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LEADERSHIP QUALITIES AND SENSE OF PROFESSIONAL LEARNING COMMUNITIES IN TAGUM CITY DIVISION

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ABSTRACT

This study aimed to determine the relationship between leadership qualities and professional learning communities among 116 elementary teachers in the Tagum City Division. Specifically, it examined the extent of leadership qualities in terms of proactive, knowledgeable, supportive, and perseverant behaviors, and the extent of professional learning communities in terms of shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, relationships, and structures. A descriptive-correlational research design was employed using adapted and validated survey instruments. Data were analyzed through weighted mean to determine extent, Pearson product moment correlation to assess relationships, and multiple regression analysis to identify predictors, all tested at a 0.05 level of significance. Findings revealed that both leadership qualities and professional learning communities were at an extensive level, indicating that these practices were oftentimes evident among teachers. The results further showed a significant relationship between leadership qualities and professional learning communities. Moreover, regression analysis confirmed that leadership qualities significantly influenced professional learning communities, with supportive and knowledgeable leadership emerging as significant predictors, while proactive and perseverant domains showed relatively lower influence. Based on these findings, it is recommended that educational leaders sustain and strengthen leadership development programs, with particular attention to enhancing proactive and perseverant behaviors. Schools should continue fostering collaborative practices while providing targeted support to improve less dominant leadership domains, ensuring the sustainability of effective professional learning communities.

KEYWORDS: *leadership qualities; professional learning communities; Tagum City Division*

INTRODUCTION

The importance of leadership traits in creating professional learning communities have drawn a lot of interest in the changing field of international education. Communities for professional learning are cooperative organizations of educators who collaborate to enhance instruction and learning outcomes through reflective practices. Leadership that is proactive, informed, encouraging, and persistent is frequently necessary want communities of professional learners to be implemented successfully. The purpose of this study, "Leadership qualities and Sense of professional learning communities in Tagum City Division," is to investigate how the impact of leadership techniques on the growth and viability of communities for professional learning in this particular area.

Internationally, educational institutions face challenges in embedding professional learning communities into their organizational culture. Despite the recognized benefits of communities for professional learning in promoting ongoing professional growth, sustaining these communities is frequently impeded by factors such as time limitations, insufficient administrative support, and resistance to change among staff members. These obstacles can impede the collaborative processes essential for professional learning communities to thrive, leading to superficial implementation rather than deep, systemic integration. Research indicates that without dedicated leadership to navigate these challenges, professional learning communities may fail to achieve their intended impact on educational practices.

Also, the global educational landscape is marked by disparities in access to resources and technology, which are critical for the effective professional learning communities' function. In numerous areas, Schools lack the infrastructure required to facilitate a cooperative learning, like dependable internet connectivity and cutting-edge teaching resources.

This disparity not only lowers educational standards but also the capacity of educators to participate in significant professional growth activities. In order to address these inequities, coordinated efforts from educational leaders should fight for and obtain the resources required to assist communities for professional learning.

Nationally, the Philippine education system has been undergoing major changes designed to enhance the standard of instruction and education. The Department of Education (DepEd) has acknowledged the

professional learning communities' significance in driving these reforms and has instituted policies to promote collaborative professional growth among teachers. However, the implementation of these policies varies across different regions, with some schools struggling to establish and maintain effective professional learning communities due to contextual challenges. Factors such as limited training for school leaders, cultural norms favoring hierarchical decision-making, and resource constraints have been accepted as obstacles to the successful adoption of professional education communities in the Philippines.

In Tagum City Division, these national challenges are further compounded by local issues that impede the successful execution of communities for professional education. A recent study investigating the connection between school leadership and professional development in Tagum City that although school administrators are typically perceived positively, there is a necessity for more proactive and supportive leadership to foster continuous professional learning among teachers. The study highlighted that school leaders often face structural constraints and systemic issues, such as resource inadequacy and cultural complexities, which hinder their ability to effectively support professional learning communities.

Specifically, in Tagum City, the problem centers on the limited support for leadership in implementing evidence-based practices. School leaders frequently lack the resources and training needed to efficiently remove obstacles and persevere through challenges associated with EBP implementation. This gap is evident in the survey questions focusing on leadership's role in facilitating EBP, indicating a need for enhanced leadership development programs tailored to the local context. Addressing this issue is crucial for the successful integration of EBPs into instructional methods, which may ultimately result in better student outcomes. Another significant local challenge is the heavy workload of teachers, which limits their capacity to engage in collaborative learning and shared practices essential for productive communities for professional learning. Teachers in Tagum City often juggle multiple responsibilities, leaving little time involvement in communities for professional learning activities. This situation is exacerbated by a lack of structured opportunities and administrative support for collaborative professional development. The survey questions pertaining to shared leadership and collective learning underscore the necessity for systemic changes to reduce teacher workloads and promote a collaborative culture within classrooms.

Also, inadequate infrastructure and communication systems pose substantial barriers to the advancement of professional education communities within Tagum City. Many schools are equipped with outdated technology and lack proper facilities, which hampers effective collaboration among educators. The absence of efficient communication channels further complicates the coordination of professional education

communities' activities, leading to fragmented efforts and diminished impact. Improving the physical and technological infrastructure of schools is imperative to establish a setting that is favorable to collaborative professional education.

This study is important because it has the capacity to affect policy and behavior at multiple levels. By examining the specific challenges faced in the Tagum City Division, the research can provide insights into the contextual factors affecting the implementation of professional education communities. These results can guide local education authorities in designing targeted interventions to strengthen leadership practices and support structures for professional learning communities. Additionally, the study adds to the larger conversation about educational oversight and professional development, offering evidence-based recommendations that can be adapted to similar contexts nationally and internationally.

While the promotion of communities for professional learning are a strategic priority in the reform of education efforts globally and nationally, the realization of their benefits is contingent upon addressing specific local challenges. In Tagum City, enhancing leadership capacity, alleviating teacher workloads, and upgrading infrastructure are critical steps toward fostering effective professional learning communities. This study aims to illuminate these issues and propose actionable solutions to advance the quality of education through strengthened professional learning communities.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between leadership qualities of teachers and professional learning communities.

Specifically, it sought to:

1. Determine the extent of leadership qualities in terms of:
    1.1. Proactive;
    1.2. Knowledgeable;
    1.3. Supportive; and
    1.4. Perseverant.
2. Determine the extent of professional learning communities in terms of:
    2.1. Shared and Supportive Leadership;
    2.2. Shared Values and Vision;
    2.3. Collective Learning and Application;
    2.4. Shared Personal Practice;
    2.5. Relationships; and

2.6 . Structures.

3. Establish whether there is a significant relationship between the leadership qualities and professional learning communities.
4. Identify which of the domains of the leadership qualities significantly influence professional learning communities.

METHODOLOGY

This section provides the methodological framework regarding the research. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to address the research enquiries. The major sections regarding this chapter include study design, ethical issues, study participants, research instruments, data collection procedures, and data analysis.

Method Used

This study utilized quantitative research methodology specifically utilizing a descriptive correlational design. Numerical research involves gathering and examining quantitative data to examine patterns and relationships or trends within a given phenomenon (Creswell & Creswell, 2019). This method enables researchers to derive objective conclusions through statistical analysis, ensuring precision and generalizability (Bhandari, 2020). The descriptive correlational technique is particularly useful in educational research, since it facilitates the analysis of existing relationships between variables without direct manipulation, redesigning a clear comprehension of naturally occurring associations (Saunders et al., 2019).

A descriptive research methodology aims to systematically describe the characteristics of the variables under investigation. It does not involve altering the study environment but instead focuses on observing and documenting patterns as they naturally occur (Siedlecki, 2020). Correlational research, conversely, aims to determine the degree of correlation between two or more variables. According to Pandey and Pandey (2021), this design helps researchers understand whether variations in one variable correspond to alterations in another, thereby offering insights into potential predictive relationships. The absence of experimental manipulation makes correlational research ideal for studying educational settings where ethical concerns and feasibility limit-controlled interventions.

This research employed a descriptive correlational design to explore the correlation between leadership qualities and professional learning communities within the Division of Tagum City. This design was selected because it permits an examination of the degree to which leadership practices influence the development of professional learning communities without altering existing conditions (Cohen et al., 2019). By analyzing the association between the independent variable (leadership qualities) and the dependent variable (professional learning communities), this study provides valuable insights into how leadership strategies contribute to fostering collaborative learning environments in schools.

Sources of Data

This study involved elementary teachers, including Key Stage 1 (KS1) teachers, in the Division of Tagum City as its research respondents. With a total population of 163 elementary teachers, the study determined the appropriate sample size using Slovin's formula, a widely used statistical method for estimating sample size in quantitative research. According to Torres (2020), Slovin's formula is particularly effective in ensuring that the selected the sample accurately represents the target demographic while maintaining a reasonable margin of error The equation is expressed as: n=1+Ne2N where n represents the required the sample size, N, represents the entire population and e represents the margin of error, established at 0.05 for a confidence level of 95%. Replacing the given the values computation yielded a sample size of 116 respondents. This sample size was deemed sufficient to generalize findings while maintaining statistical reliability, as emphasized by Creswell and Creswell (2019).

The inclusion criteria for selecting respondents were established to ensure that only qualified participants were part of the research. Teachers who were employed in public elementary schools in Tagum City for at least three academic years were considered eligible, as experience in the school system is essential for providing valid insights on leadership qualities and professional learning communities. Additionally, only full-time teachers actively involved in instructional and professional development activities were included, aligning with the principles of targeted sampling (Dillman et al., 2019). Teachers holding purely administrative roles without teaching responsibilities were excluded, as their perspectives might differ from those engaged in daily classroom instruction.

By applying these criteria, the study aimed to achieve a balanced and accurate representation of the population while minimizing bias. Proper respondent selection is essential in guaranteeing the accuracy and applicability regarding the findings, as noted by Johnson and Christensen (2020). Through this systematic approach, the study effectively captured the correlation between leadership qualities and professional learning communities within elementary schools in Tagum City.

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Data Gathering Instrument

A standardized questionnaire intended to assess professional learning communities and leadership traits functioned as the main tool for data collecting. To measure views and experiences, the questionnaire had closed-ended questions with Likert-scale questions.

This research employed a modified questionnaire to acquire data. There were two sets of the questionnaire used in this project. The first set concentrated on the degree of leadership qualities. The scope of professional learning communities was the subject of the second set.

The leadership qualities the questionnaire was modified from Aarons, et al. (2019). The instrument comprised twelve parts. It possessed four indicators namely; proactive (1-3), knowledgeable (1-3), supportive (1-3), and perseverant (1-3).

The leadership qualities the questionnaire underwent pilot testing to determine its dependability and internal coherence. The results produced a Cronbach's alpha coefficient of 0.93, suggesting the items exhibit a comparatively high level of internal consistency. This indicates that the instrument effectively measures the intended constructs proactive, knowledgeable, supportive, and perseverant leadership ensuring that responses are stable and reliable. A high reliability score implies that the questionnaire can consistently capture leadership behaviors as perceived by the respondents, reinforcing its suitability for the main study. Below was the grading scale of the extent of leadership qualities of teachers.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The leadership qualities of teachers are always evident.
3.40 - 4.19	Extensive	The leadership qualities of teachers are oftentimes evident.
2.60 - 3.39	Moderately Extensive	The leadership qualities of teachers are occasionally evident.
1.80 - 2.59	Less Extensive	The leadership qualities of teachers are seldom evident.
1.00 – 1.79	Not Extensive	The leadership qualities of teachers are never evident.

The questionnaire for the professional learning community was modified from the work of Olivier, D. F., & Hipp, K. K. (2020). The instrument comprised 52 objects. It possessed six indicators namely; shared and supportive leadership (1-11), shared values and vision (1-9), collective learning and application (1-10), shared personal practice (1-7), relationships (1-5), and structures (1-10).

The questionnaire for Professional Learning Communities also underwent pilot testing, resulting in a Cronbach's alpha coefficient of 0.97, exhibiting strong intrinsic coherence. This suggests that the items measuring shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, relationships, and structures are highly reliable. Such a high reliability score affirms that the instrument can effectively assess the professional learning community dynamics within schools. The results from the pilot testing support the use of this questionnaire in gathering meaningful data, ensuring that it can accurately capture educators' experiences and perceptions related to professional learning communities. Below was the grading scale of the extent of professional learning communities.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Professional learning communities is always evident.
3.40 - 4.19	Extensive	Professional learning communities is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Professional learning communities is occasionally evident.
1.80 - 2.59	Less Extensive	Professional learning communities is seldom evident.
1.00 – 1.79	Not Extensive	Professional learning communities is never evident.

In order to accomplish the study's goal, the instruments were contextualized. In order to improve the instruments and attain the construct validity, researcher included all of the advice and recommendations from the advisor, panelists, and professional validators.

Sampling Technique

The research utilized a stratified random sampling method to choose participants from the target demographic of elementary teachers within the Division of Tagum City. The total population consisted of one hundred sixty-three (163) teachers, from which a sample of one hundred sixteen (116) respondents was calculated with a margin of error employing Slovin's formula of 0.05. Stratified random sampling was employed to ensure that teachers from different schools and grade levels, including Key Stage 1 (KS1), were proportionately represented in the study. This method is appropriate when the population is heterogeneous, as it allows for a more accurate and balanced representation of subgroups within the population (Etikan & Bala, 2017; Taherdoost, 2016).

This approach seemed especially appropriate for the present study because it ensured that the perspectives of teachers across various grade levels and school contexts were included, thereby capturing a more thorough comprehension of

leadership qualities and professional learning communities. By grouping teachers into strata and selecting respondents proportionally, the study minimized sampling bias enhanced the generalizability regarding the outcomes within the Division of Tagum City.

The use of stratified random sampling was further supported by the application of specific inclusion and exclusion criteria. Participants were required to be full-time elementary teachers currently employed among public educational institutions within the Division of Tagum City, possess a minimum of three years of teaching experience actively participate in instructional and professional development activities, and consent to participate in the research willingly. Teachers assigned purely to administrative roles without teaching responsibilities were excluded to ensure that all respondents were directly engaged in classroom instruction and professional learning communities.

To highlight, the sampling technique ensured a balanced and representative selection of respondents, enhancing the authenticity and dependability of the results regarding the correlation between leadership qualities and professional learning communities among elementary teachers.

Procedure of the Study

The method used to collect data for this research follows a systematic and ethically guided procedure to guarantee the precision, reliability, and integrity of the study results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to execute the study as mandated by the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments before the surveys were distributed. The data collection is conducted among respondents in Tagum City Division.

Ethics Review

Before the conduct of the study, the researcher secures an Ethics Compliance Certificate on August 19, 2025. This process ensures that the study adheres to the ethical standards required for research involving human participants. The ethics review confirms that the rights, dignity, and the respondents' well-being are protected throughout the research methodology. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in compliance in accordance with the stipulations of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the research's later phases.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to enhance the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables incorporated in the study.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requests an endorsement letter from the Dean of the Graduate School at Rizal Memorial Colleges, Inc. on August 23, 2025. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request authorization from the Schools Division Office to execute the research.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Execute the Research addressed to the Superintendent of Schools Division (SDS) of Tagum City on September 11, 2025. The request includes the study title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to execute the research within the schools under the jurisdiction of the said division.

Permission from the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in Tagum City Division on November 04, 2025 and January 12, 2026. The letter informs the school heads about the goal of the study, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals is conducted to schedule the appropriate time for the distribution and retrieval

of the questionnaires while ensuring that the regular school activities will not be disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

The following statistical tools were used for a thorough interpretation and examination of the data:

To determine the extent of leadership qualities (proactive, knowledgeable, supportive, and perseverant) and professional learning communities (shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, relationships, and structures), Mean and Standard Deviation were used.

To test the first null hypothesis (Ho1), which states that there is no significant relationship between leadership qualities and professional learning communities, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized. This statistical examination measured the strength and direction of the linear relationship between the two variables and determined whether higher levels of work attitudes corresponded to higher levels of occupational resilience.

To address the second null hypothesis (Ho2) and determine which areas of leadership qualities significantly influence professional learning communities, Multiple Regression Analysis was conducted. This technique assessed the relative contribution of each dimension such as perception of effectiveness, sense of belonging, and sense of professional interest to the overall occupational resilience of the respondents.

Ethical Consideration

The moral considerations of this research ensured the protection and well-being of all teacher-respondents involved. Adherence to morally sound research principles, including confidentiality, informed consent, and voluntary participation, was strictly observed to maintain integrity and respect throughout the study.

Social Value. The researcher recognized that this study held significant social value as it explored how leadership qualities influenced professional learning communities within public elementary schools. By examining this relationship, the study uncovered actionable insights that could help school leaders enhance collaborative teaching practices, enhance school culture, and ultimately boost student learning goals. The results contributed meaningfully to the amount of data on educational administration and teacher collaboration and provided inputs for policymaking at the local and regional levels.

Informed Consent. Before the actual data gathering, informed consent was secured from all participating teacher-respondents. A clear explanation of the goals, methods, and possible risks, and benefits was provided through a written consent form. Participation was completely optional, and respondents were assured pertaining to their ability to leave at any moment without facing any adverse outcomes. The consent forms were written in a language that was clear and comprehensible. All questions or clarifications from the respondents were addressed before they signed the consent form.

Vulnerability of Research Respondents. Although the respondents were professional adults, the researcher acknowledged that they might still be vulnerable due to power dynamics within their schools or concerns about anonymity. Thus, a neutral and respectful environment was maintained during data collection to ensure respondents felt safe and not compelled to participate.

Privacy and Confidentiality. The study strictly complied pursuant to the Data Privacy Act of 2012. All personal data were kept private and utilized only for study. Responses were coded, and no names or identifiable information appeared in any reports or publications. The data were securely kept in files that are password-protected and only the researcher may access. Following the study's conclusion, the data were securely disposed of in accordance with ethical guidelines.

Risk, Benefits, and Safety. The study presented minimal risk to respondents. The primary risk involved slight discomfort in answering some survey questions related to leadership practices or school culture. To minimize this, all items were worded respectfully and objectively. On the other hand, the benefits included helping teachers and school heads understand how leadership behavior impacted professional learning communities. This understanding could have led to improvements in school governance, collaboration, and teaching practices. Respondents participated in a safe and non-threatening environment.

Justice. Fair selection of participants was ensured through random sampling methods representing teachers from various public elementary schools within the Division of Tagum City. No respondent was excluded without valid reason, and no group was overrepresented. Every participant had an equal opportunity to benefit from the insights gained from the study, ensuring that the burdens and benefits of the research were fairly distributed.

Transparency. Transparency was maintained throughout the research process. Respondents received full disclosure about the study's purpose, data handling procedures, and how results would be used. The final report or findings were made available upon request. This commitment to transparency helped build trust and demonstrated the study's integrity.

Qualification of the Researcher. The researcher was a graduate of Bachelor of Elementary Education and had undergone formal academic training in research and pedagogy. The researcher had attended various seminars, trainings, and colloquia related to educational research, leadership, and professional development. Additionally, the researcher had completed coursework in quantitative research methods and had prior experience in conducting educational research studies. Ethical standards were upheld throughout the study. The researcher consulted with the thesis adviser and sought the review and approval of the RMC Research ethics committee prior to conducting the study. This ensured that all procedures followed acceptable ethical practices, particularly in dealing with public school respondents.

Conflict of Interest. There were no personal or financial interests influencing the conduct or outcome of this study. However, as a precaution, if the researcher had been employed in any of the schools under study, direct involvement in data gathering within that school would have been avoided to prevent biased responses or undue influence. Any potential conflict was declared and appropriately managed.

Adequacy of Facilities. The study was conducted using printed and digital survey questionnaires distributed to teacher-respondents. School facilities were utilized where permitted for distribution and retrieval, ensuring minimal disruption to school activities. Digital tools such as Google Forms as well as statistical software like SPSS was utilized to structure and analyze the data ensuring efficient and accurate processing.

Community Involvement. The researcher worked in collaboration with school heads and the Schools Division Office to inform them about the study and secure their approval. Their support facilitated the smooth distribution and retrieval of survey instruments. Community involvement ensured that the study aligned with local educational priorities and that its findings could support ongoing school improvement initiatives.

Results

The study found that teachers' leadership qualities were at an extensive level, with an overall mean of 4.03. Among the domains, supportive leadership was highest (4.06), followed by knowledgeable (4.04), proactive (4.02), and perseverant (4.01). This indicates that school leaders actively demonstrate foresight, expertise, encouragement, and resilience, supporting evidence-based practices (EBPs) and fostering professional development in schools.

Professional learning communities (PLCs) were also extensively evident, with an overall mean of 4.05. Key indicators included collective learning and application (4.08), shared values and vision (4.07), shared and supportive leadership (4.05), shared personal practice and structures (4.04), and relationships (4.02). Teachers engage in collaborative decision-making, dialogue, problem-solving, and data-informed practices, creating a culture of continuous professional growth.

Correlation analysis showed a significant positive relationship between leadership qualities and PLCs ($r = 0.623$, $p < 0.05$). Knowledgeable and supportive leadership exhibited the strongest influence across PLC domains, indicating that expertise and encouragement are crucial in fostering collaborative and reflective professional environments. Proactive and perseverant leadership also contributed but were less predictive when analyzed collectively.

Regression analysis confirmed that leadership qualities significantly predict PLC development ($R^2 = 0.648$, $F = 50.965$, $p < 0.001$). Knowledgeable ($B = 0.409$, $p < 0.001$) and supportive ($B = 0.495$, $p < 0.001$) leadership were significant predictors, while proactive and perseverant leadership were not. This suggests that informed guidance and active support are key drivers of effective PLCs.

The results align with Social Learning Theory, Transformative Learning Theory, and Situated Learning Theory, demonstrating that leadership shapes teacher collaboration, reflective practice, and knowledge application. Effective leaders model expertise, provide support, and structure opportunities for shared responsibility, thereby sustaining meaningful and functional PLCs.

Conclusion: Strong leadership, particularly knowledgeable and supportive behaviors, is central to the development and sustainability of professional learning communities. Teachers' engagement in shared practices, collective problem-solving, and reflective dialogue is enhanced under such leadership, contributing to continuous school improvement and the effective implementation of evidence-based practices.

Summary

The primary objective of the study was to ascertain the importance of the relationship between leadership qualities on Professional Learning Communities. The study was conducted among one hundred sixteen (116) elementary educators within the Division of Tagum City. A descriptive correlational study design was utilized using adopted and modified research instruments that measured leadership qualities and the scope of professional learning communities. Prior to data gathering, the instruments were approved by a panel of specialists and underwent pilot testing. to ensure reliability and clarity. To analyze the data, weighted mean, Pearson product-moment correlation, and multiple regression analysis were utilized. All hypotheses were tested at a significance level of 0.05.

(1) The results indicated that the overall extent of leadership qualities of educators in terms of shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, relationships, and structures, were rated at an extensive level.

(2) Similarly, the findings disclosed that the overall scope of professional learning communities was extensive, indicating that collaborative practices, shared leadership, collective learning, and supportive relationships were consistently evident among elementary teachers.
This suggests professional learning communities are well-established within the school settings, allowing educators to engage proactively in shared decision-making, collaborative reflection, and continuous professional growth.

(3) Results further showed that leadership qualities significantly predict professional learning communities. (4) The regression analysis indicated that leadership qualities, when taken collectively, have a substantial impact on the advancement and sustainability of professional learning communities. Among the leadership qualities examined, supportive leadership and knowledgeable leadership emerged as statistically significant predictors, highlighting the importance of leaders who provide guidance, encouragement, and professional expertise. These leadership behaviors foster trust, promote collaboration, and strengthen shared instructional practices among teachers. On the other hand, proactive and perseverant leadership did not demonstrate significant individual influence when other leadership qualities were considered simultaneously, suggesting that their effects may be more indirect or contextual.

The findings validate that leadership exerts a crucial role in strengthening Professional learning groups inside basic educational institutions. The strong explanatory power of leadership qualities underscores their importance in shaping collaborative cultures, shared professional practices, and continuous improvement among teachers. Consequently, the hypotheses stating that there is no substantial impact of leadership qualities on professional learning communities and that none of the leadership domains significantly influence professional learning communities were rejected. The results emphasize that effective leadership, particularly when characterized by support and professional knowledge, is essential in sustaining meaningful professional learning communities among elementary teachers.

Conclusions

The subsequent conclusions were derived from the study's results:
1. The extent of leadership qualities among elementary teachers is extensive, which implies that these qualities are oftentimes evident in the school setting. All dimensions of leadership qualities, proactive, knowledgeable, supportive, and perseverant, were consistently manifested by the respondents, indicating that teachers frequently demonstrate behaviors that promote guidance, collaboration, and commitment within their professional roles.
2. Similarly, the scope of professional learning communities is also extensive, signifying that collaborative practices, shared leadership, collective learning, supportive relationships, and enabling structures are well-established and regularly practiced in schools. These findings suggest that both Leadership qualities and Professional learning communities are embedded in the daily professional experiences of teachers, underscoring the importance of collective effort and shared responsibility among school members in sustaining and further strengthening these positive conditions.
3. The study further concludes that leadership qualities are significantly pertaining to professional learning communities. The outcomes confirm that as leadership qualities increase, the strength and effectiveness of professional learning communities also improve. This indicates that leadership behaviors exhibited by teachers play a crucial part in shaping collaborative cultures, encouraging shared practices, and fostering continuous professional growth. Leadership qualities were discovered to be a substantial predictor of professional learning communities, emphasizing that being a leader is not limited to formal positions but is actively exercised by teachers through their interactions, expertise, and support for colleagues.
4. Also, the findings reveal that while leadership qualities collectively exert a significant influence regarding professional learning communities, supportive and knowledgeable leadership emerged as the strongest contributors. These domains were shown to meaningfully enhance collaboration, shared learning, and professional dialogue among teachers. In contrast, proactive and perseverant leadership, although evident and valuable, did not demonstrate a significant unique influence when other leadership qualities were considered simultaneously. This suggests that the ability of teachers to provide support and demonstrate professional knowledge is particularly crucial in maintaining effective professional learning communities.

The study affirms that leadership qualities and professional learning communities are closely intertwined and mutually reinforcing. The results highlight that fostering supportive and knowledgeable leadership among teachers is essential in strengthening collaborative school cultures and promoting continuous improvement. Therefore, the null hypotheses stating that leadership qualities have no significant relationship with, and no significant influence on, professional learning communities were rejected. These conclusions emphasize the need for schools to continuously nurture leadership capacities among teachers to sustain vibrant and effective professional learning communities.

Recommendations

The subsequent suggestions are established in view of the facts and conclusions mentioned above:
It is advised that existing programs and policies be further strengthened and sustained to intentionally develop leadership qualities among teachers at all levels. Since leadership qualities were found to significantly influence professional learning communities, continuous professional development, leadership training programs, and mentoring initiatives should be consistently implemented and monitored. While supportive and knowledgeable leadership should be maintained due to

their strong influence, targeted interventions should also be designed to improve relatively lower domains such as proactive and perseverant leadership. This may include training on strategic planning, problem-solving, resilience-building, and change management. Providing clear guidelines, adequate resources, and sustained support mechanisms will help institutionalize collaborative practices and ensure long-term improvement pertaining to professional learning communities.

It is recommended that school heads continuously cultivate and sustain an environment that promotes teacher leadership and collaboration. Principals should maintain strong supportive and knowledgeable practices while strengthening areas that yielded relatively lower results, particularly proactive and perseverant leadership. This can be achieved by urging educators to anticipate challenges, initiate solutions, and remain resilient during implementation processes. School leaders should also provide structured opportunities for shared decision-making, coaching, and reflective dialogue to reinforce consistency across all leadership domains. Sustaining collaborative structures, such as regular learning action cells and peer mentoring systems, will further enhance professional learning communities.

It is advised that educators continue to actively engage and sustain their involvement in professional learning communities while further enhancing their leadership qualities. While maintaining strengths in supportive and knowledgeable practices, teachers should also focus on improving proactive and perseverant behaviors by taking initiative, planning collaboratively, and demonstrating persistence in addressing instructional challenges. Active involvement in mentoring, peer collaboration, and data-driven discussions can help strengthen these areas. By sustaining a shared leadership culture and continuous learning, teachers can help with more effective and resilient professional learning communities.

Future researchers are advised to carry out comparable studies in different contexts and educational levels to verify and extend the results of this research. Further research may focus on leadership domains that showed relatively lower influence, such as proactive and perseverant leadership, to determine underlying factors affecting their development. Researchers are also encouraged to examine strategies that help sustain leadership qualities and professional learning communities over time. The application of mixed-methods or long-term approaches may offer a profound understanding of how leadership practices evolve and how improvements in weaker domains can be effectively addressed and sustained in educational settings.

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