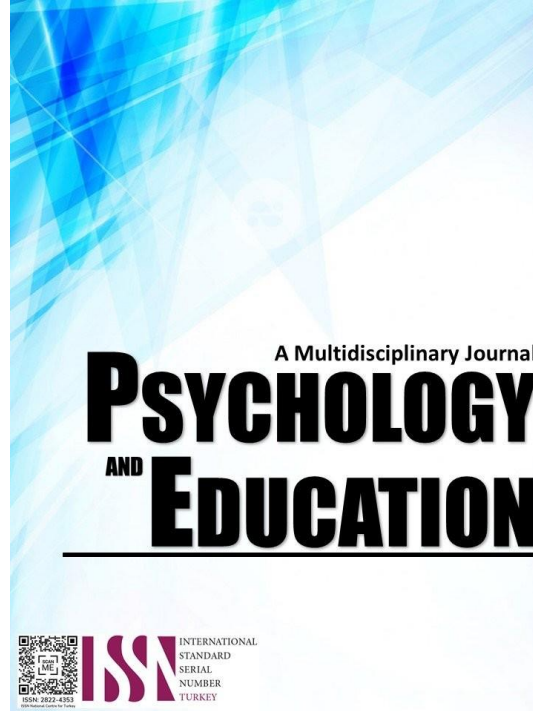


# PROFESSIONAL DEVELOPMENT AND LEVEL OF SATISFACTION AS PERCEIVED BY TEACHERS



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## Professional Development and Level of Satisfaction as Perceived by Teachers

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### Abstract

The purpose of this study was to find out how teachers felt about ongoing professional development in connection with their resilience, relationships with other teachers, and leadership effectiveness. The Fullen theory of professional growth served as the foundation for this investigation. In an engaging learning environment with complexity and constant change, professional development was defined as an ongoing education focused on the teacher's pursuit and experience of both formal and informal learning. The results showed that teachers place a high priority on continuing professional development (CPD) to improve their professional efficacy, flexibility, and leadership abilities. According to the high evaluations, professional development is essential for building strong bonds with fellow educators and enhancing resilience. Teachers understand that continual training enables them to cultivate critical character characteristics, create fruitful teaching connections, discover their potential, and successfully accept responsibilities that are allocated to them. The educators exhibit a high degree of satisfaction with their professional growth, especially in terms of encouraging collaboration and trust among peers. These components were acknowledged as being crucial for professional development and fostering a cooperative and encouraging learning environment in schools that improves overall institutional success. It is highly recommended that schools and educational institutions implement structured professional development programs that emphasize trust-building and collaboration among teachers. Regular team-building activities, mentorship programs, and workshops focused on effective communication and teamwork should be integrated into professional development initiatives. Schools may establish a more encouraging work environment and eventually improve teacher satisfaction, professional development, and institutional success by cultivating a culture of trust and collaboration.

**Keywords:** *teachers' efficacy in leadership, teachers' resilience, continuing professional development (CPD), teachers' efficacy in relationship with co teachers*

### Introduction

The progress of a nation was thought to be contingent upon education. It was a well-known fact that education was the primary means by which individuals might be educated to acquire a thorough awareness, positive attitudes, and values, as well as the ability to make good decisions and contribute to the welfare of society. As the creator of society, the teacher served as the foundation of the educational system. The caliber of an organization's instructors determines its level of advancement. A child today would be one of the nation's leaders tomorrow. The outstanding work teachers do in constructing the futures of their students cannot be matched or replaced by anything. Future educators who were enrolled in bachelor's programs in education were certain to have a significant impact on children's education, attitude, and the development of positive behavior. These aspiring educators were created by the teacher educators of the Bachelor of Education in Colleges. If they can pursue and maintain continued professional development (CPD), they can honor their profession.

CPD is "the process of tracking and documenting the skills, knowledge, and experience that teachers gain both formally and informally as they work, beyond any initial training," according to Melanie Allen (the UK, 2009). As a result, CPD can be broadly defined as "one involves ongoing divergent activities (formal, non-formal, and informal) that aim to develop the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain), and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly by the changing times and needs of the prospective teachers.

The only way to succeed was to train and develop employees. Employees needed continual training to progress professionally. Their employer was required to give them chances to advance their careers. A key phrase that describes the information, skills, and abilities that people use to perform well in their jobs and to forward the organization's goals is "efficient improvement." Pursuing lifelong learning was the goal of professional development. Acquiring new knowledge and abilities was a constant process. Expert growth benefits the association as well as the individual. A person gains new abilities, up-to-date knowledge, and a wider variety of capabilities. All these factors raise job happiness, lower workplace stress, and enhance job performance. To gauge how contented workers were with their positions, a company had to make sure that its workforce was expanding at a healthy rate. Work satisfaction, however, was a complex matter that depended on several variables, such as income, age, wisdom, innovations, opportunities for professional growth, working conditions, and air. The degree of job satisfaction varies widely among individuals. Salary was a decisive consideration for some, but professional development opportunities were significant to others. Different people will have different opinions when depicting position satisfaction. Employee expectations and perceptions affected job satisfaction. The difference in these results was disheartening.

Workers' methodical and all-encompassing development is referred to as "professional development" (PD). It was a plan to protect up-to-date knowledge and skills. The importance of professional development for LIS professionals is growing in this digital world. One of the elements that affects representatives' job satisfaction is efficient improvement. Because it increases their level of satisfaction and improves their performance, professionals require it. Teachers need to engage in professional development activities that enhance their job happiness. Professionals with LIS training who are happy can offer better customer service.

Professional development may help teachers who aren't cooperating, don't feel like they belong in the school community, or have a high team turnover rate, according to a study (Chung, 2019). This action research project uses planning sessions, teacher self-reflection, and mentorship as its main professional development tools to enhance staff relationships and promote the feeling of the school community.

Overworked teachers leave their jobs within two years to change careers or move to another area. They lack the cooperation of teachers and the encouragement of other staff members to be successful. According to Chung (2019), raising instructors' self-efficacy may boost their confidence in their ability to learn and do duties efficiently, which would promote employee cooperation and, eventually, create a happy workplace. To establish a positive work environment, this study examines the impact of professional development on collective teacher efficacy.

Little was understood about how teacher learning works and translates into actual classroom practices, even though many studies had been conducted to boost the effectiveness of professional development for enhancing student learning. To close this knowledge gap, this study develops models for professional advancement.

## Research Questions

This research would establish the professional growth of the teacher for the School Year 2024-2025. Particularly, this research aimed to find answers to the following questions:

1. What was the professional growth of the teacher in terms of;
  - 1.1 Teachers' leadership efficacy
  - 1.2 Co-teaching relationship with other co-teachers
  - 1.3 Resilience of teachers
2. What was the satisfaction level of teachers with their ongoing continuing professional growth?
3. Was the level of teachers' satisfaction with their professional growth significantly correlated with their professional development?

## Methodology

### Research Design

The study used a quantitative research design to gain insights into the underlying reasons, opinions, and motivations. It provided information about the issue at hand and helped generate ideas or hypotheses for potential quantitative research.

Additionally, quantitative research was used to address the problem by collecting numerical data that could be analyzed into meaningful statistics. This approach helped measure attitudes, opinions, behaviors, and other specific factors, allowing for conclusions to be drawn that could apply to a larger group.

In addition, the study employed a descriptive correlational design, where the researchers focused on outlining the relationships between variables without aiming to establish causality.

### Respondents

The study used a quantitative research design to gain insights into the underlying reasons, opinions, and motivations. It provided information about the issue at hand and helped generate ideas or hypotheses for potential quantitative research.

Additionally, quantitative research was used to address the problem by collecting numerical data that could be analyzed into meaningful statistics. This approach helped measure attitudes, opinions, behaviors, and other specific factors, allowing for conclusions to be drawn that could apply to a larger group. In addition, the study employed a descriptive correlational design, where the researchers focused on outlining the relationships between variables without aiming to establish causality.

The participants in the study were 103 teachers from the secondary schools within the Don Carlos II District, namely,

Table 1. *Participants*

| <i>Name of School</i>               | <i>Number of Teachers</i> | <i>Sample Size</i> |
|-------------------------------------|---------------------------|--------------------|
| Kiara National High School          | 25                        | 20                 |
| Bocboc National High School         | 65                        | 52                 |
| Old Nongnongan National High School | 39                        | 31                 |
| Total                               | 129                       | 103                |

## Instrument

The questionnaire used in this study was adapted from Melanie Allen (UK, 2019). It consists of three sections: the first asks about the respondents' demographic profile; the second aims to determine the impact of teachers' continuing professional development; and the third asks about teachers' satisfaction with collective teachers' efficacy.

## Procedure

To obtain permission to distribute the questionnaires in the schools of Don Carlos II Districts, Don Carlos, Bukidnon, the researcher presented a letter of support to the Dean of the Graduate School of VCI, which was then given to the Superintendent of the Division of Bukidnon's Schools Division, the District Supervisor, and the heads of the schools. Since students had direct access to their teachers, the researcher asked the heads of the schools for help in compiling the instrument.

The researcher conducted the interview and administered the questionnaire, but few health precautions were taken. Respondents who answered the questionnaire were guaranteed the privacy of the information collected.

Following the collection of all respondent responses, the findings were digitally tallied. The data used in this investigation were only accessible to the researcher. Until the research was finished, the data gathering forms were retained. There was plenty of time for respondents to complete the survey. The researcher herself was the only one to respond to any questions from the participants. Only the participant's assigned number would appear in the data form once the data had been encoded and compiled.

## Ethical Considerations

Due to ethical issues, the responders would get a comprehensive briefing and crucial information about the purpose of the study before it was conducted. By giving their informed consent, the respondents would willingly decide to take part in the study. In accordance with RA 10173, also known as the Data Privacy Act, all information would be treated with the utmost care to maintain confidentiality and avoid any possible harm. This would include not revealing the names or identities of research participants.

## Results and Discussion

This section was organized under the relevant topic below, and the order in which the various problems were provided in the problem statement dictated the order in which they were presented. This chapter includes the presentation, analysis, and interpretation of the data gathered from the respondents. The data analysis procedure makes use of correlation, standard deviation, mean tables, and frequency.

Table 2 Presents Professional teachers in terms of their leadership effectiveness.

Table 2. *Professional teachers in terms of their leadership effectiveness*

| <i>Indicator</i>  | <i>Mean</i> | <i>SD</i>    | <i>Interpretation</i>       |
|---|-------------|--------------|-----------------------------|
| Continual professional development enables me to understand various tactics that will enhance and strengthen my leadership abilities.   | 4.48        | 0.540        | Extremely High Level        |
| Continual professional growth is crucial to understanding the right leadership abilities for the type of educational setting I work in. | 4.48        | 0.624        | Extremely High Level        |
| Theoretically and practically, continuing professional development helps me understand what a true leader is.                           | 4.47        | 0.591        | Extremely High Level        |
| I was able to strengthen my leadership abilities in managing other teachers thanks to continuing education.                             | 4.44        | 0.605        | Extremely High Level        |
| Through continuing professional development, I was able to unlearn some aspects of good leadership.                                     | 4.38        | 0.673        | Extremely High Level        |
| <b>Overall</b>  | <b>4.45</b> | <b>0.529</b> | <b>Extremely High Level</b> |

*Legend: 4.21 to 5.00, Extremely High Level; 3.41 to 4.20, High Level; 2.61 to 3.40, Moderate Level; 1.81 to 2.60, Low Level; 1.00 to 1.80, Extremely Low Level*

Table 2 illustrates the relationship between teachers' perceptions of professional development and their effectiveness as leaders. Strong appreciation for lifelong learning is evident in the highest-rated statements: teachers most strongly agreed with the notion that professional development plays a critical role in determining the appropriate leadership approaches for various school environments (Mean = 4.48, SD = 0.624) and that it helps them find new ways to enhance their leadership abilities (Mean = 4.48, SD = 0.540). These results imply that teachers view continual training as crucial to enhancing their leadership skills and adjusting to the difficulties faced by their educational institutions.

"Through continuing professional development, I was able to unlearn some aspects of good leadership" received the lowest rating (Mean = 4.38, SD = 0.673). Even while it was still given a high rating, this shows that even though educators understand how important it is to break old or ineffective leadership behaviors, this part of professional development could not be given as much attention or integration as other leadership abilities.

Other significant aspects of professional development were rated highly as well. Teachers overwhelmingly agreed that continuous training provides them with a theoretical and practical understanding of what it takes to be a real leader (Mean = 4.47, SD = 0.591).

Their leadership abilities were also shown to be significantly strengthened by professional development, especially in managing and assisting other educators (Mean = 4.44, SD = 0.605). These findings demonstrate how leadership principles are successfully connected to practical implementation through professional development, giving instructors greater confidence to mentor their colleagues.

Laine et al. (2016), Campbell (2018), and McGarry et al. (2018) investigated how professional development affected the formation of communities and the overall effectiveness of teachers. Their research looked at important elements including introspection, social learning, conversations about workplace well-being, and deep staff partnerships. Furthermore, the impact of virtual professional development and interventions on teachers' reflections on job management and social learning was examined by Campbell (2016) and Laine et al. (2018).

Table 3 Presents the Professional effectiveness of teachers in their interactions with other educators

Table 3. *Professional effectiveness of teachers in their interactions with other educators*

| <i>Indicator</i>  | <i>Mean</i> | <i>SD</i> | <i>Interpretation</i> |
|---|-------------|-----------|-----------------------|
| Ongoing trainings assist me in improving my character, which is essential in a classroom setting where comprehension is crucial.  | 4.60        | 0.530     | Extremely High Level  |
| The more I study, the more I realize that a successful teaching performance greatly depends on having positive relationships with fellow educators.                         | 4.60        | 0.530     | Extremely High Level  |
| The more I gain knowledge from ongoing professional development, the more I try to comprehend my fellow educators.  | 4.58        | 0.639     | Extremely High Level  |
| My understanding of diverse individuals was aided by my ongoing professional growth. This helped me have a sufficient awareness of the diverse personalities of professors. | 4.51        | 0.575     | Extremely High Level  |
| Maintaining my professional growth enhanced my capacity to manage various types of educators at my school.  | 4.48        | 0.515     | Extremely High Level  |
| Overall   | 4.56        | 0.490     | Extremely High Level  |

*Legend: 4.21 to 5.00, Extremely High Level; 3.41 to 4.20, High Level; 2.61 to 3.40, Moderate Level; 1.81 to 2.60, Low Level; 1.00 to 1.80, Extremely Low Level*

Table 3 shows how educators view their professional development in fostering connections with peers. In fostering a good work environment, professional growth is reflected in the statements that received the highest ratings. Teachers (Mean = 4.60, SD = 0.530) strongly felt that continuous training has helped them build the character necessary to succeed in a school environment where comprehension is crucial. Additionally, they acknowledged that close bonds with fellow educators are critical to effective teaching, as they gained more knowledge (Mean = 4.60, SD = 0.530). These findings imply that educators place a high importance on professional development in creating a cooperative and encouraging work environment, supporting the notion that strong interpersonal ties are essential to good instruction.

The lowest-rated statement was "Maintaining my professional growth enhanced my capacity to manage various types of educators at my school " (Mean = 4.48, SD = 0.515). Despite being scored quite highly, this suggests that although professional development helps strengthen teachers' interpersonal skills, there may be opportunities for additional training to better equip them in managing diverse personalities within their school environment.

Teachers also placed a high emphasis on other indications. The following statements were particularly well-received: "My understanding of diverse individuals is aided by my ongoing professional growth. This helped me have a sufficient awareness of the diverse personalities of professors" (Mean = 4.51, SD = 0.575) and "The more I gain knowledge from ongoing professional development, the more I try to comprehend my fellow educators." (Mean = 4.58, SD = 0.639). According to these results, educators believe that fostering humility, empathy, and a closer bond with their peers may be achieved via lifetime learning.

However, studies demonstrate that good professional development may have a significant impact, enhancing student learning, facilitating better teacher collaboration, and even altering the way educators approach their instruction (Borko, 2016; 2017; Darling-Hammond). Professional development must be based on teachers' actual experiences, endure throughout time, and promote peer cooperation to be genuinely effective, according to experts like Chan & Pang (2016) and Richardson (2017)

Table 4 Presents the Resilience of Teachers as Professionals.

Table 4 highlights how teachers view their professional resilience. The top-rated statements were "My exploration of my potential is aided by continuing professional growth" (Mean = 4.54, SD = 0.608) and "My ability to accept any work and assignment that my head assigns me is aided by my continued professional growth" (Mean = 4.54, SD = 0.574). These findings suggest that teachers see professional development as a key factor in building their confidence, enhancing their abilities, and equipping them to handle their responsibilities—important qualities for resilience in the teaching profession.

My continuous professional growth makes me braver in the face of all the challenges I face as a teacher was the statement with the lowest rating (Mean = 4.49, SD = 0.556). Even though this is still very high, it shows that while professional development increases teachers' confidence in tackling difficulties, there may be some areas in which they require more assistance to fortify their bravery and resolve in conquering teaching-related challenges.



**Table 4. Resilience of Teachers as Professionals**

| Indicator  | Mean        | SD           | Interpretation              |
|--|-------------|--------------|-----------------------------|
| My exploration of my potential was aided by continuing professional growth.  | 4.54        | 0.608        | Extremely High Level        |
| My ability to accept any work and assignment that my head assigns me is aided by my continued professional growth.                                 | 4.54        | 0.574        | Extremely High Level        |
| My acceptance of all the difficulties in teaching, even those I previously believed I could never manage, is aided by ongoing professional growth. | 4.53        | 0.557        | Extremely High Level        |
| Going above and beyond what I can achieve is encouraged by continuing professional growth.   | 4.50        | 0.624        | Extremely High Level        |
| I grow braver in the face of all the difficulties I face as a teacher, thanks to my continuous professional growth.                                | 4.49        | 0.556        | Extremely High Level        |
| <b>Overall</b>   | <b>4.52</b> | <b>0.529</b> | <b>Extremely High Level</b> |

*Legend: 4.21 to 5.00, Extremely High Level; 3.41 to 4.20, High Level; 2.61 to 3.40, Moderate Level; 1.81 to 2.60, Low Level; 1.00 to 1.80, Extremely Low Level*

Other statements, like “Continuing professional growth encourages me to go above and beyond what I can achieve” (Mean = 4.50, SD = 0.624) and “My acceptance of all the difficulties in teaching, even those I previously believed I could never manage, is aided by ongoing professional growth” (Mean = 4.53, SD = 0.557), also received very high ratings. These findings demonstrate that educators understand the need of lifelong learning in enhancing their flexibility and surpassing their own perceived boundaries.

Furthermore, Thieman et al. (2018) investigated how professional development affected flexible horticulture teachers. According to their analysis, educators who actively pursued professional development were more resilient and better able to balance their personal and professional lives.

Table 5 presents the Teachers’ levels of satisfaction with their professional growth in terms of developing mutual trust.

**Table 5. Teachers’ levels of satisfaction with their professional growth in terms of developing mutual trust**

| Indicator   | Mean        | SD           | Interpretation              |
|---|-------------|--------------|-----------------------------|
| Maintaining a high degree of satisfaction with mutual trust   | 4.38        | 0.596        | Extremely High Level        |
| As a team, we develop trust with one another, particularly when working on a job together.                              | 4.29        | 0.660        | Extremely High Level        |
| We are more productive as a team when assigned a task.  | 4.27        | 0.664        | Extremely High Level        |
| When given a task to do as a group, I have faith that my fellow educators will work hard to deliver excellent outcomes. | 4.22        | 0.604        | Extremely High Level        |
| We perform better when tasks are assigned to us individually rather than collectively.                                  | 4.10        | 0.625        | Extremely High Level        |
| <b>Overall</b>  | <b>4.25</b> | <b>0.518</b> | <b>Extremely High Level</b> |

*Legend: 4.21 to 5.00, Extremely High Level; 3.41 to 4.20, High Level; 2.61 to 3.40, Moderate Level; 1.81 to 2.60, Low Level; 1.00 to 1.80, Extremely Low Level*

The instructors' satisfaction levels with their professional growth, particularly regarding fostering mutual trust, are shown in Table 5. "Maintaining a high degree of satisfaction with mutual trust" had the highest rating (Mean = 4.38, SD = 0.596), suggesting that instructors are extremely happy with the trust they have built with their peers. Their professional development is greatly aided by this strong sense of trust, which also creates a cooperative and encouraging work atmosphere that eventually improves the institution's overall performance.

The lowest-rated aspect was " We perform better when tasks are assigned to us individually rather than collectively " (Mean = 4.10, SD = 0.625). While this still reflects a high level of agreement, it suggests that teachers acknowledge the effectiveness of working independently but may place greater importance on teamwork and collaboration when handling school-related tasks. The slightly lower rating compared to other indicators indicates that while individual work is valued, teachers generally prefer working together to fulfill their professional responsibilities.

The significance of teamwork among teachers is also indicated by other indicators, such as "As a team, we develop trust with one another, particularly when working on a job together" (Mean = 4.29, SD = 0.660) and "We are more productive as a team when assigned a task" (Mean = 4.27, SD = 0.664), which indicate that teachers thrive in a collaborative environment. Additionally, when given a task to complete as a group, "I have faith that my fellow educators will work hard to deliver excellent outcomes" (Mean = 4.22, SD = 0.604), which reflects their confidence in their colleagues' dedication and abilities. These findings support the notion that mutual trust and teamwork are essential to their professional success.

Also, professional development was the most important factor in influencing the quality of instructors' instruction. CPD provides educators with innovative pedagogical skills, topic knowledge, and innovations to improve teaching and learning in a range of contexts. Experts in education from different schools are also encouraged to work together on best practices. Additionally, according to a few research (Adedoyin & Okere, 2017; Adedoyin & Okere, 2017; Adedoyin & Okere, 2017; Adedoyin & Ok 2016 by Loughran and Hamilton; Okafor and Ezeoba, 2019).

Table 6 presents the Teachers' level of satisfaction with their professional growth in terms of collaboration.

Table 6. *Teachers' level of satisfaction with their professional growth in terms of collaboration*

| <i>Indicator</i>  | <i>Mean</i> | <i>SD</i>    | <i>Interpretation</i>       |
|---|-------------|--------------|-----------------------------|
| We generally succeed as a team when we work together, and I am happy with that.   | 4.36        | 0.585        | Extremely High Level        |
| Through professional development, my fellow educators understand the value of collaboration in achieving collective efficacy. | 4.26        | 0.677        | Extremely High Level        |
| My fellow educators were aware that achieving collective efficacy requires a great deal of collaboration.                     | 4.20        | 0.577        | Extremely High Level        |
| I am pleased with the level of collaboration that my teachers were exhibiting in all the assignments we were given.           | 4.17        | 0.558        | Extremely High Level        |
| <b>In our school, working together on a group project is never a problem.</b>   | <b>4.15</b> | <b>0.583</b> | <b>Extremely High Level</b> |
| <b>Overall</b>  | <b>4.23</b> | <b>4.23</b>  | <b>Extremely High Level</b> |

*Legend: 4.21 to 5.00, Extremely High Level; 3.41 to 4.20, High Level; 2.61 to 3.40, Moderate Level; 1.81 to 2.60, Low Level; 1.00 to 1.80, Extremely Low Level*

Table 6 shows how satisfied teachers are with their collaborative professional development. Teachers firmly feel that teamwork is necessary for success in the classroom, as seen by the highest-rated statement, "We generally succeed as a team when we work together, and I am happy with that" (Mean = 4.36, SD = 0.585). This shows that there is already a strong cooperation culture in place, which boosts productivity and general workplace happiness.

The lowest-rated statement was "In our school, working together on a group project is never a problem." (Mean = 4.15, SD = 0.583). While still rated highly, this suggests that occasional challenges in teamwork may arise. This implies that while teachers generally collaborate well, there may still be opportunities to further strengthen consistency in cooperation across all situations.

The importance of professional development in encouraging teachers to work together is also highlighted in other comments. For instance, the statements "My fellow educators were aware that achieving collective efficacy requires a great deal of collaboration" (Mean = 4.20, SD = 0.577) and "Through professional development, my fellow educators understand the value of collaboration in achieving collective efficacy." (Mean = 4.26, SD = 0.677) demonstrate that collaboration is not only valued but actively fostered through experience and training. Further supporting the notion that instructors value their peers' teamwork, even though there is always space for improvement, is the statement "I am pleased with the level of collaboration that my teachers were exhibiting in all the assignments we were given" (Mean = 4.17, SD = 0.558).

Establishing learning communities where educators work together to acquire common knowledge about teaching and learning is a key component of contemporary professional development programs. This method is predicated on the notion that professional development is a collaborative process (Darling-Hammond & Bransford, 2015; Shulman & Shulman, 2015). To completely comprehend the intricacies of teacher learning in these dynamic professional development environments, further study is still required (Borko, 2015).

Table 7 presents the test satisfaction teachers had with their professional growth did not significantly correlate with their professional progress.

Table 7. *Test satisfaction teachers had with their professional growth did not significantly correlate with their professional progress*

| <i>Variable</i>   | <i>r</i>    | <i>p-value</i> | <i>Interpretation</i> |
|---|-------------|----------------|-----------------------|
| Teachers' Efficacy in Leadership                          | .527        | .000           | Significant           |
| Teachers' Efficacy in Relationship with other Co-Teachers | .657        | .000           | Significant           |
| Teachers' Resilience                                      | .563        | .000           | Significant           |
| <b>Overall</b>  | <b>.637</b> | <b>.000</b>    | <b>Significant</b>    |

Table 7 examines the connection between teachers' professional growth and their level of satisfaction. The strongest correlation was found in "Teachers' Efficacy in Relationship with Other Co-Teachers" ( $r = .657$ ,  $p\text{-value} = .000$ ), indicating a significant and meaningful link. This suggests that professional development plays a vital role in strengthening relationships among teachers, which directly enhances their job satisfaction. When teachers build strong, collegial relationships, they create a more supportive and collaborative work environment, ultimately leading to greater teaching effectiveness and overall job fulfillment.

Another significant correlation was found in "Teachers' Efficacy in Leadership" ( $r = .527$ ,  $p\text{-value} = .000$ ), suggesting that while leadership skills contribute to professional growth, other factors—such as collaboration and adaptability—may have a stronger influence on overall job satisfaction. Additionally, "Teachers' Resilience" ( $r = .563$ ,  $p\text{-value} = .000$ ) showed a strong link between adaptability, overcoming challenges, and professional satisfaction. This emphasizes how crucial resilience training and development initiatives are to maintaining teachers' motivation and engagement despite occupational obstacles. Therefore, the null hypothesis is rejected. Thus, the hypothesis is rejected.

## Conclusions

The purpose of this study was to find out how teachers felt about ongoing professional development in connection with their resilience, relationships with other teachers, and leadership effectiveness. The Fullen theory of professional growth served as the foundation for

this investigation. In an engaging learning environment with complexity and constant change, professional development was defined as an ongoing education focused on the teacher's pursuit and experience of both formal and informal learning.

The results showed that teachers place a high priority on continuing professional development (CPD) to improve their professional efficacy, flexibility, and leadership abilities. According to the high evaluations, professional development is essential for building strong bonds with fellow educators and enhancing resilience. Teachers understand that continual training enables them to cultivate critical character characteristics, create fruitful teaching connections, discover their potential, and successfully accept responsibilities that are allocated to them.

Further, it was shown that educators were quite satisfied with their professional growth, particularly in building trust and fostering cooperation among colleagues. The strong ratings suggest that trust is a vital component of their professional growth, contributing to a collaborative and supportive work environment. Similarly, teachers recognize cooperation as essential to collective success, reinforcing a unified and effective school community.

Additionally, research suggests a substantial and noteworthy correlation between teachers' happiness and their professional growth, especially when it comes to fostering relationships with their fellow educators. According to the strong link, professional development programs have a beneficial effect on collegial relationships and create a favorable work atmosphere, which raises job satisfaction overall.

These conclusions were drawn from the study's findings.

The educators exhibit a high degree of satisfaction with their professional growth, especially in terms of encouraging collaboration and trust among peers. These components were acknowledged as being crucial for professional development and fostering a cooperative and encouraging learning environment in schools that improves overall institutional success.

Nonetheless, the teachers' strong contentment with their professional growth underscores how important collaboration and trust are to creating a coherent and encouraging work environment. School progress and professional development can both be improved by fortifying these connections.

Lastly, the noteworthy correlation between teachers' happiness and professional development highlights how important ongoing learning is to building solid professional bonds. In addition to improving instructors' abilities and expertise, professional development programs foster cooperation and support among peers. Better cooperation, increased job satisfaction, and an enhanced learning environment follow from this. Hence, in order to improve teacher well-being and institutional effectiveness, schools and legislators should give priority to continuing professional development initiatives that foster stronger bonds amongst teachers.

The following recommendations were made: Considering the results related to:

It is highly recommended that schools and educational institutions implement structured professional development programs that emphasize trust-building and collaboration among teachers. Regular team-building activities, mentorship programs, and workshops focused on effective communication and teamwork should be integrated into professional development initiatives. Schools may establish a more encouraging work environment and eventually improve teacher satisfaction, professional development, and institutional success by cultivating a culture of trust and collaboration.

It is highly advise that educational institutions aggressively foster a culture of cooperation and trust by integrating relationship-building techniques into their professional development initiatives. This may be accomplished through peer collaboration exercises, mentorship programs, and open communication channels that promote cooperation and support among participants. Schools may improve teacher satisfaction, professional development, and overall institutional success by giving priority to these initiatives.

Future researchers are urged to investigate how professional development affects teacher satisfaction and institutional effectiveness over the long run in various educational contexts. A greater comprehension of the ways in which continuous learning affects teamwork, resilience, and general teacher well-being may be obtained by carrying out longitudinal research and integrating qualitative findings. In order to further maximize teacher growth and happiness, researchers should also look at cutting-edge professional development methods that successfully foster the development of relationships among educators and provide data-driven suggestions for educational institutions and politicians.

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