INSTRUCTIONAL LEADERSHIP SKILLS AND EMOTIONAL INTELLIGENCE ON TEACHERS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study aimed to determine the influence of Instructional Leadership Skills and Emotional Intelligence on Professional Development among public school teachers in Lantapan District, Division of Bukidnon for the School Year 2024-2025. Three hundred twenty-eight teachers were randomly chosen as respondents of the study. Descriptive-correlational design was utilized in the study. The study showed that teachers consistently exhibited very high levels of instructional leadership skills, particularly in planning, classroom management, leadership, and human relations. Also, the emotional intelligence of teachers was high. The strong connection between instructional leadership skills and emotional intelligence with professional development highlights that effective teaching involves multiple dimensions. Professional development goes beyond just technical or pedagogical training; it also includes developing interpersonal and self-management skills. Teachers who can lead, build relationships, and control their emotions are more capable of engaging in and gaining from professional learning opportunities. The study also found that social skills, professional skills, and communication skills are the best predictors of teachers' professional development. This emphasizes that teachers' growth depends heavily on their capacity to engage effectively with colleagues, students, and the wider educational community.

Keyword: Instructional Leadership Skills, Emotional Intelligence, Social Skills, Professional Skills and Communication Skills

1. INTRODUCTION

Teachers play a crucial role in our educational system and are the first to support each learners' intellectual, social, and personal growth. Nonetheless, educators frequently face difficult tasks that have a substantial impact on their professional development and classroom performance. According to the OECD research from 2020, many teachers experience stress, anxiety, and burnout, which is frequently exacerbated by their workload and financial circumstances. In addition, accordingly a sizable portion of teachers do not have access to adequate resources and training, which hinders their capacity to learn new teaching strategies and teaching method. The teachers confident inside the four corners being hampered by this gap in their professional development (Education International, 2021).

The Continuing Professional Development (CPD) Act of 2016, also known as Republic Act 10912, mandates all professionals in the Philippines to fulfill CPD requirements to maintain their licenses and continue practicing their professions. In essence, the CPD law serves as a standard to ensure that Filipino professionals remain updated on both local and global best practices. For teachers, CPD is a vital component of career growth, demanding dedication and continuous learning. However, concerns such as relevance of CPD programs, time constraints, and heavy workload significantly impact their ability to comply with CPD requirements, making it crucial to examine these challenges in professional development.

The Department of Education (DepEd) has implemented various professional development programs to enhance the competencies of public-school teachers. However, these programs often involve limited training opportunities and rely heavily on 'mass training' conducted at the school level, where expert-led training is rarely conducted. Consequently, the training provided

does not always align with teachers' specific needs. To ensure meaningful professional growth, professional development initiatives must be structured to directly address teachers' specific needs. Without targeted, expert-led training, teachers may struggle to acquire the relevant knowledge and skills necessary to implement effective educational strategies. This misalignment hinders their ability to enhance their teaching competence, ultimately affecting the quality of education delivered to students.

Are teachers willing to invest in upgrading their skills and continuing their education at their own expense as part of their professional development? Educators often face demanding workloads that limit their ability to engage in ongoing professional learning. This is evident in the study of Pasique and Maguate (2023), which found that the primary challenges teachers encounter in Continuing Professional Development (CPD) involve difficulties in time management and a lack of motivation. Many respondents identified excessive paperwork as a major hurdle, as they must prioritize meeting deadlines before committing to CPD activities. Furthermore, a study by Ortiz (2024) examined the challenges faced by selected teachers in Bukidnon, significantly affecting their participation in professional development programs. These challenges include balancing personal and family responsibilities, insufficient educational resources, and logistical barriers such as transportation issues and health concerns.

Teachers' instructional leadership skills are pivotal in fostering their own professional development. By embracing leadership roles, teachers actively contribute to a culture of continuous learning and improvement within educational settings. A study by Kilag and Sasan (2023) highlights that instructional leadership practices are critical in promoting teacher learning and development. The research emphasizes that when teachers engage in leadership activities, such as mentoring and collaborative planning, they not only enhance their own instructional practices but also positively influence their colleagues' professional growth.

Moreover, emotional intelligence is a critical trait for effective educational leaders as it facilitates the development of positive learning environments. This enables teachers to build strong relationships

and collaboration. Overall, emotional intelligence plays a pivotal role in instructional leadership; to enhance the capacity to create an inclusive and supportive environment to nurture the holistic and professional development (Paschal, et. al. 2024).

The researcher aims to undertake this study to examine how instructional leadership skills and emotional intelligence influence the professional development of teachers. While existing studies highlight the importance of these two factors in education, there is limited research that integrates these factors to analyze their collective impact on teacher growth, engagement in professional development, and instructional effectiveness. This study will fill this gap by examining how instructional leadership skills and emotional intelligence work together to support teachers' professional development, providing practical recommendations for leadership training in professional learning programs. To address this, the study focuses on teachers in Lantapan Districts, Division of Bukidnon. The findings are expected to offer valuable insights into policy development aimed at enhancing teachers' professional development. Thus, this study is conceived.

2.METHODOLOGY

2.1 OBJECTIVES OF THE STUDY

This study determined the influence of instructional leadership and emotional competence on the teachers' professional development in Lantapan District, Division of Bukidnon. Specifically, it aimed to:

1. Determine the level of instructional leadership do teachers practice.

2. Describe the level of emotional intelligence do teachers exhibit.

3. Assess the level of professional development

4. Find out if there is significant relationship between teachers' professional development, Instructional leadership skills and Emotional intelligence

5. Identify which variable best predicts teachers' professional development.

3. MATERIALS AND METHODS

3.1 Respondents

The respondents of this study were the 328 public school teachers of Lantapan East and West Districts in the Division of Bukidnon for the school year 2024-2025. A stratified random sampling method was used to choose the respondents. The number of respondents in each district is summarized below:

Table 1. Percentage distribution of the respondents of the study

District	No. of Teachers (N)	No. of Respondents (n)	Percentage (%)
Lantapan East	349	187	57%
Lantapan West	217	141	43%
Total	566	328	100%

3.2. Research Design

This study employed a quantitative research design, specifically a descriptive-correlational design, to assess the relationship between and among two or more variables. The descriptive design was used in describing the level of instructional leadership skills, emotional intelligence, and teachers' professional development. A correlational design was used to examine the relationship between the independent variables, instructional leadership skills and emotional intelligence and the dependent variable, teachers' professional development.

Survey questionnaire was used to measure instructional leadership skills, emotional intelligence, and teachers' professional development. The respondents will consist of public-school teachers that will be chosen through stratified random sampling to ensure representation across various subgroups, such as years of experience.

3.3. Instrument

There were three (3) sets of instruments adapted by the researcher.

3.2.1. Instructional Leadership Skills

An adapted survey questionnaire developed by Gaston (2024) with a reliability Cronbach Alpha coefficient of 0.751 was used to determine the level of instructional leadership skills among the teachers. The questionnaire consists of six (6) sub-variables namely Instructional Skills, Management Skills, Leadership Skills, Human Relation Skills, Communication Skills, and Professional Skills with five (5) items each. It is being answered on a five-point Likert scale, from always to never. The following scale was used to discuss and interpret the data:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Frequently	High
5	4.51-5.00	Always	Very High

3.2.2. Emotional Intelligence

To determine the level of teachers' emotional intelligence, an adapted survey questionnaire was used, it is from the work of Garaigordobil et. al (2015) and as utilized by Santillan et. al (2024) with a reliability Cronbach Alpha coefficient of 0.798. It consists of five (5) sub-variables: Self-awareness, Self-regulation, Self-motivation, Empathy, and social skills with forty (40) item survey questions to be answered on a five-point Likert scale from always to none at all. The scale below was used to interpret the results.

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	None at all	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Most of the time	High
5	4.51-5.00	Always	Very High

3.2.3.Teachers' Professional Development

An adopted survey questionnaire from the study of Maribao R. (2023) with a reliability Cronbach Alpha coefficient of 0.90 was used to determine the level of professional development of teachers. The questionnaire consists of three (3) sub-variables: Training/Seminar attended with nine (9) items, Self-efficacy with five (5) items and Advanced Degree with three (3) items. It was answered on a five-point Likert scale, from strongly agree to strongly disagree. The scale below will be used to interpret the score of the respondents:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Frequently	High
5	4.51-5.00	Always	Very High

3.2.Statistical Analysis

The following statistical procedures was used in interpreting the data gathered for the study and answering the specific problems. Descriptive statistics such as the mean and standard deviation was used to determine the level of instructional leadership skills, emotional intelligence, and teachers' professional development.

Correlation analysis was used to determine the strength and direction of relationships between instructional leadership skills, emotional intelligence and teachers' professional development. Additionally, multiple regression analysis was conducted to assess how well instructional leadership skills and emotional intelligence predict professional development of teachers.

4. RESULTS AND DISCUSSION

Table 2: Level of Instructional Leadership Skills

Indicators	Mean	Qualitative Interpretation
Instructional Skills	4.77	Very High
Management Skills	4.50	Very High
Leadership Skills	4.54	Very High
Human Relation Skills	4.63	Very High
Communication Skills	4.31	High
Professional Skills	4.30	High
Overall Mean	4.51	Very High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Frequently	High
5	4.51-5.00	Always	Very High

Among the domains, instructional skills scored the highest mean (4.77), reflecting the central role teachers play in guiding and improving instructional practices. This suggests that teachers are deeply committed to designing, delivering, and evaluating effective learning experiences. Close behind were leadership skills (4.54) and management skills (4.50), which also received "Very High" qualitative interpretations. These scores reflect teachers' abilities to lead initiatives, organize classroom and school-level activities, and make data-informed decisions to benefit learners.

Human relation skills also received a "Very High" interpretation (μ = 4.63), highlighting the teachers' effectiveness in fostering positive relationships with students, colleagues, and the wider school community. This is critical in creating a supportive and collaborative school environment. While communication skills (μ = 4.31) and professional skills (μ = 4.30) received slightly lower means and were rated as "High," the results still show frequent engagement in activities such as mentoring, attending professional development programs, and participating in open communication.

The data suggests that while all aspects of instructional leadership are practiced regularly

and effectively, professional development and communication may be areas for further enhancement. Providing more opportunities for teachers to lead professional growth initiatives, engage in research, and participate in structured communication and decision-making processes may further elevate their leadership effectiveness.

These findings are consistent with recent literature on instructional leadership. According to Hitt and Tucker (2016), effective instructional leaders demonstrate a combination of instructional expertise, collaborative leadership, and relational skills to improve teaching and learning. Similarly, Leithwood, Harris, and Hopkins (2020) emphasize that the most impactful school leaders are those who actively engage in instructional leadership, support teacher development, and foster collaborative environments. Nguyen et al. (2021) further underscore the importance of continuous professional learning and open communication in developing sustainable leadership practices in schools.

Table 3: Emotional Intelligence of Teachers

Indicators	Mean	Qualitative Interpretation
Self-Awareness	4.41	High
Self-Regulation	4.35	High
Self-Motivation	4.32	High
Empathy	4.28	High
Social Skills	4.22	High
Overall Mean	4.32	High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	None at all	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Most of the time	High
5	4.51-5.00	Always	Very High

Among the five indicators, self-awareness recorded the highest mean score (μ = 4.41),

suggesting that teachers are highly attuned to their own emotions, thoughts, and behaviors. This self-awareness likely contributes to their ability to manage classrooms effectively and maintain professional composure, especially in emotionally charged situations.

Self-regulation (μ = 4.35) and self-motivation (μ = 4.32) also received high ratings, reflecting teachers' capacity to manage their emotions constructively and remain driven despite challenges. These traits are essential in the teaching profession, where educators often face high levels of stress and shifting demands.

Empathy (μ = 4.28) and social skills (μ = 4.22) received the lowest, though still high, mean scores among the five dimensions. This result implies that while teachers generally relate well with others and maintain effective interpersonal relationships, there is still room for growth in terms of deeper emphatic engagement and more refined social communication, particularly in managing group dynamics and navigating challenging relationships.

These results are in line with contemporary research highlighting the critical role of emotional intelligence in the teaching profession. For instance, Mérida-López and Extremera (2017) emphasized that high emotional intelligence fosters teacher well-being and reduces emotional exhaustion. Bermejo-Toro, Prieto-Ursúa, and Hernández (2016) found that teachers with high EI are better equipped to manage classroom stress and maintain motivation. Furthermore, Dolev and Leshem (2017) argue that teacher training programs should emphasize the development of emotional competencies, as these directly influence teachers' effectiveness and their relationships with students.

Table 4: Teachers' Professional Development

Indicators	Mean	Qualitative Interpretation
Training/Seminar Attended	3.55	High
Self-Efficacy	3.67	High
Advanced Degree	4.11	High
Overall Mean	3.70	High

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Very Low
2	1.51-2.50	Seldom	Low
3	2.51-3.50	Sometimes	Moderate
4	3.51-4.50	Frequently	High
5	4.51-5.00	Always	Very High

It has been shown that the level of professional development among teachers using three key indicators: training/seminar attendance, self-efficacy, and attainment of an advanced degree. Each of these indicators received a descriptive rating of "Frequently" and a qualitative interpretation of "High," indicating that teachers regularly engage in various professional development activities and perceive these efforts as valuable to their growth. This aligns with the findings of Saeed and Aneesa (2023), who emphasized that teacher training programs significantly enhance motivation, professional development, and self-efficacy among educators.

Among the indicators, the highest mean score was observed in the item "Advanced Degree" with a mean of 4.11. This suggests that many teachers have pursued or are in the process of pursuing higher education degrees beyond their initial qualification. The high rating in this area reflects a strong commitment among teachers to deepen their academic knowledge and enhance their professional credentials, which is essential for career progression and instructional effectiveness. While specific studies focusing solely on the attainment of advanced degrees and their direct impact on professional development are limited, the pursuit of higher education is generally associated with enhanced pedagogical skills and deeper subject matter knowledge. This, in turn, contributes to increased self-efficacy and teaching effectiveness.

The second highest mean was found in "Self-Efficacy," with a mean score of 3.67. This indicates that teachers generally feel confident in their ability to perform their professional duties effectively. A high level of self-efficacy is associated with better classroom management, stronger instructional strategies, and greater resilience, all of which contribute to student learning outcomes and overall teacher performance. Yang (2019) found that increased participation in professional development activities was significantly associated with higher levels of teacher self-efficacy, although the most common forms of professional development, such as workshops and seminars, did not always lead to significant improvements in self-efficacy.

"Training/Seminar Attended" received the lowest mean score among the three indicators, at 3.55. While still interpreted as "Frequently" and "High," this relatively lower score suggests that although teachers are attending professional development sessions, there may be barriers such as time constraints, limited availability of programs, or insufficient institutional support. Enhancing access to and a variety of training opportunities could further support teacher development in this area. Yoo (2016) explored the effects of online professional development on teachers' self-efficacy and found that participation in online professional development programs led to an increase in teachers' self-efficacy levels.

In general, the combined mean of 3.70 reflect a consistent and positive level of engagement in professional development activities among teachers. These findings highlight the proactive steps educators are taking to improve their competencies and adapt to the evolving demands of the teaching profession. Encouraging continued investment in professional growth opportunities will further strengthen teaching practices and student learning outcomes.

Table 5: Correlation Analysis on Instructional Leadership Skills, Emotional Intelligence and Teachers' Professional Development

Variables	DV: Teachers' Professional Development r-value	Probability
INSTRUCTIONAL LEADERSHIP SKILLS	.573	0.000**
Instructional Skills	.313	0.000**
Management Skills	.468	0.000**
Leadership Skills	.395	0.000**
Human Relation Skills	.409	0.000**
Communication Skills	.474	0.000**
Professional Skills	.547	0.000**
EMOTIONAL INTELLIGENCE	.582	0.000**
Self-Awareness	.492	0.000**
Self-Regulation	.515	0.000**
Self-Motivation	.474	0.000**
Empathy	.543	0.000**
Social Skills	.597	0.000**

**Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The correlation analysis revealed a statistically significant positive relationship between various dimensions of instructional leadership skills and professional development, underscoring the integral role of effective leadership in fostering continuous professional growth among educators. The strongest correlation was observed between overall instructional leadership skills and professional development ($r = .573$, $p < .01$), indicating that leaders who demonstrate a broad set of instructional competencies are more likely to support and promote professional learning environments. This finding aligns with Hallinger and Wang (2018), who emphasized that comprehensive instructional leadership, encompassing curriculum support, teacher evaluation, and learning-focused leadership—significantly enhances professional development efforts.

Among the specific leadership dimensions, professional skills exhibited a strong positive correlation ($r = .547$, $p < .01$) with professional development. This suggests that leaders who continually develop their own expertise and model professional excellence encourage a culture of ongoing learning within their institutions. Pont et al. (2016) assert that when teachers invest in their professional skills, it sets a standard and creates an environment conducive to collective teacher development. Similarly, communication skills ($r = .474$, $p < .01$) were strongly correlated with professional development. Effective communication facilitates collaboration, clarity of expectations, and shared understanding, which are vital in driving sustained professional growth. Nguyen et al. (2021) highlighted communication as a central mechanism within professional learning communities that enhances teachers' engagement and participation in developmental practices.

Moderate positive correlations were also found between management skills ($r = .468$, $p < .01$), human relation skills ($r = .409$, $p < .01$), and leadership skills ($r = .395$, $p < .01$) with professional development. These findings suggest that leaders who manage resources effectively, build strong interpersonal relationships, and exhibit visionary leadership are better positioned to promote and support teacher development. Liu and Hallinger (2018) noted that school management structures that are orderly and strategic provide the necessary infrastructure for effective professional learning. Additionally, Day et al. (2016) found that leadership practices grounded in strong interpersonal relationships increase teacher motivation and engagement in professional development. Neumerski et al. (2018) pointed out that instructional leadership that narrowly focuses on pedagogy must be integrated with broader leadership strategies to effectively influence professional growth.

Furthermore, all five components of Emotional Intelligence—self-awareness, self-regulation, self-motivation, empathy, and social skills—exhibit moderate to strong correlations with PD, with correlation coefficients ranging from .474 to .597. Notably, social skills (.597) and the total emotional intelligence (.582) show the strongest associations, suggesting that emotionally intelligent behaviors play a crucial role in fostering an environment conducive to continuous

learning and growth within educational institutions. Brackett et al. (2019) emphasize that emotionally intelligent teachers who can navigate social interactions effectively are better equipped to establish strong professional learning communities and foster collective efficacy.

The strongest correlation between social skills and professional development underscores the importance of interpersonal effectiveness in leadership. Teachers who possess well-developed social skills are more capable of facilitating collaboration, resolving conflicts, and encouraging open communication—all of which are essential in promoting teacher development. Brackett et al. (2019) emphasize that emotionally intelligent educators who can navigate social interactions effectively are better equipped to establish strong professional learning communities and foster collective efficacy.

Similarly, the overall emotional intelligence score's strong correlation with PD indicates that emotionally intelligent leaders contribute significantly to the professional growth of teachers. Xu et al. (2021) argue that teachers with high EI can create psychologically safe and emotionally supportive environments, which are vital for fostering engagement in professional learning. Such environments encourage risk-taking, open dialogue, and reflective practices, all of which are hallmarks of effective professional development systems.

Empathy and self-regulation, with correlation coefficients of .543 and .515 respectively, also emerged as influential factors. Empathetic leaders can understand and address the emotional needs of their staff, which builds trust and encourages active participation in developmental activities. Self-regulated leaders maintain composure and demonstrate consistency in their responses, which models emotional resilience and supports a stable learning climate. Fernández-Berrocal and Extremera (2016) support this view, noting that emotional intelligence skills such as empathy and regulation improve interpersonal relationships and enhance leadership effectiveness in developmental contexts.

Self-awareness and self-motivation showed moderate yet meaningful correlations with professional development, with values of .492 and .474, respectively. Leaders who are self-aware recognize their strengths and limitations, making

them more reflective and purposeful in supporting teacher growth. Likewise, self-motivated leaders tend to inspire their colleagues by demonstrating a commitment to lifelong learning and professional excellence. As Kostić-Bobanović (2020) notes, such teachers set a powerful example, cultivating a culture of ongoing development and innovation within their schools.

The data in table 18 suggests that effective instructional leadership, particularly when encompassing communication, professional, and organizational management skills, plays a crucial role in supporting and enhancing professional development. These findings reinforce the view that teachers are not just implementer but important drivers of learning and educational improvement. Also, the teachers who possess emotional Intelligence, especially in the realms of communication, empathy, and self-regulation are better positioned to support teacher growth, build collaborative environments, and drive sustained school improvement.

Table 6: Predictors of Teachers' Professional Development

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-.450	.240		-1.874	.062
Social Skills	.507	.057	.405	8.976	.000
Professional Skills	.287	.046	.293	6.212	.000
Communication Skills	.179	.045	.185	3.991	.000
R=.700	r2 = .490		f-value = 102.182		
p value = 0.000					

$Y1 = -.450 + .507X1 + .287X2 + .179X3$

Where:

Y1 = Teachers' Professional Development

X1 = Social Skills (Emotional Intelligence)

X2 = Professional Skills (Instructional Leadership Skills)

X3 = Communication Skills (Instructional Leadership Skills

The results indicate that all three predictors are statistically significant contributors to professional development, as evidenced by their p-values (Sig. = .000). Among these, Social Skills with a β = .405 and a t-value of 8.976 emerged as the strongest predictor. This suggests that individuals who demonstrate higher levels of social competence—such as the ability to collaborate, empathize, and build relationships—tend to experience more substantial professional growth. This implies that fostering interpersonal interactions and teamwork in professional settings can significantly enhance one's development trajectory. Organizations and educational institutions may therefore prioritize social competence training, mentoring, and group-based learning to maximize professional advancement.

Professional Skills, with a β = .293 and a t-value of 6.212, is the second most influential predictor of professional development. This underscores the importance of having strong domain-specific competencies and technical expertise. This implies hat continuous skill upgrading and specialization remain essential for sustained career progression. Employers and educators should encourage lifelong learning and provide opportunities for skill enhancement to ensure that individuals remain competitive in their fields.

Moreover, Communication Skills, with a beta value of β = .185 and a t-value of 3.991, also emerged as a significant but comparatively weaker predictor of professional development. Despite its lower relative influence, communication remains a foundational skill that supports other competencies, enabling individuals to express ideas clearly, negotiate effectively, and facilitate understanding among team members. This implies that while communication alone may not directly drive professional advancement as strongly as other skills, it functions as a vital enabler that amplifies the impact of social and technical skills. Therefore, integrating communication training alongside social and professional skill development may yield more holistic and sustainable professional growth.

The coefficient of determination (R^2 = .490) shows that about 49% of the changes in teachers' professional development can be explained by the combined influence of Social Skills, Professional Skills, and Communication Skills. This indicates a moderately strong relationship, meaning that these three areas together play a significant role in shaping teachers' growth and effectiveness in their profession. The remaining 51%, which is not accounted for by the model, suggests that there are still other influences on professional development that were not included in this study. While other factors may also contribute, these results highlight the importance of continuously nurturing these key competencies through focused training, mentorship, and professional learning opportunities to ensure sustained growth and advancement in the teaching profession.

Furthermore, the regression equation indicates that for every one-unit increase in Social Skills, Professional Skills, and Communication Skills, teachers' professional development is expected to increase by 0.507, 0.287, and 0.179 units, respectively. Among these variables, Social Skills (β = .405) emerged as the most influential predictor, followed by Professional Skills (β = .293) and Communication Skills (β = .185). This finding indicates that teachers who exhibit higher levels of emotional intelligence, instructional competence, and communication ability are more likely to experience greater professional growth and effectiveness in their work.

Given that all predictors obtained p-values less than .05 (Sig. = .000), the results demonstrate that each variable has a statistically significant effect on teachers' professional development. Therefore, the null hypothesis stating that there is no variable that predicts the professional development of teachers is rejected. This confirms that the combined influence of social, professional, and communication skills significantly explains variations in teachers' professional development.

Recent literature supports the finding that social skills are critical to career success. Li, Zhang, and Wang (2021) found that social skills not only enhance interpersonal relationships but also improve teamwork, leadership capacity, and adaptability in professional settings. These attributes are increasingly valued in modern workplaces, particularly in roles that require collaborative problem-solving and cross-functional communication. The significance of social skills in this regression model affirms the growing recognition of emotional and social

intelligence as key elements of professional success.

In addition, Zhou and Lee (2020) highlighted that continuous acquisition of professional skills is essential for upward mobility, especially in rapidly evolving industries. Their study emphasized that individuals who actively engage in learning and development initiatives tend to be better positioned for promotions and career advancement. On the other hand, Ramirez and Saldana (2018) argue that while communication is essential, its impact on professional development is often indirect, serving as a bridge that enhances the effectiveness of other skills such as leadership and collaboration.

5.CONCLUSIONS

Based on the findings, the following conclusions are drawn:

The study explored the levels of Instructional Leadership Skills, Emotional Intelligence, and Professional Development among teachers, as measured across several dimensions. Results revealed that teachers consistently exhibited a Very High level of Instructional Leadership Skills, particularly in instructional, management, leadership, and human relation skills. These competencies highlight the teachers' ability to effectively manage classroom instruction, collaborate with peers, participate in school planning, and foster positive relationships. However, communication and professional skills, while still rated High, showed slightly lower mean scores, indicating that while teachers frequently engage in professional activities and maintain open lines of communication, these areas present room for further enhancement.

Moreover, teachers possess strong instructional leadership competencies, particularly in instructional planning, classroom management, and relationship-building, which are essential for effective school functioning. Among the domains, instructional skills scored the highest mean, reflecting the central role teachers play in guiding and improving instructional practices. This suggests that teachers are deeply committed to designing, delivering, and evaluating effective learning experiences. Close behind were leadership skills and management skills, which also received very high interpretations. These scores reflect teachers' abilities to lead initiatives,

organize classroom and school-level activities, and make data-informed decisions to benefit learners.

The findings suggest that teachers possess a well-balanced emotional intelligence profile, which enables them to build supportive relationships, respond constructively to challenges, and contribute to a positive school climate. High levels of emotional intelligence among teachers are closely associated with improved job performance, greater resilience, and more positive student outcomes. Teachers' high emotional intelligence supports these leadership roles by enabling them to navigate interpersonal relationships and manage emotional challenges effectively. In terms of Emotional Intelligence, teachers demonstrated a high level across all domains—self-awareness, self-regulation, self-motivation, empathy, and social skills. Among these, self-awareness recorded the highest mean, reflecting teachers' strong sense of identity and understanding of their emotional impact on others. Meanwhile, empathy and social skills, though still high, yielded relatively lower scores, suggesting a need to further strengthen interpersonal engagement and relationship-building in the school environment.

It was concluded that many teachers have pursued or are in the process of pursuing higher education degrees beyond their initial qualification. The high rating in this area reflects a strong commitment among teachers to deepen their academic knowledge and enhance their professional credentials, which is essential for career progression and instructional effectiveness. Professional development engagement is generally positive, there is a need to diversify and deepen participation in academic and global professional discourse to fully realize the benefits of continuous learning.

In addition, the relationship between instructional leadership skills and professional development strongly suggests that effective instructional leadership, particularly when encompassing communication, professional, and organizational management skills, plays a crucial role in supporting and enhancing professional development. Moreover, the analysis reinforces the critical role of emotional intelligence in educational leadership, particularly in enhancing professional development initiatives. Leaders who possess and actively apply emotional competencies—especially in the realms of

communication, empathy, and self-regulation—are better positioned to support teacher growth, build collaborative environments, and drive sustained school improvement.

Furthermore, the strong correlations found between instructional leadership, emotional intelligence, and professional development suggest that enhancing one domain contributes positively to the others. Thus, social Skills are the most important predictor of professional development, followed by professional Skills and communication Skills. This hierarchy is consistent with recent research that emphasizes the centrality of interpersonal effectiveness and adaptability in contemporary work environments.

6.RECOMMENDATION

Based on the conclusions drawn from the research findings, here are some recommendations to further enhance teacher professional development:

School leaders and administrators may prioritize the continued enhancement of teachers' instructional leadership skills by institutionalizing structured leadership programs. These may include regular training on instructional planning, classroom observations, and data-driven decision-making, as well as peer mentoring and collaborative lesson planning sessions. Encouraging teachers to play active roles in curriculum development and instructional innovations will further strengthen their confidence and leadership capacity within the school community.

Teachers' may foster emotional intelligence, integrating emotional intelligence training into the school's professional development agenda is highly recommended. Workshops focusing on building empathy, managing stress, improving communication, and fostering positive relationships should be conducted regularly. Activities such as reflective practice, mindfulness exercises, and conflict resolution seminars can help teachers improve self-awareness, self-regulation, and interpersonal skills, thereby contributing to a more emotionally supportive and effective teaching and learning environment.

Curriculum implementer may focus on strengthening the professional development of teachers, particularly in training and seminar attendance, schools should expand the accessibility and variety of learning opportunities to ensure teachers remain updated on best practices and educational trends. Offering a mix of traditional and online seminars, workshops, and conferences addressing both local and global educational issues can increase participation.

Teachers' may enhance self-efficacy, teachers may be provided with greater involvement in school-wide decision-making and planning processes. Administrators may create avenues where teachers can freely express their views, lead committees, and contribute to school policies. By acknowledging and valuing teachers' contributions to school governance, a strong sense of ownership, confidence, and professional pride can be cultivated, which ultimately benefits both teacher morale and student outcomes.

Educational Policy makers may explored to help teachers access graduate programs that align with their teaching disciplines to achieve higher levels of professional excellence through advanced degrees, to establish scholarship programs, flexible workload arrangements, and professional incentives for teachers pursuing further studies. Providing clear pathways for academic advancement reinforces the importance of continuous learning and positions teachers as lifelong learners and professionals dedicated to both their personal growth and the improvement of education as a whole.

Finally, further research using a different methodological technique to validate the study's findings across several academic disciplines is recommended.

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