

# Impact of Continuing Professional Development on the Teaching Competence of Secondary School Teachers in Dapitan City National High School

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## ABSTRACT

This study aimed to determine the impact of continuing professional development on the teaching competence of secondary school teachers in Dapitan City National High School, Schools Division of Dapitan City, during School Year 2025–2026. The respondents of the study were one hundred eleven (111) teachers who were selected through total enumeration. The study employed a survey descriptive-correlational research design using a questionnaire checklist as the main instrument. Weighted mean, standard deviation, and Spearman rank-order correlation were used in analyzing the data. Finding showed that the teachers' perceived level of continuing professional development was very high, with an overall mean of 4.75 and SD of 0.355, with mentoring obtaining the highest mean of 4.80. The teachers' level of teaching competence was also very highly manifested in terms of instructional planning, instructional skills, knowledge of the subject matter, rapport with students, and classroom management. Finding also revealed that there was a significant positive relationship between continuing professional development and teaching competence. The study concluded that sustained continuing professional development is an important factor in strengthening the teaching competence of secondary school teachers.

Based on the findings, it is recommended that DepEd Officials strengthen policies and programs on continuing professional development by providing relevant seminars, mentoring activities, research training, and support for graduate studies to improve teachers' competence. School Heads may use the findings as basis for designing school-based professional development plans, allocating resources, and monitoring teachers' growth and instructional performance.

**Keywords:** Continuing Professional Development (CPD), teaching competence, Dapitan City National High School, Dapitan City, Philippines

## INTRODUCTION

Continuing Professional Development (CPD) is widely recognized as a key lever for strengthening the teaching competence of secondary school teachers because it provides structured opportunities to refine content knowledge, pedagogy, assessment practices, and classroom management in response to changing curriculum demands. In this study, teaching competence refers to a teacher's demonstrated ability to plan, deliver, manage, and assess instruction effectively in ways aligned with professional standards particularly the expectations under the Philippine Professional Standards for Teachers (PPST), which emphasize content knowledge and pedagogy, learning environment, curriculum planning, assessment and reporting, and continuous professional growth (DepEd, 2017). Empirical evidence from secondary schools shows that teachers who participate in CPD report improved professional skills, instructional quality, and more effective teaching practices, indicating that sustained professional learning can translate into day-to-day classroom competence (Ghunio & Arain, 2025). In the same direction, research syntheses emphasize that well-designed professional development focused on relevant content, active learning, and classroom application can produce observable changes in teachers' practice

and support improved learning outcomes, reinforcing CPD as a practical pathway to competence development (Darling-Hammond et al., 2017).

Teaching competence refers to the teacher's demonstrated ability to plan lessons, deliver instruction, manage the classroom, assess learning, and establish supportive relationships with students in ways that promote effective learning. DepEd (2017) emphasized that teaching competence in the Philippine context is anchored on the Philippine Professional Standards for Teachers (PPST), which highlights content knowledge and pedagogy, learning environment, curriculum planning, assessment, and professional engagement as essential domains of quality teaching. Similarly, König et al. (2021) found that teachers' pedagogical competence is significantly associated with instructional quality, showing that competent teachers are better able to organize learning, manage classroom processes, and support students' academic development. These views suggest that teaching competence is not limited to subject mastery alone but also includes the ability to apply appropriate teaching strategies, maintain positive classroom interactions, and respond effectively to learners' needs.

The importance of CPD has become more pronounced as secondary teachers face increasing expectations related to learner diversity, technology integration, and higher-order skill development, all of which require continuous updating of professional knowledge and strategies. Global evidence indicates that a large majority of teachers perceive professional development as positively affecting their teaching practice, while also identifying persistent needs in advanced ICT skills and inclusive or multicultural teaching areas directly linked to competence in modern secondary classrooms (OECD, 2019). Likewise, UNESCO underscores that improving education quality is closely tied to investing in effective teacher professional development, including scalable models that emphasize classroom application, mentoring, and professional learning communities to strengthen teacher capacity over time (UNESCO, 2023).

Conceptually, the relationship between the variables in this study can be framed as Continuing Professional Development (CPD) influencing teaching competence through mechanisms such as improved instructional decision-making, strengthened teacher self-efficacy, and more consistent use of evidence-based strategies. Reviews of CPD programs show that professional learning initiatives are associated with improvements in teaching practices and teacher perceptions, suggesting that competence gains are most likely when CPD is coherent and connected to classroom realities (Merino et al., 2025). A meta-analysis of high-quality studies indicates that teacher professional development interventions can yield measurable improvements in student achievement on average, implying that competence-enhancing changes in instruction are a plausible pathway linking CPD to better classroom outcomes (Visscher et al., 2025).

Based on the observed experiences in the workplace, the teachers generally perform their duties well and are capable of delivering quality work in their assigned tasks and classroom responsibilities. Most of them are cooperative, committed, and dependable in accomplishing daily instructional and school-related requirements. However, there are also instances where a few teachers occasionally become unresponsive or fail to comply promptly with requests, follow-ups, or agreed timelines, which can affect coordination and smooth teamwork. This observation suggests that while the overall work performance of teachers remains satisfactory, strengthening professional responsiveness, communication, and accountability among all staff is important to maintain efficiency, support collaboration, and ensure that school operations and learner needs are consistently addressed.

Despite the study's findings that teachers in Dapitan City National High School demonstrate very high instructional leadership practices and very high teaching competence, an observable workplace concern remains insufficiently examined: while most teachers are cooperative and dependable, a few are occasionally unresponsive or delayed in complying with requests and agreed timelines, which disrupts coordination and teamwork. This creates a research gap because the current study primarily measured instructional leadership practices and teaching competence as professional capabilities, but it did not directly assess professional responsiveness, communication efficiency, and accountability behaviors as functional workplace competencies that influence collaboration and school operations. In other words, there is limited evidence on whether teachers' high competence and leadership practices are consistently reflected in day-to-day professional responsiveness and collaborative work behaviors, or whether gaps in communication and accountability persist despite high ratings in instructional domains. Addressing this gap is important because responsiveness and timely compliance

can affect the implementation of school programs, CPD participation follow-through, and collective instructional improvement efforts; thus, future research should examine how professional responsiveness and accountability relate to instructional leadership practices and teaching competence, and what school-based supports can strengthen these behaviors.

## LITERATURE

### Continuing Professional Development (CPD)

Continuing Professional Development (CPD) is consistently described in the literature as a key mechanism for improving teachers' knowledge, pedagogy, and day-to-day classroom practice when it is designed as sustained, job-embedded learning rather than one-shot training. Linda Darling-Hammond et al. (2017) emphasize that effective professional development commonly includes features such as strong content focus, active learning, coherence with standards and school goals, sufficient duration, and collective participation conditions that make it more likely for teachers to translate learning into improved instruction. At a systems level, OECD (2019) shows that teachers widely engage in various CPD activities and that access, relevance, and perceived impact are central concerns, reinforcing CPD as an ongoing requirement for improving teaching quality across contexts.

### Trainings and Seminars

Trainings and seminars are widely viewed as formal continuing professional development (CPD) activities that can strengthen teachers' instructional competence when they are designed to be relevant, sustained, and focused on classroom application. Linda Darling-Hammond and colleagues (2017) explain that professional learning activities such as workshops and seminars are most likely to improve teaching when they include a strong content focus, active learning, coherence with standards and school goals, sufficient duration, and opportunities for collaboration features that help teachers transfer what they learn into real instructional practice. OECD (2019) similarly reports from TALIS 2018 that a large majority of teachers perceive their training as having a positive impact on teaching practice, and that training is perceived as more impactful when it emphasizes strong subject/curriculum content, active learning, and collaborative approaches suggesting that the *quality and design* of trainings and seminars are critical to their effectiveness.

### Mentoring

Mentoring is frequently described as a high-impact form of continuing professional development because it provides sustained, job-embedded support where experienced teachers guide less-experienced colleagues through coaching, modeling, observation, and feedback that directly targets classroom practice and professional growth. Evidence from OECD analyses of teacher development systems shows that mentoring is widely perceived by school leaders as important for improving teachers' work and student performance, yet it remains underutilized in many contexts highlighting the need to strengthen access, structure, and implementation for mentoring to fully contribute to teacher competence (OECD, 2019). At the same time, policy-oriented research on mentoring emphasizes that the effectiveness of mentoring depends on how roles and expectations are enacted in schools; when mentoring is treated as a compliance requirement rather than a supported learning relationship (e.g., limited time, unclear mentor roles, insufficient mentor preparation), it may weaken the professional learning benefits that mentoring is intended to deliver (Jacobsen, 2024).

### Teachers Research Preparation

Teachers' research preparation often developed through action research training, inquiry coaching, and school-based research initiatives is increasingly positioned in the literature as a form of professional learning that strengthens teachers' reflective and evidence-informed practice. Edwards and Burns (2016) reported that teachers who completed an action research program sustained gains over time, including stronger confidence, closer connections with learners, and greater research engagement, suggesting that research preparation can function as a durable CPD pathway when supported by both teacher motivation and institutional structures. Mertler (2020) explains that building teachers' capacity to design and conduct classroom-based action research

equips them with practical skills to diagnose instructional problems, test strategies, and use data for improving teaching thereby linking research preparation directly to instructional improvement and professional competence.

### **Graduate Education/Studies**

Graduate education/studies (e.g., master's or doctoral programs) is frequently framed as an advanced form of continuing professional development because it provides sustained, research-informed learning that can deepen teachers' pedagogical knowledge, reflective practice, and professional identity. Fazilet Özge Maviş Sevim and Uğur Akın (2021) found that graduate education supported teachers' professional development by strengthening their subject–pedagogy understanding, research orientation, and reflective competencies, while also emphasizing that benefits are maximized when graduate learning is connected to classroom realities and school needs. Murat Zengin (2025) notes that limitations such as workload, assignment policies, and insufficient institutional support can hinder teachers' ability to pursue postgraduate education, suggesting that the value of graduate studies as CPD depends not only on program quality but also on enabling conditions that make participation feasible.

### **Teaching Competency**

Teaching competency is commonly defined as a teacher's demonstrated ability to plan, deliver, and manage instruction in ways that meet professional standards and support student learning. DepEd (2017) operationalizes teaching competence through the Philippine Professional Standards for Teachers (PPST), which specifies performance expectations across domains such as content knowledge and pedagogy, learning environment, curriculum planning, assessment, and professional engagement. OECD (2019) explains that teacher professionalism and instructional capacity are strengthened when systems promote continual development of effective teaching practices positioning teaching competence as both an individual capability and a system-supported expectation.

### **Instructional Planning**

Instructional planning is widely recognized as a core dimension of teaching competency because it shapes how teachers align learning goals, content, activities, and assessment into coherent classroom instruction. Santoyo and Zhang (2016) found that secondary teacher candidates develop planning competence through the combined influence of methods coursework and field experiences, where mentor guidance and real classroom constraints affect how lesson plans evolve toward more student-centered instruction. Similarly, Li and Zou (2017) reported that expert teachers' lesson planning is marked by greater fluency and efficiency and a stronger focus on designing the learning process, indicating that higher planning competence reflects deeper pedagogical reasoning rather than mere compliance with lesson plan formats.

### **Instructional Skills**

Instructional skills often reflected in how teachers deliver lessons, explain concepts clearly, use questioning and feedback, and facilitate learner engagement are widely regarded as a central component of teaching competency because these skills directly shape instructional quality in the classroom. Padillo et al. (2021) emphasized that instructional skills represent teachers' pedagogical knowledge and their capability to make teaching–learning effective, underscoring those well-developed instructional skills are essential for improving classroom instruction and supporting student learning outcomes. Similarly, evidence from secondary mathematics classrooms shows that stronger professional/pedagogical competence is linked to higher instructional quality, indicating that teachers' instructional skills are not only desirable traits but also measurable predictors of effective instruction; König et al. (2021) demonstrated that pedagogical competence is meaningfully associated with instructional quality and related learning outcomes in lower secondary settings.

### **Knowledge of the Subject Matter**

Knowledge of the subject matter is widely treated as a foundational component of teaching competency because it enables teachers to explain concepts accurately, connect ideas across topics, anticipate misconceptions, and select appropriate examples and learning tasks. In the Philippine setting, Department of Education (DepEd) (2017) emphasizes this through the Philippine Professional Standards for Teachers (PPST), where Domain 1

(Content Knowledge and Pedagogy) explicitly highlights teachers’ mastery of content and its application within and across curriculum areas as a key standard of competent teaching. Empirically, Toropova et al. (2019) likewise show that aspects of teacher quality including competence-related attributes are significantly linked to student achievement and students’ perceptions of instructional quality, implying that stronger subject-matter knowledge contributes to more effective instruction and better learning outcomes.

**Rapport With Students**

Rapport with students often reflected in warm, respectful, and supportive teacher–student relationships is consistently linked to stronger student engagement and a more positive classroom experience, making it a key indicator of teaching competency. Thornberg et al. (2022) found that teacher–student relationship quality significantly predicted students’ affective and behavioral engagement over time, suggesting that when teachers build positive, trusting relationships, learners are more likely to participate, persist, and connect emotionally with school. At the teacher level, Wang (2023) further reported that teachers’ mindfulness was positively associated with the quality of teacher–student relationships, with emotional intelligence playing an important role implying that teachers who regulate attention and emotions more effectively may be better able to establish consistent, supportive rapport with learn

**Classroom Management**

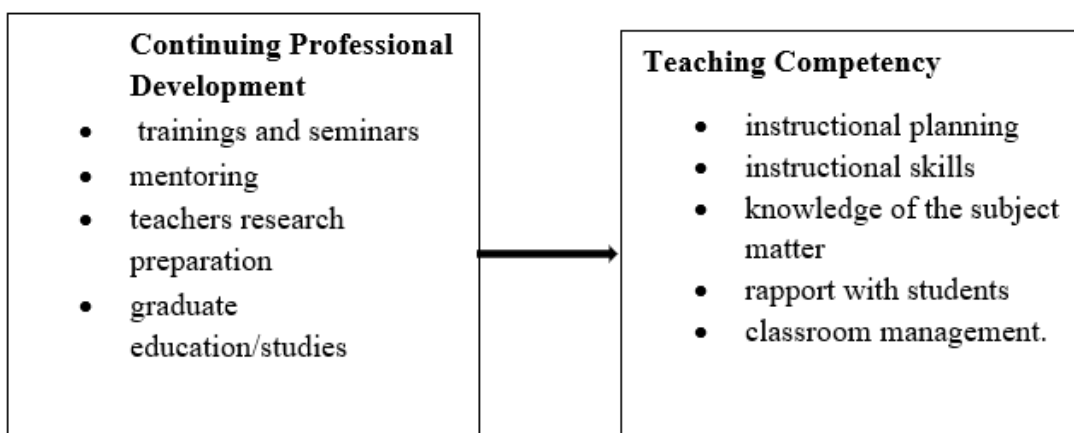
Classroom management is widely regarded as a core dimension of teaching competency because it shapes an orderly, supportive environment where instruction and learning can occur efficiently and safely. Lazarides, Watt, and Richardson (2020) demonstrated that teachers’ classroom-management self-efficacy is meaningfully linked to how teachers perceive and enact classroom management over time, suggesting that confident, capable teachers are better positioned to establish classroom structure and respond to disruptions in ways that sustain teaching quality. Dacholfany et al. (2024) concluded that teacher professional development programs can strengthen teachers’ classroom and behavior management skills, indicating that targeted capacity-building supports improvements in managing learners and maintaining productive classroom routines key outcomes that reflect stronger classroom management competence.

**CONCEPTUAL FRAMEWORK**

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, continuing professional development which is measured through four indicators, namely: trainings and seminars; mentoring; teachers research preparation; and graduate education/studies. This section consists of forty (40) items designed to assess the level of continuing professional development. Part II presents the dependent variable, teaching competency, which is evaluated based on the four indicators, namely: instructional planning; instructional skills; knowledge of the subject matter; and rapport with students; classroom management.

**INDEPENDENT VARIABLE**

**DEPENDENT VARIABLE**



**Figure 1. Conceptual Framework of the Study**

## Statement of the Problem

This study aimed to determine the impact of continuing professional development on the teaching competence of secondary school teachers in Dapitan City National High School during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of continuing professional development in terms of:
  - 1.1 trainings and seminars;
  - 1.2 mentoring;
  - 1.3 teachers research preparation; and
  - 1.4 graduate education/studies?
2. What is the respondents' perceived level of teaching competency in terms of:
  - 2.1 instructional planning;
  - 2.2 instructional skills;
  - 2.3 knowledge of the subject matter;
  - 2.4 rapport with students; and
  - 2.5 classroom management?
3. Is there a significant relationship between continuing professional development and teaching competency?

## Hypothesis

There is no significant relationship between the respondents' perceived level of continuing professional development and the respondents' perceived level of teaching competency.

## Scope and Limitations of the Study

This study focuses on determining the impact of continuing professional development on teaching competence and examining the relationship between these two variables among one hundred eleven (111) respondents from Dapitan City National High School, Schools Division of Dapitan City, during School Year 2025–2026. This study is limited to two major variables. Continuing professional development is measured through four indicators, namely: trainings and seminars, mentoring, teachers' research preparation, and graduate education/studies. On the other hand, teaching competency is evaluated based on five indicators, namely: instructional planning, instructional skills, knowledge of the subject matter, rapport with students, and classroom management.

## RESEARCH METHODOLOGY

### Method Used

The study utilized survey and descriptive-correlational research methods. The survey method was used to collect data on continuing professional development and teaching competency through a questionnaire. Hellevik (2019) explains that in quantitative questionnaire surveys, “the same questions are presented to a relatively large sample” of respondents, usually with fixed response options, which supports efficient data collection and comparability across participants. Likewise, McCombes (2019/2025) defines survey research as the process of collecting information about a group by asking questions and analyzing the results, underscoring why surveys are practical for generating large amounts of data efficiently. Creswell and Guetterman (2019) define correlational research

as the systematic investigation of relationships among two or more variables without any experimental manipulation of those variables. Thus, correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between continuing professional development and teaching competency without manipulating or controlling the variables.

### Research Instrument

The questionnaire used in the study consisted of three parts: Part I: continuing professional development adopted from Maladagaa, K. C., & Andal, E. Z. (2025), with four indicators, namely: Trainings and Seminars; mentoring; teachers research preparation; and graduate education/studies; Part II: teaching Competency adopted from Maladagaa, K. C., & Andal, E. Z. (2025), with four indicators, namely: Instructional Planning; Instructional Skills; Knowledge of the Subject Matter; and Rapport with Students; and Classroom Management.

### Ethical Consideration

Before the data gathering process, this study obtained approval from the Research and Ethics Committee of the Department of Education. Consent was secured from both the institution and the individual respondents before their participation in the study. The questionnaire was prepared using simple and understandable language to ensure that the respondents could participate voluntarily and with full awareness of the study’s purpose. The respondents’ identities were kept anonymous, and all collected information was handled with strict confidentiality. Only necessary research data were retained for academic use and possible future research.

### Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

**Weighted Mean.** This is used to quantify the respondents’ ratings on the continuing professional development and teaching competency.

### Scoring Procedure

#### Continuing Professional Development

Scale	Range of Values	Description	Interpretation
5	4.21–5.00	Strongly Agree	Very High
4	3.41–4.20	Agree	High
3	2.61–3.40	Somewhat Agree	Average
2	1.81–2.60	Disagree	Low
1	1.00–1.80	Strongly Disagree	Very Low

#### Teaching Competency

Scale	Range of Values	Description	Interpretation
5	4.21–5.00	Strongly Agree	Very Highly Manifested
4	3.41–4.20	Agree	Highly Manifested
3	2.61–3.40	Somewhat Agree	Moderately Manifested
2	1.81–2.60	Disagree	Lowly Manifested
1	1.00–1.80	Strongly Disagree	Very Lowly Manifested

**Standard Deviation.** This is used to determine the homogeneity and heterogeneity of the employee's score, where  $SD \leq 3$  is homogenous and  $SD > 3$  is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

**Spearman Rank-Order Correlation Coefficient (Spearman rho).** This is used to determine the correlation between continuing professional development and teaching competency. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Correlation Coefficient (r)	Effect Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±0.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.00	No Correlation	No correlation

### Data Presentation And Analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents’ perceived level of continuing professional development in terms of:
  - 1.1 trainings and seminars;
  - 1.2 mentoring;
  - 1.3 teachers research preparation; and
  - 1.4 graduate education/studies?

**Table 1 Teachers’ perceived level of continuing professional development in terms of training and seminars**

Descriptors	AWV	SD	Description	Interpretation
<i>As I attend training and seminars, it...</i>				
1. Fulfills my academic needs.	4.71	0.511	Strongly Agree	Very High
2. Clarifies my understanding of implementing a formative evaluation plan in my class.	4.72	0.508	Strongly Agree	Very High
3. Helps me in gaining new information and skills..	4.81	0.416	Strongly Agree	Very High
4. Indicates important resources for my teaching.	4.77	0.485	Strongly Agree	Very High
5. Motivates me to perform better in my job.	4.81	0.416	Strongly Agree	Very High
6. Helps develop my teaching skills.	4.83	0.424	Strongly Agree	Very High
7. Allows me to use audio-visual aids in a better way in my classroom situation.	4.74	0.499	Strongly Agree	Very High
8. Provides career opportunities for me.	4.78	0.435	Strongly Agree	Very High
9. Helps improve my overall performance in class.	4.81	0.437	Strongly Agree	Very High
10. Develops better interaction between my students and me.	4.80	0.444	Strongly Agree	Very High
<b>Overall</b>	<b>4.78</b>	<b>0.384</b>	<b>Strongly Agree</b>	<b>Very High</b>

### AWV-Average Weighted Value, SD-Standard Deviation

Table 1 shows that the teachers’ perceived level of continuing professional development in terms of training and seminars was very high, with an overall mean of 4.78 and SD of 0.384, interpreted as Strongly Agree. Among

the indicators, the highest-rated item was “helps develop my teaching skills” with an AWW of 4.83 and SD of 0.424, followed by “helps me in gaining new information and skills” and “motivates me to perform better in my job,” both with an AWW of 4.81. Also highly rated were “helps improve my overall performance in class” with 4.81, “develops better interaction between my students and me” with 4.80, and “provides career opportunities for me” with 4.78. The lowest, though still rated very high, was “fulfills my academic needs” with an AWW of 4.71. The consistently low standard deviations indicate that the respondents had closely similar positive perceptions regarding the value of training and seminars. This means that training and seminars were perceived by the respondents as highly beneficial components of continuing professional development. The findings show that these professional learning activities strongly contributed to improving teachers’ knowledge, skills, motivation, classroom performance, and professional growth. This implies that sustained participation in training and seminars can serve as an effective mechanism for strengthening teachers’ competence and instructional practice. It also implies that schools and educational leaders should continue to provide relevant, needs-based, and skills-oriented professional development activities because teachers view them as essential to better teaching performance, improved classroom interaction, and career advancement.

The current finding is supported by Okumu and Opio (2023), who found that continuous professional development significantly improved teachers’ pedagogical skills in secondary schools. It is also supported by Darling-Hammond et al. (2017), who emphasized that effective professional development strengthens teachers’ instructional knowledge and practice when it is content-focused, collaborative, and sustained over time. Likewise, UNESCO, the International Task Force on Teachers for Education 2030, and the International Labour Organization (2024) stressed that teacher professional development is a key strategy for empowering teachers, improving instructional quality, and supporting quality education systems worldwide.

**Table 2 Teachers’ perceived level of continuing professional development in terms of mentoring**

Descriptors	AWV	SD	Description	Interpretation
<i>As I participate in mentoring activities, it...</i>				
1. helps me in gaining mastery over my subjects.	4.82	0.409	Strongly Agree	Very High
2. enables me to teach effectively.	4.82	0.431	Strongly Agree	Very High
3. assists me in identifying and solving classroom problems.	4.79	0.429	Strongly Agree	Very High
4. prepares me for my professional growth.	4.80	0.423	Strongly Agree	Very High
5. teaches me to use teaching materials effectively.	4.81	0.416	Strongly Agree	Very High
6. creates a supportive and comfortable environment for my professional development.	4.76	0.452	Strongly Agree	Very High
7. promotes reflective thinking in me.	4.77	0.446	Strongly Agree	Very High
8. helps increase my teaching efficiency.	4.81	0.416	Strongly Agree	Very High
9. helps increase my confidence level through the continuous guidance from my mentor.	4.82	0.409	Strongly Agree	Very High
10. allows me to receive useful and timely feedback from my mentor.	4.80	0.423	Strongly Agree	Very High
<b>Overall</b>	<b>4.80</b>	<b>0.370</b>	<b>Strongly Agree</b>	<b>Very High</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 2 shows that the teachers’ perceived level of continuing professional development in terms of mentoring was very high, with an overall mean of 4.80 and SD of 0.370, interpreted as Strongly Agree. The highest-rated indicators were “helps me in gaining mastery over my subjects,” “enables me to teach effectively,” and “helps increase my confidence level through the continuous guidance from my mentor,” each with an AWW of 4.82. These were followed by “teaches me to use teaching materials effectively” and “helps increase my teaching efficiency,” both with an AWW of 4.81. Meanwhile, “prepares me for my professional growth” and “allows me to receive useful and timely feedback from my mentor” both obtained 4.80, while the lowest, though still very high, was “creates a supportive and comfortable environment for my professional development” with an AWW of 4.76. The consistently low standard deviations indicate that the respondents had closely similar and highly

positive perceptions of mentoring as a form of professional development. This means that mentoring was perceived by the respondents as a highly valuable continuing professional development activity that strengthens subject mastery, teaching effectiveness, classroom problem-solving, confidence, and professional growth. The findings suggest that teachers strongly recognize mentoring as an important support mechanism in improving their competence and overall instructional performance. This implies that schools should sustain and strengthen mentoring programs as part of teacher development initiatives because teachers view mentoring as a reliable source of guidance, feedback, reflection, and professional support. It also implies that effective mentor-mentee relationships can enhance teachers’ confidence, efficiency, and ability to address classroom challenges, which may eventually contribute to improved teaching competence and better learning outcomes.

The current result is supported by Wang et al. (2024), who emphasized that effective mentoring facilitates teachers’ professional growth and accelerates their development in in-service teacher education. It is also supported by Glover and Nielsen (2024), who found that effective mentoring approaches promote support, growth, and positive professional learning experiences among teachers. Likewise, Morcom (2022) reported that mentoring helped experienced teachers change and improve their classroom practice through reflective and collaborative processes. These studies affirm the present result that mentoring is a meaningful and powerful component of continuing professional development.

**Table 3 Teachers’ perceived level of continuing professional development in terms of teachers’ research preparation**

Descriptors	AWV	SD	Description	Interpretation
<i>As I engage in research preparation, it...</i>				
1. helps me appreciate the value of research in teaching.	4.66	0.564	Strongly Agree	Very High
2. motivates me to use research-based teaching techniques.	4.67	0.545	Strongly Agree	Very High
3. gives me the confidence to pursue research.	4.61	0.575	Strongly Agree	Very High
4. equips me with the tools I need to incorporate research in my classroom.	4.63	0.646	Strongly Agree	Very High
5. improves my ability to innovate in the classroom.	4.68	0.542	Strongly Agree	Very High
6. makes me feel more secure in undertaking action research.	4.58	0.581	Strongly Agree	Very High
7. teaches me how to use research results to improve student outcomes.	4.61	0.575	Strongly Agree	Very High
8. promotes collaboration in research efforts with colleagues.	4.61	0.649	Strongly Agree	Very High
9. encourages the use of research as the basis for teaching decisions..	4.63	0.571	Strongly Agree	Very High
10. helps me become confident in my ability to design and implement classroom research.	4.64	0.569	Strongly Agree	Very High
<b>Overall</b>	<b>4.63</b>	<b>0.526</b>	<b>Strongly Agree</b>	<b>Very High</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 3 shows that the teachers’ perceived level of continuing professional development in terms of teachers’ research preparation was very high, with an overall mean of 4.63 and SD of 0.526, interpreted as Strongly Agree. Among the indicators, the highest-rated item was “improves my ability to innovate in the classroom” with an AWV of 4.68 and SD of 0.542, followed by “motivates me to use research-based teaching techniques” with an AWV of 4.67 and SD of 0.545, and “helps me appreciate the value of research in teaching” with an AWV of 4.66 and SD of 0.564. Other highly rated indicators were “helps me become confident in my ability to design and implement classroom research” with 4.64, “equips me with the tools I need to incorporate research in my

classroom” and “encourages the use of research as the basis for teaching decisions” with 4.63, and “gives me the confidence to pursue research,” “teaches me how to use research results to improve student outcomes,” and “promotes collaboration in research efforts with colleagues” with 4.61. The lowest, though still interpreted as very high, was “makes me feel more secure in undertaking action research” with an AWW of 4.58 and SD of 0.581. Overall, the relatively low standard deviation indicates that the respondents had generally consistent and favorable perceptions regarding research preparation. This means that teachers perceived research preparation as a highly valuable component of continuing professional development. The findings indicate that engaging in research preparation helps teachers appreciate the role of research in teaching, apply research-based strategies, strengthen confidence in conducting classroom research, and improve innovation and instructional decision-making. This implies that schools and education leaders should continue to strengthen research-oriented professional development programs, particularly those related to action research, classroom inquiry, and collaborative research engagement. It also implies that preparing teachers for research can help build a more reflective, evidence-based, and innovative teaching workforce, which may contribute to improved classroom practice and better student outcomes.

The current finding is supported by Cortes et al. (2025), who found that training programs improved STEM teachers’ action research skills, knowledge, and attitudes, showing that structured research preparation can strengthen teachers’ readiness to conduct research. It is also supported by Kowalczyk-Walędziak et al. (2024), who reported that teacher research engagement contributes to professional learning and highlighted the need for teachers’ research participation. Likewise, Agustiningrum et al. (2024) found that design-based research can be an effective form of professional development, helping teachers develop more relevant and contextualized instructional practices. These studies support the present result that research preparation is an important and beneficial dimension of continuing professional development.

*Table 11 Continued*

**Table 4 Teachers’ perceived level of continuing professional development in terms of graduate education or graduate studies**

Descriptors	AWV	SD	Description	Interpretation
<i>As I attend graduate education or studies, it...</i>				
1. inspires me to pursue graduate degrees to improve my teaching.	4.74	0.441	Strongly Agree	Very High
2. helps me advance my professional development.	4.77	0.425	Strongly Agree	Very High
3. encourages higher education options that are applicable to my teaching practice.	4.77	0.420	Strongly Agree	Very High
4. helps me feel motivated to pursue further education.	4.75	0.436	Strongly Agree	Very High
5. educates me about graduate education opportunities that can advance my career.	4.77	0.425	Strongly Agree	Very High
6. supports my decision to complete my education while teaching full-time.	4.74	0.441	Strongly Agree	Very High
7. helps me become more secure in my topic knowledge.	4.77	0.425	Strongly Agree	Very High
8. allows me to improve my teaching methods.	4.80	0.400	Strongly Agree	Very High
9. helps promote lifelong learning.	4.78	0.435	Strongly Agree	Very High
10. emphasizes the importance of advanced study in improving my teaching practice.	4.77	0.441	Strongly Agree	Very High
<b>Overall</b>	<b>4.77</b>	<b>0.386</b>	<b>Strongly Agree</b>	<b>Very High</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 4 shows that the teachers’ perceived level of continuing professional development in terms of graduate education or graduate studies was very high, with an overall mean of 4.77 and SD of 0.386, interpreted as

Strongly Agree. Among the indicators, the highest-rated item was “allows me to improve my teaching methods” with an AWV of 4.80 and SD of 0.400. This was followed by “helps me advance my professional development,” “encourages higher education options that are applicable to my teaching practice,” “educates me about graduate education opportunities that can advance my career,” “helps me become more secure in my topic knowledge,” and “emphasizes the importance of advanced study in improving my teaching practice,” all with an AWV of 4.77. Meanwhile, “helps promote lifelong learning” obtained 4.78, “helps me feel motivated to pursue further education” posted 4.75, and both “inspires me to pursue graduate degrees to improve my teaching” and “supports my decision to complete my education while teaching full-time” received 4.74. The low standard deviation indicates that the respondents had closely similar and consistently favorable perceptions regarding the value of graduate studies. This means that graduate education or graduate studies were perceived by the respondents as a highly valuable dimension of continuing professional development. The findings suggest that pursuing advanced studies strengthens teachers’ motivation for lifelong learning, deepens subject knowledge, improves teaching methods, and supports their overall professional and career advancement. This implies that schools and education leaders should continue encouraging teachers to enroll in graduate programs and provide institutional support such as study leave, flexible schedules, scholarships, or tuition assistance. It also implies that graduate education can be treated not only as a credentialing pathway but also as a meaningful mechanism for improving classroom practice, strengthening professional competence, and promoting long-term career development among teachers.

The current finding is supported by Mgaiwa (2024), who emphasized that teacher education and continuing professional development are closely linked and that professional development is necessary for improving teaching and student learning. It is also supported by Ventista and Paporozzi (2023), whose review found that sustained teacher professional learning contributes to improved teaching practices and positive student outcomes. Likewise, Salifu et al. (2025) reported that teacher professional development influences the quality of teaching and highlighted the importance of strengthening teachers’ content knowledge and career-long growth. These studies support the present finding that graduate education is a meaningful avenue for enhancing teachers’ professional competence and instructional practice.

**Table 5 Summary of the teachers’ perceived level of continuing professional development**

Indicators	Mean	SD	Description	Interpretation
A. Training and Seminars	4.78	0.384	Strongly Agree	Very High
B. Mentoring	4.80	0.370	Strongly Agree	Very High
C. Teachers’ Research Preparation	4.63	0.526	Strongly Agree	Very High
D. Graduate Education or Graduate Studies	4.77	0.386	Strongly Agree	Very High
<b>Overall</b>	<b>4.75</b>	<b>0.355</b>	<b>Strongly Agree</b>	<b>Very High</b>

### SD-Standard Deviation

Table 5 shows that the teachers’ perceived level of continuing professional development was very high, as reflected in the overall mean of 4.75 and SD of 0.355, interpreted as Strongly Agree. Among the four indicators, mentoring obtained the highest mean of 4.80 with SD of 0.370, followed by training and seminars with a mean of 4.78 and SD of 0.384, and graduate education or graduate studies with a mean of 4.77 and SD of 0.386. Meanwhile, teachers’ research preparation received the lowest mean of 4.63 with SD of 0.526, although it was still interpreted as Very High. These findings indicate that all dimensions of continuing professional development were rated favorably by the respondents, with mentoring emerging as the most strongly perceived area. This means that the respondents strongly recognized continuing professional development as an essential and highly valuable component of their professional growth. The consistently very high ratings across all indicators suggest that training and seminars, mentoring, research preparation, and graduate studies all contribute meaningfully to teachers’ competence, effectiveness, and career development. This implies that school leaders and education officials should continue investing in a balanced and sustained continuing professional development program that combines mentoring, formal training, research capability-building, and graduate education support. It also implies that while all areas are highly valued, additional attention may be given to strengthening teachers’ research preparation since it received the lowest mean among the four indicators, even if it remained at a very high level.

The current finding is supported by OECD (2025), which states that teachers need learning opportunities to develop their professional expertise and teaching skills throughout their careers. It is also supported by Asmare et al. (2025), who reported that continuous professional development enhances teacher effectiveness, quality teaching, student achievement, and institutional advancement. Likewise, Morina et al. (2025) found in a meta-analysis that teacher professional development has a positive effect on teacher and classroom-level outcomes, further affirming the present result that continuing professional development is highly beneficial to teachers.

What is the respondents’ perceived level of teaching competency in terms of:

- 2.1 instructional planning;
- 2.2 instructional skills;
- 2.3 knowledge of the subject matter;
- 2.4 rapport with students; and
- 2.5 classroom management?

**Table 6 Teachers’ perceived level of teaching competence in terms of instructional planning**

Descriptors	AWV	SD	Description	Interpretation
<i>I manifest my instructional planning skills by...</i>				
1. preparing a comprehensive, organized, and well-thought-out learning plan that includes varied instructional techniques and class activities.	4.77	0.425	Strongly Agree	Very Highly Manifested
2. incorporating the use of different resources, technology, or instructional materials to facilitate learning.	4.75	0.436	Strongly Agree	Very Highly Manifested
3. creating opportunities for maximum participation of students.	4.77	0.425	Strongly Agree	Very Highly Manifested
4. providing appropriate assessment tools as indicated in the learning plan.	4.73	0.446	Strongly Agree	Very Highly Manifested
5. thinking of creative, varied activities to differentiate my instruction.	4.77	0.441	Strongly Agree	Very Highly Manifested
6. constructing lesson plans that promote critical thinking and problem solving.	4.82	0.386	Strongly Agree	Very Highly Manifested
7. becoming confident in creating lesson plans that facilitate student learning.	4.76	0.431	Strongly Agree	Very Highly Manifested
8. creating lesson plans that effectively fit with curriculum standards.	4.78	0.414	Strongly Agree	Very Highly Manifested
9. addressing the diverse needs of my students.	4.78	0.435	Strongly Agree	Very Highly Manifested
regularly revising my educational plans based on student performance.	4.77	0.425	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.77</b>	<b>0.373</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 6 shows that the teachers’ perceived level of teaching competence in terms of instructional planning was very highly manifested, with an overall mean of 4.77 and SD of 0.373, interpreted as Strongly Agree. The highest-rated indicator was “constructing lesson plans that promote critical thinking and problem solving” with an AWV of 4.82 and SD of 0.386. This was followed by “creating lesson plans that effectively fit with curriculum standards” and “addressing the diverse needs of my students” with 4.78, while several items such as preparing a comprehensive learning plan, creating opportunities for maximum student participation, thinking of creative varied activities, and regularly revising educational plans based on student performance each obtained 4.77. The

lowest-rated item, though still very highly manifested, was “providing appropriate assessment tools as indicated in the learning plan” with an AWW of 4.73 and SD of 0.446. Overall, the low standard deviations indicate that the respondents had closely similar and consistently favorable perceptions of their instructional planning competence. This means that the respondents strongly manifested competence in instructional planning, particularly in designing lesson plans that promote higher-order thinking, align with curriculum standards, address learner diversity, and incorporate varied instructional techniques and assessments. The findings indicate that instructional planning is one of the teachers’ strong areas of professional competence. This implies that teachers’ strong instructional planning competence can help improve the organization, relevance, and responsiveness of classroom instruction. It also implies that schools should continue supporting teachers through professional development focused on lesson design, curriculum alignment, differentiated instruction, and data-informed revision of learning plans so that this high level of competence can be sustained and further enhanced. OECD also notes that ongoing professional development is vital for helping teachers adapt instruction to

**Table 14 Continued**

throughout their careers.

The current finding is supported by Børte et al. (2024), who emphasized that lesson planning is central to teachers’ professional work and that planning tools should strengthen pedagogy when developing and improving lessons. It is also supported by Tran et al. (2024), who described teacher curriculum competence as teachers’ ability to interpret curriculum and make sound instructional decisions, which is closely related to effective lesson planning. In addition, Dicdiquin and colleagues (2023) reported that teachers were highly rated in regular lesson planning, aligning lessons with competencies, and using learning objectives appropriately, which supports the present finding that instructional planning competence was very highly manifested.

**Table 7 Teachers’ perceived level of teaching competence in terms of instructional skills**

Descriptors	AWV	SD	Description	Interpretation
<i>I manifest my instructional skills by...</i>				
1. communicating proficiently in English and Filipino	4.78	0.414	Strongly Agree	Very Highly Manifested
2. displaying enthusiasm in teaching.	4.79	0.450	Strongly Agree	Very Highly Manifested
3. presenting lesson in clear, concise and logical manner.	4.80	0.400	Strongly Agree	Very Highly Manifested
4. asking higher order thinking skills (HOTS) and metacognitive questions to encourage students to think and to teach students how to learn.	4.83	0.378	Strongly Agree	Very Highly Manifested
5. making use of different teaching methods and learning experiences to address multiple intelligences of students.	4.81	0.393	Strongly Agree	Very Highly Manifested
6. giving immediate positive comments and feedback.	4.85	0.362	Strongly Agree	Very Highly Manifested
7. integrating and processing values as shown in lesson development or closing activities in the synthesis.	4.80	0.423	Strongly Agree	Very Highly Manifested
8. summarizing the lesson comprehensively using appropriate methods.	4.77	0.446	Strongly Agree	Very Highly Manifested
9. utilizing indicated assessment tools in the learning plan.	4.77	0.420	Strongly Agree	Very Highly Manifested
10. providing opportunities for students to show evidence of learning like performance tasks, asking and answering questions, etc.	4.81	0.416	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.80</b>	<b>0.349</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 7 shows that the teachers’ perceived level of teaching competence in terms of instructional skills was very highly manifested, with an overall mean of 4.80 and SD of 0.349, interpreted as Strongly Agree. Among the indicators, the highest-rated item was “giving immediate positive comments and feedback” with an AWV of 4.85 and SD of 0.362. This was followed by “asking higher order thinking skills (HOTS) and metacognitive questions” with an AWV of 4.83, and both “making use of different teaching methods and learning experiences to address multiple intelligences of students” and “providing opportunities for students to show evidence of learning” with an AWV of 4.81. Other highly rated indicators were “presenting lesson in clear, concise and logical manner” and “integrating and processing values” with 4.80, while the lowest, though still very highly manifested, were “summarizing the lesson comprehensively using appropriate methods” and “utilizing indicated assessment tools in the learning plan” with 4.77. The low standard deviations indicate that the respondents had closely similar and consistently favorable perceptions of their instructional skills. This means that the respondents strongly manifested competence in instructional delivery, particularly in giving timely feedback, asking higher-order questions, using varied teaching methods, and creating opportunities for students to demonstrate learning. The findings indicate that instructional skills are a strong aspect of the teachers’ overall teaching competence. This implies that strong instructional skills can help teachers promote clearer lesson delivery, more active student participation, deeper thinking, and more responsive classroom interaction. It also implies that schools should continue to strengthen professional development in questioning strategies, feedback practices, varied instructional methods, and assessment-based teaching so that teachers can sustain and further improve these very high levels of instructional competence. Recent OECD evidence also shows that many teachers frequently use adaptive classroom practices, underscoring the importance of maintaining strong instructional expertise in today’s classrooms.

The current finding is supported by Demszky et al. (2025), who found that individualized instructional feedback improved teachers’ questioning practices and student engagement, highlighting the value of timely feedback in effective teaching. It is also supported by Resnick et al. (2023), who emphasized the importance of higher-order questioning in classroom instruction, although they also noted that such questions must be followed by meaningful opportunities for student thinking. In addition, OECD (2025) reported that developing teacher expertise and teaching skills remains essential for high-quality classroom practice, which aligns with the present finding that instructional skills were very highly manifested among the respondents.

**Table 8 Teachers perceived level of teaching competence in terms of knowledge of the subject matter**

Descriptors	AWV	SD	Description	Interpretation
<i>I manifest my knowledge of the subject matter by...</i>				
1. demonstrating thorough concepts and principles in the assigned subject.	4.81	0.393	Strongly Agree	Very Highly Manifested
2. integrating the subject matter with other subjects.	4.84	0.370	Strongly Agree	Very Highly Manifested
3. including relevant current topics and issues related to the lesson or topic taught.	4.85	0.362	Strongly Agree	Very Highly Manifested
4. communicating complex subjects to my students.	4.73	0.466	Strongly Agree	Very Highly Manifested
5. tying up subject information to real-world applications.	4.78	0.435	Strongly Agree	Very Highly Manifested
6. engaging pupils in meaningful debates.	4.74	0.461	Strongly Agree	Very Highly Manifested
7. addressing students’ inquiries about the subject matter.	4.82	0.409	Strongly Agree	Very Highly Manifested
8. applying topic principles to real-world circumstances to promote students’ critical thinking.	4.82	0.409	Strongly Agree	Very Highly Manifested
9. incorporating new material and developments in my subject into the lessons.	4.79	0.407	Strongly Agree	Very Highly Manifested

10. improving my students' comprehension of the information.	4.79	0.407	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.80</b>	<b>0.353</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 8 shows that the teachers’ perceived level of teaching competence in terms of knowledge of the subject matter was very highly manifested, with an overall mean of 4.80 and SD of 0.353, interpreted as Strongly Agree. The highest-rated indicator was “including relevant current topics and issues related to the lesson or topic taught” with an AWV of 4.85 and SD of 0.362. This was followed by “integrating the subject matter with other subjects” with an AWV of 4.84, while “addressing students’ inquiries about the subject matter” and “applying topic principles to real-world circumstances to promote students’ critical thinking” both obtained an AWV of 4.82. Also highly rated were “demonstrating thorough concepts and principles in the assigned subject” with 4.81, and “incorporating new material and developments in my subject into the lessons” and “improving my students’ comprehension of the information” with 4.79. The lowest-rated item, though still very highly manifested, was “communicating complex subjects to my students” with an AWV of 4.73 and SD of 0.466. Overall, the low standard deviation indicates that the respondents had closely similar and consistently favorable perceptions of their competence in subject matter knowledge. This means that the respondents strongly manifested competence in subject matter knowledge, particularly in relating lessons to current issues, integrating concepts across disciplines, responding to students’ questions, and applying lesson content to real-world situations. The findings indicate that teachers possess solid mastery of the content they teach and are able to make learning meaningful and relevant to students. This implies that strong subject matter knowledge can help teachers present lessons more accurately, connect ideas across learning areas, address learner questions effectively, and promote critical thinking through real-life applications. It also implies that schools should continue supporting teachers through professional development that deepens content mastery and helps them connect subject knowledge with effective classroom practice, since effective teaching depends on both strong content knowledge and the ability to transform that knowledge into understandable learning experiences.

The current finding is supported by Khoboli (2025), who examined teachers’ content knowledge and found a positive relationship between educators’ content knowledge and learners’ performance. It is also supported by the OECD (2025), which states that effective teaching goes beyond knowing the subject but still requires strong subject knowledge as a key pillar of teaching competence. Likewise, a 2024 study on pedagogical content knowledge and subject matter content knowledge emphasized that teachers need deep and flexible understanding of subject matter so they can help students connect ideas across disciplines and everyday life. These studies support the present finding that teachers’ knowledge of the subject matter was very highly manifested.

**Table 9 Teachers’ perceived level of teaching competence in terms of rapport with students**

<b>Descriptors</b>	<b>AWV</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
<i>I establish rapport with my students by...</i>				
1. showing respect for students’ ideas and opinions.	4.86	0.378	Strongly Agree	Very Highly Manifested
2. using appropriate language and speaking in a non- threatening manner.	4.82	0.386	Strongly Agree	Very Highly Manifested
3. building a positive relationship with my students and encourage open conversation	4.85	0.362	Strongly Agree	Very Highly Manifested
4. communicating complex subjects to my students.	4.76	0.508	Strongly Agree	Very Highly Manifested
5. fostering a friendly classroom environment in which students feel valued.	4.80	0.444	Strongly Agree	Very Highly Manifested
6. actively listening to my students and address their needs and interests.	4.84	0.394	Strongly Agree	Very Highly Manifested

7. developing trust and respect between myself and my students.	4.86	0.401	Strongly Agree	Very Highly Manifested
8. exhibiting care and compassion when students struggle with their studies.	4.83	0.378	Strongly Agree	Very Highly Manifested
9. regularly providing students constructive feedback for improvement.	4.86	0.353	Strongly Agree	Very Highly Manifested
10. encouraging a sense of belonging and inclusion for all students in the classroom.	4.83	0.378	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.83</b>	<b>0.318</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 9 shows that the teachers’ perceived level of teaching competence in terms of rapport with students was very highly manifested, with an overall mean of 4.83 and SD of 0.318, interpreted as Strongly Agree. The highest-rated indicators were “showing respect for students’ ideas and opinions,” “developing trust and respect between myself and my students,” and “regularly providing students constructive feedback for improvement,” each with an AWV of 4.86. These were followed by “building a positive relationship with my students and encourage open conversation” with 4.85, “actively listening to my students and address their needs and interests” with 4.84, and both “exhibiting care and compassion when students struggle with their studies” and “encouraging a sense of belonging and inclusion for all students in the classroom” with 4.83. The lowest-rated item, though still very highly manifested, was “communicating complex subjects to my students” with an AWV of 4.76 and SD of 0.508. Overall, the low standard deviation indicates that the respondents had closely similar and consistently favorable perceptions of their ability to establish rapport with students. This means that the respondents strongly manifested competence in building rapport with students, particularly in showing respect, developing trust, giving constructive feedback, listening to learners’ needs, and promoting belonging and inclusion. The findings indicate that the teachers were able to create positive interpersonal relationships that support a safe, respectful, and encouraging classroom environment. This implies that strong teacher–student rapport can help improve classroom climate, student participation, and learners’ sense of belonging in school. It also implies that schools should continue supporting teachers in relationship-building, empathetic communication, constructive feedback, and inclusive classroom practices because these interpersonal competencies are closely connected with effective teaching and student engagement. Recent OECD work likewise emphasizes that high-quality teaching includes nurturing a supportive classroom climate and building positive relationships that are conducive to learning.

The current finding is supported by Konrad (2024), who found that student–teacher relationships are a key dimension of positive classroom climate. It is also supported by Garcia-Rodriguez et al. (2025), who described teacher–student relationship quality as an important determinant of classroom climate and students’ socio-emotional adjustment. Likewise, OECD (2025) emphasized that social-emotional support in teaching involves building positive relationships and a supportive classroom climate, which aligns with the present result that rapport with students was very highly manifested.

**Table 10 Teachers’ perceived level of teaching competence in terms of classroom management**

<b>Descriptors</b>	<b>AWV</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
<i>I manage my class by...</i>				
1. ensuring a suitable learning environment at all times.	4.85	0.362	Strongly Agree	Very Highly Manifested
2. carrying out routine procedures effectively.	4.80	0.423	Strongly Agree	Very Highly Manifested
3. maintaining discipline in the class at all times.	4.81	0.416	Strongly Agree	Very Highly Manifested
4. controlling time through meaningful activities or interactions.	4.84	0.370	Strongly Agree	Very Highly Manifested

5. establishing clear expectations for student behavior at the start of each term.	4.80	0.423	Strongly Agree	Very Highly Manifested
6. regulating classroom interruptions while maintaining the flow of the course.	4.77	0.480	Strongly Agree	Very Highly Manifested
7. setting up a disciplined learning environment in which students understand their obligations.	4.83	0.378	Strongly Agree	Very Highly Manifested
8. using positive reinforcement to encourage appropriate behavior from my students.	4.85	0.362	Strongly Agree	Very Highly Manifested
9. handling conflicts between students calmly and fairly.	4.86	0.353	Strongly Agree	Very Highly Manifested
10. striking a balance between regulating student behavior and being focused on learning objectives.	4.78	0.414	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.82</b>	<b>0.339</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**AWV-Average Weighted Value, SD-Standard Deviation**

Table 10 shows that the teachers’ perceived level of teaching competence in terms of classroom management was very highly manifested, with an overall mean of 4.82 and SD of 0.339, interpreted as Strongly Agree. Among the indicators, the highest-rated item was “handling conflicts between students calmly and fairly” with an AWV of 4.86 and SD of 0.353. This was followed by “ensuring a suitable learning environment at all times” and “using positive reinforcement to encourage appropriate behavior from my students” with an AWV of 4.85, and “controlling time through meaningful activities or interactions” with 4.84. Also highly rated were “setting up a disciplined learning environment in which students understand their obligations” with 4.83, “maintaining discipline in the class at all times” with 4.81, and both “carrying out routine procedures effectively” and “establishing clear expectations for student behavior at the start of each term” with 4.80. The lowest-rated item, though still very highly manifested, was “regulating classroom interruptions while maintaining the flow of the course” with an AWV of 4.77 and SD of 0.480. The relatively low standard deviations indicate that the respondents had closely similar and consistently favorable perceptions of their classroom management competence. This means that the respondents strongly manifested competence in classroom management, particularly in resolving conflicts fairly, maintaining a suitable learning environment, using positive reinforcement, managing time productively, and establishing clear behavioral expectations. The findings indicate that the teachers were highly capable of maintaining order and creating classroom conditions that support teaching and learning. OECD’s recent work on high-quality teaching similarly emphasizes the importance of clear routines, balanced classroom interaction, and an equitable learning environment. This implies that strong classroom management competence can help promote a more organized, disciplined, and supportive learning environment where students can focus on learning and participate more meaningfully. It also implies that schools should continue strengthening professional development on conflict resolution, positive reinforcement, classroom routines, and behavior expectations so that teachers can sustain and further enhance these very high levels of competence. Recent evidence also indicates that classroom management practices are closely tied to student success and effective teaching.

The current finding is supported by Putra (2025), who found that classroom management has a positive effect on student success and teaching effectiveness. It is also supported by Bauersfeld et al. (2025), who highlighted the development of classroom management competencies as a critical part of teacher professional growth. Likewise, Aceves et al. (2024) reported that positive reinforcement is an important behavior-management practice, which aligns with the present finding that teachers highly manifested the use of positive reinforcement and effective classroom control. These studies support the present result that classroom management was very highly manifested among the respondents.

**Table 11 Summary of the teachers’ perceived level of teaching competence**

Indicators	Mean	SD	Description	Interpretation
A. Instructional Planning	4.77	0.373	Strongly Agree	Very Highly Manifested

B. Instructional skills	4.80	0.349	Strongly Agree	Very Highly Manifested
C. Knowledge of the Subject Matter	4.80	0.353	Strongly Agree	Very Highly Manifested
D. Rapport with Students	4.83	0.318	Strongly Agree	Very Highly Manifested
E. Classroom Management	4.82	0.339	Strongly Agree	Very Highly Manifested
<b>Overall</b>	<b>4.80</b>	<b>0.309</b>	<b>Strongly Agree</b>	<b>Very Highly Manifested</b>

**SD-Standard Deviation**

Table 11 shows that the teachers’ perceived level of teaching competence was very highly manifested, as reflected in the overall mean of 4.80 and SD of 0.309, interpreted as Strongly Agree. Among the five indicators, rapport with students obtained the highest mean of 4.83 with SD of 0.318, followed by classroom management with a mean of 4.82 and SD of 0.339. Both instructional skills and knowledge of the subject matter posted a mean of 4.80, with SDs of 0.349 and 0.353, respectively. Meanwhile, instructional planning obtained the lowest mean of 4.77 with SD of 0.373, although it was still interpreted as Very Highly Manifested. These results indicate that all dimensions of teaching competence were rated very favorably by the respondents, with interpersonal and classroom-related competencies receiving the highest ratings. This means that the respondents strongly manifested a high level of overall teaching competence across instructional planning, instructional skills, subject matter knowledge, rapport with students, and classroom management. The findings suggest that the teachers were generally confident and competent in performing the major responsibilities of classroom teaching, especially in building positive relationships with learners and maintaining an effective learning environment. OECD’s recent work similarly describes high-quality teaching as involving classroom interaction, social-emotional support, and the ability to respond to diverse learner needs, while DepEd’s professional development framework likewise emphasizes improving teachers’ professional practice and quality teaching. This implies that schools and education leaders should continue sustaining programs that strengthen both pedagogical and relational dimensions of teaching, since the strongest areas of competence were rapport with students and classroom management. It also implies that while all indicators were very highly manifested, instructional planning may still be given continued attention for enhancement because it obtained the lowest mean among the five areas, even if it remained at a very high level. Recent OECD evidence also notes that teachers are increasingly expected to address diverse student needs, support socio-emotional development, and exercise strong professional judgment in complex classroom settings.

The current finding is supported by the OECD (2025), which emphasizes that effective teaching requires a combination of teaching methods, planning, classroom management, and decisions that facilitate student learning. It is also supported by the OECD (2025) report on high-quality teaching, which highlights the importance of classroom interaction, supportive teacher–student relationships, and effective management of diverse classroom realities. In the Philippine context, DepEd’s NEAP professional development framework also supports the present result by stating that career progression and professional development programs are intended to improve teachers’ professional practice and support quality teaching. These sources affirm the present finding that the respondents’ teaching competence was very highly manifested across all major domains.

Is there a significant relationship between continuing professional development and teaching competency?

**Table 12 Test of the relationship between the teachers’ perceived level of continuing professional development and teaching competence**

Variables Correlated	rho-value	p-value	Interpretation
Teachers’ Teaching Competence and Continuing Professional Development	0.683*	0.000	High Positive Large correlation <b>Significant</b>

Correlation is significant at the 0.05 level

Table 21 presents the test of relationship between teachers’ perceived level of continuing professional development and teaching competence. The result shows a rho-value of 0.683 with a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates a significant high positive correlation between continuing professional development and teaching competence. Therefore, the null hypothesis stating that there is no

significant relationship between teachers' perceived level of continuing professional development and teaching competence is rejected. This means that teachers who have higher engagement in continuing professional development also tend to demonstrate higher teaching competence.

This means that continuing professional development is meaningfully associated with the improvement of teachers' teaching competence. When teachers actively participate in trainings, seminars, mentoring, research preparation, and graduate studies, they are more likely to strengthen their instructional planning, instructional skills, subject matter knowledge, rapport with students, and classroom management. The high positive correlation suggests that CPD is an important professional mechanism that supports teachers in improving their classroom practices and overall instructional effectiveness. This implies that school heads and DepEd officials should continuously strengthen and institutionalize relevant, needs-based, and sustained CPD programs for teachers. Since CPD is significantly related to teaching competence, professional development activities should not be treated merely as compliance requirements but as essential interventions for improving teaching quality. Schools may enhance mentoring programs, Learning Action Cells, research capability training, graduate education support, and skills-based seminars to help teachers become more competent and responsive to learners' needs.

The current finding is supported by Darling-Hammond et al. (2017), who emphasized that effective professional development improves teachers' knowledge and classroom practice when it is content-focused, sustained, collaborative, and connected to actual teaching. The current finding is also supported by Okumu and Opio (2023), who found that continuous professional development significantly improved teachers' pedagogical skills in secondary schools. Likewise, the current finding is supported by Visscher et al. (2025), who reported that teacher professional development contributes to improvements in instructional practice and student achievement, suggesting that CPD strengthens teacher competence when properly designed and implemented.

## DISCUSSION

The findings of the study reveal that continuing professional development was perceived by the teachers as very high, indicating that the respondents strongly recognized the value of trainings and seminars, mentoring, research preparation, and graduate education in improving their professional growth and instructional practice. Among the indicators, mentoring obtained the highest mean, which suggests that teachers highly value direct guidance, feedback, support, and professional sharing from more experienced colleagues. This shows that CPD is not limited to formal seminars alone but also includes collaborative and school-based learning experiences that help teachers improve their classroom performance. Although teachers' research preparation obtained the lowest mean among the CPD indicators, it was still interpreted as very high, implying that teachers also acknowledge the importance of research in promoting evidence-based teaching and classroom innovation. Overall, the result suggests that the teachers of Dapitan City National High School are actively engaged in professional learning activities that help them strengthen their knowledge, skills, and confidence as educators.

The study also found that teaching competence was very highly manifested among the respondents in terms of instructional planning, instructional skills, knowledge of the subject matter, rapport with students, and classroom management. Rapport with students obtained the highest mean, indicating that teachers strongly manifested respect, trust, constructive feedback, care, and inclusiveness in their relationship with learners. Classroom management also received a very high rating, showing that teachers were capable of maintaining discipline, managing conflicts, using positive reinforcement, and creating a suitable learning environment. These findings imply that the teachers were not only competent in lesson preparation and content delivery but were also effective in building positive classroom relationships and sustaining an orderly learning atmosphere. Instructional planning received the lowest mean among the teaching competence indicators, although it was still very highly manifested, suggesting that teachers remain competent in preparing lessons, aligning activities with curriculum standards, and addressing students' needs, but this area may still be strengthened through continuous professional support.

Furthermore, the study revealed a significant high positive relationship between continuing professional development and teaching competence, as shown by the rho-value of 0.683 and p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the null hypothesis stating that there is no significant

relationship between continuing professional development and teaching competence is rejected. This means that teachers who have higher engagement in CPD activities also tend to demonstrate higher teaching competence. The finding confirms that CPD serves as an important mechanism for improving teachers' instructional planning, instructional skills, subject matter knowledge, rapport with students, and classroom management. It further implies that professional development should not be treated merely as a compliance requirement but as a meaningful and continuous process for strengthening teaching quality. Therefore, DepEd officials and school heads should continue to institutionalize relevant, sustained, needs-based, and practice-oriented CPD programs, particularly mentoring, research capability-building, graduate education support, and skills-based trainings, to further enhance teachers' competence and improve classroom instruction.

## CONCLUSION

The study concludes that continuing professional development plays an important role in strengthening the teaching competence of secondary school teachers. The very high level of continuing professional development indicates that teachers highly value trainings and seminars, mentoring, research preparation, and graduate education as means of improving their professional growth and instructional effectiveness. Likewise, the very highly manifested level of teaching competence shows that teachers are capable of planning lessons, delivering instruction, demonstrating subject matter knowledge, building positive rapport with students, and managing the classroom effectively. Furthermore, the significant high positive relationship between continuing professional development and teaching competence confirms that teachers who are more engaged in professional development activities tend to demonstrate stronger teaching competence. Therefore, sustained, relevant, and needs-based continuing professional development should be continuously implemented to enhance teachers' instructional practices, professional confidence, and overall teaching effectiveness.

## RECOMMENDATION

Based on the findings and conclusions of the study, the Department of Education officials should strengthen and institutionalize sustained, relevant, and needs-based continuing professional development programs for secondary school teachers. Adequate funding, policies, incentives, and institutional support should be provided for training and seminars, mentoring programs, research capability-building, technology integration, and graduate education opportunities. School heads and administrators should also develop comprehensive school-based professional development plans aligned with teachers' identified needs and the Philippine Professional Standards for Teachers. Since mentoring obtained the highest rating, structured mentor-mentee programs, peer coaching, classroom observations, professional learning communities, and Learning Action Cells should be continuously implemented and monitored. Greater attention should also be given to teachers' research preparation, as it obtained the lowest mean among the CPD indicators, although it remained at a very high level. Schools may conduct regular action research workshops, proposal-writing sessions, statistical analysis training, research mentoring, and opportunities for teachers to present, publish, and apply research findings in classroom instruction. Likewise, instructional planning should be continuously enhanced because it received the lowest mean among the teaching competence indicators. Professional development activities may therefore focus on differentiated instruction, curriculum alignment, technology-supported lesson design, assessment planning, higher-order thinking skills, and the use of learner performance data in revising instructional plans. Teachers, for their part, should actively participate in professional development activities and apply the knowledge and skills gained to their classroom practices. They should also engage in reflective teaching, collaborative learning, graduate studies, research activities, and the continuous improvement of their instructional strategies, subject matter knowledge, rapport with students, and classroom management practices. Educational leaders may further support teachers by providing scholarships, tuition assistance, flexible schedules, study leave, research grants, access to digital resources, and recognition of professional accomplishments.

Future studies should include teachers from multiple schools, districts, or regions to improve the generalizability and applicability of the findings. Researchers may also adopt mixed-methods or longitudinal research designs to gain deeper insights into how continuing professional development influences teaching competence over time and to establish stronger causal inferences. Incorporating classroom observations, performance evaluations, and student achievement data would provide more objective measures of teaching competence and reduce the limitations associated with self-reported responses. Future research should also examine the influence of factors

such as teaching experience, educational attainment, institutional support, leadership practices, access to professional development, workload, and school climate to develop a more comprehensive understanding of teacher competence and professional growth. In addition, researchers may evaluate the effectiveness of specific CPD interventions by comparing teachers' competence before and after participation in mentoring, training, research preparation, technology-related programs, or graduate studies. This may help schools identify which professional development activities produce the greatest improvements in teaching practice and learner outcomes.

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