Good Governance in Education: A Consensus of Support for Professional Growth and Development of Teachers

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Abstract

This study aimed to determine effective good governance in education and a consensus of support for professional growth and development of teachers in the San Pablo City Division using a validated researcher-created questionnaire. The teacher inquired about effective governance, core behavioral competencies, and core skills. The descriptive correlation design was adopted in the investigation. Data were collected, tabulated, and subjected to statistical treatment. Descriptive statistics like mean, percentage, and SD were used. Statistical treatment of data used stepwise regression analysis. The study reveals that most respondents are female, belong to ages 30-39, Teacher III, Major in general education, under level 2 MOVs of SBM, and fall under 300 population. Perceptions of good governance are understood that teachers' professional development and progress are significantly correlated. The academic position made predictions for professional development. The effective school administration is significantly related to development. The null hypothesis stated is rejected. Good governance, alone or in combination, does not determine the consensus of support for professional growth and development. There is an essential link between excellent governance in education and teachers' professional development. Hence the null hypothesis is rejected. The profiles of respondents and schools do not reflect effective governance or support for professional progress. Correlations were identified between respondent profiles and student enrollment. It was discovered, however, that the student population significantly impacted instructors' professional development. As a result, the proposed null hypothesis is only partially accepted.
School may apply good governance. Principals may advise teachers to pursue professional development. They may practice effective financial reporting system and include stakeholders in the activities. The following are recommended. Leaders might foster favorable working conditions. They should inform instructors about the use of innovative teaching. Administrators can put together SBM team leaders. They may continue SWOT analyses, examine issues, and determine the reason to create a better solution to a problem.

Keywords: good governance, professional growth and development, core behavioral competencies, core skills

1. Introduction

The abstraction of good governance compliance is now a worldwide phenomenon. The implementation of innovative policies and programs by government agencies to improve the quality of public service with the ultimate goal of increasing economic growth is referred to as good governance. Kuyzhen (2015) pointed out that often legitimacy is claimed through 'good governance' which is the main source of legitimacy for human societies. She stated good governance, as the cooperative management of public interests by both government and citizens. She stated that legitimacy is the concept on how governance works, and a contributor factor both to effectiveness and normative evaluation. It aims to steered society and economy.

Educational institution governance take a necessary bit part in the school and it has long been examined as the part of educational management. In the Philippines public schools have especially encountered untold complications and struggling occasioned by unproductive governance in schools. Good governance is almost always a contentious topic. The way public institutions manage public affairs and public resources is something that draws controversy and criticism (Duque, 2014).

(Gobby and Wilkins 2020), mentioned in their study that global governance bodies like OECD and World Bank clarified that educational governance in school is in best performance when it is in autonomy by nature and the sole power and authority are rest upon the governing authority of the administrator. Despite of this ideas (Courtney, McGinty, and Gunter 2018) mentioned in their article that the centralized and coordination and management of schools has given way to local decisions bodies and the theoretical framework of this study is based on system theory of management. The system theory was postulated by Parson (1977) as cited in Abdullahi (2018).

Abdullahi (2018), viewed the system as a collection of elements unified to accomplish an overall stated goal and objective. He stated that if one part of the system is missed or removed, the others are changed as well. System focuses on the relations between the parts and how they work together as a whole. A system has various inputs such as (raw materials, money, people, technologies), processes (through planning, organizing, directing, motivating, coordinating, controlling), outputs (products, profits, satisfaction, services)

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Furthermore, feedback is what allowed a system to attain its desired state. There are two types of feedbacks. The first is negative feedback in which information on which the system reacts after the error has occurred. The second is called feed forward control or positive feedback. It is anticipatory in nature. He added that this theory can be applied in the school system

in that, a school as a system also has various inputs that are processed to produce outputs with feedbacks. The study was also be based on the principles of good governance developed and introduced by the United Nations.According to United Nations good governance is measured by factors of participation such as rule of law, transparency, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency and accountability.

2. Literature Review

Good Governance theory introduced by World Bank clearly stated that governance basic principles proposing good government, whatever the situation it face, it must be run with honesty and perseverance. This principle includes accountability, control, responsiveness, transparency, public participation, economy and efficiency. Another theoretical framework of this study is based on system theory of management. The system theory was postulated by Parson (1977) as cited in Abdullahi (2018).

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Lane (2018), stated in their article, that some subnational governments performed unexpectedly better than others under political decentralization presented a puzzle for scholars and practitioners when trying to assess the impact of the reforms.

Furthermore, it must be understood that decentralization reforms may entail significant threats to democracy and "good" governance if not handled adequately will result to low performance and success of an institution. Moreover, he clarified that most

of decentralized democratic governance theories have been built on two fundamental assumptions, that citizens are willing to participate in public affairs and monitor local governments; and that subnational governments possess the incentives and capacity to transform increased citizen participation into policy.

In addition, (Alcantara, 2014; Lane, 2018;) emphasized that skeptic or doubt decentralization scholarship has mushroomed in recent years, drawing on both successful and failed interventions to question key assumptions of decentralization theory and its application.

2.1 Accountable Governance

(Laporta 2020) clearly stated accountability has become a minor issue in planning and decision making in recent years. On the other hand, it was observed among politics and different agencies particularly in education that accountability was never been seriously taken into consideration as an officer delegated with powers to govern. In line with this concept (Sivistava 2020) explained that accountability indicators have varying impact and some of these indicators have cause and effect type of relationship among them.

2.2 Legitimacy and voice

The formation of Macedonians government control the freedom of speech and right to actions among its citizens. The laws that regulate the education sector strengthen these values by allowing various interest groups to be engaged actively in school level policy making through their participation in school management. To do this, they will however need to be linked in groups and appoint their delegates, through which they can voice each interest in the school-based decision-making process (fostered through the School Board). As a result, in every school a parent's council, student organization and teachers' board exist. Their personal interest is represented through appointed representatives in the School Board and balanced by the public interest, which is represented by the community representatives, the school's director, and the representative from the Department of education and science.

Furthermore, participatory choice making in schools is the parents- teacher's meetings, which decide on problems relevant to a class of students and not the whole school. Some of these issues are related to school meals, code of conduct in school, use of materials, program adaptation, student and teacher absence, student performance/achievements, etc. Opposing to the school board meetings, information on when parents- teacher's meetings will be held is spread through word-of-mouth or announcement on the school bulletin board.

2.3 Participation

In Scandinavian public schools, education for sustainable development and health education focus on a wide palette of societal problems rather than on narrow curricula. Drawing on selected reviews of research literature on education for sustainable development and health education, Lacanian psychoanalysis provides inspiration for our analysis of the concept of participation, and how it is positioned and enacted in these fields of practice. Essentially, the concept of participation has a dual nature: it serves both as an educational ideal and as a teaching strategy. In a study features how the failure to achieve the ideal of 'true' participation may serve a positive purpose for the teacher; the acknowledgement that participation is not always as genuine as

desired establishes a pedagogical situation where ideals of engaging pupils through true participation can continue to exist side by side with clear signs of a less consequential participation (Lysgaard ,2015).Olayvar (2020) evaluated the effects of school heads' new normal leadership in collaborative school culture, and it found out that the new normal leadership highly depends on decision making as a managerial style.

The study also revealed that collegial support is the best factor for collaborative school culture. In addition, plans and decisions of the school heads will greatly depend on the data gathered and the involvement of all the factors in the implementation of the plan as essential factor to ensure the success of the program. As a general participation of students, teachers, and parents is highly significant to the success of the school program in the institution.

2.4 Consensus Orientation

Consensus orientation practices are concerned with the obligations and duties of an organization's top managerial staff to effectively govern the public organization, and the connection they have with the shareholders and all groups of stakeholders. It is additionally characterized as a procedure where the shareholders convince the administration to work to their greatest benefit, providing a notion of speculation certainty that is important to ensure the adequacy of the capital market (Booker, 2014). Generally, consensus orientation practices are said to own critical ramifications for the development goals of every public organization on the grounds that appropriate corporate governance rehearses decrease chance for public socio-economic development and growth specialists, pull in speculation capital and enhance performance of organizations. According to Mostepaniuk (2017), by ensuring guaranteed corporate responsibility, ensuring that management information is well upgraded and continuous upgrading of products in capital markets are the best ways to ensure effective practices of good corporate governance. There is no internationally acknowledged arrangement of corporate governance rules that is connected to board sizes as they rely on commercial rehearses and the legitimate, administrative, and financial condition.

2.5 Direction

(Guariglia and Yang, 2016; Ali, Davis, 2005 et al., 2019) stated in their studies that Corporate governance needs direction in describing and implementation the structures, processes, and institutions within and around organizations that allocate power and resource control among participants. Law and economics scholars have developed a view of the public corporation as a nexus-of-contracts whose structure is driven by the requirements of financial markets, and thus features of the corporation and its surrounding institutions are theorized in terms of their function in directing corporations toward share price as a criterion of value. Most recent research has studied historical and cross-national variation in governance institutions, producing highly varied interpretations of their sources and function.

Sociological work, particularly within organization theory, has critiqued this functionalist view and provided alternative interpretations based on networks, power, and culture. The most promising contemporary work seeks to analyze governance in terms of the dynamics of institutions - where they originate, how they operate, how they change, and how they spread beyond their original purposes.

In the Philippines the school adheres to and follows executive order 483 passed by President Gloria Macapagal-Arroyo that promotes on support lifelong programs in education both on primary, secondary, and tertiary learning. Directions in educational agenda were proposed and submitted among local government which aims to assess education for all. Programs like ALS, Adopt a School Program, Remedial Reading, Drop out Reduction Program, Alternative deliver mode, and MISOSA.

2.6 Strategic Vision

OECD in (2022), reported honestly that Strategic thinking or vision works to build, deliberate, and consolidate long-term strategy and vision that will help people from the system. Such vision does not only contain long-term goals, but also includes how to reach those goals. It was said that strategic thinking processes actively seek to incorporate various perspectives of stakeholders across the system; adapting strategy and vision as new information and knowledge emerges that has to be studied and adapt for the common good of educators. OECD further stated that strategic thinking pertains to integrating new knowledge and adapting policy and practice to emerging developments.

2.7 Responsiveness

As reported by Childs Hope Philippine Journal on August 25, 2021, due to COVID-19, education issues in the Philippines have increased and received new challenges that worsened the current state of the country. With the sudden events brought about by the health crisis, distance learning modes via the internet or TV broadcasts were ordered. Furthermore, a blended learning program was launched in October 2020, which involves online classes, printouts, and lessons broadcast on TV and social platforms. Thus, the new learning pathways rely on students and teachers having access to the internet. Majority of the school in the Division of San Pablo City had adapted already the so-called blended learning as response to the needs of children to access quality education.

2.8 Effectiveness and Efficiency

(Bwalya 2022, Lockheed and Hanushek, et al) mentioned in their study that educational efficiency is frequently confused with educational effectiveness, and at times the two terms are (inappropriately) used interchangeably. According to them, educational effectiveness is whether a specific set of resources has a positive effect on achievement and, if so, how large this effect is. Since effectiveness does not directly compare resource uses or costs, what is effective is not necessarily what is most efficient. In frequent research findings many traditional school resources in developed countries do not appear to be effective in raising student output (Hanushek 1986). Given this backdrop, many conclude that, if we find anything that appears effective, it would be appropriate to develop policies pursuing it.

This, however, does not follow without some consideration of the costs of providing the input.

2.1 Conceptual Framework

The model adopted in the study emphasizes Good Governance and teachers' Professional growth. The direction of good governance consists of a strategic vision. The independent variable is Good Governance in Education Legitimacy, and voice governance includes participation and consensus orientation. Next is Performance, which provides for responsiveness and effectiveness, and efficiency. Then Accountability has transparency and lastly, under the excellent government is fairness. On the other hand, the dependent variable is Professional growth and development, including core behavioral competencies and core skills. The concepts are explained and illustrated in the research paradigm.

Figure 1. The Research Paradigm

Independent Variables   **Dependent Variables**
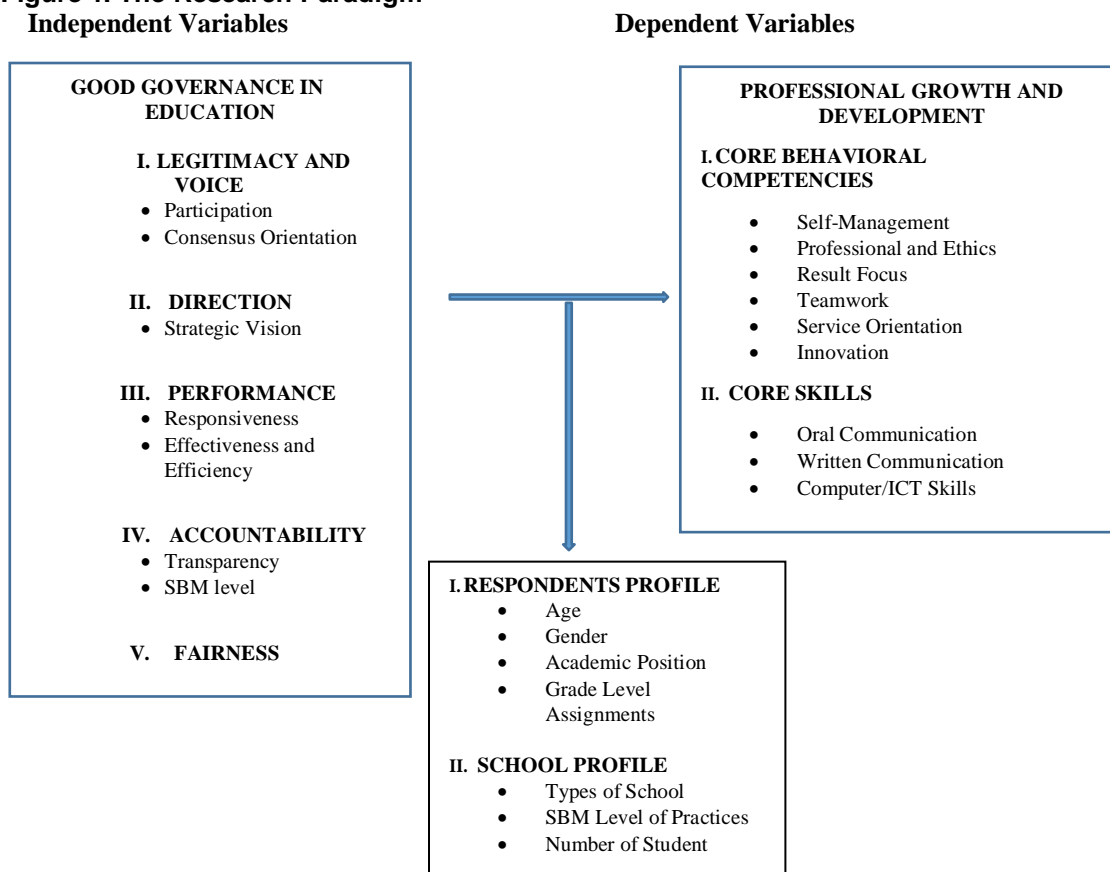
Figure 1. The Research Paradigm

3. Hypotheses

The following are hereby posited as hypotheses:

1. There is no significant relationship between the Good Governance in Education and the Consensus of Support for Professional Growth and Development.
2. Good Governance in Education singly or in combination are not determinants the Consensus of Support for Professional Growth and Development.
3. Respondents and school profile do not mediate the effect of good governance in education and the consensus of support for professional growth and development.

4. Methodology

The Division of San Pablo City was the locale of the study which included the seven selected public elementary schools from each seven districts of Ambray, Dapdapan, Del Remedio, Fule Almeda, lakeside, San Francisco and Sto. Angel, for the school

year 2021-2022. There are 49 elementary schools. The respondents of the study were 804 teachers in the Division of San Pablo City and were the subjects of this research study. The respondents were surveyed on the good governance in education as a consensus of support for professional growth and development. The researcher asked permission from the DEAN of GSAR in distributing the instrument to the target respondents. Permission was asked from the Division Superintendent down to the district for the final admission of the study. The researcher presented the approved communication to the principals of the different schools.

The instruments were given personally to the school heads. Researcher-Made Questionnaire. This was designed by the researcher to collect the necessary information and data needed in the study. The questionnaires was divided into three parts. Part I includes profile of the respondents such as age, gender, civil status, and highest educational attainment.

4. Result

Table1. Correlation between the Perceived Legitimacy and Voice and Professional Growth and Development

Good Governance in Education	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
Legitimacy and Voice	**SM**	**PE**	**RF**	**TW**	**SO**	**I**	**OC**	**WC**	**ICT**
Participation	.633**	.650**	.624**	.647**	.607**	.616**	.589**	.582**	.525**
Consensus Orientation	.555**	.598**	.589**	.630**	.563**	.554**	.525**	.531**	.461**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of R-values: ± 1.0 Perfect positive +/- association ± 0.8 to ± 1.0 Very strong +/- association ± 0.6 to ± 0.8 Strong +/- association ± 0.4 to ± 0.6 Moderate +/- association ± 0.2 to ± 0.4 Weak +/- association 0.0 to ± 0.2 Very weak +/- or no association

Legend: Self-Management(SM);Professional and Ethics(PE); Result Focus(RF);Teamwork (TW); Service Orientation (SO); Innovation (I); Oral Communication(OC); Witten Communication (WC);ICT/computer Skills N=472,N value is significant at **p<0.01, significant at * p<.05

This implies that the school uses respectful dialogues among learners and teachers to meet objectives and projects in school. It allows student participation in school academic activities like English, Filipino, Science, Mathematics, and AP activities. The school further contributes to a broader learning body by providing learners excellent access to education through online discussion and video lesson presentations. Likewise, the school offers DepEd video clip lessons from television channels and the DepEd tambayan station. Lastly, the school shares decision plans among teachers.In addition, in May 2014, OECD deployed three mechanisms of the legitimacy of powers that could help educational governance for teachers and learners in education. These are building on past successes, assembling knowledge capacity, and deploying bureaucratic resources. OECD, in their analysis, clearly discussed that legitimacy and enacted global educational governance product in education is best achieved through the use of past experiences, analyzing know the ledged web and administrative structure.Moreover, Ogheneovo (2017) pointed out that legitimacy is often claimed through 'good governance,' Quality education, research, and good governance bring about the healthy development of an individual or nation. Knowledge is power, while ignorance is a disease, destruction, and stagnation. Quality is at the heart of education as it determines how well students learn and how much their education achieves various personal, social, and development goals. No nation can rise above the quality of its citizens' educational levels as the type of education given to a nation's people determines its development rate.

Quality education prepares learners to create wealth and render quality services to a country. Lastly, Zhu (2022), in her study, revealed the use of the Internet as a popular feedback mechanism and argued that it could help improve institutional performance. She specifically stressed the relationship between Internet penetration rate and public service. Furthermore, she pointed out the implications of Internet use for performance-based legitimacy and its impact on political change.

Table2.Correlation between the Perceived Direction and Professional Growth and Development

Good Governance in Education	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
Direction	**SM**	**PE**	**RF**	**TWO**	**SO**	**I**	**OC**	**WC**	**IT**
Strategic Vision	.603**	.638**	.595**	.614**	.602**	.590**	.584**	.588**	.503**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of R-values: $\pm$1.0 Perfect positive +/- association $\pm$0.8 to $\pm$1.0 Very strong +/- association $\pm$0.6 to $\pm$0.8 Strong +/- association $\pm$0.4 to $\pm$0.6 Moderate +/- association $\pm$0.2 to $\pm$0.4 Weak +/- association 0.0 to $\pm$0.2 Very weak +/- or no association

Legend: Self-Management(SM);Professional and Ethics(PE); Result Focus(RF);Teamwork (TW); Service Orientation (SO); Innovation (I); Oral Communication(OC); Witten Communication (WC);ICT/computer Skills N=472,N value is significant at **p<0.01, significant at * p<.05

Table 33 shows a strong correlation between teachers' professional growth and development and direction governance in terms of the school's strategic vision. This indicates that efforts by educators to develop their careers are encouraged. A service training session also includes teachers.

The school then tackles difficulties with students' performance, such as reading comprehension, and applies for intervention programs.The school also provides training to instructors on how to employ cutting-edge teaching techniques like OBS, CANVASS, video presentations, and radio broadcasts. These demonstrate that as a school sharpens its strategic vision, it significantly affects the professional growth of teachers. The school also complies with and puts Executive Order 483 of President Gloria Macapagal-Arroyo into practice, which promotes and supports lifelong programs in primary, intermediate, and postsecondary education.

Omar (2019) discovered strategic vision and planning; in contrast, Omar (2019) found that strategic vision and planning are essential in helping educational institutions achieve shared dreams, the leadership team's commitment to strategic planning, and other planning-related elements. The outcomes also demonstrate that an educational institution's success results from the staff members' commitment, cooperation, openness, and sincerity.

Table3. Correlation between the Perceived Performance and Professional Growth and Development

Good Governance in Education	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
Performance	**SM**	**PE**	**RF**	**TW**	**SO**	**I**	**OC**	**WC**	**ICT**
Responsiveness	.594**	.637**	.544**	.574**	.574**	.500**	.539**	.492**	.375**
Effectiveness and Efficiency	.580**	.593**	.552**	.585**	.535**	.514**	.498**	.524**	.471**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of R-values: $\pm$1.0 Perfect positive +/- association $\pm$0.8 to $\pm$1.0 Very strong +/- association $\pm$0.6 to $\pm$0.8 Strong +/- association $\pm$0.4 to $\pm$0.6 Moderate +/- association $\pm$0.2 to $\pm$0.4 Weak +/- association 0.0 to $\pm$0.2 Very weak +/- or no association

Legend: Self-Management(SM);Professional and Ethics(PE); Result Focus(RF);Teamwork (TW); Service Orientation (SO); Innovation (I); Oral Communication(OC); Witten Communication (WC);ICT/computer Skills N=472,N value is significant at **p<0.01, significant at * p<.05

These imply that enhancing the level of professional growth and development among teachers, as well as the fundamental behavioral competencies and skills of both teachers and students, will improve the school's performance in terms of responsiveness, effectiveness, and efficiency. Schools in the San Pablo City division should assume responsibility for maintaining effective interaction with students, teachers, and parents to increase productivity and the professional practice of most instructors in using technology. The harmony and trust between internal and external stakeholders will grow. The school's performance is often strongly correlated with professional development and growth, according to the p-value less than 0.05 level of significance. The survey's findings are supported by a study by Meryana Haddad (2021), who claimed that an efficient public education system uses two categories of resources, namely installed infrastructure (schools, classrooms, and technology) and human capital (teachers and administration), to help students become contributing members of society. While achieving efficient public education requires planning, managing, implementing, and carrying out tasks and activities to fulfill the educational mission and objectives with the best use of available resources, effective education still necessitates the clear articulation of a vision, mission, and goals. She continued by saying that selections about resource distribution play a crucial role in systematic planning for public schools. Similar budgeting procedures exist in every school district and metropolitan area and are essential in areas with limited resources. Contrary to the findings of the Pang 2022 study, students also learn outside of the classroom, in their homes, and on playgrounds.

Table4.Correlation between the Perceived Accountability and Professional Growth and Development

Good Governance in Education	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
Accountability	SM	PE	RF	TW	SO	I	OC	WC	ICT
Transparency	.427**	.433**	.362**	.393**	.414**	.363**	.355**	.334**	.289**
SBM Level	.634**	.651**	.618**	.646**	.643**	.623**	.603**	.582**	.500**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association
Legend: Self-Management(SM);Professional and Ethics(PE); Result Focus(RF);Teamwork (TW); Service Orientation (SO); Innovation (I); Oral Communication(OC); Witten Communication (WC);ICT/computer Skills N=472,N value is significant at **p<0.01, significant at * p<.05

The p-value, which is less than 0.05 significant level, in the table indicates that Professional Growth and Development are significantly associated with school accountability as to transparency and SBM level. When school accountability is strengthened, it implies that the school practices transparency of financial reporting in terms of openness and directs the routine evaluation of SBM practices in all schools, both of which contribute to teachers' professional growth and development. The instructors' core behavioral competency and core abilities will improve due to pushing for high levels of accountability in terms of transparency and SBM-level practices. According to Jongbloed (2018), Transparency is a crucial component of the governance framework in higher education since it raises the standard of accountability and decision-making. Responsibility is then anticipated to result in (re-establishing) "guarded trust" among societal stakeholders in higher education. However, information must be presented clearly, and honestly to avoid information overload, especially for stakeholders who are not experts in higher education. It is not easy to create instruments that meet these requirements.

Table5. Correlation between the perceived Fairness and Professional Growth and Development

Good Governance in Education	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
	SM	PE	RF	TWO	SO	I	OC	WC	ICT
Fairness	.686**	.695**	.650**	.686**	.638**	.648**	.642**	.600**	.482**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

These suggest that when a school strengthens performance through fairness, it will increase teachers' professional growth and development, as well as their core behavioral competencies and skills. As a result, involving students in classroom activities, fostering a climate of communication, interaction, peer support, and self-actualization in the classroom, and finally establishing an anti-bullying and child protection task force to uphold order and maintain peace among teachers, students, and stakeholders will all increase teachers', students', and parents' confidence in the educational system.Fair and equitable education is the key to unlocking lifelong opportunities for children living in poverty. It provides them with the opportunity to learn, graduate, and pursue a good life with jobs to sustain themselves and grow.Furthermore, Robin Tierney (2016) stated that fairness is a moral virtue and a fundamental quality in educational assessment. He explained that the understanding of fairness in educational assessment has evolved with developments in learning theory and measurement. Moreover, it has increasingly been recognized as a necessary quality for inclusivity in education.

. Correlation between the perceived Respondents Profile and Professional Growth and Development

Respondents Profile	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
	SM	PE	RF	TW	SO	I	OC	WC	ICT
Academic Position	.123**	.127**	.131**	.115*	.112*	.118*	.111*		0.037
Age	-	-	-	-	-	-	-	-.116*	-.158**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

On the other hand, age is not significantly related to core behavioral competencies but is related substantially to core skills of the teachers' written skills and ICT skills, respectively. The table shows that academic position is significantly associated with teachers' professional growth and development but has no significant relationship with the written skills of teachers. Conversely, age has no significant association with core behavioral competencies. Still, it does have a substantial connection with two variables of core skills, indicating that generation has no bearing on the core behavioral competency of the teachers. Professional Growth and Development of Teachers increases when respondents' profile is strengthened in terms of Academic Positions. In his research, Ricaforte (2019) found that older people may have jobs that better utilize their expertise, provide better working conditions, and provide them with good fringe benefits over less-experienced workers.

Table7. Correlation between the perceived School Profile and Professional Growth and Development

School Profile	Professional Growth and Development								
	CORE BEHAVIORAL COMPETENCIES						CORE SKILLS		
	SM	PE	RF	TW	SO	I	OC	WC	ICT
Number of Students	-.093*	-.112*	-.143**	-.111*	-.096*	-.114*	-.195**	-.249**	-.206**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

The table shows a significant correlation between the number of pupils enrolled at a school and the instructors' professional development and growth. Therefore, the number of students significantly impacts the teacher's core behavioral competency and core abilities. In his research, Nizam Koc (2015) found that teacher effectiveness plays a substantial role in education and is typically assessed based on students' academic progress. The point of teachers has mainly been centered on the caliber of instructors and their methods of instruction. For example, the quantity of students for each teacher is an outside factor that affects how effective teachers are. The analysis's findings revealed a significant correlation of -.561. The cities with more pupils per teacher tend to have worse achievement, according to this somewhat negative association between the student-teacher ratio and achievemen

6. Discussion

The study reveals the following findings:

Most of the respondents are female, in the row percent of 202 or 42.9 percent, in the 30- to-39-year-old age range, in the row percent of 180 or 38.10 percent holding a teacher-level academic position, in the row percent of 106 or 22.3 percent having a job for 11 to 15 years, in the row percent of 195 or 41.3 percent holding the highest level of education, in the row percent of 248 or 52.5 percent majoring in general education, and the row percent.

According to the school profile at the SBM level, the majority of students—292 or 61.9 percent—fall under level 2 MOVs of SBM, and the majority of respondents—269 or 57.0 percent—fall under the population of students who are 300 and older.

According to the respondents' perceptions of legitimacy, voice, direction, performance, accountability, and fairness in good governance, it is verbally understood that teachers' professional development and progress are significantly correlated with good governance in the educational system.

The findings on teachers' perceptions of their professional development and progress indicate that the responses are exceptional, indicating that instructors are role models for core behavioral competencies and consistently use their core competencies.

Teachers' professional development is highly impacted by the correlation of excellent governance in education.

Good administration in education may forecast every aspect of a teacher's professional development.

The academic position of respondents made predictions about their professional development as teachers.

However, some aspects of core competencies (such as professional advancement) cannot be anticipated by academic standing. The number of kids in a school's profile can forecast its instructors' professional development and advancement.

7. Conclusion

1. There is no discernible connection between the general support for professional growth and development and good governance in education.

2. The consensus of support for professional growth and development is not determined by good governance in education, either alone or in combination. However, the null hypothesis is not accepted since there is a significant association between good governance in education and teachers' professional development.

3. Respondents' responses and the school's profile do not indicate if there would be excellent governance in education or widespread support for professional advancement.

Significant correlations between respondent profiles and student enrollment were discovered.

The other characteristics of the respondents' profiles, such as sex, age, gender, or level of education, had no bearing on the development of teachers' careers.

However, it was shown that a school's student population had a considerable impact on teachers' professional development.

Therefore, the proposed null hypothesis is partially accepted.

8. Recommendation

Based on the results, findings, and conclusions of the study, the following recommendations are hereby suggested:

1. Schools may continue to apply good governance principles in education and handle quarterly evaluations of student performance for future improvement.

2. School principals may keep advising teachers to pursue professional development programs that conform to maximizing their abilities in the usage of ICT.

3. School heads may keep up their top practices for running an effective financial reporting system to uphold instructors' commitment, engagement, and shared accountability within the company.

4. In order to obtain favorable results on student growth and school advancement, school principals may include internal and external stakeholders in the school's activities.

5. The school leaders might foster positive working conditions for the teachers, enabling them to express their ideas and thoughts that might support the success of the school's operations.

6. School administrators may inform instructors about the use of innovative teaching techniques in online discussions, particularly during this time of the epidemic.

7. School administrators may put together SBM team leaders to make it simple to collect artifacts for use in assessing academic progress and get support from higher-ups for further school needs.

8. In order to help teachers and pupils achieve high levels of performance, school administrators may continue to have SWOT analyses on both groups.

9. School principals may examine current issues and determine the underlying reason to create a better solution to a major problem that is now present in the school.

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