

Leadership Skills and Challenges of Elementary School Teachers in Labo West District

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Abstract

The study explored the leadership skills of elementary teachers in the Labo West District during the School Year 2024–2025, focusing on instructional, interpersonal, organizational, and contextual dimensions. It aimed to identify challenges encountered in their leadership roles, examine the relationship between these challenges and their leadership competencies, and propose targeted interventions for improvement. Grounded in inclusive distributed leadership, instructional leadership, and cultural intelligence frameworks, the study utilized a quantitative survey of purposively selected respondents. Findings revealed that teachers exhibited strong leadership qualities, particularly in designing engaging lessons and fostering stakeholder communication. However, areas such as instructional strategies, conflict resolution, time management, and adaptability to policy changes emerged as opportunities for growth. Teachers faced significant challenges, including limited access to research, financial constraints, and poverty-related community issues, which hindered their effectiveness. Notably, no significant correlation was observed between teachers' leadership skills and the challenges they faced, highlighting the impact of external factors such as school resources and institutional culture on leadership outcomes. In response, the study proposed LEADNet, a Professional Learning Community framework aligned with DepEd's Learning Action Cells, which emphasizes collaboration, resource sharing, professional development, and community engagement to strengthen teacher leadership and enhance educational outcomes. The study concluded that while teachers displayed strong leadership skills, addressing gaps requires targeted professional development, improved access to resources, and systemic support. Recommendations included implementing LEADNet, fostering partnerships with educational institutions, and examining socio-political and cultural factors to develop a holistic approach to improving teacher leadership and education quality in the district. This study underscores the importance of empowering educators to navigate challenges effectively, ultimately contributing to a more inclusive and sustainable educational system.

Keywords: Leadership Skills, Elementary School Teachers, Professional Development, Community Engagement, Leadership Challenges

1. Introduction

Leadership development within communities plays a crucial role in advancing education, particularly by enhancing the leadership skills of teachers who serve as key educational leaders. Teachers carry significant leadership responsibilities, including curriculum design, facilitating learning, mentoring colleagues, leading teams, initiating change, and engaging stakeholders (Muijs and Harris, 2006). These multifaceted roles require a diverse skill set beyond pedagogical expertise (Day, 2000). Leadership development is thus essential to equip

teachers with the competencies needed to fulfill their leadership roles effectively within schools and communities.

A community-based approach to leadership development leverages local resources, collaborations, and networks to nurture teachers' leadership capabilities. Teachers, as leaders in the classroom, school, and society, benefit from community engagement, gaining insights, support, and opportunities for professional growth (Penn State Extension, 2019). For instance, collaborating with stakeholders to address local challenges allows teachers to design meaningful learning experiences while also enhancing their leadership capacities (Watson, 2022).

In the Philippine context, where educational outcomes are a concern—evidenced by low proficiency levels among elementary learners (World Bank, 2020)—enhancing teacher leadership is critical. The Education Act of 1982 (Batas Pambansa Blg. 232) underscores the need for leadership in ensuring quality education. Policies such as the Philippine Teachers Professionalization Act (Republic Act 7836) and the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017) emphasize continuous professional development for educators, supported by initiatives like the National Educators Academy of the Philippines (Republic Act 11713).

In Labo West District, School-Based Management (SBM) practices focus on governance, curriculum, accountability, and resource management. However, challenges such as limited resources, time constraints, and stakeholder engagement persist (Velacruz and Madarang, 2023). Addressing these issues requires interventions targeting the instructional, interpersonal, organizational, and contextual leadership domains (Danielson, 2006; Katzenmeyer and Moller, 2009).

While the importance of leadership development is widely recognized, gaps remain in designing interventions tailored to elementary teachers in Southeast Asia, particularly the Philippines. Existing approaches often emphasize top-down strategies, neglecting grassroots, teacher-led initiatives that draw on local support (Muijs and Harris, 2006). Moreover, many interventions are based on Western contexts and fail to address the unique socio-economic, cultural, and political challenges of Philippine education (Reyes et al., n.d.).

This study seeks to develop a community-based leadership intervention specifically for elementary teachers in the Labo West District. By addressing challenges like limited access to research, financial constraints, and community-specific issues, the study aims to empower teachers, enhance instructional quality, and improve student outcomes. The proposed intervention contributes to bridging gaps in literature and practice, offering a localized, context-sensitive solution that aligns with the realities of Philippine education. Through quantitative analysis, it evaluates leadership skills and informs actionable strategies to elevate teacher leadership, benefiting schools and communities while addressing systemic educational challenges.

1.1. Objective of the Study

This study aimed to explore the leadership development of elementary school teachers within communities in the Labo West District as a basis for designing an intervention to enhance their leadership skills as educational leaders. It specifically examined the extent of their leadership skills across instructional, interpersonal, organizational, and contextual domains, as well as the challenges they face in leadership development and skill enhancement within these areas. Additionally, the study investigated whether there is a significant relationship between the extent of their leadership skills and the challenges encountered. Finally, it sought to identify and develop an appropriate intervention to strengthen the leadership capacities of these teachers in their respective schools and communities.

2. Methodology

This study employed a quantitative method with a descriptive correlational research design to examine the connection between leadership development within communities and the leadership skills of elementary school teachers in the Labo West District (Creswell and Creswell, 2018). The descriptive component focused

on assessing teachers' leadership skills across instructional, interpersonal, organizational, and contextual domains, alongside the challenges they faced and their perceptions of potential interventions. The correlational component used Pearson's Product-Moment Correlation Coefficient to explore the relationship between teachers' leadership skills and the challenges they encountered, providing insights into possible associations. Data were collected through a comprehensive survey that explored teachers' experiences with leadership development opportunities and assessed self-reported strengths and areas for improvement in leadership domains (Bambrick-Santoyo, 2018). The survey included checklists for identifying challenges and evaluating potential interventions to support leadership growth within the community context (Patton, 2015). This approach offered a detailed and systematic analysis of the factors influencing teacher leadership development.

2.1. Population, Sample Size, and Sampling Technique

The study focused on leadership development among elementary school teachers and school heads in the Labo West District, Schools Division of Camarines Norte, Philippines, for the school year 2024–2025. From a total population of 304, 82 respondents (57 teachers and 25 school heads) were purposively selected to ensure relevance to the study's objectives. Teachers were required to have three to five years of active teaching experience within the district at the elementary level, ensuring familiarity with its educational context, while school heads were chosen based on their equivalent experience in administrative roles to capture their insights into leadership practices and challenges. Both groups were selected for their willingness to participate, ensuring reliable and meaningful data contributions. Purposive sampling allowed for the inclusion of respondents with significant experience and direct involvement in elementary education leadership, providing diverse yet relevant perspectives while maintaining a manageable sample size. To protect confidentiality, schools were coded (e.g., School A, School B). This targeted respondent selection ensured a contextually rich understanding of leadership development, capturing the unique challenges and opportunities of the district's educational landscape to inform practical and targeted leadership interventions.

2.2. Data Gathering Procedures

The researcher conducted a pilot test of the survey questionnaire with 20 elementary school teachers from Labo East, a neighboring district, to validate and refine the instrument before its administration to the Labo West District. Formal approval for the study was sought from the Schools Division Office of the Department of Education in Camarines Norte, detailing the research objectives, significance, and methods, alongside a request for access to relevant data. Upon approval, formal letters were sent to the Public Schools District Supervisor and school principals/heads in Labo West District to explain the study's purpose and seek permission to administer the questionnaire. Identified teacher respondents were personally approached, provided with an overview of the study, and invited to participate voluntarily, with confidentiality and ethical considerations emphasized. The validated questionnaire was distributed in paper format to all 82 respondents, who were given sufficient time to complete it. Ethical guidelines were strictly adhered to, including informed consent, confidentiality, voluntary participation, the right to withdraw, and the option to skip uncomfortable questions. Research findings were shared with respondents upon request. These systematic procedures ensured the collection of high-quality quantitative data to comprehensively examine leadership development within communities and its role in enhancing the leadership skills of elementary teachers in Labo West District.

2.3. Statistical Treatment of Data

The data collected through the survey were analyzed using the Statistical Package for Social Sciences (SPSS) software, version 20, to address the study's research questions. For research question 1, weighted mean calculations were applied to items in Part 1 of the survey to assess the extent of leadership skills among

elementary teachers in Labo West District across four domains: instructional, interpersonal, organizational, and contextual. Similarly, for research question 2, a weighted mean analysis was used to identify the prevalent challenges faced by teachers regarding community-based leadership development and skill enhancement.

To address research question 3, Pearson's Product-Moment Correlation Coefficient r was employed to examine the relationship between leadership development within communities and the extent of teachers' leadership skills. This statistical test analyzed data from Parts 1 and 2 of the survey, providing insights into whether significant correlations existed between the variables and the strength and direction of these relationships. The calculations followed the standard formula for Pearson's r , ensuring rigorous and accurate analysis of the data.

The statistical treatments provided a comprehensive understanding of the study's variables. Descriptive statistics highlighted the state of leadership skills and the challenges encountered, while correlational analyses revealed any significant relationships between leadership development and skill levels. This systematic approach offered critical insights into the barriers and opportunities for enhancing teacher leadership through community-based initiatives in the Labo West District.

3. Results and Discussion

3.1. Extent of Leadership Skills of Elementary School Teachers

The analysis of leadership skills among elementary school teachers in the Labo West District highlights their strengths in instructional leadership, particularly their ability to design and implement engaging learning experiences, as evidenced by the highest weighted mean of 3.72 ("Very Often"). This aligns with Shen et al. (2020), who emphasize the strong link between instructional leadership and student achievement. However, areas needing improvement include using diverse instructional strategies and staying updated with educational research, which both scored the lowest mean of 3.48. These findings echo Nguyen et al. (2020), who stress the importance of ongoing professional development to enhance teachers' ability to implement evidence-based practices and meet diverse learner needs. The overall instructional leadership score of 3.58 reflects a robust foundation yet highlights the universal challenge of adapting to evolving educational demands, validating the broader applicability of these findings across different contexts.

Table 1. Extent of Leadership Skills of Elementary School Teachers as Educational Leaders in the Instructional Domain

Indicators		Weighted Mean	Interpretation
1.	Effectively design and implement engaging learning experiences for my students.	3.72	Very Often
2.	Create a positive and productive classroom environment.	3.63	Very Often
3.	Use a variety of instructional strategies to meet diverse student needs.	3.48	Very Often
4.	Effectively assess and monitor student progress and learning.	3.56	Very Often
5.	Stay current with educational research and best practices in teaching.	3.48	Very Often
6.	Provide constructive feedback to help students improve.	3.60	Very Often
Overall Weighted Mean		3.58	Very Often

Rating Scale:	Descriptive Interpretation:
3.25 – 4.00	Very Often
2.50 – 3.24	Often
1.75 – 2.49	Seldom
1.00 – 1.74	Never

Interpersonal leadership skills among elementary school teachers in the Labo West District demonstrate strengths in effective communication, as reflected in the highest weighted mean of 3.62 ("Very Often"), highlighting their ability to foster understanding among students, colleagues, and parents. This finding aligns with Tian and Huber (2019), who emphasize the central role of communication in teacher leadership and

its strong association with leadership effectiveness. However, conflict resolution emerged as a relative weakness, with a weighted mean of 3.40, also interpreted as "Very Often," indicating challenges in managing interpersonal disputes and fostering a harmonious work environment. This finding is consistent with Dela Peña (2019), who identified conflict management as a common challenge for teachers in the Philippines. The overall mean of 3.54 suggests strong interpersonal leadership skills, though areas like conflict resolution and diversity considerations require improvement, echoing Torres (2019), who reported similar challenges in creating collaborative environments. These results underscore the universal importance of enhancing interpersonal competencies in teacher leadership development.

Table 2. Extent of Leadership Skills of Elementary School Teachers as Educational Leaders in the Interpersonal Domain

Indicators		Weighted Mean	Interpretation
1.	Communicate effectively with students, colleagues, and parents.	3.62	Very Often
2.	Strong conflict-resolution skills.	3.40	Very Often
3.	Build positive relationships and rapport with others.	3.59	Very Often
4.	Collaborate well with team members or colleagues.	3.56	Very Often
5.	Actively listen and consider different perspectives.	3.55	Very Often
6.	Demonstrate empathy and emotional intelligence in interactions.	3.55	Very Often
Overall Weighted Mean		3.54	Very Often
Rating Scale:	Descriptive Interpretation:		
3.25 – 4.00	Very Often		
2.50 – 3.24	Often		
1.75 – 2.49	Seldom		
1.00 – 1.74	Never		

Elementary school teachers in the Labo West District demonstrate strong organizational leadership skills, particularly in fostering positive school cultures, as reflected in the highest weighted mean of 3.61 ("Very Often"). This aligns with Flores (2019), who highlighted the role of teachers in creating effective school environments. However, time management emerged as a challenge, with a lower weighted mean of 3.45, indicating difficulties in balancing responsibilities—a finding consistent with Mukuria et al. (2019), who reported similar struggles among educators. The overall mean of 3.53 underscores teachers' significant contributions to school policies, adaptability, and cultural development, supporting Gojo Cruz (2019), who emphasized Filipino teachers' strengths in organizational leadership despite challenges in managing competing demands.

Table 3. Extent of Leadership Skills of Elementary School Teachers as Educational Leaders in the Organizational Domain

Indicators		Weighted Mean	Interpretation
1.	Contribute to the development and implementation of school policies and procedures.	3.54	Very Often
2.	Effectively manage classroom resources and materials.	3.49	Very Often
3.	Prioritize tasks and manage my time efficiently.	3.45	Very Often
4.	Delegate responsibilities and provide guidance to others when needed.	3.49	Very Often
5.	Adapt to changes and new situations within the school organization.	3.60	Very Often
6.	Contribute to creating a positive and productive school culture.	3.61	Very Often
Overall Weighted Mean		3.53	Very Often
Rating Scale:	Descriptive Interpretation:		
3.25 – 4.00	Very Often		
2.50 – 3.24	Often		
1.75 – 2.49	Seldom		
1.00 – 1.74	Never		

Elementary school teachers in the Labo West District demonstrate strong contextual leadership, particularly in promoting equity and inclusivity in educational practices, with a high weighted mean of 3.62, aligning with Shields and Hesbol (2020) on transformative leadership that prioritizes inclusion and equity. However, their ability to navigate political and policy changes scored lower at 3.34, indicating room for improvement in managing educational reforms, a finding consistent with Mukuria et al. (2019). The overall mean of 3.49 suggests that while teachers show foundational leadership skills, further professional development is needed to enhance their ability to adapt to the broader educational landscape, as supported by Nguyen et al. (2020).

Table 4. Extent of Leadership Skills of Elementary School Teachers as Educational Leaders in the Contextual Domain

Indicators		Weighted Mean	Interpretation
1.	Understand and adapt to the cultural and societal contexts that shape the educational landscape.	3.40	Very Often
2.	Stay informed about current educational trends and best practices.	3.52	Very Often
3.	Consider the unique needs and backgrounds of students and families.	3.56	Very Often
4.	Navigate political and policy changes that impact education effectively.	3.34	Very Often
5.	Promote equity and inclusivity in educational practices.	3.62	Very Often
6.	Advocate for the needs of the school and community at broader levels.	3.50	Very Often
Overall Weighted Mean		3.49	Very Often
Rating Scale:	Descriptive Interpretation:		
3.25 – 4.00	Very Often		
2.50 – 3.24	Often		
1.75 – 2.49	Seldom		
1.00 – 1.74	Never		

3.2. Challenges Faced by Elementary School Teachers in Leadership Development

Table 5. Challenges Faced by Elementary School Teachers along Instructional Domain

Indicators		Weighted Mean	Interpretation
1.	Juggling leadership tasks alongside classroom teaching, grading, and lesson planning.	3.91	Challenging
2.	Insufficient access to relevant research or best practices.	4.01	Challenging
3.	Adapting to changes in curriculum, assessment, or administrative guidelines.	3.91	Challenging
4.	Implementing differentiated instruction to meet diverse student needs.	3.93	Challenging
5.	Integrating technology effectively into teaching and learning practices	3.80	Challenging
6.	Addressing learning gaps exacerbated by disruptions (e.g., pandemic-related).	3.91	Challenging
Overall Weighted Mean		3.91	Challenging
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Extremely Challenging		
3.40 – 4.19	Challenging		
2.60 – 3.39	Moderately Challenging		
1.80 – 2.59	Less Challenging		
1.00 – 1.79	Not Challenging		

Elementary school teachers in the Labo West District face significant challenges in leadership development across instructional, interpersonal, organizational, and contextual domains. Instructionally, the top challenge is insufficient access to relevant research (WM = 4.01), which aligns with Mukuria et al. (2019) on the barriers posed by limited access to educational resources. Technology integration (WM = 3.80) is less challenging but still a concern, supporting Burić and Kim's (2020) emphasis on enhancing teacher confidence in tech use. Overall, the instructional challenges (WM = 3.91) highlight the difficulties teachers face in adapting

to curriculum changes and addressing learning gaps, as noted by Harris and Jones (2020), emphasizing the need for targeted support and innovative strategies.

Elementary school teachers in the Labo West District face significant interpersonal challenges, particularly in encouraging parental involvement (WM = 3.91) and managing challenging parent-teacher interactions (WM = 3.91), which aligns with Salleh and Khalid's (2019) study on the importance of effective parent-teacher collaboration. Teachers also struggle with building trust and rapport with diverse community stakeholders (WM = 3.66), a challenge echoed in Flores (2019), emphasizing the need for programs that enhance teachers' skills in community partnership building. Overall, these findings (WM = 3.80) underscore the importance of external support in improving interpersonal leadership and fostering stronger school-community relationships.

Table 6. Challenges Faced by Elementary School Teachers along Interpersonal Domain

Indicators		Weighted Mean	Interpretation
1.	Building trust and rapport with diverse community stakeholders.	3.66	Challenging
2.	Bridging communication gaps between teachers, parents, and community members.	3.89	Challenging
3.	Addressing language barriers when interacting with diverse populations.	3.68	Challenging
4.	Feeling isolated as a leader within the school or community.	3.68	Challenging
5.	Lack of mentorship or peer support.	3.73	Challenging
6.	Balancing parental expectations with educational goals.	3.88	Challenging
7.	Encouraging parental involvement without overwhelming busy families.	3.91	Challenging
8.	Dealing with challenging parent-teacher interactions.	3.91	Challenging
9.	Fostering a shared sense of purpose and commitment.	3.83	Challenging
Overall Weighted Mean		3.80	Challenging
Rating Scale:	Descriptive Interpretation:		
4.20 – 5.00	Extremely Challenging		
3.40 – 4.19	Challenging		
2.60 – 3.39	Moderately Challenging		
1.80 – 2.59	Less Challenging		
1.00 – 1.79	Not Challenging		

Elementary school teachers in the Labo West District face substantial organizational challenges, with financial constraints (WM = 4.17) emerging as the most significant barrier to leadership development. This finding aligns with Torres (2019), who emphasizes how inadequate funding limits teachers' access to professional growth opportunities, training, and leadership initiatives. Without sufficient financial support, educators struggle to participate in relevant programs, acquire instructional materials, or attend leadership training sessions that could enhance their effectiveness. These constraints hinder teachers from fully developing their leadership potential, underscoring the need for increased investment in educational leadership development. Additionally, while time constraints due to administrative duties (WM = 3.82) also present challenges, they appear to be less restrictive than financial issues. Burić and Kim (2020) highlight that self-efficacy and access to resources play a crucial role in helping teachers manage administrative responsibilities effectively, suggesting that better support systems could alleviate time-related concerns.

The overall organizational challenges (WM = 3.97) indicate that addressing these issues requires systemic interventions rather than individual efforts alone. Salleh and Khalid (2019) advocate for community partnerships and institutional support as essential strategies for overcoming financial and administrative limitations in teacher leadership development. Schools and educational institutions could collaborate with local government units, non-government organizations, and private stakeholders to provide funding, training, and mentorship programs that empower teachers. Furthermore, streamlining administrative tasks and implementing workload management strategies could help educators allocate more time to leadership activities. By fostering resource-sharing networks and establishing sustainable support systems, schools can create an environment that

enables teachers to enhance their leadership skills without being burdened by financial and administrative constraints.

Table 7. Challenges Faced by Elementary School Teachers along Organizational Domain

Indicators		Weighted Mean	Interpretation
1.	Balancing community involvement with other professional responsibilities.	3.98	Challenging
2.	Finding time for community meetings, workshops, and collaborative initiatives.	4.00	Challenging
3.	Coping with time constraints due to administrative duties.	3.82	Challenging
4.	Scarcity of materials, technology, or facilities for community-based projects.	4.05	Challenging
5.	Lack of financial resources to support leadership development activities.	4.17	Challenging
6.	Ensuring effective communication through various channels (e.g., newsletters, social media).	3.87	Challenging
7.	Navigating complex education policies and regulations.	3.82	Challenging
8.	Dealing with paperwork and administrative processes.	4.06	Challenging
9.	Limited opportunities for networking and collaboration with other educational leaders.	4.01	Challenging
10.	Aligning the vision and goals of teachers, parents, administrators, and community members.	4.02	Challenging
11.	Managing conflicting priorities and interests among stakeholders.	3.96	Challenging
12.	Identifying relevant workshops, conferences, and training sessions.	3.90	Challenging
13.	Overcoming barriers (financial, geographical) to attending professional development events.	4.01	Challenging
Overall Weighted Mean		3.97	Challenging
Rating Scale: Descriptive Interpretation:			
4.20 – 5.00		Extremely Challenging	
3.40 – 4.19		Challenging	
2.60 – 3.39		Moderately Challenging	
1.80 – 2.59		Less Challenging	
1.00 – 1.79		Not Challenging	

Table 8. Challenges Faced by Elementary School Teachers along Contextual Domain

Indicators		Weighted Mean	Interpretation
1.	Overcoming resistance from community members who may be skeptical of educational changes.	3.88	Challenging
2.	Understanding and respecting cultural norms and traditions.	3.67	Challenging
3.	Addressing community-specific issues (e.g., poverty, rural vs. urban contexts).	4.02	Challenging
4.	Tailoring leadership approaches to match the community's unique needs.	3.89	Challenging
5.	Ensuring that professional development aligns with community needs.	3.98	Challenging
Overall Weighted Mean		3.89	Challenging
Rating Scale: Descriptive Interpretation:			
4.20 – 5.00		Extremely Challenging	
3.40 – 4.19		Challenging	
2.60 – 3.39		Moderately Challenging	
1.80 – 2.59		Less Challenging	
1.00 – 1.79		Not Challenging	

Elementary school teachers in the Labo West District face significant contextual challenges, particularly in addressing community-specific issues such as poverty and rural-urban dynamics (WM = 4.02), highlighting the importance of adapting leadership strategies to local socio-economic contexts, which aligns with Salleh and Khalid (2019). While understanding and respecting cultural norms (WM = 3.67) is also challenging, it reflects varying levels of preparedness to navigate these complexities, suggesting a gap in professional development for cultural competence, as noted by Nguyen et al. (2020). Overall, contextual challenges (WM = 3.89) require a comprehensive leadership development approach that incorporates an

understanding of community dynamics and cultural competence, as emphasized by Shields and Hesbol (2020), to enhance leadership effectiveness in the district.

3.3. Relationship Between Leadership Skills and Challenges

The study found no significant relationship between leadership skills and the challenges faced by elementary school teachers in the Labo West District, as indicated by the p-values greater than 0.05 in all domains. This aligns with the research of Hallinger et al. (2020), which suggests that leadership effectiveness and contextual challenges often operate independently. Similarly, Torres (2019) highlights that leadership development requires broader systemic interventions, as individual leadership skills may not address the complexities of the challenges teachers face. The findings also echo Flores (2019), who noted a disconnect between leadership training and the real challenges teachers encounter, pointing to the need for more context-sensitive leadership development programs. Ultimately, the study emphasizes the necessity for holistic organizational strategies to overcome these challenges and improve leadership effectiveness.

Table 9. Test of Significant Relationship Between the Extent of Leadership Skills and the Challenges Faced by Elementary School Teachers

Leadership Skills	Challenges Faced by Elementary School Teachers							
	Instructional		Interpersonal		Organizational		Contextual	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Instructional	-.022	.845	-.107	.338	.019	.865	-.108	.333
Interpersonal	-.091	.418	-.143	.200	-.159	.155	-.040	.720
Organizational	.045	.686	.122	.276	-.039	.725	.154	.168
Contextual	-.100	.373	.081	.469	.069	.537	.029	.795

3.4. Proposed Interventions for Enhancing Leadership Skills

The LEADNet initiative, designed to enhance leadership skills among elementary teachers in the Labo West District, targets the four key domains identified in the study: instructional, interpersonal, organizational, and contextual leadership. By adopting a Professional Learning Community (PLC) model aligned with existing DepEd frameworks like Learning Action Cells (LACs), LEADNet offers monthly sessions focused on leadership training, collaboration, and resource sharing. This initiative addresses the top challenges identified, such as limited access to research, encouraging parental involvement, and managing parent-teacher interactions. Teachers will benefit from a digital repository, Resource Exploration Workshops, and conflict resolution training to improve their instructional capabilities, interpersonal skills, and school-community partnerships.

To tackle organizational and contextual challenges, LEADNet incorporates sustainability planning and Contextual Problem-Solving Sessions, where teachers collaborate to generate income-generating projects and co-create solutions for community-specific issues like poverty and rural-urban dynamics. These initiatives will foster long-term support for leadership development and enhance teachers' ability to act as community leaders. Overall, LEADNet creates a sustainable platform for professional growth, improving teacher leadership and contributing to better educational outcomes in the Labo West District by fostering collaboration, resource sharing, and community engagement.

4. Conclusion and Recommendations

The study concluded that elementary school teachers in the Labo West District exhibit strong leadership skills in instructional, interpersonal, organizational, and contextual domains, particularly in lesson design and communication. However, challenges remain in areas like diverse instructional strategies, conflict resolution, time management, and navigating policy changes. Teachers also face significant challenges, such as

limited access to research, financial constraints, and difficulties in engaging parents and addressing community-specific issues like poverty. Despite these challenges, no significant relationship was found between leadership skills and the challenges teachers face. The LEADNet initiative, utilizing a Professional Learning Community (PLC) model aligned with DepEd's Learning Action Cells (LACs), aims to enhance teachers' leadership skills by addressing these challenges, promoting professional growth, and improving educational outcomes through monthly collaborative sessions and sustainability planning.

Based on the study's findings, several recommendations are made: targeted professional development programs should address areas such as instructional strategies, conflict resolution, time management, and adapting to policy changes, as identified in the research. District supervisors and school principals should collaborate with institutions to improve access to research teaching resources and foster stronger parental involvement, addressing challenges like limited research access and financial constraints. The LEADNet initiative should be expanded to include systemic support and community engagement, particularly to tackle challenges like poverty. Lastly, future research should explore additional factors such as school culture, administrative support, and socio-political contexts, as well as conduct comparative studies across districts to refine leadership development interventions.

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