic educational development.

5. Recommendations

To maximize these benefits, teachers should actively participate in structured and curriculum-integrated training programs that emphasize collaborative learning and instructional innovation. School leaders and policymakers should prioritize mentorship programs, structured feedback mechanisms, and digital tools to support teacher growth and student-centered learning. Schools should also implement self-regulated learning strategies, competency-based instruction, and leadership initiatives to sustain a dynamic and engaging educational environment. Finally, the proposed action plan, integrating teacher professional development, school culture enhancement, and student success initiatives, should be piloted and refined to ensure long-term effectiveness in improving teaching and learning experiences.

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