

Professional Development Practices of Teachers and Its Implications to Literacy Leadership and Instructional Management Competence

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ABSTRACT

This study investigated the professional development practices of teachers and their implications for literacy leadership and instructional management competence. It focused on training, peer collaboration, educational research, and mentorship, and examined their relationships with literacy leadership and instructional management competence. A descriptive-correlational design was employed, involving 261 public elementary teachers from Vinzons District. Data were collected through a survey questionnaire and analyzed using descriptive statistics and Pearson Product-Moment Correlation. Results showed that training ($M=3.56$) and peer collaboration ($M=3.49$) were always practiced, mentorship programs ($M=3.05$) were frequently practiced, while educational research ($M=2.12$) was rarely practiced. Professional development practices had strong positive implications for literacy leadership ($M=3.58-3.64$) and instructional management competence ($M=3.52-3.63$). Significant correlations were found between professional development practices and both literacy leadership ($r=.184-.504$, $p<.01$) and instructional management competence ($r=.192-.478$, $p<.01$), with training and mentorship showing the strongest associations. The study concludes that while teachers are consistent in training and collaboration, engagement in research remains limited. Professional development contributes significantly to both literacy leadership and instructional management competence, but areas such as inclusivity, curriculum planning, and external linkages need further support. To address these gaps, the study recommends structured Continuous Professional Development (CPD), stronger mentoring, institutionalized peer learning communities, and the SPARK (Sustaining Professional Advancement and Research Knowledge of Literacy Leaders) Program to enhance teachers' research capability.

Keywords: Assessment and reporting, literacy leadership, content knowledge and pedagogy, curriculum and planning, diversity of learners, educational research, instructional management competence, learning environment, peer collaboration, personal growth, professional development practices, training

INTRODUCTION

Developing an understanding of educational theories and principles is only the starting point of effective teaching practice. Teachers require sustained opportunities not only to acquire knowledge but also to integrate it into instruction (Timperley, 2008). Research shows that meaningful professional development demands extended engagement, often one to two years, so educators can reconcile prior beliefs with new approaches and refine their pedagogy. However, many training programs remain disconnected from classroom realities and fail to address teachers' professional needs, resulting in limited impact on practice and motivation (Gibson, 2020; Person, 2020).

To address these challenges, the Department of Education (DepEd) restructured the National Educators Academy of the Philippines (NEAP) in 2019, aligning professional development with the Philippine Professional Standards for Teachers (PPST) and School Leaders (DepEd Order No. 011, s. 2019). These initiatives include induction programs, career progression courses, School Learning Action Cells, and In-Service trainings, all intended to strengthen instructional leadership and improve learner outcomes (Ocampo and Lucasan, 2022). Studies indicate that Filipino teachers value continuous professional development and actively engage in seminars, research, and higher education to meet diverse learning needs and respond to broader educational issues (Alibang, 2023).

Ultimately, teacher quality remains central to student achievement, linking professional development directly to national educational progress (Philippine National Research Center for Teacher Quality, 2018). Against this backdrop, this study examines the professional development practices of teachers in Vinzons District, specifically in-service training, peer collaboration, educational research, and mentorship, and explores their implications for literacy leadership and instructional management competence. By doing so, it aims to inform policy and practice, bridge gaps in teacher development, and support sustainable improvements in both teaching quality and learner outcomes.

METHODOLOGY

This study employed a quantitative descriptive-correlational design to examine the professional development practices of teachers and their implications for literacy leadership and instructional management competence. The descriptive component was used to profile teachers' professional development practices in terms of training, peer collaboration, educational research, and mentorship, while the correlational component explored the relationships between these practices and teachers' literacy leadership and instructional management competence (Gay et al., 2009; SAGE Publications, 2016).

The study targeted all 261 public elementary teachers from 19 schools in Vinzons District during the 2025–2026 academic year, employing total enumeration to ensure full representation. Respondents varied in age, sex, educational attainment, position, and length of service.

Data were collected through a researcher-made survey questionnaire, validated by five educational experts and pilot-tested on 20 teachers outside the study area. The instrument contained three sections: (1) professional development practices, (2) implications for literacy leadership, and (3) implications for instructional management competence. Items were measured on a four-point Likert scale, with reliability assessed using Cronbach's Alpha.

Data analysis was conducted using SPSS Version 28. Descriptive statistics (weighted mean) summarized professional development practices and their implications. Pearson's correlation coefficient was applied to determine significant relationships among professional development practices, literacy leadership, and instructional management competence (Schober et al., 2018).

RESULTS AND DISCUSSION

Professional Development Practices of Teachers in Vinzons District. Understanding the current state of teachers' professional development in the district is therefore critical, as it not only reflects existing strengths but also identifies areas that require further support and intervention. By examining these practices, school leaders and policymakers can design targeted programs that empower teachers to become reflective practitioners and active contributors to educational innovation and improvement.

Training. Table 1 presents the professional development practices of teachers along training. Participation in In-Service Training (INSET) ranked the highest with a weighted mean of 3.92, interpreted as always practiced. Teachers regularly and consistently take part in INSET activities, considering that it is an institutionalized and accessible avenue for professional growth. INSET programs are also usually school- or district-based, free of charge, and designed to address immediate teaching needs such as curriculum reforms, instructional strategies, and classroom management approaches. This makes them highly relevant and practical for teachers, which explains such high level of engagement. Their active involvement implies the trust that teachers have with DepEd initiated programs or trainings, like INSET, intended to contribute to their professional growth.

Table 1. Professional Development Practices of Teachers along Training

Indicators	Weighted Mean	Interpretation
Attendance in DepEd-initiated or accredited trainings, webinars, and seminars	3.82	AP

Participation in In-Service Training (INSET) programs	3.92	AP
Engagement in specialized training related to subject area, ICT integration, or inclusive education	3.43	AP
Completion of continuing professional development (CPD) units required by the Professional Regulation Commission (PRC)	3.25	AP
Involvement in programs under the National Educators Academy of the Philippines (NEAP)	3.40	AP
Overall Weighted Mean	3.56	AP

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Always Practiced (AP)
2.50 – 3.24	-	Frequently Practiced (FP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Never Practiced (NP)

On the other hand, the lowest was Continuing Professional Development (CPD) with a mean of 3.25, still interpreted as always practiced. Teachers engage in programs that have corresponding CPD points less frequently compared to their participation in INSET. Such programs usually have charges that could somehow be impractical for teachers. Moreover, there are limited accredited programs in the locality, and at times, scheduling conflicts with their teaching responsibilities. This suggests that teachers often comply with CPD requirements out of necessity for license renewal rather than sustained professional enrichment. Overall, the weighted mean of 3.56 reveals that teachers actively participate in professional development, though they are more engaged in school-supported initiatives like INSET than in self-funded programs such as CPD.

Peer Collaboration. Table 2 reveals the professional development practices of teachers along peer collaboration. Active participation in Learning Action Cell (LAC) sessions garnered the highest weighted mean of 3.86, interpreted as always practiced. Teachers consistently value and engage in LAC sessions as effective avenue for professional development. These sessions allow teachers to share experiences, exchange instructional strategies, and discuss solutions to common challenges they encounter in their classrooms. This finding implies that LAC sessions have become a vital part of teachers' professional routine. In contrast, involvement in School Learning Action Team (SALT) meetings obtained the lowest mean of 3.22, interpreted as frequently practiced, suggesting that participation is less consistent. Collaboration in SALT meetings is less consistent and not as strongly embedded in teachers' professional practices compared to LAC participation. SALT meetings do not follow a regular schedule and are only dependent on teachers' availability or free time. The conduct of SALT meetings is not explicitly required, making it reliant on teachers' discretion. It is also usually conducted once every quarter, which also explains teachers' lesser engagement. The overall weighted mean of 3.49, interpreted as always practiced, implies that collaboration is already well-established in schools, with LAC sessions serving as a cornerstone of professional growth and SALT meetings providing occasional but valuable support. This highlights that teachers actively rely on peer collaboration to address instructional challenges and strengthen professional practices, underscoring the importance of sustaining and institutionalizing collaborative avenues for continued growth.

Table 2 Professional Development Practices of Teachers along Peer Collaboration

Indicators	Weighted Mean	Interpretation
Engagement in peer-classroom observation to observe other's teaching and provide feedback	3.24	FP
Involvement in School Learning Action Team (SALT) meeting within the learning area or grade level	3.22	FP
Active participation in Learning Action Cell (LAC) sessions	3.86	AP
Sharing of best practices during school-based or district-level meetings	3.51	AP
Collaboration with teachers in the same grade level or learning area in planning lessons and developing formative, summative, and quarterly assessments	3.63	AP
Overall Weighted Mean	3.49	AP

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Always Practiced (AP)
2.50 – 3.24	-	Frequently Practiced (FP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Never Practiced (NP)

Educational Research. Table 3 presents the professional development practices of teachers along educational research. Participation in research capability-building workshops or training obtained the highest weighted mean of 2.30, interpreted as rarely practiced. This suggests that while some teachers have attended research-related training, such opportunities are limited and not consistently accessible. The relatively low engagement suggests that lack consistent access to structured workshops that develop their skills in conducting classroom-based inquiries and evidence-based instructional improvements. Although DepEd initiates trainings such as ‘Edusaliksik’, only a limited number of teachers are able to participate, and the insights gained from these sessions are often not cascaded or shared at the school level. On the other hand, the conduct of scholarly research publications registered the lowest mean of 2.00, also interpreted as rarely practiced. The rarity of research capability-building workshops further explains why very few are equipped with the skills and confidence needed to pursue publication. Research is a technical process requiring expertise, so teachers must first have proper grounding. Scholarly writing emerges not as a common professional practice but as an activity reserved for the few who can navigate both the technical demands of research and the constraints of teaching. Publishing of research works is not a usual practice among teachers, unless they engage in research trainings like ‘Edusaliksik,’ or are pursuing graduate studies. The overall weighted mean of 2.12, likewise interpreted as rarely practiced, indicates that educational research has yet to become a sustained habit within teachers’ professional culture. Instead, it remains a peripheral activity pursued mainly when opportunities like district-initiated action research programs or graduate studies arise. This highlights the need to strengthen systematic support and institutionalized training to integrate research more firmly into teachers’ professional development practices.

Table 3 Professional Development Practices of Teachers along Educational Research

Indicators	Weighted Mean	Interpretation
Conduct of action research addressing teaching-learning challenges	2.10	RP

Presentation of research findings in school, district, or national forums	2.06	RP
Utilization of research findings to improve instructional practices or learner outcomes	2.13	RP
Scholarly Research Publication	2.00	RP
Participation in research capability-building workshops or training	2.30	RP
Overall Weighted Mean	2.12	RP

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Always Practiced (AP)
2.50 – 3.24	-	Frequently Practiced (FP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Never Practiced (NP)

Mentorship Program. Table 4 shows the professional development practices of teachers along mentorship programs. The findings reveal that involvement in the development of the Individual Performance Commitment and Review Form (IPCRF) with guidance from a mentor or mentee obtained the highest weighted mean of 3.61, interpreted as always practiced. Teachers actively engage in mentoring relationships when it comes to preparing their IPCRF, as this process is essential for performance appraisal and professional growth monitoring. The presence of mentors to provide guidance in the preparation of IPCRFs reflects the institutionalization of mentorship as a tool for ensuring compliance and performance alignment. This indicates that teachers recognize the value of mentorship when it directly supports professional documentation and contributes to their career development. However, the regular conduct of mentoring sessions with documentation and progress monitoring received the lowest mean of 2.74, interpreted as frequently practiced. Mentoring and coaching are practices expected to be initiated by master teachers and head teachers. However, several schools in Vinzons District, especially the small ones, do not have master teachers who can fulfill the roles of mentors. While school heads are left with the responsibility to assume this function, their numerous administrative and supervisory duties often limit the time they can devote to sustained mentoring. This situation results in irregular implementation, inadequate monitoring, and minimal documentation of mentoring sessions, which in turn hinders the systematic professional growth of teachers. There are also instances wherein informal mentoring and coaching are executed but are not properly documented. The overall weighted mean of 3.05, interpreted as frequently practiced, indicates that while mentorship is present in the district, it is not yet fully maximized as a professional development tool. Its strongest implementation lies in compliance-driven activities such as IPCRF preparation, where mentoring becomes necessary for documentation and appraisal. However, its weakest point is seen in the limited conduct of sustained, structured, and properly documented mentoring sessions.

Table 4 Professional Development Practices of Teachers along Mentorship Program

Indicators	Weighted Mean	Interpretation
Act as coordinator, lecturer, resource speaker or guest speaker in conferences, workshops, and/or training courses	2.93	FP
Regular conduct of mentoring sessions with documentation and progress monitoring.	2.74	FP
Participation in DepEd induction programs for new teachers	3.05	FP

Involvement in the development of Individual Performance Commitment and Review Form (IPCRF) with guidance from mentor/mentee	3.61	AP
Engagement as a mentor or mentee in formal mentoring programs (e.g., for beginning teachers or pre-service interns)	2.92	FP
Overall Weighted Mean	3.05	FP

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Always Practiced (AP)
2.50 – 3.24	-	Frequently Practiced (FP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Never Practiced (NP)

Implications of Teachers’ Professional Practices on their Literacy Leadership. Teachers’ commitment to professional development is fundamental to strengthening their literacy leadership. Through continuous learning, they acquire new knowledge, strategies, and skills that directly enhance their instructional practices. Such dedication not only improves classroom outcomes but also fosters a culture of lifelong learning within the school community. In Vinzons District, this commitment is evident as teachers participate in training programs, mentoring sessions, and collaborative activities not only to refine their teaching skills but also to strengthen partnerships with parents, community leaders, and other stakeholders in advancing literacy goals.

Community Linkages. Table 5 shows the implications of teachers’ professional development practices on literacy leadership along community linkages. The highest-rated indicator was ‘attendance in professional development practices leads to improved shared accountability between the teacher and the stakeholders,’ with a weighted mean of 3.68, interpreted as strongly agree. This implies that teachers acknowledge the role of professional development not only in enhancing their competencies but also in fostering stronger accountability partnerships with parents and stakeholders. In the context of DepEd schools, stakeholders’ engagement has long been valued as an essential component of program implementation, especially in initiatives designed to address learners’ needs. Orientations are conducted with parents before the rollout of literacy programs such as the Academic Recovery and Accessible Learning (ARAL) Program, ensuring that parents are aware of their responsibilities in supporting their children’s learning. This finding further highlights that professional development, when coupled with strong community linkages, reinforces a culture of shared responsibility, where both teachers and stakeholders see themselves as active partners in achieving educational targets.

Table 5 Implications of Teachers’ Professional Development Practices on Literacy Leadership along Community Linkages

Indicators	Weighted Mean	Interpretation
My engagement in professional development practices leads to improved partnership with stakeholders and community.	3.58	SA
My participation in professional development practices leads to enhanced access to community support in education	3.60	SA
My attendance in professional development practices leads to improved shared accountability between the teacher and the stakeholders.	3.68	SA

My participation in professional development practices leads to enhanced collaboration to local partners and stakeholders.	3.57	SA
Joining professional development practices leads to strengthened collaboration with multisectoral partners.	3.46	SA
Overall Weighted Mean	3.58	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

In contrast, the lowest-rated indicator was ‘joining professional development practices leads to strengthened collaboration with multisectoral partners,’ with a mean of 3.46, also interpreted as strongly agree. Teachers engage less effectively with diverse community partners. School administrators and district leaders less likely explore partnerships with external organizations to provide joint training sessions, literacy programs, or community-based projects where teachers can apply collaborative practices beyond the school setting. Opportunities rarely include inter-agency initiatives or community literacy campaigns which could also broaden their leadership influence and deepen their understanding of literacy as a shared societal responsibility. The overall weighted mean of 3.58, interpreted as strongly agree, indicates that professional development significantly enhances teachers’ ability to connect with communities and build strong accountability relationships. However, the findings also highlight the need to expand these linkages beyond the school setting, fostering broader collaboration with multisectoral partners to strengthen teachers’ roles as literacy leaders in the wider community.

Professional Engagement. Table 6 shows teachers’ professional development practices on literacy leadership along professional engagement. The highest-rated indicator was ‘my involvement in professional development practices leads to increased reflective practice,’ with a weighted mean of 3.66, interpreted as strongly agree. Professional development opportunities allow teachers to reflect on their practices. Teachers are able to identify strengths, address weaknesses, and adjust their approaches to better support learners. This also suggests that professional development serves not only as a means of acquiring new knowledge and skills but also as a catalyst for self-evaluation. Furthermore, professional development programs often intentionally integrate reflective activities. In contrast, the lowest-rated indicators were ‘professional development enhances partnership with peers and fellow educators’ and ‘attendance in professional development leads to engagement in social and professional networks,’ both with a mean of 3.61, also interpreted as strongly agree. Some teachers are not given sufficient opportunities to build professional networks beyond their immediate school environment. They often collaborate with the same group of colleagues during common professional development programs such as INSET and SLAC sessions, but they less frequently participate in professional associations, inter-school professional learning communities, as well as division- and regional-wide conferences that could broaden their networks. This limits their chances to exchange knowledge, gain fresh perspectives, and strengthen collective efforts that could be achieved through wider professional collaboration. The overall weighted mean of 3.63, likewise interpreted as strongly agree, indicates that professional development significantly strengthens teachers’ reflective practices while moderately enhancing collaboration and networking. This highlights the need for a more balanced approach that equally promotes self-reflection and broader professional partnerships to support literacy leadership and collective growth.

Table 6 Implications of Teachers' Professional Development Practices on Literacy Leadership along Professional Engagement

Indicators	Weighted Mean	Interpretation
My participation in professional development practices leads to improved commitment and motivation to lifelong learning.	3.63	SA
My engagement in professional development practices leads to enhanced partnership with peers and fellow educators.	3.61	SA
My involvement in professional development practices leads to increased reflective practice.	3.66	SA
My attendance in professional development practices leads to enhanced engagement in social and professional networks.	3.61	SA
Overall Weighted Mean	3.63	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

Personal Growth. Table 7 presents the implications of teachers' professional development practices on literacy leadership along personal growth. The highest-rated indicator was 'I have strengthened my reflective practice with the aid of professional development practices,' which obtained a weighted mean of 3.65, interpreted as strongly agree. This is parallel with a finding shown in Table 6 wherein teachers' professional development involvement improves their reflective practices. As implied, professional development programs such as SLAC, INSET, and DepEd-initiated trainings require teachers to evaluate and share their insights and realizations after each engagement. In fact, teachers accomplish a SLAC reflection journal every session, which contributes to their improved reflective practices. This routine allows them to analyze their instructional methods, classroom interactions, and decision-making processes. This demonstrates that professional development fosters self-awareness and continuous improvement.

Table 7 Implications of Teachers' Professional Development Practices on Literacy Leadership along Personal Growth

Indicators	Weighted Mean	Interpretation
My participation in professional development practices leads to improved self-efficacy and confidence.	3.64	SA
My engagement in professional development practices leads to enhanced leadership skills and competencies.	3.60	SA
I have strengthened my reflective practice with the aid of professional development practices.	3.65	SA

I have increased adaptability and resilience towards teaching challenges with the help of professional development practices.	3.56	SA
My involvement in professional development practices leads to my sustained interpersonal and communicative competencies.	3.57	SA
Overall Weighted Mean	3.60	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

In contrast, the lowest-rated indicator was ‘I have increased adaptability and resilience towards teaching challenges with the help of professional development practices,’ with a mean of 3.56, also interpreted as strongly agree. While still a favorable result, this slightly lower score suggests that teachers perceive professional development as less influential in shaping their capacity to cope with unexpected classroom difficulties. Although professional development programs often emphasize instructional strategies, curriculum updates, or assessment methods, these activities do not explicitly address teachers’ need to manage stress, recover from setbacks, or adapt to rapid changes in educational policies. This indicates that professional development, while effective in enhancing technical competence, is not always directly associated with fostering socio-emotional growth. The overall weighted mean of 3.60, likewise interpreted as strongly agree, highlights that teachers view professional development as a valuable avenue for personal growth, particularly in strengthening reflective practice. However, the results also emphasize the need for programs that explicitly address adaptability and resilience, ensuring that teachers are supported not only in technical competence but also in sustaining effectiveness amid the challenges of modern teaching.

Professional Development. Table 8 presents the implications of teachers’ professional development practices along the dimension of professional development. The highest-rated indicator is ‘I have improved my teaching strategies with the aid of my engagement in professional development practices’ with a mean of 3.75, interpreted as strongly agree. This reflects that teachers highly value the direct impact of professional development on enhancing their instructional methods. Teachers usually engage in training, workshops, and collaborative activities that focus on new pedagogical approaches, innovative strategies, and methods needed to meet the changing needs of learners. The attendance in INSET and SLAC sessions often provides opportunities to explore differentiated instruction, formative assessment techniques, or literacy-focused approaches that can be readily applied in classrooms. These activities allow teachers to immediately connect theory with practice, equipping them to manage diverse learners, foster active participation, and improve classroom instruction.

Table 8 Implications of Teachers’ Professional Development Practices on Literacy Leadership along Professional Development

Indicators	Weighted Mean	Interpretation
I have improved my teaching strategies with the aid of my engagement in professional development practices.	3.75	SA
I have enhanced my content mastery with the aid of professional development practices.	3.71	SA

I have improved my classroom management skills with the support of professional development practices.	3.65	SA
My participation in professional development practices leads to my strengthened collaboration and social network.	3.65	SA
I have increased my ability to adapt to educational trends and developments with the aid of professional development practices.	3.59	SA
I have sustained my access to opportunities towards career advancement with the support of professional development practices.	3.52	SA
Overall Weighted Mean	3.64	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

On the other hand, the lowest-rated indicator is ‘I have sustained my access to opportunities towards career advancement with the support of professional development practices’ with a mean of 3.52, also interpreted as strongly agree. Although teachers agree that professional development contributes to career growth, this slightly lower score indicates that its role in sustaining long-term advancement is not as strongly perceived. Teachers participate in workshops, or earn certificates from training, these accomplishments are not always matched with career advancement opportunities. Even if teachers have acquired enough number of hours of trainings, not all of them apply for promotion. Overall, professional development in this context obtained a composite mean of 3.64, interpreted as strongly agree. This indicates that teachers regard professional development not only as an essential tool for refining their teaching strategies and enhancing literacy leadership, but also as a key factor in cultivating personal and professional growth. However, its perceived limitations in sustaining consistent opportunities for career advancement highlight the need for institutions to better align professional development initiatives with structured pathways for long-term professional progression.

Implications of Professional Development Practices on the Teachers’ Instructional Management Competence.

Instructional management competence encompasses fundamental areas such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. Investigating how professional development practices impact these aspects is crucial in designing interventions that enhance instructional delivery, thereby achieving improved learning outcomes.

Content Knowledge and Pedagogy. Table 9 presents the implications of teachers’ professional development practices on the instructional management competence along content knowledge and pedagogy. The highest-rated indicator is ‘I have deepened my subject matter mastery with the aid of professional development practices’ with a mean of 3.71 interpreted as strongly agree, highlighting that participation in subject-focused INSET, workshops on teaching strategies, or training on curriculum standards provides teachers with the confidence to integrate new frameworks and approaches into their lessons. These activities reinforce teachers’ ability to connect concepts across disciplines, adjust instruction to varying proficiency levels, and design classroom activities that address the specific literacy demands of their subject. This shows that professional development activities strengthen teachers’ expertise, positioning them as instructional leaders who not only deliver content effectively but also shape learning experiences.

Table 9 Implications of Teachers' Professional Development Practices on the Instructional Management Competence along Content Knowledge and Pedagogy

Indicators	Weighted Mean	Interpretation
I have deepened my subject matter mastery with the aid of professional development practices.	3.71	SA
My involvement in professional development practices refined my teaching strategies.	3.68	SA
I have improved confidence in instructional delivery and management with the aid of professional development practices.	3.52	SA
I have improved skills in contextualization of learning contents with the support of professional development practices.	3.62	SA
My involvement in professional development practices leads to my strengthened capacity for differentiated instruction.	3.64	SA
Overall Weighted Mean	3.63	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

The lowest-rated indicator is 'I have improved confidence in instructional delivery and management with the aid of professional development practices' with a mean of 3.52 interpreted as strongly agree, suggesting that while teachers benefit from professional development in terms of content mastery, they feel less impact on their confidence in lesson delivery and classroom management. Teachers acquire extensive content knowledge from subject-focused training but still encounter challenges in applying this knowledge when faced with diverse student behaviors, large class sizes, or limited instructional resources. In such cases, even well-prepared lessons may be difficult to execute smoothly, leading teachers to feel that professional development has equipped them with knowledge but not necessarily the confidence to navigate the complexities of actual classroom realities. Overall, this parameter obtained a mean of 3.63 interpreted as strongly agree, indicating that teachers view professional development as highly effective in expanding subject knowledge and pedagogy, though its impact on boosting confidence in instructional delivery is less pronounced. This implies the need for professional development programs focused on building teachers' self-efficacy in actual classroom application.

Learning Environment. Table 10 shows the implications of teachers' professional development practices on the instructional management competence along learning environment. The highest-rated indicator is 'My involvement in professional development practices leads to improved student engagement' with a mean of 3.60 interpreted as strongly agree, indicating that teachers view professional development as a significant factor in strengthening their capacity to engage students actively in the learning process. Teachers are exposed to trainings that improve their teaching practice which eventually results in better learning outcomes. In the context of this study a training on interactive strategies, the use of digital tools, or workshops on innovative methodologies provides teachers with approaches that make lessons more dynamic and participatory. This demonstrates that professional development enables teachers to design learning experiences where students are not only attentive

but also involved in discussions, collaborative tasks, and problem-solving activities, leading to deeper literacy development and stronger instructional leadership.

Table 10 Implications of Teachers' Professional Development Practices on the Instructional Management Competence along Learning Environment

Indicators	Weighted Mean	Interpretation
I have improved my ability to foster positive classroom climate with the aid of professional development practices.	3.59	SA
I have enhanced my capacity to incorporate technology in instruction with the support of professional development practices.	3.58	SA
My involvement in professional development practices leads to improved student engagement.	3.60	SA
My participation in professional development practices leads to my enhanced safety and supportive practices.	3.57	SA
I have improved my efficiency in the utilization of resources with the aid of my engagement in professional development practices.	3.59	SA
Overall Weighted Mean	3.59	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

The lowest-rated indicator is ‘My participation in professional development practices leads to my enhanced safety and supportive practices’ with a mean of 3.57 interpreted as strongly agree. Teachers participate in training focused on pedagogy and instructional techniques, and encounter fewer structured opportunities that directly address issues like child protection, inclusivity, classroom discipline, or socio-emotional support. This reflects a perception that professional development is more closely tied to strategies that spark active participation than to building competencies for creating safe, nurturing, and inclusive classroom climates. The slightly lower score therefore illustrates that teachers see professional development as effective for promoting engagement but less consistently associated with the broader socio-emotional dimensions. Overall, this parameter obtained a mean of 3.59 also interpreted as strongly agree, reflecting that professional development is valued for creating effective learning environments mainly through engagement, though its connection to socio-emotional and protective aspects is less strongly reinforced. The results highlight how various aspects of professional development differently influence teachers’ ability to manage and optimize classroom conditions.

Diversity of Learners. Table 11 presents the implications of teachers’ professional development practices on the instructional management competence along diversity of learners. The highest-rated indicator is ‘I have improved my capacity to utilize differentiated instruction with the aid of my engagement in professional development practices’ with a mean of 3.57 interpreted as strongly agree, highlighting that teachers see professional development as crucial in equipping them with strategies to meet varied learning needs. Differentiated instruction as an essential aspect of the teaching-learning process has long been embedded in SLAC, INSETs, and other DepEd-initiated programs.

Table 11 Implications of Teachers' Professional Development Practices on the Instructional Management Competence along Diversity of Learners

Indicators	Weighted Mean	Interpretation
I have improved my capacity to utilize differentiated instruction with the aid of my engagement in professional development practices.	3.57	SA
I have attained improvement in my cultural competence with the help of my engagement in professional development practices.	3.51	SA
My participation in professional development practices leads to my improved focus on equity for my pupils.	3.53	SA
My engagement in professional development practices leads to my improved responsive teaching practices.	3.53	SA
I have enhanced my inclusive education services with the aid of professional development practices.	3.54	SA
Overall Weighted Mean	3.54	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

Teachers are also likely to attend activities that enhance their differentiated instruction, especially that they handle multiple learning areas. Moreover, they usually get involved in trainings that aim to assist them in handling learners with diverse cultural background, and those with special educational needs. Through their engagement in professional development practices, their insights translate to designing individualized activities, using flexible grouping, or providing multimodal resources that allow pupils to access the same content in different ways. The lowest-rated indicator is 'I have attained improvement in my cultural competence with the help of my engagement in professional development practices' with a mean of 3.51 interpreted as strongly agree, suggesting that teachers recognize the value of professional development; however, they perceive limited growth in their cultural competence as a direct result of such programs. Teachers often face classroom situations where learners from low-income families have limited access to digital tools, hindering the implementation of strategies learned from technology-driven training. Similarly, students from indigenous communities respond differently to mainstream literacy materials, prompting teachers to modify content for cultural relevance. These scenarios emphasize that while professional development can enhance teachers' overall instructional capacity, it does not always provide sufficient guidance on equity, cultural responsiveness, and context-specific teaching. Overall, the parameter obtained a mean of 3.54 interpreted as strongly agree, indicating that professional development strengthens teachers' ability to address learner diversity, but with more focus on differentiated instruction than on equity-based and culturally responsive practices.

Curriculum and Planning. The findings on implications of teachers' professional development practices on the instructional management competence along curriculum and planning are shown in table 12.

Table 12 Implications of Teachers' Professional Development Practices on the Instructional Management Competence along Curriculum and Planning

Indicators	Weighted Mean	Interpretation
My engagement in professional development practices leads to my improved skills in curriculum design and delivery.	3.55	SA
My participation in professional development practices leads to my improved ability to align with the standards of instructional planning.	3.56	SA
I have enhanced my competence in cross-curricular integration with the help of my engagement in professional development practices.	3.48	SA
I have improved ability in developing flexible learning plans with the aid of my engagement in professional development practices.	3.46	SA
I have sustained my focus on outcomes-based learning with the help of my engagement in professional development practices.	3.55	SA
Overall Weighted Mean	3.52	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

The highest-rated indicator is 'My participation in professional development practices leads to my improved ability to align with the standards of instructional planning' with a mean of 3.56 interpreted as strongly agree. Teachers attend different DepEd-led trainings that allow them to create daily lesson logs (DLLs) and weekly learning plans directly reflecting competencies. Teachers also undergo professional development workshops on curriculum mapping to connect competencies across subject areas, ensuring that quarterly examinations and performance tasks mirror the standards set by the Department. The result further demonstrates that professional development strengthens teachers' ability to follow DepEd guidelines in lesson preparation, as detailed in the Philippine Professional Standards for Teachers (PPST). The lowest-rated indicator is 'I have improved ability in developing flexible learning plans with the aid of my engagement in professional development practices' with a mean of 3.46 interpreted as strongly agree. This finding suggests that while teachers feel confident in aligning with standards, they see less impact of professional development on their ability to create adaptable plans that respond to sudden changes in instructional delivery. Even during today's post-pandemic era, schools utilize the different learning delivery modalities. Classes shift to modular learning mode during SLAC or teachers' training, and when face-to-face classes get suspended due to natural calamities. However, teachers do not usually foresee these circumstances when creating daily or weekly lesson plans. DLPs are primarily designed for a face-to-face setting, which makes it unsuitable for distance learning modality. Teachers struggle to adjust their lesson designs for self-learning modules without sufficient training on differentiated strategies. Overall, the parameter yielded a mean of 3.52 interpreted as strongly agree, reflecting that professional development effectively supports curriculum alignment but offers fewer opportunities to strengthen teachers' adaptability in planning for diverse and unpredictable classroom contexts.

Assessment and Reporting. Table 13 presents the implications of teachers' professional development practices on the instructional management competence along assessment and reporting. The highest-rated indicator is 'I become

more proficient in utilizing formative assessment with the aid of professional development trainings' with a mean of 3.74 interpreted as strongly agree, reflecting that professional development strongly equips teachers with effective strategies to monitor and enhance student learning.

Table 13 Implications of Teachers' Professional Development Practices on the Instructional Management Competence along Assessment and Reporting

Indicators	Weighted Mean	Interpretation
My engagement in professional development trainings and practices gives me in-depth understanding of the diverse types of assessment.	3.64	SA
Professional development trainings help me to improve my competence in analyzing assessment data.	3.61	SA
I become more proficient in utilizing formative assessment with the aid of professional development trainings.	3.74	SA
Continuous access to trainings helps me to improve my grading accuracy and transparency.	3.61	SA
Professional development programs lead to my improved ability to communicate assessment results clearly to my parents.	3.53	SA
Overall Weighted Mean	3.62	SA

Rating Scale:		Descriptive Interpretation:
3.25 – 4.00	-	Strongly Agree (SA)
2.50 – 3.24	-	Agree (A)
1.75 – 2.49	-	Disagree (D)
1.00 – 1.74	-	Strongly Disagree (SD)

Teachers who have attended trainings on assessment implement real-time strategies such as exit tickets at the end of lessons, peer evaluations in group activities, and observation rubrics. These approaches move beyond paper-and-pencil tests by embedding assessment within the learning process itself. The lowest-rated indicator is 'Professional development programs lead to my improved ability to communicate assessment results clearly to parents' with a mean of 3.53 interpreted as strongly agree, suggesting that while teachers gain technical competence in assessment, they feel less supported in effectively reporting results to parents. When a student struggles with reading comprehension, the teacher has detailed diagnostic data showing decoding weaknesses or vocabulary gaps, but parents leave the meeting unclear about what specific support is needed at home. This points to the possibility that professional development opportunities prioritize technical assessment skills but provide fewer avenues to practice effective parent communication strategies, such as simplifying data, designing user-friendly report formats, or handling sensitive conversations about student underperformance. Overall, the parameter yielded a mean of 3.62 interpreted as strongly agree, indicating that professional development significantly strengthens assessment practices but places less emphasis on parent communication, creating a gap between classroom assessment expertise and home-school collaboration.

Relationship between Teachers' Professional Development Practices and Implications on Literacy Leadership. Table 14 shows the Test for Significant Relationship between Teachers' Professional Development Practices and Implications on Literacy Leadership. The statistical results reveal that all professional development practices are positively and significantly correlated with literacy leadership ($r = .184$ to $.504$, $p < .01$). The strongest relationship was found between training and community linkages ($r = .504$, $p = .000$), indicating that

structured training is greatly associated with teachers' ability to connect with stakeholders and strengthen community engagement. This implies that professional development through training directly equips teachers with practical strategies for leadership roles beyond the classroom.

Table 14 Test for Significant Relationship between Teachers' Professional Development Practices and Implications on Literacy Leadership

Literacy Leadership	Teachers' Professional Development Practices							
	Training		Peer Collaboration		Educational Research		Mentorship Program	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Community Linkages	.504**	.000	.270**	.000	.184**	.003	.387**	.000
Professional Engagement	.364**	.000	.200**	.001	.190**	.002	.268**	.000
Personal Growth	.413**	.000	.282**	.000	.260**	.000	.311**	.000
Professional Development	.365**	.000	.289**	.000	.222**	.000	.345**	.000

**Correlation is Significant @ 0.01 level (2-tailed).

Conversely, the weakest but still significant correlation was between educational research and community linkages ($r = .184$, $p = .000$), suggesting that while research fosters reflection and evidence-based practice, its connection with immediate community engagement is less direct compared to other practices. Overall, findings confirm that professional development is multidimensional, with training, mentorship, collaboration, and research collectively reinforcing teachers' literacy leadership. The implication is that schools should provide a balanced mix of these practices, but with greater emphasis on structured training to maximize leadership development while sustaining growth through mentorship, collaboration, and research.

Relationship between Teachers' Professional Development Practices and Implications on Instructional Management Competence. Table 15 presents test for significant relationship between teachers' professional development practices and implications on instructional management competence. The correlation results ($r = .192$ to $.478$, $p < .01$) show that teachers' professional development practices are significantly and positively related to their instructional management competence. The strongest association was found between mentorship and curriculum planning ($r = .478$, $p = .000$), underscoring the vital role of experienced mentors in shaping teachers' instructional decisions and lesson design. The weakest yet still significant correlation was between educational research and content knowledge and pedagogy ($r = .192$, $p = .000$), suggesting that research fosters reflection but exerts a slower, less direct influence on day-to-day pedagogy. Overall, the findings confirm that training, mentorship, collaboration, and research collectively enhance teachers' instructional management competence, with training emerging as the most consistent contributor. This implies that professional development, when holistic and sustained, refines not only technical teaching skills but also strengthens teachers' broader capacity to manage instruction effectively.

Table 15 Test for Significant Relationship between Teachers' Professional Development Practices and Implications on Instructional Management Competence

Instructional Management Competence	Teachers' Professional Development Practices			
	Training	Peer Collaboration	Educational Research	Mentorship Program

	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Content Knowledge and Pedagogy	.391**	.000	.343**	.000	.192**	.002	.393**	.000
Learning Environment	.383**	.000	.250**	.000	.234**	.000	.315**	.000
Diversity of Learners	.417**	.000	.306**	.000	.303**	.000	.355**	.000
Curriculum Planning	.391**	.000	.295**	.000	.397**	.000	.478**	.000
Assessment and Reporting	.365**	.000	.267**	.000	.240**	.000	.349**	.000

****Correlation is Significant @ 0.01 level (2-tailed).**

Professional Development Intervention to Enhance Teachers' Leadership Literacy and Instructional Management Competence. To further reinforce research-related professional development opportunities offered to teachers, the SPARK Program (Sustaining Professional Advancement and Research Knowledge of Literacy Leaders) is proposed as a two-day INSET-based training focused on action research writing and dissemination. On Day 1 (lectures and workshops), sessions will cover the foundations of action research, including problem identification, objectives, literature review, methodology, data analysis, and writing of results and recommendations, supported by hands-on mentoring. On Day 2 (presentation and dissemination), teachers will engage in mock conference-style presentations, and peer-review workshops ensuring practical experience in both writing and sharing research outputs. This structure directly addresses the gaps in research practice while promoting collaboration and sustainability. By institutionalizing research within professional development, SPARK aims to transform research from a rarely practiced activity into a core element of instructional improvement, fostering evidence-based teaching, reflective practice, and stronger literacy leadership across the district.

CONCLUSIONS

Training, mentorship, and peer collaboration are consistently practiced and show strong relationships with teachers' pedagogical competence, instructional planning, learner engagement, and assessment. INSET and LAC participation is evident, with training emerging as the strongest contributor to literacy leadership through improved reflective practice and teaching strategies. Educational research is the least practiced professional development component yet remains relevant to curriculum planning and instructional improvement. Its weak association with literacy leadership reflects limited engagement rather than lack of value, indicating the need for more deliberate integration into teachers' professional development. Lower performance in flexible planning, equity-oriented practices, confidence in delivery, and external collaboration highlights gaps in adaptability and inclusivity. These findings suggest the need for targeted support to strengthen teachers' responsiveness to diverse learners and varied instructional contexts.

RECOMMENDATIONS

Teachers may continue to prioritize training, mentorship, and peer collaboration, supported by classroom-based coaching and collaborative lesson planning, to sustain gains in instructional competence, student engagement, and literacy leadership. Schools may integrate practical educational research into regular professional development, providing mentoring, structured time, and opportunities for application in curriculum planning to enhance teachers' research skills and instructional decision-making. Additionally, targeted professional learning on flexible planning, differentiated instruction, and inclusive teaching strategies may be provided to strengthen teachers' adaptability, confidence, and responsiveness to diverse learners. Training developers may support teachers in research capability-building by allocating time within INSET, providing mentors, and offering platforms for dissemination and publication.

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