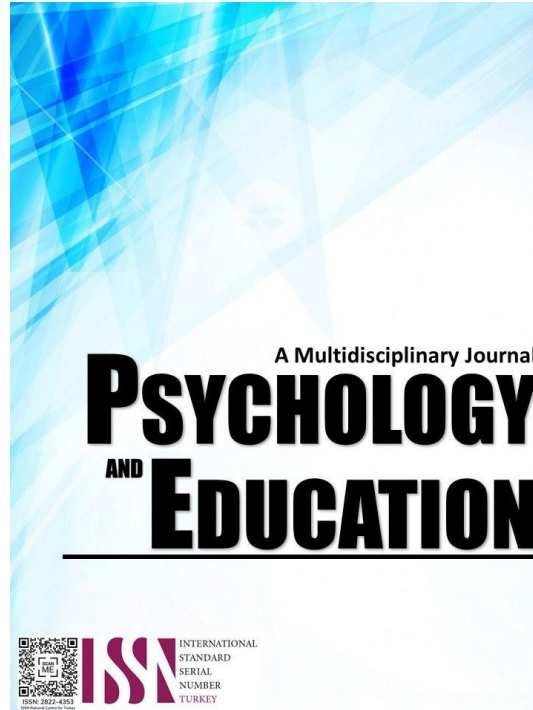


TEACHERS' PROFESSIONAL DEVELOPMENT PROGRAMS AND THEIR PERFORMANCE RATING



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Teachers' Professional Development Programs and Their Performance Rating

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Abstract

This study was conducted to delve into the effectiveness of teachers' professional development programs and their performance ratings. This study followed the descriptive-correlational research design. The respondents were the teachers assigned to the elementary schools of Damulog South District, Division of Bukidnon, School Year 2024-2025. Complete Enumeration was used as a sampling procedure for this study. It used a researcher-made survey-questionnaire. The respondents were all the teachers employed in the Damulog South District, Division of Bukidnon, School Year 2024-2025. The data were interpreted by utilizing the statistical tools such as frequency count, percentage, mean, standard deviation, and Pearson's r , Product-Moment Correlation Coefficient. This study yielded the following results: The majority of the respondents belong to the younger age groups. Specifically, 25–35 Years Old, Female, hold entry-level teaching roles or Teacher I position, and have attended programs at the "District Level Very High Level of teachers' professional development programs in terms of LAC, INSET, Scholarship, Conferences, Trainings, Short Courses, Others. The majority of the teachers achieved high performance ratings or Outstanding. None of the examined professional development programs has a statistically significant correlation with performance ratings. Based on the findings and conclusions, the following recommendations are hereby put forth: Teachers are encouraged to seek and engage in mentorship opportunities actively. Teachers may actively participate in LAC, INSET, scholarship, and other professional development programs, focusing on applying learned strategies directly to classroom practice. School heads may conduct a thorough review of their teacher evaluation processes to ensure they accurately reflect performance. Teachers may actively engage in feedback loops with school administrators, advocating for professional development programs.

Keywords: *teacher's professional development programs, teachers' performance rating, teacher evaluation, descriptive-correlational research, classroom practice*

Introduction

One is always learning; it is a lifetime process. People are increasingly conscious of the huge areas yet to be discovered as knowledge grows. Key facilitators of learner development, teachers are required to always be learning and keep their expertise fresh. The changing character of education is a significant obstacle that emphasizes the great need for professional growth for teachers.

Improving teaching efficacy depends much on professional development initiatives. These initiatives let teachers keep current with the most recent studies and educational approaches, increase their knowledge base, and modify their teaching plans. Teachers can improve the quality of their instruction and promote improved learner outcomes by learning new skills and techniques. Darling-Hammond et al. (2009) claim that well-designed professional development improves teacher knowledge and practice, hence raising learner achievement. Comparably, Yoon et al. (2007) came to a meta-analysis concluding that learner performance is much improved by continuous professional development targeted on content understanding and pedagogy.

Keeping current with changes in education is vital since the area is constantly changing with fresh studies, tools, and pedagogical inventions. Professional growth guarantees that teachers are ready to include these developments in their classrooms. Guskey and Yoon (2009) underlined the need for lifelong learning to enable teachers to implement evidence-based teaching plans. Fullan (2007) also underlined the requirement of constant learning to fit changes in the curriculum and technology developments consistent with 21st-century education.

Moreover, professional growth helps teachers to handle classroom diversity properly. Learners from many backgrounds, skill levels, and learning styles abound in today's classrooms. These initiatives support English language learners, allow teachers to adapt their courses for learners with specific needs, and promote inclusive learning environments. While the National Association for Multicultural Education (2020) argued for culturally sensitive training, Evertson and Weinstein (2006) underlined the requirement of varied instruction.

Additionally, encouraged by professional growth is reflective practice. Teachers are urged to assess their teaching strategies and consider their success. Emphasizing its part in increasing instructional effectiveness, Schön (1987) first presented the idea of reflective practice. To encourage reflective teaching, Joyce and Showers (2002) also backed the inclusion of coaching and feedback into professional development.

These initiatives also help professional learning groups to grow. Teachers can exchange best practices, advise one another, and participate in group problem-solving in cooperative learning settings. Hord (1997) and Vescio, Ross, and Adams (2008) emphasize that such communities improve teacher efficacy and positively affect learner outcomes.

Engaging in professional development raises teacher job satisfaction and morale as well. Schools that support teacher development show their priority to worker welfare, which motivates and increases professional engagement among their employees. While Darling-Hammond et al. (2017) stressed its function in promoting teacher well-being and retention, Ingersoll (2003) pointed out that support for professional development lowers teacher attrition.

These elements inspired the researcher to investigate the efficacy of professional development programs and their link to teacher performance ratings in the Damulog South District, Division of Bukidnon, during the school year 2024–2025.

Research Questions

This study aimed to examine the effectiveness of teachers' professional development programs and their corresponding performance ratings in the Damulog South District, Division of Bukidnon, for the School Year 2024–2025. This study answered the following questions:

1. What is the profile of respondents in terms of age, sex, position, and number of professional development programs attended?
2. What is the level of implementation of teachers' professional development programs in terms of LAC, INSET, Scholarship, Conferences, Trainings, Short Courses, and others?
3. What is the teachers' performance rating for the School Year 2023-2024?
4. Is there a significant relationship between the level of implementation of teachers' professional development programs and the teachers' performance rating?

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the effectiveness of teachers' professional development programs and their performance ratings in the Damulog South District, Division of Bukidnon, for the School Year 2024–2025. Data were collected from respondents regarding their profile—including age, sex, position, and number of trainings attended—as well as the perceived effectiveness of professional development programs and their performance ratings for the School Year 2023–2024.

Respondents

The respondents of this study were elementary school teachers assigned to various schools within the Damulog South District, Division of Bukidnon, during the School Year 2024–2025. These teachers have participated in professional development training programs and have acquired extensive knowledge and diverse skills related to their subject areas, pedagogical strategies, instructional methods, and classroom management. Through targeted training activities, they have deepened their understanding of effective teaching practices and gained access to new resources and approaches aimed at enhancing learner outcomes.

Instrument

This study employed a researcher-made survey questionnaire as the primary data collection tool. The instrument consisted of three parts. Part I focused on the respondents' profile, specifically their age, sex, position, and number of trainings attended. Part II assessed the level of effectiveness of teachers' professional development programs. Part III was designed to gather information on the teachers' performance ratings for the School Year 2023–2024.

Procedure

The study followed the standard research protocol prescribed by Valencia Colleges (Bukidnon) Incorporated. The researcher initially sought approval by formally requesting an endorsement letter from the Dean of Graduate Studies. This letter was subsequently presented to the Schools Division Superintendent of Bukidnon Division for further approval. Upon securing the necessary permissions, the researcher personally reached out to the teacher-respondents—either face-to-face or through social media—to request their voluntary participation in the study. After securing informed consent, the survey questionnaires were distributed to the identified participants for data collection.

Data Analysis

The data in this study were analyzed using the following statistical tools:

Frequency count and percentage were employed to describe the respondents' profile in terms of age, sex, position, and number of trainings attended. Mean and standard deviation were used to determine the level of implementation of teachers' professional development programs, specifically in the areas of Learning Action Cell (LAC), In-Service Training (INSET), Scholarships, Conferences, Trainings, Short Courses, and Others. Frequency count and percentage were also applied to present the distribution of teachers' performance ratings for the School Year 2023–2024. The Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the significant relationship between the level of implementation of teachers' professional development programs and their performance ratings.



Results and Discussion

This study was conducted to examine the implementation of teachers’ professional development programs and their performance ratings in the Damulog South District, Division of Bukidnon, for the School Year 2024–2025.

Specifically, the study aimed to: describe the profile of respondents in terms of age, sex, position, and number of professional development programs attended; determine the level of teachers’ professional development programs in terms of LAC, INSET, Scholarship, Conferences, Trainings, Short Courses, and Others; identify the teachers’ performance rating for the School Year 2023–2024; and assess the significant relationship between the level of effectiveness of teachers’ professional development programs and their performance rating.

The following sections present and discuss the findings based on the respondents’ profiles in terms of age, sex, position, and number of professional development programs attended, as well as the level of teachers’ professional development programs in terms of LAC, INSET, Scholarship, Conferences, Trainings, Short Courses, and Others.

Table 1 presents the demographic profile of the respondents in terms of age.

Table 1. Demographic Profile of the Respondents in terms of Age.

<i>Age</i>	<i>F</i>	<i>%</i>
25 – 35 Years Old	58	52.8
36 – 45 Years Old	45	40.9
46 – 55 Years Old	5	4.5
56 – 65 Years Old	2	1.8
Total	110	100.0

Table 1 shows the demographic profile of the respondents in terms of age, revealing that the majority belong to the younger age groups. Specifically, those aged 25–35 years old comprise the largest portion ($f = 58, 52.8\%$), indicating that more than half of the respondents fall within this range. This is followed by those aged 36–45 years old ($f = 45, 40.9\%$), representing a considerable percentage of respondents who are likely in their mid-career stage. In contrast, only a small percentage of respondents fall within the older age brackets: 46–55 years old ($f = 5, 4.5\%$) and 56–65 years old ($f = 2, 1.8\%$), suggesting that fewer teachers are in the later stages of their teaching careers.

The predominance of younger teachers in the Damulog South District presents both opportunities and challenges for the Philippine education system. This demographic trend highlights the need for targeted professional development programs that address the specific needs of early- to mid-career teachers—particularly in the areas of innovative teaching strategies, integration of technology, and curriculum enhancement. As emphasized by Darling-Hammond et al. (2017), effective professional development must be aligned with the evolving needs of teachers to ensure teacher growth and learner achievement.

The relatively low number of senior teachers also indicates a potential gap in experienced mentors, reinforcing the importance of implementing mentorship initiatives to facilitate knowledge transfer and support the growth of novice teachers. Avalos (2018) stressed that mentorship is a key component in improving teacher effectiveness and sustaining professional learning.

To retain young teachers, the Philippine government must continue to offer competitive compensation and benefits while also ensuring opportunities for career advancement and continuous development. According to DepEd (2023), the government remains committed to the professionalization of teachers to uphold and improve the quality of education in the country.

Table 2 shows the demographic profile of the respondents in terms of sex. It shows a significant disparity between male and female representation.

Table 2. Demographic Profile of the Respondents in terms of Sex.

<i>Sex</i>	<i>f</i>	<i>%</i>
Male	12	10.9
Female	98	89.1
Total	110	100.0

Table 2 shows the demographic profile of the respondents in terms of sex, revealing that the majority are female ($f = 98, 89.1\%$), indicating that women make up the dominant group in the sample. In contrast, only a small proportion of the respondents are male ($f = 12, 10.9\%$), suggesting that male representation is significantly limited in this study.

The notable predominance of female teachers in the teaching workforce, as reflected in the data, has several implications for the Philippine education system. While female teachers bring essential nurturing qualities and strong instructional capabilities, the underrepresentation of male teachers may lead to a lack of gender diversity, potentially limiting learners' exposure to a range of perspectives and role models. This imbalance highlights the need for targeted efforts to encourage greater male participation in the



teaching profession. UNESCO (2017) emphasizes that gender parity in education should extend beyond learner enrollment to include equitable representation among teachers.

Moreover, Dee (2017) found that male teachers can positively influence the academic performance and socio-emotional development of male learners, particularly in terms of engagement and motivation. Addressing this gender disparity may require the Department of Education (DepEd) to implement recruitment strategies and support programs that actively promote teaching as a rewarding career path for men.

In addition, recognizing and valuing the contributions of both male and female teachers is essential in creating an inclusive and equitable educational environment. According to the Philippine Commission on Women (PCW, 2021), gender mainstreaming is a key mandate for government institutions. Therefore, DepEd must ensure a gender-fair and inclusive workplace for all its personnel.

Table 3 displays the demographic profile of the respondents in terms of position.

Table 3. Demographic Profile of the Respondents in terms of Position.

<i>Position</i>	<i>f</i>	<i>%</i>
Teacher I	78	71.0
Teacher II	13	11.8
Teacher III	15	13.6
Master Teacher I	4	3.6
Master Teacher II	0	0
Total	110	100.0

Table 3 shows the demographic profile of the respondents in terms of position, indicating that the majority occupy entry-level teaching roles. Specifically, Teacher I ($f = 78, 71.0\%$) constitutes the largest group, suggesting that most respondents are in the initial stages of their teaching careers. This is followed by Teacher III ($f = 15, 13.6\%$) and Teacher II ($f = 13, 11.8\%$), representing a smaller but notable portion of mid-level teaching positions. In contrast, only a few respondents hold higher-ranking positions, with Master Teacher I ($f = 4, 3.6\%$), and no respondents under Master Teacher II ($f = 0, 0\%$), reflecting a limited presence of senior teachers in the district.

The predominance of Teacher I positions in the Damulog South District, as shown in Table 4, underscores the need for robust professional development programs and clear career advancement pathways within the Philippine education system. The large number of early-career teachers calls for targeted support to help them integrate effectively and grow in their profession. Day and Sachs (2016) emphasize that continuous professional development is vital for enhancing teacher quality and supporting upward career mobility.

The low number of Master Teachers, especially the absence of those in Master Teacher II roles, may point to challenges in retaining experienced teachers and fostering instructional leadership. This lack of senior mentors could hinder the transmission of effective practices and limit support for novice teachers. To address this, the Department of Education (DepEd) must strengthen its career progression system by outlining clear pathways for promotion.

As mandated by DepEd Order No. 42, s. In 2017, the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) aimed to ensure teacher quality. However, this must be complemented by transparent promotion policies and meaningful professional development opportunities. Furthermore, the implementation of mentorship programs and leadership roles can help retain experienced teachers and cultivate a strong network of instructional leaders. According to Kraft and Papay (2014), effective teacher leadership significantly contributes to improved school performance.

Table 4 reveals the demographic profile of the respondents in terms of the number of professional development programs attended

Table 4. Demographic Profile of the Respondents in terms of Number of Professional Development Programs Attended.

<i>Number of Professional Development Programs Attended</i>	<i>f</i>	<i>%</i>
School Level	6	5.5
District Level	45	40.9
Division Level	31	28.2
Regional Level	11	10.0
National Level	9	8.2
International Level	8	7.3
Total	110	100.0

Table 4 shows the number of professional development programs attended by respondents according to the level of implementation. The data reveal that the majority have participated in programs at the local level. The highest percentage of respondents attended activities at the District Level ($f = 45, 40.9\%$), followed by those who engaged in Division Level programs ($f = 31, 28.2\%$).

A smaller portion of respondents participated in Regional Level ($f = 11, 10.0\%$), National Level ($f = 9, 8.2\%$), and International Level ($f = 8, 7.3\%$) professional development activities, indicating that fewer teachers have had the opportunity to engage in higher-level training. Interestingly, only a limited number attended programs at the School Level ($f = 6, 5.5\%$).



The findings in Table 5 highlight a concentration of professional development participation at the district and division levels, which emphasizes the need to expand access to higher-tier training opportunities within the Philippine education system. While local-level professional development is valuable, exposure to regional, national, and international programs can broaden teachers' perspectives, introduce innovative teaching practices, and contribute to career growth.

According to Villegas-Reimers (2018), professional development should be a continuous and diversified process that encompasses various levels of training. The minimal participation at the School Level also points to a possible gap in addressing school-specific needs and fostering collaborative learning within individual institutions.

To address these issues, the Department of Education (DepEd) should strengthen its professional development framework by outlining clear pathways for teachers to pursue advanced training and enhancing the implementation of school-based professional development. As stated in DepEd Order No. 35, s. In 2016, the Learning Action Cell (LAC) was intended to serve as a key mechanism for in-school professional development, which requires further support and improvement.

Moreover, DepEd is encouraged to create more opportunities for teachers to participate in regional, national, and international conferences and workshops to enrich their professional skills and expertise. Providing incentives for participation in advanced professional development may also increase teachers' motivation for continuous learning. Timperley (2015) emphasized that effective and sustained professional learning is essential for improving teaching practices and learner outcomes.

The following sections will delve into the presentation and discussion of the teachers' performance ratings for the School Year 2023-2024.

Table 5 shows the level of teachers' professional development programs in terms of LAC.

Table 5. Level of Teacher's Implementation of Professional Development Programs in terms of LAC.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have experienced and observed the implementation of Learning Action Cell (LAC) Session as a Teacher's Professional Development Program			
LAC Session helps enhance teachers' pedagogical practices. LAC sessions provide an opportunity for teachers to collaborate, share best practices, and discuss effective teaching strategies.	4.50	0.520	Very High Level
LAC Session allows for reflective practice. LAC sessions often involve self-reflection and analysis of one's teaching practice. Teachers are encouraged to critically examine their instructional approaches, identify areas for improvement, and set goals for professional growth	4.47	0.569	Very High Level
LAC Session provides opportunity for collaboration and networking. LAC allows sharing experiences, exchanging ideas, and seeking advice from colleagues, teachers can expand their knowledge and gain insights from diverse perspectives.	4.45	0.535	Very High Level
LAC Session is an avenue for professional development opportunities. LAC sessions provide opportunities to allow teachers to acquire new knowledge, skills, and competencies that can enhance their teaching practice.	4.45	0.535	Very High Level
LAC Session creates alignment with performance evaluation criteria. LAC sessions can be avenue to align with the performance evaluation criteria or indicators used in the teacher's performance rating.	4.38	0.557	Very High Level
Overall	4.45	0.432	Very High Level

Scale-Range-Indicator-Description: 5 (4.20-5.00, Very High Level, implementation is observed 9-10 times out of ten situations); 4 (3.40-4.19, High Level, implementation is observed 7-8 times out of ten situations); 3 (2.60-3.39, Moderate Level, implementation is observed 5-6 times out of ten situations); 2 (1.80-2.59, Low Level, implementation is observed 3-4 times out of ten situations); 1 (1.00-1.79, Very Low Level, implementation is observed 0-2 times out of ten situations).

Table 5 shows that the level of teachers' professional development programs in terms of Learning Action Cell (LAC) sessions is generally interpreted as "Very High" (Overall Mean = 4.45, SD = 0.432), indicating that teachers frequently observe and participate in LAC sessions as part of their professional growth. Among the indicators, the highest-rated item is "LAC Session helps enhance teachers' pedagogical practices. LAC sessions provide an opportunity for teachers to collaborate, share best practices, and discuss effective teaching strategies" (Mean = 4.50, SD = 0.520), reflecting the strong perceived impact of LAC sessions on teaching effectiveness.

LAC programs provide teachers with opportunities to broaden their knowledge base, acquire new skills, and improve instructional methods (Zepeda, 2019). According to Korthagen (2017), professional development initiatives such as LACs foster collaboration, reflection, and continuous growth, thereby cultivating a culture of learning within schools.

Closely following is "LAC Session allows for reflective practice" (Mean = 4.47, SD = 0.569), which also received a "Very High" rating. This suggests that teachers view LAC sessions as an effective avenue for self-assessment and professional development. Similarly, both "LAC Session provides opportunity for collaboration and networking" and "LAC Session is an avenue for professional development opportunities" (Mean = 4.45, SD = 0.535) were equally rated, highlighting the importance of collegial support and peer learning within these sessions.

The indicator with the lowest mean, though still rated "Very High," is "LAC Session creates alignment with performance evaluation criteria" (Mean = 4.38, SD = 0.557), indicating a slightly lower—but still strong—perception of its role in linking professional learning



to evaluation frameworks.

The overall positive assessment of LAC sessions in the Damulog South District affirms their effectiveness as a model for teacher professional development within the Philippine education system. The emphasis on collaboration and reflection aligns with modern principles of teacher growth, which prioritize active engagement and peer support. As Darling-Hammond et al. (2017) note, high-quality professional development is characterized by collaboration, content focus, and active learning—all of which are embedded in the LAC approach.

The Department of Education (DepEd) is encouraged to build on the success of LAC sessions by ensuring their sustained implementation and providing the necessary resources for their continuous improvement. Additionally, regular monitoring and evaluation should be conducted to ensure that LACs continue to address the professional development needs of teachers. Timperley (2015) emphasizes that effective professional learning requires consistent evaluation to ensure its relevance and impact.

Table 6 displays the level of teachers' professional development programs in terms of INSET.

Table 6. *Level of Teachers' Implementation of Professional Development Programs in terms of INSET.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have experienced and observed the implementation of In-Service Training (INSET) as a Teacher's Professional Development Program			
INSET is an avenue for Peer Collaboration and Networking. INSET programs often encourage collaboration among teachers, allowing them to share experiences, resources, and best practices.	4.41	0.529	Very High Level
INSET is an avenue for Reflective Practice. INSET programs often involve self-reflection and self-assessment of teaching practices. Teachers are encouraged to critically analyze their instructional methods, reflect on learner outcomes, and identify areas for growth.	4.36	0.501	Very High Level
INSET is an avenue for targeted professional growth. By addressing teachers' specific needs and areas for improvement, INSET programs can help them develop targeted skills and competencies.	4.34	0.564	Very High Level
INSET is an avenue for updated knowledge and skills. INSET programs offer opportunities for teachers to acquire new knowledge, learn about the latest educational research, and stay updated with current teaching methodologies and approaches.	4.30	0.612	Very High Level
INSET is an avenue for application of learning. Effective INSET programs provide opportunities for teachers to apply their learning in real classroom settings through action research projects, lesson observations, or collaborative planning sessions.	4.26	0.551	Very High Level
Overall	4.33	0.468	Very High Level
<small>Scale-Range-Indicator-Description: 5 (4.20-5.00, Very High Level, implementation is observed 9-10 times out of ten situations); 4 (3.40-4.19, High Level, implementation is observed 7-8 times out of ten situations); 3 (2.60-3.39, Moderate Level, implementation is observed 5-6 times out of ten situations); 2 (1.80-2.59, Low Level, implementation is observed 3-4 times out of ten situations); 1 (1.00-1.79, Very Low Level, implementation is observed 0-2 times out of ten situations).</small>			

Table 6 presents the level of teachers' professional development programs in terms of In-Service Training (INSET), which is generally rated at a "Very High Level" (Overall Mean = 4.33, SD = 0.468). This indicates that teachers frequently observe and engage in INSET programs as part of their professional development. Among the indicators, the highest-rated item is "INSET is an avenue for Peer Collaboration and Networking" (Mean = 4.41, SD = 0.529), reflecting the strong perceived value of INSET in fostering collegiality, knowledge sharing, and collaborative support among teachers.

In-Service Education and Training is a form of professional development conducted either at the school level (school-based INSET) or at the division/district level (cluster-based INSET), intended to address areas of need identified by teachers or school leaders to enhance teaching competencies (Steiner et al., 2016).

Closely following in the results are "INSET is an avenue for Reflective Practice" (Mean = 4.36, SD = 0.501) and "INSET is an avenue for targeted professional growth" (Mean = 4.34, SD = 0.564), both of which received very high ratings. These suggest that teachers view INSET as instrumental in encouraging self-reflection and addressing specific areas for professional growth. Similarly, "INSET is an avenue for updated knowledge and skills" (Mean = 4.30, SD = 0.612) highlights the role of INSET in helping teachers stay informed on current trends, research, and effective teaching methodologies. In the Philippine context, Lopukhova and Makeeva (2019) identified INSET as a key component of ongoing teacher development and capacity-building.

The Department of Education (DepEd) in the Philippines has placed strong emphasis on continuous professional development to ensure teachers are equipped with the competencies required to deliver quality education (Verzosa, 2016). INSET programs specifically aim to strengthen pedagogical approaches, content knowledge, and classroom management.

The indicator with the lowest mean, though still within the "Very High Level" category, is "INSET is an avenue for application of learning" (Mean = 4.26, SD = 0.551), which implies a need to enhance the practical application component of INSET activities. As noted by Song and Chang (2017), sustained engagement in professional development helps improve teaching quality, promotes learner-centered learning, and addresses the diverse educational needs of learners across the country.

The consistently high ratings of INSET in the Damulog South District, as shown in Table 7, affirm the importance of INSET as a fundamental element in the professional development of Filipino teachers. The strong emphasis on collaboration and networking underscores the need to cultivate a supportive professional learning environment. Opfer and Pedder (2011) emphasized that



collaborative professional development significantly contributes to teacher effectiveness and learner achievement.

The high scores for reflective practice and targeted growth indicate that INSET effectively encourages teachers to assess their competencies and address specific developmental needs. It is imperative for DepEd to ensure that INSET programs are intentionally structured to support collaboration and offer opportunities for reflection. As outlined in DepEd Order No. 39, s. In 2009, the department issued guidelines requiring regular monitoring and continuous improvement of INSET programs.

Furthermore, the relatively lower rating on the application of learning suggests a need to reinforce the hands-on aspect of INSET. DepEd should ensure that teachers are provided with opportunities to implement the skills and knowledge gained from training sessions in their classroom practice. Guskey (2014) highlighted that meaningful professional development leads to observable changes in both teacher practices and learner outcomes.

Table 7 presents the level of teachers' professional development programs in terms of Scholarship.

Table 7. Level of Teacher's Professional Development Programs in terms of Scholarship.

Indicator	Mean	SD	Interpretation
As a teacher, I have experienced and observed the implementation of Scholarships as a Teacher's Professional Development Program			
Scholarships allow access to advanced education. Scholarships provide teachers with the opportunity to pursue advanced degrees, specialized certifications, or additional coursework in their field.	4.13	0.507	High Level
Scholarships allow expanded knowledge base. Scholarships often support teachers in attending conferences, workshops, seminars, and professional development programs.	4.09	0.458	High Level
Scholarships allow enhanced instructional techniques. Scholarships can focus on specific areas of professional development, such as technology integration, inquiry-based learning, differentiated instruction, or assessment strategies.	3.95	0.616	High Level
Scholarships allow networking and collaboration. Scholarships often provide teachers with opportunities to connect and collaborate with other teachers, both locally and globally.	3.87	0.620	High Level
Scholarships allow research and evidence-based practice. Some scholarships may support teachers in conducting research or engaging in action research project.	3.87	0.574	High Level
Overall	3.98	0.460	High Level

Scale-Range-Indicator-Description: 5 (4.20-5.00, Very High Level, implementation is observed 9-10 times out of ten situations); 4 (3.40-4.19, High Level, implementation is observed 7-8 times out of ten situations); 3 (2.60-3.39, Moderate Level, implementation is observed 5-6 times out of ten situations); 2 (1.80-2.59, Low Level, implementation is observed 3-4 times out of ten situations); 1 (1.00-1.79, Very Low Level, implementation is observed 0-2 times out of ten situations).

Table 7 presents the level of teachers' professional development programs in terms of scholarships, which is generally evaluated at a "High Level" (Overall Mean = 3.98, SD = 0.460). This suggests that teachers recognize the contribution of scholarship programs to their professional growth, although to a slightly lesser extent compared to other forms of professional development. The highest-rated indicator is "Scholarships allow access to advanced education" (Mean = 4.13, SD = 0.507), underscoring the high value teachers place on opportunities for further studies, advanced degrees, specialized certifications, and coursework relevant to their profession.

Closely following is "Scholarships allow expanded knowledge base" (Mean = 4.09, SD = 0.458), which also received a high rating, indicating the importance of scholarships in enabling participation in conferences, seminars, and workshops that support continuous learning. Similarly, "Scholarships allow enhanced instructional techniques" (Mean = 3.95, SD = 0.616) shows that teachers acknowledge how scholarship opportunities help improve specific pedagogical strategies, such as the integration of technology and inquiry-based learning approaches.

The indicators with the lowest mean scores are "Scholarships allow networking and collaboration" (Mean = 3.87, SD = 0.620) and "Scholarships allow research and evidence-based practice" (Mean = 3.87, SD = 0.574), suggesting these aspects are perceived as less emphasized or less accessible through current scholarship programs.

The overall "High Level" perception of scholarship programs in the Damulog South District, as reflected in Table 8, highlights the need for continued support and expansion of such opportunities for Filipino teachers. The strong emphasis on pursuing advanced education and expanding professional knowledge aligns with the broader goal of sustained professional development in the teaching profession. According to Villegas-Reimers (2018), professional development should include avenues for higher education and research involvement.

The Department of Education (DepEd) is encouraged to strengthen scholarship programs to broaden access to graduate studies, specialized training, and other forms of academic advancement. DepEd Order No. 12, s. 2012 outlines the standards for scholarship grants, which must undergo regular review and improvement to ensure they remain relevant and effective.

Additionally, the relatively lower ratings for networking and research engagement suggest the need to incorporate structured opportunities for collaboration and research within scholarship programs. Promoting participation in research and facilitating the creation of professional networks among teachers can enhance the overall impact of these initiatives. As Timperley (2015) emphasized, effective professional learning must include opportunities for networking and collaborative practice among peers.

Table 8 shows the level of teachers' professional development programs in terms of Conferences, Trainings, Short Courses, and others.



Table 8. *Level of Teacher's Professional Development Programs in terms of Conferences, Trainings, Short Courses, Others.*

Indicator	Mean	SD	Interpretation
As a teacher, I have experienced and observed the effectiveness of Conferences/Trainings/Short Courses as a Teacher's Professional Development Program			
Conferences/Trainings/Short Courses facilitate knowledge enrichment. Conferences, trainings, and short courses provide teachers with the chance to acquire new knowledge and skills relevant to their subject areas or pedagogical practices.	4.24	0.490	Very High Level
Conferences/Trainings/Short Courses facilitate skill development. By actively engaging in skill development, teachers can refine their instructional practices and apply new techniques in their classrooms, which can positively influence their performance rating.	4.15	0.543	High Level
Conferences/Trainings/Short Courses facilitate reflective practice. Professional development programs often encourage teachers to reflect on their teaching practices, assess their strengths and areas for improvement, and set goals for professional growth.	4.14	0.610	High Level
Conferences/Trainings/Short Courses facilitate exposure to diverse perspectives. By incorporating diverse perspectives into their practice, teachers can create inclusive and culturally responsive learning environments.	4.13	0.648	High Level
Conferences/Trainings/Short Courses facilitate networking and collaboration. Conferences, training, and short courses provide teachers with opportunities to network and collaborate with teachers from different schools, districts, or even countries.	4.10	0.587	High Level
Overall	4.15	0.515	High Level

Scale-Range-Indicator-Description: 5 (4.20–5.00, Very High Level, effectiveness is observed 9–10 times out of ten situations); 4 (3.40–4.19, High Level, effectiveness is observed 7–8 times out of ten situations); 3 (2.60–3.39, Moderate Level, effectiveness is observed 5–6 times out of ten situations); 2 (1.80–2.59, Low Level, effectiveness is observed 3–4 times out of ten situations); 1 (1.00–1.79, Very Low Level, effectiveness is observed 0–2 times out of ten situations).

Table 8 presents the level of teachers' professional development programs in terms of conferences, trainings, short courses, and other related activities, which is generally rated at a "High Level" (Overall Mean = 4.15, SD = 0.515). This indicates that teachers find these activities beneficial for professional growth, although they may not perceive them as consistently impactful compared to other forms of professional development. The highest-rated indicator is "Conferences/Trainings/Short Courses facilitate knowledge enrichment" (Mean = 4.24, SD = 0.490), showing that teachers highly value these programs as opportunities to gain new insights and skills relevant to their subject matter and teaching practices.

Following these are "Conferences/Trainings/Short Courses facilitate skill development" (Mean = 4.15, SD = 0.543) and "Conferences/Trainings/Short Courses facilitate reflective practice" (Mean = 4.14, SD = 0.610), both receiving high ratings. These results suggest that teachers see these programs as valuable for enhancing teaching strategies and fostering self-assessment. Similarly, "Conferences/Trainings/Short Courses facilitate exposure to diverse perspectives" (Mean = 4.13, SD = 0.648) underscores the importance of such activities in promoting inclusivity and broadening teachers' cultural awareness in the classroom.

The indicator with the lowest mean, though still within the "High Level" range, is "Conferences/Trainings/Short Courses facilitate networking and collaboration" (Mean = 4.10, SD = 0.587), indicating a slightly lower emphasis on peer interaction and collaboration in these professional development activities.

The "High Level" perception of conferences, trainings, and short courses among teachers in Damulog South District, as shown in Table 9, confirms their relevance and contribution to teacher development in the Philippine educational context. The strong emphasis on knowledge enhancement and skills acquisition points to the continued need for ongoing learning aligned with evolving academic standards and teaching methodologies. According to Darling-Hammond et al. (2017), effective professional development must be content-focused and provide opportunities for active engagement—an assertion supported by the high ratings for knowledge and skill development in this study.

The Department of Education (DepEd) is encouraged to continue supporting and facilitating teacher participation in conferences, training programs, and short courses, ensuring these initiatives are responsive to both teacher needs and national education goals. As outlined in DepEd Order No. 39, s. 2009, INSET programs—which may include such professional development formats—are formally recognized and supported by DepEd.

To address the relatively lower rating for networking and collaboration, DepEd may consider incorporating structured collaborative activities into these programs, such as breakout group discussions, joint projects, or professional learning communities. Providing teachers with more opportunities to build professional networks and share best practices is essential. Timperley (2015) emphasized that establishing professional learning networks is a fundamental element of effective and sustainable teacher development. The presentation and discussion of the teachers' performance rating for the School Year 2023-2024 is found in the following sections.

Table 9 presents the teachers' performance rating for the School Year 2023-2024.

Table 9 shows the teachers' performance rating for the School Year 2023–2024, showing that a majority of teachers received high performance evaluations. Specifically, those with ratings ranging from 4.500 – 5.000 ($f = 74, 67.3\%$) were classified as Outstanding, indicating exceptional performance in their professional roles. Additionally, 36 teachers (32.7%) received a rating of 3.500 – 4.499,



falling under the Very Satisfactory category, which reflects strong performance that meets and often exceeds expectations. Notably, no teachers were rated under the Satisfactory (2.500 – 3.499, $f = 0$, 0%), Unsatisfactory, or Poor categories, highlighting a consistently high level of performance among the teaching staff.

Table 9. *Teachers’ Performance Rating for the School Year 2023-2024.*

Range	<i>f</i>	%	Adjectival Rating
4.500 – 5.000	74	67.3	Outstanding
3.500 – 4.499	36	32.7	Very Satisfactory
2.500 – 3.499	0	0	Satisfactory
	0	0	Unsatisfactory
Total	110	100.0	Poor

Teachers’ professional development programs are integral in contributing to such outcomes, as they equip teachers with updated skills, strategies, and knowledge that directly enhance their classroom effectiveness (Kennedy, 2016).

These results suggest that the majority of teachers in the district exhibit a high degree of competence and instructional effectiveness. The absence of lower performance ratings implies that teachers are consistently meeting—and, in many cases, exceeding—the expected professional standards.

The highly favorable ratings observed in the Damulog South District, as shown in Table 10, may reflect the effective implementation of performance appraisal tools and the presence of strong support systems for teachers within the Philippine education framework. However, the absence of lower-tier ratings also warrants a critical review of the evaluation process to ensure its rigor and credibility. Danielson (2016) emphasized that effective teacher evaluation systems should not only assess performance but also provide meaningful feedback and support ongoing professional growth.

The Department of Education (DepEd) is encouraged to conduct regular reviews of its Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) to ensure that it accurately measures teacher effectiveness and provides direction for targeted professional development, in accordance with DepEd Order No. 42, s. In 2017, RPMS-PPST was designed to uphold teaching excellence, which necessitates continued monitoring and refinement to maintain its relevance and impact.

Furthermore, the consistently high-performance ratings suggest a need to explore and document best practices and effective strategies employed by high-performing teachers for possible replication across other schools and divisions. DepEd should provide platforms for teachers with exceptional ratings to share and model their strategies with peers. Timperley (2015) supports the notion that effective professional learning involves the active sharing of best practices within a professional learning community.

The following section presents the analysis and discussion of the significant relationship between the level of implementation of teachers’ professional development programs and their performance ratings.

Table 10 shows the test of the significant relationship between the level of implementation of teachers’ professional development programs and the teachers’ performance rating.

Table 10. *Test of Significant Relationship between the Level of Implementation of Teachers’ Professional Development Programs and the Teachers’ Performance Rating.*

Variable	<i>r</i>	<i>p</i> -value	Interpretation
LAC	-.005	.962	Not Significant
INSET	.124	.197	Not Significant
Scholarship	.048	.616	Not Significant
Conferences, Trainings, Short Courses, Others	.039	.686	Not Significant
Overall	.093	.334	Not Significant

Table 10 presents the results of the test of the significant relationship between the level of implementation of teachers’ professional development programs and their performance ratings. The findings show that none of the professional development program components demonstrate a statistically significant correlation with teacher performance ratings.

Specifically, Learning Action Cell (LAC) yielded an $r = -0.005$ with a p -value = 0.962, indicating no significant relationship. This suggests that participation in LAC sessions does not have a measurable influence on teacher performance ratings. As stated by Darling-Hammond (2015), while professional development may offer opportunities for reflection and growth, these benefits may not always be reflected in formal evaluation scores.

Likewise, INSET ($r = 0.124$, p -value = 0.197), Scholarship ($r = 0.048$, p -value = 0.616), and Conferences, Trainings, Short Courses, Others ($r = 0.039$, p -value = 0.686) also did not show significant relationships with performance ratings. The overall correlation between the level of implementation of professional development programs and teacher performance ratings was $r = 0.093$, with a p -value = 0.334.

Given that all p -values are greater than 0.05, the result is not statistically significant. Therefore, the null hypothesis is accepted. The

lack of a significant correlation in the Damulog South District, as shown in Table 11, raises important concerns regarding the alignment and impact of current professional development (PD) efforts within the Philippine education system. While previous tables indicate that teachers perceive these programs positively, such perceptions do not appear to translate into measurable improvements in their performance evaluations.

According to Guskey (2014), meaningful professional development should lead to observable changes in teaching practices and learner learning outcomes, which should ideally be reflected in teacher performance ratings. This disconnect may imply that current PD initiatives are not sufficiently aligned with the performance standards outlined in the RPMS-PPST.

In accordance with DepEd Order No. 42, s. In 2017, the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) aimed to uphold teacher quality. Therefore, the Department of Education (DepEd) must conduct a thorough evaluation of its professional development programs to ensure their alignment with the RPMS-PPST framework. Furthermore, the findings suggest a potential need to revisit the performance evaluation system to capture the practical outcomes of PD participation better.

As emphasized by Timperley (2015), professional learning must be continuously monitored—not only in terms of delivery but also through its integration into teacher evaluation systems. Ensuring that both PD programs and performance assessments are aligned will support more accurate and meaningful evaluations of teacher growth and effectiveness.

Conclusions

Based on the findings, the following conclusions were drawn:

The dominance of young, female, entry-level teachers participating mainly in district-level programs highlights the importance of accessible, gender-responsive mentorship and broader opportunities for higher-level professional development to support career advancement. The consistent “Very High Level” perception of professional development programs demonstrates teachers’ strong appreciation for these initiatives; however, the lack of a significant correlation with performance ratings suggests a misalignment between professional development content and performance evaluation standards. The widespread “Outstanding” ratings point to a solid foundation of competence among teachers, yet the absence of lower ratings calls for a closer examination of the evaluation process to ensure accuracy, fairness, and opportunities for targeted development. The absence of a significant relationship between professional development implementation and performance ratings suggests the need for better integration between training content, implementation strategies, and performance evaluation frameworks to ensure measurable improvements in teaching effectiveness.

Based on the findings and conclusions, the following recommendations are offered:

Teachers may benefit from engaging in mentorship opportunities that reflect their career stage and gender considerations. Exploring professional development beyond the district levels, such as regional, national, or international programs, could provide broader learning experiences and support professional growth. Participation in programs such as LAC, INSET, scholarships, and other training opportunities may be maximized by focusing on the practical application of learned strategies in classroom settings. It may also be helpful to advocate for clearer links between professional development content and performance appraisal criteria.

School leaders may consider reviewing their performance evaluation systems to ensure accuracy and usefulness in identifying specific growth areas. Recognizing and sharing best practices from teachers rated as “Outstanding” could contribute to a culture of continuous improvement. Teachers may find it valuable to engage in feedback discussions with school administrators to ensure that professional development initiatives align with evaluation metrics. They may also consider offering input on the effectiveness and relevance of current assessment tools while applying insights from training to everyday teaching practice.

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