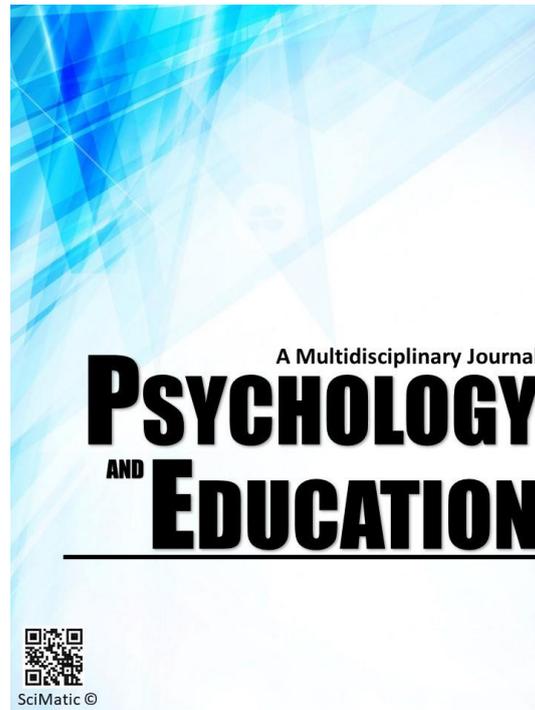


**AN INQUIRY: PEDAGOGICAL INNOVATION,
RESEARCH COMPETENCE, AND THE
PROFESSIONAL DEVELOPMENT OF PUBLIC
SECONDARY TEACHERS**



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An Inquiry: Pedagogical Innovation, Research Competence, and the Professional Development of Public Secondary Teachers

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Abstract

Teaching, research, and innovation are among the fundamentals across learning institutions. This study aimed to evaluate the pedagogical innovation, research competence, and the teachers' professional development in the purposefully selected schools in Agusan del Sur. The study utilized a descriptive design. The researcher used frequency, percentage distribution, mean, standard deviation, and linear regression in order to analyze the data and create a credible and accurate interpretation. As for the findings, all of the majority indicators in pedagogical innovation competence are rated "competent" with an average mean of 4.12 and a standard deviation of 0.45 for research competence and an average mean of 3.62 with a standard deviation of 0.41. Thus, the public secondary teachers-respondents believed that they had manifested pedagogical and research competence. More so, the p-value is lower than the 0.05 level of significance for pedagogical innovation ($t = 6.252, p = 0.000$), for research competence ($t = 5.125, p = 0.000$), and lastly, for teachers' professional development ($t = 7.514, p = 0.000$). This data means that the three (3) variables have a significant relationship with each other. Therefore, public teachers' professional development provides contextual analysis that allows their capability to be more research competent and innovative.

Keywords: Professional Development, Research Competence, Pedagogical Innovation, Teachers

Introduction

It seems to be inconceivable to overestimate the significance of knowledge. It is taken into account by humanity from all perspectives. It is common knowledge that a world's quality is based on the accomplishment and educational performance of its populace. The majority of the time, a country's inhabitants' quality is determined by their teachers' methods of education. As a corollary, teachers are essential to the quest for knowledge. In the pursuit of knowledge, instruction and research must prevail. One of the core components of educational institutions comprises teaching and research. Student-teachers must be capable of teaching and research in order to complete their educational pursuits and create beneficial learning environments for their future careers. The level of service that a teacher provides is greatly influenced by their experience, knowledge, interest, devotion, commitment, and enthusiasm, as well as by their professional background, attitude, and personality.

Significant changes in curriculum policy support innovative pedagogy. Competencies like teamwork, perseverance, creativity, and invention are not so much taught but fundamental to various forms of teaching and learning through pedagogy, which is why they are frequently referred to as "21st century skills" in curriculum policy plans in many countries. Pedagogy must purposefully support 21st century skills if they

are to be cultivated systematically rather than allowed to develop accidentally (OECD, 2019).

Accordingly, it appears that teachers are expected to actively engage in research, and that doing so will likely lead to greater results for teachers' professional growth. In addition to increasing motivation, research-based learning also has a big impact on professional expertise. Additionally, dispersed learning, such as in research projects, enhances memory for information and concepts (Cepeda et al., 2016; Firth, 2016; Saro et al., 2022). Teachers who undertake action research and other relevant fundamental research are also given financial support by the Department of Education, Caraga Region, through their Basic Education Research Fund (BERF). There are also less studies about teachers as researchers and the challenges they faced when conducting research in the Philippines than in other nations with more studies. Similar to this, several scholars have tried to look into the challenges and issues public teachers in the Philippines encounter when completing their research (Ulla et al., 2017). To identify where teachers should base their pedagogical approaches utilized in the teaching and learning process on the present trends in the Philippine educational system, action research is essential (Quidmas, 2017).

According to Maryam and Maryam (2011), the most crucial teacher skills include the following: (1) knowledge of various thinking techniques and their application; (2) comprehension of and application of

novel teaching and learning techniques; (3) effective classroom management and student communication techniques; (4) knowledge of and ability to use communication and information technology in the classroom; (5) research skills; and (6) capability of evaluating academic success. More so, it is apparent that research skills were emphasized in addition to the pedagogical competency that was listed as something a teacher should have. The capacity to do research is a crucial component of education, particularly in science-based fields, since it allows the student to become proficient and experienced in the usage of transferrable skills that employers value highly (Magnaye, 2022).

The Philippine Professional Standards for Teachers (PPST), which were developed by the Department of Education's Teacher Education Council in 2017 in accordance with this mandate, listed the following broad characteristics of the seven (7) domains. Teachers in the Philippines must be able to do the following in order to be effective in the twenty-first century: (a) recognize the significance of mastering subject matter knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning; (b) create safe, equitable, and supportive learning environments in order to promote learner responsibility; (c) using a variety of assessment methods and techniques to track, measure, record, and report learners' needs; (d) interacting with local and national curriculum standards; (e) engaging in interactions with them; (f) fostering relationships between the community and the school to enhance both the learning environment and community involvement in the educational process; (g) upholding characteristics that uphold the dignity of teaching, such as a caring attitude, respect for others, and honesty. Due to them, the current landscape of teacher-quality standards in the Philippines has evolved (Panaligan, 2013; Roxas, 2015).

The teachers' skills and abilities were carefully examined in terms of development plans in training and seminars, advancement of educator schooling, and logical aftereffects of instructive methods. Nevertheless, some research claims show teachers' interests in analyzing and scrutinizing only their roles in students' educational progress, rather than the competencies set that they need to obtain in order to effectively plan their instruction (Selvi, 2010).

In this regard, the pedagogical competence and research competence of the public secondary teachers

in the Division of Agusan del Sur, particularly in the purposefully selected schools, must be assessed, thereby strengthening their ability to teach and produce research outputs. Thus, it is asserted that while this distinction has some validity, it is also true that some research plays a significant role in enhancing schools' initiatives.

Research Objectives

The public secondary teachers in the Division of Agusan del Sur, particularly in the purposefully selected schools, were evaluated for their pedagogical innovation, research competence, and development. The researcher sought to answer the following research questions:

1. To determine the level of pedagogical innovation of public secondary teachers in terms of teaching personality, teaching competencies, classroom management, and classroom assessment;
2. To assess and evaluate the level of research competence and professional development of public secondary teachers; and
3. To attest the significant relationship between pedagogical innovation, research competence, and professional development of the public secondary teachers in the division of Agusan del Sur.

Methodology

Research Design

The study was conducted using a descriptive design, and it examined the pedagogical innovation, research competence, and professional development of public secondary teachers in the Division of Agusan del Sur, more especially in the chosen secondary schools in that division. A descriptive design is a style of quantitative study that explains potential links between variables and the strength of a relationship between two or more quantitative variables (Fraenkel & Wallen, 2006; Creswell, 2008).

The primary method used to gather the relevant data required to address the research questions posed in the study was a survey questionnaire created by the researcher. The public secondary teachers who participated in the study provided their responses to

the questionnaire. The complete investigation was carried out in the academic year 2022–2023.

Participants of the Study

The participants of the study were the public secondary teachers in the Division of Agusan del Sur, more especially in the chosen secondary schools in aforementioned division. Thus, this study had 80 participants. There were 15 (18.75%) teachers at San Vicente National High School, 10 (12.50) teachers at Del Monte National High School, and there were 20 (25%) teachers at Prosperidad National High School, 15 (18.75%) from Patin-ay National High School, and 20 (25%) from San Luis National High School, which were distributed properly in accordance with safety protocols and measures. The sample size was determined using Slovin's formula with a 0.05% margin of error. To evenly divide the responders throughout the teachers' subject areas, stratified random sampling was used. After that, the researcher thoroughly identified the respondents as to their sex using the random sampling technique via the fishbowl technique.

Research Instrument

The researcher employed a questionnaire to gather the data required for the investigation. The instrument is a survey questionnaire created by the researcher and modified from several questions created by previous researcher. The design consists of three parts:

Part I. Assesses the respondents' age, gender, highest educational attainment, designation or position, field of specialization, and length of service to determine their demographic profile. The respondents will respond to this section by either providing the exact information requested by the researcher or by checking one or more of the available alternatives on the profile data.

Part II. This section is designed to measure the teachers' pedagogical innovation competency in terms of teaching personality, teaching competencies, classroom management, and classroom assessment. The pedagogical competence indicator category was adopted by Tupa (2018) and cited by the current study of Magnaye (2022). The respondents responded to this section by scoring the assertions on a five-point scale, where five (5) was very competent (VC), four (4) was competent (C), three (3) was slightly incompetent (SI), two (2) was incompetent (I), and one (1) was very incompetent (VI).

Part III. This part measures and evaluates the public secondary teachers' professional development and research competence. The respondents responded to this section by scoring the assertions on a five-point scale, where five (5) was very competent (VC), four (4) was competent (C), three (3) was slightly incompetent (SI), two (2) was incompetent (I), and one (1) was very incompetent (VI).

Statistical Treatment

The researcher used statistical data analysis techniques like frequency, percentage distribution, mean, standard deviation, and linear regression in order to analyze the data and create a credible and accurate interpretation. Furthermore, the age, gender, highest educational attainment, designation or position, field of specialization, and length of service were used to determine the demographic profile of the respondents' employing frequency and percentage distribution. The mean and standard deviation were computed to determine the level of pedagogical innovation competence in terms of teaching personality, teaching competencies, classroom management, and classroom assessment. The level of research competence and professional development of the participating public secondary teachers in the Division of Agusan del Sur was also assessed using the mean and standard deviation. The extent of the impact of pedagogical innovation competence on the research competence of public secondary teachers was determined using the linear regression method. The statistical significance of the relationships among the relevant data acquired with the use of computerized statistical software during the process of the study was further determined at a 0.05 level of significance.

Respondents' Rights, Ethical Protection and Consideration

The ethical consideration and protection of respondents' rights and ethical concerns were fundamentally addressed and prioritized in three different approaches. First given to protect the identity of the subjects of the study. Alongside, this concern was addressed by collecting all the data for the assessment purposes. Succeeding, the teacher participants signed off on a consent or waiver form, stating and expressing their approval for survey purposes. Lastly, the acquired data will also be deleted by the researchers once the study is over.



Results and Discussion

This section presented the results and discussions on the pedagogical innovation competence, research competence, and professional development of public secondary teachers in Agusan del Sur. The presentation is explicitly aided with tables and significant interpretation and analysis as follows: (1) the frequency and percentage distribution of the demographic profile of the participants of the study; (2) the mean value, standard deviation, and descriptive interpretation of the pedagogical innovation competence and research competence of the public secondary teachers; (3) the mean value, standard deviation, and descriptive interpretation of the teachers' professional development (4) a linear regression analysis of Agusan division public secondary teachers' pedagogical innovation, research competence, and professional development.

According to table 1, nearly all of the respondents (40%) are between the ages of 20 and 30. There were more female respondents (57.50%) than male respondents (42.50%). The vast majority (47.50%) are college graduates, and 28.75% have master's degrees (units), and 22.50% of them have secured a master's degree (CAR). More so, 30% of the participants are designated as teachers I, 27.50% are teachers III, 18.75% are teachers II, and 17.50% are master teachers I. 6.25% secured the position as master teacher II. The enormous majority of female respondents being respondents is evidence of the professional development and feminization of the teaching profession. They have already started to advance in their field through graduate school. Additionally, it can be explained by the fact that many professionals are still regarded as being in the beginning phases of their academic careers as seen by their academic rank (Saro *et al.*, 2022).

Furthermore, 22.50% of respondents are from science departments (Biological, Chemistry, General Science, and Physics), followed by 21.25% from the English department; other teachers involved in the study are from Mathematics (18.75%), Filipino (13.75%), Social Science (11.25%), Physical Education (8.75%), and TLE (Technology and Livelihood Education) (3.75%). For the length of service of the public secondary teachers involved in this study, the majority of them are in the service of teaching from 0 to 10 years (33.75%), followed by 26.25% (11 to 20 years), 18.75% (21 to 30), 16.25% (31 to 40), and lastly, teachers who have worked in the department of education for a long time got 5% (41 to 50) years.

According to this data, public secondary research teachers are authorized to teach under RA 7836 and/or perform duties related to education, such as standard-setting, policy and program development, research, and the area of monitoring and evaluation. Their profiles on educational attainment also comply with Department Order s, 2016-03, which highlights those who meet the minimum requirements and are qualified to practice teaching. Since this is currently a way of life, it is anticipated that teachers will hold much of the research that has intensified on this legal foundation and that students will use it in the classroom (Atutubo & Estonanto, 2020).

Table 1. *The Frequency and Percentage Distribution of the Demographic Profile of the Participants of the Study (n = 80)*

Demographic Profile Variables	Frequency (n)	Percentage (%)
<i>Age</i>		
20 – 30 years	32	40.00
31 – 40 years	28	35.00
41 – 50 years	15	18.75
51 – 60 years	5	6.25
<i>Gender</i>		
Male	34	42.50
Female	46	57.50
<i>Highest Educational Attainment</i>		
Doctor of Philosophy (CAR)	0	0
Doctor of Philosophy (Units)	1	1.25
Master's Degree (CAR)	18	22.50
Master's Degree (Units)	23	28.75
College Graduate	38	47.50
<i>Designation/Position</i>		
Teacher I	24	30.00
Teacher II	15	18.75
Teacher III	22	27.50
Master Teacher I	14	17.50
Master Teacher II	5	6.25
<i>Field of Specialization</i>		
Mathematics	15	18.75
English	17	21.25
Science (Biological, Chemistry, General Science, & Physics)	18	22.50
Social Science	9	11.25
Filipino	11	13.75
Physical Education	7	8.75
TLE (Technology and Livelihood Education)	3	3.75
<i>Length of Service</i>		
0 – 10 years	27	33.75
11 – 20 years	21	26.25
21 – 30 years	15	18.75
31 – 40 years	13	16.25
41 – 50 years	4	5.00
OVERALL	80	100



Table 2. The mean value, standard deviation, and descriptive interpretation of the pedagogical innovation competence and research competence of the public secondary teachers

Competence	Mean Value	SD	Descriptive Interpretation
Teaching Personality	4.55	0.52	Very Competent
Teaching Competencies	4.25	0.48	Competent
Classroom Management	3.90	0.32	Competent
Classroom Assessment	3.79	0.47	Competent
Pedagogical Innovation Competence	4.12	0.45	Competent
Research Competence	3.62	0.41	Competent
Overall	3.87	0.43	Competent

Based on the findings, all of the majority indicators in pedagogical innovation competence are rated “competent” with an average mean of 4.12 and a standard deviation of 0.45 for research competence and an average mean of 3.62 with a standard deviation of 0.41. Thus, the public secondary teachers-respondents believed that they have manifested pedagogical and research competence (Table 4). The competitive environment in which they now operate encourages teachers to efficiently organize and manage their time in order to enhance their abilities in the modern world and to have a better understanding of research and pedagogy. Organizations and directors are forced by the high demands of competitive situations to use time wisely and mandate research to regulate time (Braga & Queroda, 2020).

Table 3. The mean value, standard deviation, and descriptive interpretation of the teachers’ professional development

Teachers’ Professional Development	Mean Value	SD	Descriptive Interpretations
Education Courses, Seminars, Trainings, Conferences, and Workshops	4.17	0.50	Competent
Observation visits to other public schools in the division	3.77	0.45	Competent
Qualification Program (highest degree program or attainment)	3.63	0.48	Competent
Individual or Collaborative Research	3.52	0.31	Competent
Mentoring and Coaching	3.85	0.39	Competent
Overall	3.78	0.43	Competent

Accordingly, with regard to the impact of teachers’ professional development, it is assumed that teacher responses and points of view are greatly reflected by the general experience. Table 5 shows the indicators of teachers’ professional development activities that teachers were asked to state whether they have participated in. The four types of indicators that received the highest mean value of participation were:

education courses, seminars, training, conferences, and workshops (4.17) with a standard deviation of 0.50 and the equivalent of competent, mentoring, and coaching (mean=3.85), observation visits to other public schools in the division (mean=3.77), Qualification Program (highest degree program or attainment) with a mean of 3.63 and a standard deviation of 0.48, and individual or collaborative research (mean=3.52). Overall, the results from the teachers’ professional development had a 3.78 mean value and a standard deviation of 0.43, with a corresponding descriptive interpretation of competent.

The main impediment to taking part in professional development was a scheduling problem with work. Scheduling and logistical concerns are commonly discussed in professional development literature, and discussions of what it means to have a continuous professional learning community in which teachers are allowed to be learners in an ongoing setting must take these ideas into account. On average, 23.8% of teachers cited parental responsibilities as a hindrance. There is a significant inverse relationship between teachers’ perceived levels of a lack of sufficient incentives or professional development and their actual levels of professional development (Badri *et al.*, 2016).

A supportive work environment for teachers and a high-quality learning environment for students both depend on the development of effective support and retention strategies (Evers, Van Heijden, & Kreijns, 2016; Polly *et al.*, 2015). Professional development is required to close skill gaps in new teachers’ skill sets and to keep expanding teachers’ knowledge (Evers *et al.*, 2016). To stay abreast of evolving practices and student requirements, teachers must participate in professional development. The development of opportunities for peer learning, the advancement of individual teachers’ skills, and the building of healthy school cultures are just a few examples of the significant qualitative effects that high-quality professional development might produce (Willemse *et al.*, 2015).

Table 4. The regression analysis of selected public secondary teachers’ pedagogical innovation, research competence, and professional development.

Variables	Unstandardized Coefficients		Standardized Coefficients	t _{value}	Sig.
	B	Std. Error	Beta		
Pedagogical Innovation Competence	0.865	0.112	0.776	6.252	0.000*
Research Competence	0.745	0.125	0.644	5.125	0.000*
Teachers’ Professional Development	0.895	0.110	0.712	7.514	0.000*

Table 4 shows the regression analysis of selected public secondary teachers' pedagogical innovation competence, research competence, and professional development. The p-value is lower than the 0.05 level of significance for pedagogical innovation ($t = 6.252$, $p = 0.000$), for research competence ($t = 5.125$, $p=0.000$), and lastly, for teachers' professional development ($t = 7.514$, $p=0.000$). This data means that the three (3) variables have a significant relationship with each other. Public teachers' teaching activities provide contextual investigations that allow their capability to be more research competent and have the ability to stand on their own path. The result indicates that proper platforms must be in place for teachers' research competency levels in order for them to fully equip their students with these competencies in subject research. This includes not only determining how to use concepts and technology, but also having technical writing and methodological skills. The teachers' focus group emphasized that comparatively little evaluation of professional development programs had been done to ascertain the value professional development has on teachers' perceptions of the influence on both student achievement and their teaching practice. This issue is brought up by other researchers as well (Meissel et al., 2016; Polly et al., 2015).

Conclusion

Nobody hardly reiterates how important knowledge is. Humanity evaluates it from all perspectives. It is acknowledged that the level of education and success of a country's population determine its quality. Based on the findings, all of the majority indicators in pedagogical innovation competence are rated "competent" with an average mean of 4.12 and standard deviation of 0.45 for research competence and an average mean of 3.62 with a standard deviation of 0.41. Thus, the public secondary teachers-respondents believed that they have manifested pedagogical and research competence. The four types of indicators that received the highest mean value of participation were: education courses, seminars, trainings, conferences, and workshops (4.17) with a standard deviation of 0.50 and the equivalent of competent, mentoring and coaching (mean=3.85), observation visits to other public schools in the division (mean=3.77), Qualification Program (highest degree program or attainment) with a mean of 3.63 and a standard deviation of 0.48, and individual or collaborative research (mean=3.52). Overall, the results from the teachers' professional development had a 3.78 mean value and a standard deviation of

0.43, with a corresponding descriptive interpretation of competent. The p-value is lower than the 0.05 level of significance for pedagogical innovation ($t = 6.252$, $p = 0.000$), for research competence ($t = 5.125$, $p=0.000$), and lastly, for teachers' professional development ($t = 7.514$, $p=0.000$). This data means that the three (3) variables have a significant relationship with each other. Therefore, public teachers' teaching activities provide contextual investigations that allow their capability to be more research competent and have the ability to stand on their own path.

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