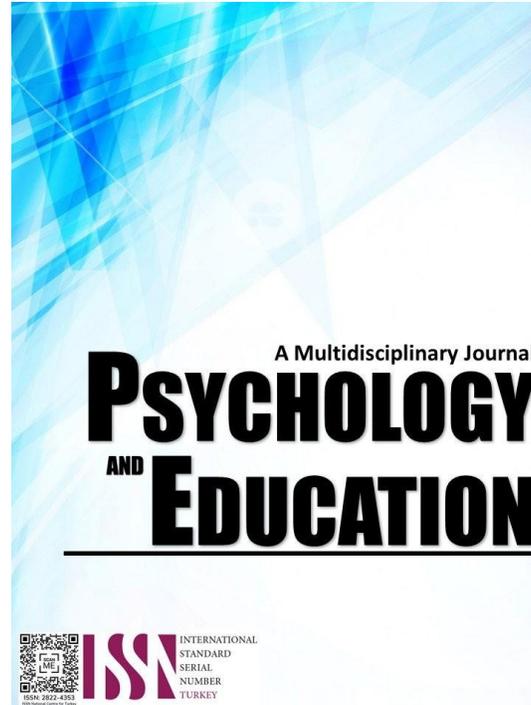


# TEACHERS' PROFESSIONAL DEVELOPMENT AND THE LEARNERS' PERFORMANCE ENGAGEMENT



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## Teachers' Professional Development and the Learners' Performance Engagement

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### Abstract

This study aimed to examine the teacher professional development and learner's performance engagement in Kadingilan, Bukidnon for the School Year 2024-2025. Specifically, this study sought to determine the level of teacher professional development in terms of teacher attributes, instructional practices, and assessment practices and the level of learner's performance engagement. The result revealed that the level of teacher professional development on learners' performance engagement in terms of teacher attributes, instructional practices, and assessment practices is very high level. Moreover, the level of learner's performance engagement, indicating as very high level. The result also revealed that there is significant relationship between the level of teacher professional development and learner's performance engagement. These suggest that educational institutions sustain and further enhance professional development programs. Continuous training, workshops, and collaborative learning opportunities should be provided to ensure that teachers remain updated with innovative instructional strategies, assessment methods, and student-centered teaching approaches. Additionally, school administrators should support and encourage reflective teaching practices to maintain and improve high levels of engagement in the classroom. To sustain and further enhance the very high level of learners' performance engagement, schools continue implementing student-centered teaching approaches, interactive learning activities, and effective assessment strategies. Encouraging collaborative learning, integrating technology, and fostering a growth mindset among students can further strengthen engagement. Additionally, continuous support from teachers, parents, and school administrators is essential to maintain a dynamic and stimulating learning environment. To strengthen the positive relationship between teacher professional development and learners' performance engagement, schools and educational institutions invest in continuous training programs, mentorship, and capacity-building initiatives for teachers. Providing opportunities for collaboration, innovative teaching strategies, and technology integration will further enhance student engagement. Additionally, policies should be implemented to ensure sustained professional growth, fostering a high-quality learning environment that supports both teachers and students.

**Keywords:** *professional development, learner's performance engagement, teacher attributes, instructional practices, assessment practices*

### Introduction

There has never been a more pressing need to improve the quality and efficacy of instruction given the impact that teacher professional development has on student achievement and engagement in the constantly changing educational landscape. A key component of improving educational outcomes, particularly in terms of student performance and engagement, is teacher professional development. Globally, educational institutions are funding initiatives that give educators cutting-edge tactics, pedagogical expertise, and critical abilities that meet the needs of modern classrooms. A variety of trainings and activities are included in teacher professional development, which aims to enhance teachers' skills, expertise, and methods of instruction. In order to promote a culture of ongoing learning and development among educators, it may involve conferences, workshops, seminars, peer cooperation, coaching, and mentorship (Aaron, 2018).

Effective professional development is a continuous process that promotes constant reflection, application, and modification of teaching strategies rather than being a one-time event (Shirrell, M. 2019). High-quality professional development has a positive effect on student achievement, according to numerous studies. Teachers are better able to meet the varied needs of their pupils when they are armed with the most recent educational research, cutting-edge pedagogical approaches, and creative teaching methodologies. Differentiated instruction-focused professional development, for example, enables educators to modify their methods to suit diverse learning styles and speeds. Students gain from individualized learning experiences that deepen their comprehension of the subject matter, which eventually improves their academic performance. Higher student accomplishment in such disciplines can also result from professional development that prioritizes subject-specific training (Soffer, T., et al., 2019). Teachers are better able to communicate information, engage pupils, and foster critical thinking when they feel more competent and confident in their subject areas. Students' levels of cognitive engagement are raised in a more dynamic classroom setting as a result of this confidence.

Engagement, which includes students' emotional, cognitive, and behavioral involvement in their education, is an essential part of the learning process (Rollie, 2018). In order to foster this participation on several levels, teacher professional development is crucial. First of all, instructors are more likely to embrace creative methods that pique students' attention and motivate them when they are introduced to new instructional methodologies and technologies. Technology integration, project-based learning, and interactive learning can increase student engagement and make learning more applicable to their daily life (Xie, H., et.al., 2021).

Additionally, teachers are encouraged to build relationships with their students through professional development that highlights the value of creating a supportive classroom atmosphere and healthy relationships. Teachers who have received training in social and emotional learning (SEL) can foster an environment where students feel appreciated, understood, and inspired to take an active role in their education (Košir, K., et.al. 2020). Student involvement is greatly increased by this feeling of support and belonging. Beyond improving classroom techniques, teacher professional development has a cascading effect that has the power to completely alter educational environments. Teachers foster a culture of continuous improvement in their institutions as they work together, exchange ideas, and put professional development-derived best practices into effect. In addition to improving each teacher's profession, this collaborative atmosphere creates a community where information is valued collectively (Gargia & Ball, 2019).

Furthermore, pupils are more inclined to embrace a lifelong learning mindset themselves when they observe their teachers continuously pursuing growth and accepting novel concepts. Devoted teachers' passion and dedication can encourage and inspire students to take charge of their education, leading to improved performance and engagement. It is indisputable that teacher professional development has a significant impact on student performance and engagement. Schools may foster an environment where student success is given priority by making investments in the professional development of their teachers. Prioritizing teacher professional development is still a key tactic for creating successful learning environments that will ultimately improve students' lives as the educational landscape changes and adapts. The relationship between student engagement and teacher development emphasizes how important high-quality education is in determining the course of our societies, countries, and even the entire planet.

This study's investigation of the crucial connection between teacher professional development and its effects on student performance and engagement is probably what drew the researcher in. Improving educational practices can be achieved by comprehending how classroom dynamics, instructional quality, and student outcomes are impacted by ongoing teacher development. Additionally, the study may provide practical methods for raising teacher efficacy, which is closely linked to creating a student body that is more engaged and performs well. The researcher intends to advance the development of more potent teaching strategies and a deeper comprehension of how professional growth might enhance the learning process overall by examining this relationship.

### **Research Questions**

This study was conducted to examine the teacher professional development and learner's performance engagement in Kadingilan, Bukidnon for the School Year 2024-2025. Specifically, this study aimed to answer the following questions:

1. What is the level of teacher professional development in terms of teacher attributes, instructional practices, and assessment practices?
2. What is the level of learner's performance engagement?
3. Is there a significant relationship between the level of the teacher's professional development and the learner's performance engagement?

### **Methodology**

#### **Research Design**

For the school year 2024–2025, this study evaluated learner performance engagement and teacher professional development in Kadingilan, Bukidnon, using a descriptive–correlational research design. To swiftly gather and tabulate responses from respondents, a survey questionnaire was used.

#### **Respondents**

The respondents of the study were one hundred (100) teachers and the selected ninety-four (94) learners in Kadingilan 2 District for the school year 2024-2025. Teachers-respondents were chosen for this study using complete enumeration. The researcher used this approach for a number of reasons, including the ability to draw generalizations from the data, the fact that it comprises interconnected phases that save time, money, and effort during data collection, the ability to examine the sample's weighted mean average, and the ability to target particular demographic groups in order to obtain specific data points.

#### **Instrument**

An adapted questionnaire used in this study by Johnson, (2014). The questionnaire is composed of 2 parts. Part 1 deals on Teacher Professional Development. Part II will inquire on Learners Performance Engagement. It has five indicators each.

#### **Procedure**

On the recommendation of the Dean of the Graduate School of Valencia Colleges Inc., a written request should be sent to the Superintendent of the Schools Division of the Division of Bukidnon. The researcher wrote communication letters to the District Supervisors after obtaining approval from the superintendent of the School Division. The participants will respond to the questions following the completion of the necessary correspondence and approval. The questionnaires were filled out by the respondents at the designated time and place inside the school. Since respondents were not forced to write down their identities or subjected to coercion, the researcher was able to guarantee the secrecy of their answers. On the same day, the surveys were collected. After being taken from



the questionnaire, the data was properly sorted, arranged, and tallied. The information gathered from the completed questionnaire will then be tabulated by the researcher. Findings, findings, and suggestions were developed in part through data analysis and interpretation.

**Data Analysis**

The data from this study was analyzed and interpreted using the following statistical tools:

The impact of teacher professional development on student outcomes, instructional methods, and teacher attributes was assessed using mean and standard deviation.

The learner's performance engagement was assessed using the mean and standard deviation.

The impact of teacher professional development and students' performance involvement was found to be significantly correlated using Pearson's correlation analysis.

**Results and Discussion**

The data collected from the respondents is presented, analyzed, and interpreted in this section.

Examining student performance engagement and teacher professional development in Kadingilan, Bukidnon, during the 2024–2025 school year was the goal of this study. This study specifically aimed to ascertain the degree of learner performance involvement as well as the professional growth of teachers in terms of their qualities, instructional strategies, and assessment procedures. Teachers-respondents were chosen for this study using complete enumeration. The researcher used this approach for a number of reasons, including the ability to draw generalizations from the data, the fact that it comprises interconnected phases that save time, money, and effort during data collection, the ability to examine the sample's weighted mean average, and the ability to target particular demographic groups in order to obtain specific data points.

Using a variety of variables, each with its own mean and standard deviation (SD), Table 2 shows the degree of professional development of teachers in terms of their attributes.

Table 1. *Level of Teacher Professional Development in Terms of Teacher Attributes.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
My teacher explains concepts clearly, making it easy to understand the lesson.	5.00	0.000	Very High Level
My teacher makes learning feel relevant to my life.	4.93	0.256	Very High Level
My teacher shows enthusiasm for the subject, making me excited to learn.	4.93	0.256	Very High Level
My teacher creates a learning environment where I feel safe to share my ideas.	4.91	0.288	Very High Level
My teacher gives helpful feedback that helps me improve.	4.88	0.327	Very High Level
My teacher uses different teaching strategies to keep me engaged.	4.88	0.327	Very High Level
My teacher respects everyone's opinions in class.	4.87	0.338	Very High Level
My teacher is patient and understanding when we struggle with the work.	4.86	0.339	Very High Level
My teacher makes the lessons interesting so I am eager to participate.	4.81	0.394	Very High Level
My teacher encourages me to ask questions, even if I think they might be silly.	4.80	0.402	Very High Level
<b>Overall</b>	<b>4.89</b>	<b>0.080</b>	<b>Very High Level</b>

*Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High Level; 3 (2.60–3.39) – Moderate Level; 2 (1.80–2.59) – Low Level; 1 (1.00–1.79) – Very Low Level.*

With an emphasis on important teacher traits, Table 1 displays the degree of professional development that students believe teachers have received. A very high degree of teacher effectiveness across all evaluated areas is indicated by the overall mean score of 4.89 and SD of 0.080. Two important indications showed the highest mean scores: "My teacher makes learning feel relevant to my life" (mean of 4.93, SD of 0.256) and "My teacher shows enthusiasm for the subject, making me excited to learn" (mean of 4.93, SD of 0.256). On the other hand, "My teacher makes the lessons interesting so I am eager to participate" has the lowest mean score (mean of 4.81, standard deviation of 0.394). Other noteworthy indicators are "My teacher gives helpful feedback that helps me improve" (Mean of 4.88, SD of 0.327) and "My teacher creates a learning environment where I feel safe to share my ideas" (Mean of 4.91, SD of 0.288). These findings highlight how crucial encouraging classroom settings and useful feedback are to improving student learning outcomes. All things considered, the data show a comprehensive and very successful method of teacher professional development.

According to the overall findings, a key factor in determining the efficiency of instruction is the degree of professional growth of teachers in relation to their qualifications, experience, and dedication to lifelong learning. Since they understand the need of lifelong learning in enhancing their teaching techniques, educators with more training and experience typically participate more actively in professional development activities. A teacher's capacity to successfully adopt new pedagogical approaches is also influenced by qualities like flexibility, inventiveness, and reflective practice.

On the other hand, unmotivated educators or those with little access to professional development opportunities may find it difficult to



stay up with changes in education, which will eventually affect the learning results of their students. The relationship between teacher characteristics and professional development participation is supported by a number of studies.

Higher academically qualified teachers who have a growth mindset are more likely to look for professional development options that improve their teaching abilities, according to a 2019 study by Soffer, T., & Cohen, A. According to Rollie (2018), educators who possess a strong sense of self-efficacy and a dedication to lifelong learning are better able to use new teaching techniques. These results emphasize how crucial it is to create a work environment that supports teachers in cultivating qualities that support pedagogical advancement and lifelong learning. In their critical examination of the elements of successful professional development, Sims and Fletcher-Wood (2021) emphasized the significance of consistent, group-based, and topic-specific training that incorporates outside knowledge and encourages practice-based learning.

Additionally, it is shown that teacher effectiveness is positively correlated with personality factors including emotional stability, extraversion, and conscientiousness, while burnout is adversely correlated with these same traits. All of these research point to the possibility that improved teacher effectiveness and well-being can result from focused professional development that is in line with improving particular teacher qualities.

The degree of teacher professional growth in terms of instructional practices is shown in Table 2, which was assessed using a number of indicators, each of which has a mean and standard deviation (SD).

Table 2. *Level of Teacher Professional Development in Terms of Instructional Practices.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
My teacher makes the lessons interesting and engaging.	4.95	0.219	Very High level
I find the learning materials and resources used in this class helpful.	4.95	0.219	Very High level
My teacher uses different methods of teaching to help us learn.	4.93	0.256	Very High level
The activities we do in class help me understand the material better.	4.88	0.327	Very High level
The feedback my teacher gives me helps me improve.	4.88	0.327	Very High level
I feel motivated to learn in this class.	4.88	0.327	Very High level
My teacher makes sure that everyone in the class can share their ideas.	4.86	0.349	Very High level
My teacher gives clear instructions for assignments and activities.	4.86	0.349	Very High level
I feel comfortable asking questions in class.	4.81	0.394	Very High level
I often participate in class discussions and activities.	4.80	0.402	Very High level
<b>Overall</b>	<b>4.88</b>	<b>0.093</b>	<b>Very High level</b>

*Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High Level; 3 (2.60–3.39) – Moderate Level; 2 (1.80–2.59) – Low Level; 1 (1.00–1.79) – Very Low Level.*

Based on a number of factors, Table 2 shows the degree of professional development for teachers in relation to instructional techniques. With an SD of 0.093 and an overall mean score of 4.88, the instructional effectiveness is extremely excellent. "My teacher makes the lessons interesting and engaging" (mean of 4.95, SD of 0.219) and "I find the learning materials and resources used in this class helpful" (mean of 4.95, SD of 0.219) are the indicators with the highest mean values. According to these findings, students place a high value on the utilization of effective learning tools and engaging class delivery—two essential elements of good teaching.

On the other hand, "I often participate in class discussions and activities" has the lowest mean score (mean of 4.80, standard deviation of 0.402). This indicates that although though students are generally encouraged to participate, there may be chances to further increase student involvement through more interactive activities or inclusive discussion tactics, even though the rating is still very high. Other noteworthy indicators are "The feedback my teacher gives me helps me improve" (Mean of 4.88, SD of 0.327) and "My teacher uses different methods of teaching to help us learn" (Mean of 4.93, SD of 0.256). These emphasize how crucial a variety of instructional techniques and helpful criticism are to fostering students' growth.

According to the overall findings, the degree of professional development for teachers in terms of instructional practices indicates how successfully teachers incorporate innovative teaching methods, classroom management strategies, and student engagement techniques. Differentiated instruction, student-centered learning, and technology integration are among the more successful teaching practices that teachers who actively participate in professional development programs prefer to employ. By meeting a variety of learning requirements, this improves student accomplishment. Conversely, educators who receive little professional development opportunities could stick to antiquated or conventional teaching strategies, which could impede students' progress. Therefore, in order to improve their teaching methods and adjust to changing educational demands, teachers must engage in ongoing training and skill development. The relationship between enhanced instructional techniques and professional growth is supported by research.

According to a 2019 study by Yokoyama, S., consistent and organized professional development results in notable adjustments to instructional strategies, which eventually improve student performance. Furthermore, Ashton (2018) emphasized that subject-specific training, active learning, and teamwork are key components of successful professional development programs that have a direct impact on the quality of instruction. These studies highlight the value of continuous professional development programs that give educators cutting-edge tools to design stimulating and productive learning environments.

The assessment practices level of teacher professional development is shown in Table 4, which was assessed using a number of



indicators, each with its own mean and standard deviation (SD).

Table 3. *Level of Teacher Professional Development in terms of Assessment practices.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
I feel like the amount of assessment in this class helps me learn better, without being too much or too little.	4.96	0.197	Very High Level
I believe assessments in this class are fair and equitable.	4.94	0.256	Very High Level
I understand what I need to do to succeed in this class based on the way assessments are explained.	4.93	0.257	Very High Level
I feel like I receive enough feedback from my teacher about my performance on assessments.	4.93	0.257	Very High Level
I feel like my teacher uses assessment results to make the class better.	4.92	0.256	Very High Level
I have opportunities to ask questions about assessments and how to improve.	4.87	0.338	Very High Level
I feel like the assessments (tests, projects, etc.) given in this class accurately measure what I've learned.	4.86	0.349	Very High Level
The feedback I receive helps me know how to improve my learning.	4.82	0.402	Very High Level
I am involved in the assessment process (e.g., self-assessment or choosing project topics).	4.81	0.394	Very High Level
I am motivated to do well on assessments because my teachers help me see my progress.	4.80	0.394	Very High Level
<b>Overall</b>	<b>4.88</b>	<b>0.078</b>	<b>Very High Level</b>

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High Level; 3 (2.60–3.39) – Moderate Level; 2 (1.80–2.59) – Low Level; 1 (1.00–1.79) – Very Low Level.

Based on a number of factors, Table 3 shows the degree of professional growth for teachers with regard to assessment techniques. With an overall mean score of 4.88 and a standard deviation of 0.078, the efficiency of the instructional tactics related to assessment is quite good. "I feel like the amount of assessment in this class helps me learn better, without being too much or too little" is the indication with the highest mean value, with a mean of 4.96 and SD of 0.197. This indicates that most students think the class's assessment-related teaching techniques are very successful. According to the highest-rated criteria, students believe that the amount of evaluation is balanced and improves their learning without being too much or too little. This suggests that the evaluation techniques are well crafted to facilitate learning while preserving a reasonable workload. Other noteworthy indications include "I feel like I receive enough feedback from my teacher about my performance on assessments" (Mean of 4.93, SD of 0.257) and "I believe assessments in this class are fair and equitable" (Mean of 4.94, SD of 0.256).

On the other hand, "I am motivated to do well on assessments because my teachers help me see my progress" has the lowest mean score (mean of 4.80, standard deviation of 0.394). This indicates that there may be a gap in the way evaluations are used to inspire students, even though they believe they receive sufficient feedback on their performance and usually view the tests as fair and equitable. The sign with the lowest rating implies that students might not believe their teachers are encouraging or guiding them enough to acknowledge their success, which could affect their drive to do well on tests. This identifies a space where educators may better convey progress and encourage students to participate more actively in assessments.

Anderman, E. M., & Kaplan, A. (2018) found that formative assessment is essential for improving student learning and that teachers who engage in continuous professional development (PD) enhance their ability to create and carry out efficient assessment practices. In a similar vein, Apuke, O. D. (2017) emphasizes that professional development programs that emphasize assessment literacy significantly boost teachers' self-assurance and proficiency in utilizing a variety of assessment tools to monitor student progress. Additionally, according to Zimmerman (2020), teachers who receive continuous training in assessment processes become more cognizant of the learning needs of their students, which enables them to provide prompt and helpful feedback. These studies show a strong correlation between instructors' experience with evaluation processes and professional development. The importance of excellent professional development in forming teachers' assessment abilities is highlighted by further research.

According to Thibaut et al. (2018), effective professional development programs that include continuous assistance and collaborative learning lead to significant improvements in teachers' evaluation skills. In a similar vein, Lee, J. S. (2018) highlights how formative assessment professional development enhances teachers' ability to evaluate student responses and modify their lesson plans accordingly. Additionally, teachers who have undergone thorough assessment training not only employ a wider variety of assessment processes but also create a more student-centered learning environment, according to Sachitra, V., & Bandara, U. (2017).

Table 4. *Level of Learner's Performance Engagement.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Interpretation</i>
I observe my learners seem genuinely interested in the topics we cover in class.	4.99	0.103	Very High Level
I frequently witness learners collaborating effectively to learn from each other.	4.99	0.103	Very High Level
I am able to identify and address individual learner learning needs effectively in my classroom.	4.95	0.226	Very High Level
The majority of my learners demonstrate a strong	4.94	0.246	Very High Level



understanding of the core concepts taught in my subject.			
I believe that learner’s performance on assessments accurately reflects their understanding of the material.	4.94	0.246	Very High Level
I am confident that my teaching strategies are contributing positively to learners learning and engagement.	4.94	0.246	Very High Level
I have sufficient resources available to support my learners' learning and engagement.	4.87	0.336	Very High Level
I observe that most of my learners are motivated to learn and complete their assignments on time.	4.87	0.336	Very High Level
<b>Overall</b>	<b>4.93</b>	<b>0.093</b>	<b>Very High Level</b>

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High Level; 3 (2.60–3.39) – Moderate Level; 2 (1.80–2.59) – Low Level; 1 (1.00–1.79) – Very Low Level.

The degree of learner performance involvement is shown in Table 4 and was assessed using a number of variables, each with a corresponding mean and standard deviation (SD). According to a number of metrics pertaining to student participation, comprehension, motivation, and teamwork, the analysis shows the degree of learner performance engagement. An extremely high degree of student participation in the classroom is shown by the overall mean score of 4.93 and SD of 0.093. The indicators with the highest mean values are "I frequently witness learners collaborating effectively to learn from each other" (mean of 4.99, SD of 0.103) and "I observe my learners seem genuinely interested in the topics we cover in class" (mean of 4.99, SD of 0.103). These findings imply that students actively participate in collaborative learning, which improves their comprehension and academic achievement, in addition to having a strong interest in the subjects covered in class.

On the other hand, the statements "I observe that most of my learners are motivated to learn and complete their assignments on time" and "I have sufficient resources available to support my learners' learning and engagement" had the lowest mean scores, at 4.87 and 0.336, respectively. Other noteworthy indicators include "I have observed a consistent effort from the majority of students to improve their academic performance throughout the term/semester" (Mean: 4.93, SD: 0.264) and "I am able to identify and address individual learner learning needs effectively in my classroom" (Mean: 4.95, SD: 0.226). These results highlight the value of individualized instruction and students' consistent attempts to advance academically. Positive assessments of learner involvement are regularly reflected in the consistently low standard deviations across the majority of measures.

The findings are corroborated by Jarvis's (2018) study, which emphasized that student involvement encompasses behavioral, emotional, and cognitive traits that all contribute to improved learning results. According to his research, students who actively engage in class activities, have a strong desire to learn, and work hard on their projects perform better academically. In a similar vein, Jepsen, C. (2018) found that academic success in higher education is significantly predicted by student engagement. According to his findings, children who actively participate in educationally purposeful activities like group projects and self-controlled study techniques do better both academically and personally.

Furthermore, high degrees of participation are linked to greater desire and perseverance in learning, according to a 2019 study by Karadağ, E. In order to maintain engagement and achievement, he found that meaningful learning experiences, academic support, and teacher-student relationships were crucial. Furthermore, Klusmann, U. (2019) examined how participation helps students become more resilient and adaptable, enabling them to overcome obstacles and succeed in their studies. These results highlight the importance of establishing a dynamic and engaging learning environment and support the notion that high levels of student engagement are essential to academic performance. Using a variety of variables, each with its own coefficient and p-value,

Table 5 shows the substantial correlation between the learner's performance engagement and the teacher's professional development level.

Table 5. Test of Significant Relationship Between the Level of The Teacher’s Professional Development and The Learner’s Performance Engagement.

Variable	Coefficient	p-value	Interpretation
Teacher Attributes	-.168	.106	Not Significant
Instructional Practices	-.241	.019**	Significant
Assessment Practices	-.120	.249	Not Significant
Overall	-.212	.041	Significant

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

The data in Table 5 shows conflicting links between learners' performance involvement and teachers' professional growth. The lack of significant connections between "Teacher Attributes" (r = -.168, p-value = .106) and "Assessment Practices" (r = -.120, p-value = .249) indicates that these elements of professional development do not have a major impact on students' involvement. However, "Instructional Practices" has a significant negative connection with a p-value of .019 and a r of -.241. The data points to a complex interaction between learners' performance involvement and teachers' professional growth.

The results regarding "Instructional Practices" present an interesting finding, even though "Teacher Attributes" and "Assessment Practices" do not show significant correlations with student engagement, suggesting that improvements in these areas of professional development may not have a significant impact on how engaged students are. Learner engagement and instructional practices have a

strong negative correlation, suggesting that while teachers improve their methods and approaches, student involvement may paradoxically drop. This may imply that some educational enhancements, possibly more inflexible or regimented, may restrict chances for student autonomy or interaction, therefore unintentionally decreasing the degree of involvement in the learning process. This emphasizes the need for a more comprehensive approach to teaching enhancements and highlights the intricacy of professional development's impact on student results.

In a similar vein, learner performance engagement is significantly but adversely correlated with the "Overall" professional development level ( $r = -.212, p = .041$ ). The null hypothesis is thus disproved. These results imply that some elements of professional development would need to be implemented differently and might not always result in higher learner engagement.

The findings are corroborated by a study by Arslan (2018), which found that although professional development can enhance instructional strategies, it usually has an indirect effect on student involvement and achievement. According to the study, teacher effectiveness can be increased through teacher development programs that prioritize student-centered approaches, instructional strategies, and material mastery; however, these improvements do not always translate into immediate or noticeable improvements in student engagement. This demonstrates that although professional development might improve the quality of instruction, other elements such as student motivation, the classroom setting, and outside support networks might have a bigger influence on students' performance engagement.

On the other hand, professional development programs designed to actively engage teachers in reflective practice and tailored to particular teaching circumstances may have a stronger impact on student involvement, according to Kukla-Acevedo, S. (2019). Since the study emphasized the importance of teacher-student relationships, instructional strategies that correspond with students' learning objectives, and the general educational environment, the impact on student engagement was not assured even in such situations. These results highlight the complexity of the relationship between teacher development and student outcomes by demonstrating that, although teacher professional development is a crucial part of raising the quality of instruction, its direct effect on learner engagement may be mediated by a number of other contextual and personal factors.

## Conclusions

The study's conclusions were derived from the previously mentioned findings:

The findings show that learners' performance involvement is much improved by teacher professional development in terms of teacher qualities, instructional strategies, and assessment procedures. The extremely high degree of professional development implies that highly qualified teachers who are always learning have a beneficial impact on learning outcomes, motivation, and student involvement. This emphasizes how important teacher development is to creating a stimulating and productive learning environment.

According to the findings, students' performance engagement is quite high, indicating that they are tremendously driven, involved, and actively engaged in their education. This illustrates the value of teacher professional development, the efficacy of instructional techniques, and a nurturing learning environment. Increased critical thinking abilities, higher academic accomplishment, and general student success are all influenced by high levels of involvement.

The findings show a strong correlation between learners' performance engagement and the degree of professional development received by teachers, indicating that motivated and well-trained educators directly boost student engagement and motivation. This demonstrates how important professional development is for improving teaching strategies, evaluation techniques, and teacher qualities—all of which have a favorable effect on learning outcomes and student engagement.

Hereby, the following suggestions are made:

Educational institutions may maintain and improve professional development programs in light of the extremely high level of teacher professional development and its beneficial effects on student engagement. Teachers should have access to ongoing training, workshops, and cooperative learning opportunities to stay current on cutting-edge teaching techniques, assessment procedures, and student-centered teaching philosophies.

School administrators should also promote and support reflective teaching approaches. It is advised that schools keep using student-centered teaching methods, interactive learning exercises, and efficient evaluation techniques in order to maintain and improve the extremely high level of student performance involvement. Engagement can be further increased by promoting group projects, including technology, and helping students develop a growth attitude.

Maintaining a vibrant and engaging learning environment also requires ongoing assistance from educators, parents, and school officials. It is advised that educational institutions and schools make investments in ongoing training programs, mentorship, and capacity-building projects for teachers in order to enhance the favorable correlation between their professional development and students' performance involvement. Student involvement will be further increased by offering chances for teamwork, creative teaching techniques, and technological integration. Policies should also be put in place to guarantee ongoing professional development and promote a top-notch learning environment that benefits both educators and learners.

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