

School Climate as Mediator Between Principal's Leadership Style and Job Satisfaction Of Elementary Teachers

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Abstract — Poor job satisfaction is a worldwide issue. This study aimed to determine the significance of mediating the effect of school climate on the Relationship between leadership style and job satisfaction. Using a mediating analysis involving 100 elementary public school teachers as samples selected through a random sampling technique, the study revealed that the interest variable significantly mediates the correlation between predictive and criterion variables. Thus, the Path-Goal Theory of leadership was affirmed. Implementing leadership development programs, promoting a positive school climate, engaging teachers in decision-making, providing professional Development, and enhancing resources and Support are recommended.

Keywords — *Educational Management, Principal's Leadership Style, Job Satisfaction, School Climate, Mediating Effect, Philippines*

I. Introduction

Poor job satisfaction among elementary teachers leaves teachers feeling stagnant and undervalued in their roles (DeAngelis & Presley, 2011). This poor level of job satisfaction among elementary teachers is affirmed in various studies by Skaalvik (2017) and Brouwer (2018).

In the Netherlands, the United States, and Australia, studies consistently highlighted the issue of poor job satisfaction among elementary teachers with different factors. (Brouwer, Korthagen, and Nieuwenhuis, 2018; Skaalvik 2017).

In the Philippines, Poor job satisfaction among elementary teachers has been widely documented, highlighting significant implications for teacher retention and student outcomes (Reyes, 2019; Garcia, 2018).

Teachers experiencing low job satisfaction are more likely to succumb to burnout and stress, which leads to increased absenteeism and high turnover rates (Skaalvik, 2017). Hence, it is urgent to study job satisfaction. Amidst this urgency, there is a dearth of research publications on this concern. It is for this context that this research was undertaken

This study aims to determine how school climate influences the Relationship between principals' leadership style and the job satisfaction of elementary teachers during the school year 2023-2024. It specifically seeks to respond to the following queries:

1. What is the level of Principal's leadership style as perceived by the teachers in terms of:
 - 1.1. autocratic;
 - 1.2. democratic; and
 - 1.3. laissez-faire.
2. What is the level of job satisfaction of the elementary teachers in terms of:
 - 2.1. supervision;
 - 2.2. colleagues;
 - 2.3. working conditions;
 - 2.4. pay;
 - 2.5. responsibility;
 - 2.6. work itself, and
 - 2.7. advancement.
3. What is the level of school climate in terms of:
 - 3.1. supportive principal behavior;
 - 3.2. engaged teacher behavior, and
 - 3.3. intimate teacher behavior.
4. Is there a significant relationship between the Principal's leadership style and the job satisfaction of elementary teachers?
5. Is there a significant relationship between the Principal's leadership style and school climate?
6. Is there a significant mediating effect of school climate on the Principal's leadership styles and job satisfaction of elementary teachers?

This study will be tested at a 0.05 level of significance.

H01: There is no significant relationship between principals' leadership style and the job satisfaction of elementary teachers.

H02: There is no significant relationship between principals' leadership style and school climate.

H03: There is no significant mediating effect of school climate on the Principal's leadership style and job satisfaction of elementary teachers.

II. Methodology

Design. This study used a descriptive-correlational method in a quantitative, non-experimental research design. This method investigated the Relationship between two or more variables in a real-world situation, avoiding personal bias in altering the results or assigning causation (Bhandari, 2021). Correlational studies often use independent and dependent variables where the impact of the independent variables on the dependent variables is seen through subjective or objective observation. This method is the most appropriate approach in examining the mediating effect of the school climate between principals' leadership styles and the job satisfaction of elementary teachers. By computing this correlation, the researcher could evaluate how strongly these factors were related.

Research Procedure. The researcher conducted a random sampling during this study, as according to (Thomas, 2022), this sampling technique could isolate an accurate representative group from the relevant population pool. This population pool contained the entire group of eligible individuals from which the sample may be drawn. Simple random sampling eliminated any possible bias from the selection process as well. As each selection would have been done randomly, every respondent would have represented a similar probability of being selected, and this technique applied to the inclusion of 100 elementary teachers teaching from kindergarten to Grade 6 as this was the relevant population for this specific study. The researcher will not involve respondents who have self-reported experiences of stress related to academic workload or personal life. Selecting appropriate respondents is essential to producing significant and trustworthy findings by establishing inclusion and exclusion criteria; the researcher hopes to exclude respondents who do not satisfy the predetermined criteria.

Research Procedure. To conduct the study, the researcher secured the Research Ethics Committee (REC) Certificate of Approval for the initial review and then obtained permission from the graduate school of HCDC with an endorsement letter and the authorization of the thesis adviser. The researcher sent the endorsement and request letter to the Davao City Division office to request clearance to perform the study.

Ethical Issues. Research ethics determines the standards of conduct when performing scientific research. In adhering to ethical principles, the researcher protected the dignity, rights, and welfare of the participants who agreed to participate in her study. For this reason, all research involving human beings was reviewed by an appropriate ethics committee to ensure that the proper ethical standards were being upheld. This was in accordance with the Administrative Order 2007-001 of the Department of Science and Technology - Philippine Health Research Board, wherein all individuals, organizations, and institutions who conducted research involving human persons were advised to follow the policies contained within, which included the establishment of review committees that were in charge of ethical evaluation and monitoring of research involving human participants (DOST-PHREB, 2007). Additionally, the DOST Special Order 091 s. 2006, section 12 of the Philippine Health Research System Act stated that the PHREB ensured that all research studies conducted in the Philippines adhered to the universal principles for protecting human respondents.

Treatment of Data. The data were compiled and tabulated following the successful recovery of the survey questionnaire. Data analysis was followed using a descriptive and inferential approach. Statistical tools such as **Mean** and **Standard Deviation** were used to measure the central tendency in assessing the levels of school climate, principal leadership style, and job satisfaction of elementary teachers. **Pearson Product Moment Correlation** was used to determine the significance of the relationship between school climate as the mediating factor between the principal's leadership style and the job satisfaction of elementary teachers.

III. Results and Discussion

Table 1. Summary of the Level of Principal’s Leadership Style as Perceived by the Teachers

Indicators	Mean	Descriptive Level
Autocratic	2.94	Moderate
Democratic	4.44	Very High
Laissez-Faire	3.85	High
Overall	3.74	High

Based on the data result, the overall mean score of 3.74 or higher revealed that the Principal's leadership style measured in terms of democratic, laissez-faire, and autocratic were oftentimes observed as perceived by elementary teachers.

Based on the data, the democratic style received a mean of 4.44 or very high, which indicated that this leadership style was always demonstrated by school principals as perceived by elementary teachers. The democratic leadership style emphasizes spreading the decision-making and executive authority to a democratic vote – ergo, the great majority. According to Hoque and Zarin (2023), "School Leaders with democratic leadership style respond positively to teachers'

emotional behaviors and empower them to accomplish their tasks." These results also supported the findings of Thaher, Sala, and Nastase (2022) that school principals who practice the democratic style of leadership allow communication with teachers by letting them express their insights, participate, and contribute to making organizational decisions. The data implies that principals appreciate the teachers for doing an excellent job if given a task.

Likewise, the principals prefer supportive communication with the teachers. The result revealed that principals allow teachers to appraise their work. This implies that, as perceived by elementary teachers, their principals can, at the very least, provide relevant guidance to their tasks and responsibilities that adds no undue pressure or tension to the accomplishment of their own duties.

The data result displayed that the laissez-faire style received a mean of 3.85, which was described as high, which showed that this leadership style was oftentimes demonstrated by school principals as perceived by elementary teachers. The laissez-faire leadership style emphasizes self-sufficiency. The result revealed that principals allow teachers to appraise their work. In the same manner, the Principal gives teachers complete freedom to solve problems on their own. This result is consistent with the idea of Kilic (2022) that a laissez-faire leadership style gives subordinates the liberty to make decisions related to tasks and solve problems independently.

In the same way, Ahmed Iqbal et al. (2021) claimed that the maximum freedom given by laissez-faire leaders provides opportunities for innovation among subordinates. While this is considered a positive outcome in this type of leadership, this style is effective only when subordinates are highly skilled and motivated and unsuited to those who lack skill and knowledge. In the same way, Ahmed Iqbal et al. (2021) claimed that the maximum freedom given by laissez-faire leaders provides opportunities for innovation among subordinates. While this is a positive outcome in this type of leadership, this style is effective only when subordinates are highly skilled and motivated and unsuited to those who lack skill and knowledge.

Blasé and Blasé's (2022) study highlights that when teachers are not given autonomy and are constantly directed by their superiors, they may begin to doubt their professional capabilities. This can result in increased stress and job dissatisfaction, further exacerbating feelings of insecurity. Authoritarian leadership can be helpful in some circumstances by giving instructors the direction and clarity they need. Still, it also limits their professional autonomy and participation in decision-making, which can make teachers feel insecure. Education leaders should create an atmosphere that supports both stability and professional Development by balancing the requirement for clear direction and giving teachers the chance to use their professional judgment and participate in school governance.

On the other hand, the lowest mean for the autocratic leadership style pertains to the statement, "The Principal thinks that most teachers in the general population are lazy." It has a mean of 2.05 and a descriptive level of low. An autocratic leadership style represents all power

being concentrated on one decision-making body. This implies that, as perceived by elementary teachers, only a few of the school principals think that the general population of teachers is lazy. The Principal's belief that most teachers in the general population are lazy could stem from various factors, including personal biases, limited understanding of teachers' challenges, or a negative perception fueled by isolated incidents. The Principal's perspective may have been shaped by experiences with a few teachers who exhibited signs of disengagement or low motivation. This led to a generalization about the entire teaching population. This result is supported by earlier assertions of Caillier (2020) in their research involving Democratic management styles, where leaders, especially those managing a multitude of other individuals and professionals, should attempt to treat their subordinates with a modicum of professional expectations, which can, in turn, motivate these individuals to perform as such. The data implies that situations exist where principals need to supervise the teachers closely to ensure that the given tasks are accomplished and serve as chief rater of teachers' excellence in the school. This finding reinforced the idea of Costa, Pádua, and António (2023) that autocratic leaders possess all the authority and lead their subordinates to accomplish the tasks according to their directions.

Table 2. Summary of the Level of Job Satisfaction of the Elementary Teachers

Indicators	Mean	Descriptive Level
Supervision	4.48	Very High
Colleagues	4.44	Very High
Working Conditions	4.48	Very High
Pay	3.81	High
Responsibility	4.57	Very High
Work Itself	4.42	Very High
Advancement	4.37	Very High
Overall	4.37	Very High

Overall, the recorded mean score of elementary teachers' job satisfaction is 4.37, which is very high. This means that the job satisfaction of elementary teachers is always observed. This implies that a great deal of attention has been allocated to ensuring the respondents' job satisfaction within this study and that their subjective perception of this attention is, at the very least, satisfactory and indicative of a certain degree of contentment with their current state of affairs.

Responsibility, which recorded a mean score of 4.57 and was described as very high. Responsibility represents the tasks and obligations demanded of an individual as part of their position within an organization. This implies that the responsibility demanded during their working hours must be adequate. Whether this means a challenging level or one that is just right can be assumed to be dependent on the individual in question. This agrees with previous research done by Goswami & Dsilva (2019), whose research on individual responsibility shows that productivity and efficiency rely on how well the professional can handle their workload and their perceived self-efficacy in handling that workload. When an individual is assigned tasks that match their perceived self-efficacy or only go a little beyond that, then instead of seeming insurmountable,

they can instead draw on their skill and experience to tackle that task without undue anxiousness or hesitation, which in turn increases efficiency and decreases mistakes due to hesitation.

Next is Supervision, which obtained the highest mean score of 4.48, which is described as very high. Supervision is an integral part of the hierarchy of any organization. This implies that the respondents in the study found that the present levels of Supervision being directed at them are at a level that is conducive to the accomplishment of their duties while not stifling their opportunities to express their own agency. This result parallels Faldetta's (2021) research, wherein individuals and professionals appreciate constructive Supervision as bringing stability and security. They also perform better when they are otherwise left to exercise free will and agency to preserve their competence and self-efficacy. Their findings show a clear connection between leadership and efficiency in that individuals tend to look to their superiors for guidance just as much as those in roles of authority actively look to assess and intervene in their subordinates' affairs that they feel require intervention.

The indicator working conditions have the same mean of 4.48, which is very high. Working conditions are as dependent on the physical aspect of the environment as the psychological. This implies that respondents found their working conditions satisfactory, achieving a level that allowed them to perform their duties and responsibilities without being distracted by needless environmental stimuli. This result is similar to Sims's (2020) findings, which show that physical and psychological factors, including interpersonal factors, affect one's performance when significantly present in one's immediate environment. As a working environment is one where an individual must be present and constantly aware of for the majority of their waking hours, its impact on them is likewise significant.

The indicator colleagues have a mean score of 4.44, which is very high. A colleague is a fellow educator working in the same workplace. This implies a particular satisfaction with the respondents' interpersonal and professional interactions with the individuals present within their workspace. As this includes all other individuals entwined among their working obligations and responsibilities, it also shows a certain contentment with the treatment of their superiors and their subordinates. Research done by Maziriri and Saurombe (2018) also touches upon the subject and agrees specifically with the interpersonal network of relationships within a workplace. Their research emphasizes their observation that satisfaction with one's colleagues can have a reciprocating effect, as this perception can likely form a feedback loop, engendering or enforcing a particular workplace culture. When one is introduced to this culture, they can quickly learn to adapt to it or be constantly under pressure from their peers to adapt to it.

The indicator work itself obtained a mean score of 4.42, which is described as very high. The term work here will encompass every aspect of one's contractual obligations, including the unspoken and not strictly demanded ones. This implies a high level of satisfaction with the content and nature of the work being performed by the respondents. This may include not just their perception of the work they do as part of their career path but the miscellaneous and sundry tasks

attached to it, and even extend to those tasks that fall outside all this and are instead imposed on them during their professional obligations. This result is partially mirrored in De Clercq, Haq, and Azeem's (2019) research, where they show the complex interconnectivity of variables that determine how one can perceive the quality of one's work. Though this research only looks at the subjective assessment of work satisfaction, De Clercq, Haq, and Azeem further expanded on this by involving culture, religion, morality, and ethics.

The indicator advancement obtained a mean score of 4.37, which is very high. Advancement is the given opportunity to improve not just one's standing and pay but also oneself and career. This implies that ample opportunity for advancement is afforded to each respondent in their workplace and that they deem this fair and reasonable. This result is in line with Narzary & Palo's (2020) own findings, which found that individuals are better motivated when a subjectively just and fair opportunity to advance their station within the workplace is available to them. Similarly, recognition of their performance is a positive and motivating factor, adding to their sense of self-worth and pride. They highlight that while such opportunities are, in essence, a luxury, they are still necessary for driving long-term motivation and subsequent efficiency and satisfaction and helping it be intrinsically maintained.

The indicator pay has the lowest mean score of 3.81, which is described as high. From the term Job, it is understood that many go into such contracts for monetary gain and financial need. This implies that though the respondents are relatively content, they still see the subject of their pay as the least satisfactory variable in their professional career and one that needs the most improvement. This finding is supported by the findings of Matla and Xaba (2020), who emphasized the monetary remuneration of professionals as an integral requirement of any professional arrangement, especially in a capitalist economy such as the Philippines. Additionally, as the basis for many forms of contractual obligations and agreements, it can be argued that a satisfactory expectation of monetary remuneration is one of the most basic requirements of any legal, contractual agreement between employer and employee and ensures that both rights are represented, which also explains its fundamental importance for job satisfaction.

Table 3. Summary of the Level of School Climate

Indicators	Mean	Descriptive Level
Supportive Principal Behavior	4.50	Very High
Engaged Teacher Behavior	4.46	Very High
Intimate Teacher Behavior	4.17	High
Overall	4.38	Very High

Overall, the recorded mean school climate score is 4.38, which is very high. This means that the school climate is always observed. This implies that among the respondents involved in the study, the consensus is that a positive school climate, which means a school climate that encourages a positive learning and working experience, is observed according to the set variables

in this study itself. This is by previous research done by (Mousena & Raptis, 2020), showing how school climate is an integral part of any educational organization, impacting not just academic staff and students but the community and country as a whole in the long term.

Among the three school climate indicators, supportive principal behavior obtained the highest mean score of 4.50, which is very high. Supportive principal behavior stretches its influence on every aspect of its operations. This implies a high degree of awareness on the Principal's side regarding their role in maintaining a positive school and work environment through proactive actions or timely interventions. This result agrees with research by Barnová et al. (2022), wherein they show that while overly strict Supervision is equally detrimental to efficiency and motivation, the absence of such a leading presence is similarly damaging. Career professionals not only need the presence of a proper leader but also actively seek it during times of stress and uncertainty. Correctly applying timely intervention and individual expertise can be a great comfort and motivator for any individual working within an organization.

The indicator engaged teacher behavior has a mean score of 4.46, which is very high. Engaged teacher behavior means connecting to both student and self. This implies a high degree of observance for the dynamic of engaged teaching behavior, which in itself can mean that teachers actively seek to engage not just themselves in their career obligations and responsibilities but also extend the same expectation for their students, which likewise implies that they find this behavior equally important in maintaining an efficient learning and teaching environment. This result is in parallel to research done by Abdullah, Dur-e-Sameen, and Aslam (2020), whose own research, while highlighting the psychological significance of interpersonal engagements within the classroom, likewise shows that engaging behavior from the teacher that extends to their students drastically improves the quality of teaching and learning, while also maintaining positive interpersonal relations with students and coworkers alike. Conversely, they show in their research how a disengaged teacher can degrade their work environment, learning quality, and classroom behavior.

The indicator intimate teacher behavior has the lowest mean score of 4.17, which is described as high. Intimate teacher behavior refers to being personally invested in matters relating to a teacher's obligations and duties. This implies that although teachers likely attach some form of importance to maintaining a set degree of intimacy in how they work, it is still the lowest priority they have about other variables for engaged behavior that they display. This could also mean that teachers find being intimate in their duties and obligations to be a low-impact issue that they only need to pay little attention to. This is mirrored by the results of Geier's (2022) research, wherein they emphasize the importance of individual engagement in work duties that, in turn, improve efficiency, involvement, motivation, and the quality of one's work. Conversely, their research also shows the negative impacts of one's lack of engagement, namely a negative attitude that impacts those around them, a significantly lowered quality and efficiency of work tasks, and a general disregard for maintaining important standards of quality and efficiency.

Table 4. Significance on the Relationship between Principal’s Leadership Style and Job Satisfaction of the Elementary Teachers

	Job Satisfaction of the Elementary Teachers			
	R	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Principal’s Leadership Style	0.236	0.017	Reject Ho	Significant

Table 4 indicates a substantial correlation between the elementary teachers' job satisfaction and the Principal's leadership style, as indicated by the findings. The connection is significant at the 0.05 level of significance, with an overall p-value of 0.017. The choice is to reject the null hypothesis. It demonstrates that the two variables have a significant weak correlation.

The correlation coefficient of $r = 0.236$ is due to both the direct (unmediated) and indirect (mediated) effects of the Principal's Leadership Style on the Job Satisfaction of the Elementary Teachers; this explains that when the independent variable goes up by one standard deviation, the dependent variable goes up by 0.236 standard deviations. Thus, the overall results have shown a weak correlation, as reflected in the value of $r = 0.236$. This correlation indicates that teachers' job satisfaction increases with the Principal's improved leadership style. This result is consistent with earlier studies, according to Smith 2018, which discovered a similar beneficial relationship between employee happiness and leadership style in educational settings. It further explains that for every Principal's Leadership Style, there is also a vulnerable development in the Job Satisfaction of Elementary Teachers.

Table 5. Significance on the Relationship between Principal’s Leadership Style and School Climate

	School Climate			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Principal’s Leadership Style	0.328	0.001	Reject Ho	Significant

Based on the findings, Table 5 indicates a strong correlation between the school climate and the Principal's leadership style. At the 0.05 level of significance, the connection is significant, with an overall p-value of 0.001. The choice is to reject the null hypothesis. It demonstrates that the two variables have a significant weak correlation.

The correlation coefficient of $r = 0.328$ explains that when the Principal's Leadership Style goes up by one standard deviation, the School Climate goes up by 0.328 standard deviations. As the Principal's leadership style develops, so does the school environment. Consequently, $r = 0.328$ indicates a modest overall connection in the results. This finding is consistent with previous studies

by Johnson et al. (2019), which discovered a small but favorable relationship between school climate and leadership style in educational contexts. It further explains that the Principal's Leadership Style has little impact on the School Climate.

Table 6. Test of Significant Mediating Effect of School Climate on the Relationship between the Principal's Leadership Style and Job Satisfaction of Elementary Teachers

Variables	Estimate	Std. Error	P-Value	Interpretation
Principal's Leadership → School Climate	0.298	0.085	0.000	Significant
School Climate → Job Satisfaction	0.753	0.073	0.000	Significant
Principal's Leadership → Job Satisfaction	-0.004	0.067	0.950	Not Significant

Table 6 describes the direct (unmediated) effect of the Principal's Leadership Style on School Climate as $0.298 \approx 0.300$. That is, due to the direct (unmediated) effect of the Principal's Leadership Style on School Climate, when the Principal's Leadership Style goes up by one, School Climate goes up by 0.298. This is in addition to any indirect (mediated) effect that the Principal's Leadership Style may have on School Climate.

The direct (unmediated) effect of School Climate on Job Satisfaction is 0.753. That is, due to the direct (unmediated) effect of School Climate on Job Satisfaction, when School Climate increases by one, Job Satisfaction goes up by 0.753. This is in addition to any indirect (mediated) effect that School Climate may have on Job Satisfaction of Elementary teachers.

The direct (unmediated) effect of the Principal's Leadership Style on the Job Satisfaction of elementary teachers is -0.004, indicating a negative relationship between the two variables. This indicates that elementary teachers' job satisfaction may decrease slightly if the Principal's leadership style improves. That is, due to the direct (unmediated) effect of the Principal's Leadership Style on Job Satisfaction, when the Principal's Leadership Style goes up by 1, Job Satisfaction goes down by 0.004. Davis and Smith (2020) discovered a negative relationship between leadership style and elementary school teachers' work satisfaction. This shows that factors other than leadership style can be important in determining how satisfied elementary teachers are with their jobs. This is in addition to any indirect (mediated) effect that the Principal's Leadership Style may have on the Job Satisfaction of Elementary teachers.

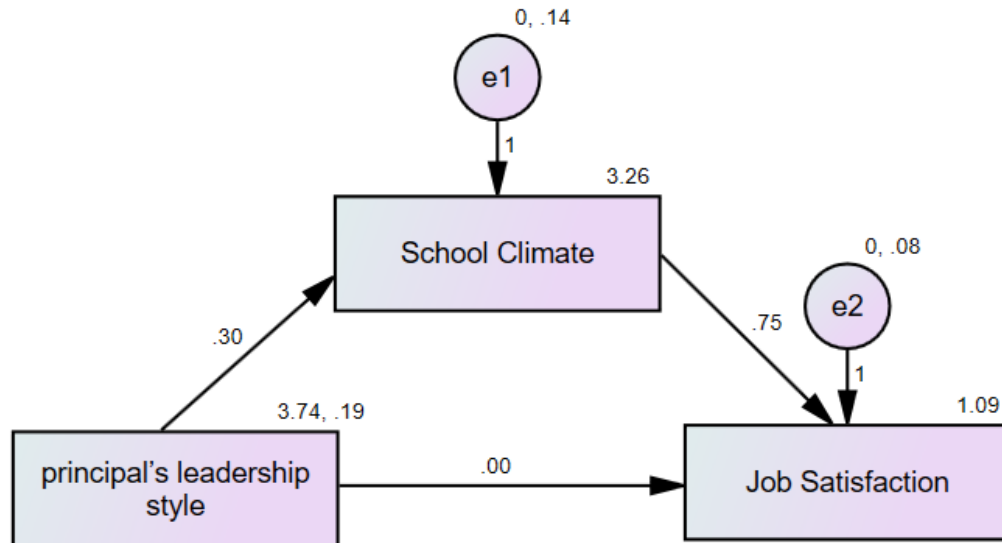


Figure 1. The Path Analysis showing the significant mediating effect of School Climate on the Relationship Between Principal's Leadership Style and Job satisfaction of Elementary Teachers.

Figure 1.describes the direct (unmediated) effect of the Principal's Leadership Style on School Climate is $0.298 \approx 0.300$. That is, due to the direct (unmediated) effect of the Principal's Leadership Style on School Climate, when the Principal's Leadership Style goes up by one, the School Climate goes up by 0.298. This is in addition to any indirect (mediated) effect that Principal's Leadership Style may have on School Climate.

The direct (unmediated) effect of School Climate on Job Satisfaction is 0.753. That is, due to the direct (unmediated) effect of School Climate on Job Satisfaction, when School Climate increases by 1, Job Satisfaction goes up by 0.753. This is in addition to any indirect (mediated) effect that School Climate may have on Job Satisfaction of Elementary teachers.

The direct (unmediated) effect of Principal's Leadership Style on Job Satisfaction of Elementary teachers is -0.004. That is, due to the direct (unmediated) effect of Principal's Leadership Style on Job Satisfaction, when Principal's Leadership Style goes up by 1, Job Satisfaction goes down by 0.004. This is in addition to any indirect (mediated) effect that Principal's Leadership Style may have on Job Satisfaction of Elementary teachers.

It explains further that there is no significant direct effect of any Principal's Leadership Style on the Job Satisfaction of elementary teachers. However, the School Climate shows a significant full mediating effect on the Job Satisfaction of elementary teachers.

IV. Conclusion

Based on the findings, the study concludes that the school climate significantly mediates the correlation between leadership style and job satisfaction. This conclusion affirms the Path-Goal Theory of leadership (House, 1975), which states that leaders influence the subordinates' motivation, ability to perform effectively, and satisfaction. Such a relationship is mediated by the environment.

V. Recommendations

Based on the conclusion of the study, the following are recommended:

1. Implement Leadership Development Programs may be implemented to have a positive impact on the school climate.
2. Positive School Climate may be promoted to foster a supportive, collaborative, and positive school environment, including measures to improve communication, teamwork, and recognition of teacher efforts.
3. Teachers in Decision-Making may be engaged in encouraging teachers' active participation in school governance and decision-making processes to increase their sense of ownership and satisfaction.
4. Professional Development may be providing continuous professional development opportunities tailored to teachers' needs to help them grow and feel valued in their roles.
5. Resources and Support may be enhancing the teachers to ensure teachers have adequate resources and support to perform their duties effectively.

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