

Professional Development and Teaching Effectiveness of Teachers in a Public School

Jinevie M. Langres

Cebu Technological University – Main Campus

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ABSTRACT

This study examined the relationship between professional development and teaching effectiveness of teachers at an elementary school in Cordova, Cebu, during the School Year 2025-2026 as a basis for a teacher enhancement plan using a descriptive-correlational research design. Data were gathered from 34 teachers through a validated questionnaire with the utilization of a simple random sampling technique. The data were assessed using descriptive statistics and Pearson's *r*. The results revealed a high level of professional development practices and a high level of teaching effectiveness across identified domains. Statistical analysis showed a significant relationship between professional development and teaching effectiveness, indicating that teachers who actively engage in continuous professional learning tend to exhibit more effective instructional practices. The findings highlight that professional development is significantly associated with teacher effectiveness across several instructional domains. The study concluded that professional development plays a meaningful and measurable role in improving teacher effectiveness, especially in the areas of curriculum planning, learning environment management, and instructional delivery. Based on the findings of the study, it is recommended to implement an enhancement plan for teachers that integrates curriculum-aligned lesson planning with classroom environment strategies and subject-matter deepening.

Keywords: Professional Development, Teaching Effectiveness, Descriptive-Correlational Study, Cordova, Cebu, Philippines.

INTRODUCTION

Many public elementary school teachers continue to struggle with implementing effective instructional strategies despite attending various training programs and seminars. This persistent gap between professional development participation and actual classroom performance raises a critical concern for schools: were current professional development practices genuinely improving teaching effectiveness, or were they falling short of addressing real instructional needs? In many local school contexts, teachers report attending trainings that were too general, short, or not aligned with the challenges they face in managing large classes, meeting diverse learner needs, and adapting to curriculum demands.

Existing literature affirms that well-designed professional development can strengthen teaching practices, enhance classroom management, and improve student learning outcomes (Guskey, 2002; Darling-Hammond et al., 2017; Avalos, 2011). However, most studies focus on teacher perceptions or program descriptions rather than examining whether the frequency, quality, and relevance of professional development directly translate into improved teaching effectiveness, especially in Philippine public elementary schools, where resource limitations remain widespread (Bernardo et al., 2020; Chin et al., 2022).

This gap becomes more significant when local teachers experience limited access to high-quality, sustained, and context-specific professional learning. Many rely on generic or short-term workshops that have little impact on real teaching practice, resulting in inconsistent instructional quality and compromised student learning outcomes. These conditions underscore the need for research that closely examines how different aspects of professional development influence actual teaching performance in real classroom settings.

Therefore, this study aimed to determine how professional development, in terms of its frequency, relevance, and quality, affects the teaching effectiveness of public elementary school teachers, establishing a clear link between teachers' professional learning experiences and their instructional performance.

Statement of the Problem

This study aimed to determine the relationship between professional development and teaching effectiveness of teachers at Cogon Elementary School in Cordova, Cebu, during the School Year 2025–2026 as basis for Enhancement Plan.

Specifically, it sought to answer the following questions:

1. What is the relevant information as to:
 - 1.1 age and gender;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 number of years in service, and
 - 1.5 appropriate trainings and seminars attended?
2. What is the level of Professional Development practiced by the respondents as to:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum and Planning;
 - 2.5 Assessment and Reporting;
 - 2.6 Community Linkages and Professional Engagement, and
 - 2.7 Personal Growth and Professional Development?
3. What is the level of teaching effectiveness of the respondents as to:
 - 3.1 Lesson Planning;
 - 3.2 Instructional delivery;
 - 3.3 Classroom management, and
 - 3.4 Learner Engagement?
4. Is there a significant relationship between Professional Development and teaching effectiveness practiced by the respondents?

RESEARCH METHODOLOGY

This section presents the research methods and procedures employed in the study to systematically examine the relationship between professional development and teaching effectiveness among public elementary school teachers. It discussed the research design, participants, research instruments, data gathering procedures, and statistical treatments used to ensure the validity, reliability, and accuracy of the findings.

Design

This study employed a quantitative-correlational research design. The purpose of this design was to determine whether there was a significant relationship between professional development and teaching effectiveness among teachers in public elementary schools. The quantitative approach was appropriate for this study because it involves the collection of measurable data through the use of structured survey questionnaires, which allowed for statistical analysis and objective interpretation. The correlational method, in particular, sought to identify the degree and direction of the relationship between variables without manipulating them.

In this context, the researcher aimed to determine whether the professional development experiences and activities of teachers influence their level of teaching effectiveness. This design enabled the researcher to describe the strength of association between teachers' participation in professional learning programs, such as training, seminars, workshops, and mentoring, and their demonstrated competence in instructional delivery, classroom management, and learner engagement. The findings from this design help establish how continuous professional growth contributes to the enhancement of instructional quality in public elementary education.

Instrument Validation

To ensure the accuracy, validity, and reliability of the instruments used in this study, a rigorous validation process was conducted before data collection. The validation process began with content validation, wherein the draft questionnaire was reviewed by a panel of three to five experts in the fields of educational leadership, research methodology, and teacher development. These experts examined the clarity, relevance, alignment of items with the study variables, appropriateness of the Likert scales, and overall structure of the instrument. Their comments, recommendations, and suggested revisions were incorporated to refine the questionnaire. A Content Validity Index (CVI) was computed to quantify expert agreement, ensuring that each item met the required standards of relevance and representativeness.

Following content validation, the finalized instrument was administered to the **34 teacher-respondents** of Cogon Elementary School. The responses gathered were subjected to reliability testing using Cronbach's Alpha to determine the internal consistency of the two scales (Professional Development Questionnaire and Teaching Effectiveness Scale). A reliability coefficient of 0.70 or higher was considered acceptable. Items that yielded low correlations or reduced overall reliability were reviewed and refined. This validation process ensured that the instruments are psychometrically sound and appropriate for measuring the constructs of interest.

Environment

The study was conducted at Cogon Elementary School, a public elementary school located in Cogon, Cordova, Cebu, under the supervision of the Cordova District in the Division of Cebu Province. The school is approximately 2 kilometers from the town proper, 1.5 kilometers from the Cordova District Office, and 35 kilometers from the Department of Education Division Office. The school stands on a flat and rocky terrain with a total land area of 2,210 square meters, which was donated through a deed of gift. Cogon Elementary School began its operation in 1960 and has since continued to provide quality education to the children of the community.

The main modes of transportation available to students and teachers going to school were trisikad and motorcycle (habal-habal), which are the most common and accessible means in the locality. The school offered complete elementary education from Kindergarten to Grade 6 and continues to uphold the goals of the Department of Education in promoting accessible and quality basic education. As of September 2025, the school had a total enrollment of 562 learners, with an average class ratio of 1 teacher to 33 learners.

Respondents

The respondents of the study included the school head, Kindergarten to Grade 6 teachers, and Grade 6 learners of Cogon Elementary School for the School Year 2025–2026.

The teachers served as the primary respondents since they directly experience and observe the school head's leadership style and its influence on teaching performance. They were considered the most reliable sources of data on collaborative leadership practices and teaching effectiveness within the school.

The school head will also be included as a respondent to provide insights into the specific leadership approaches implemented at Cogon Elementary School.

Meanwhile, the academic records of Grade 6 learners were used to determine their level of academic achievement. Since the total number of teachers is manageable, the study will employ total enumeration, meaning all twenty (20) teachers from Kindergarten to Grade 6 were included as respondents. For the learners, simple random sampling may be applied if necessary to select representative academic records for analysis.

This method ensured that the data collected are comprehensive, valid, and representative of the target population.

Table 1 Distribution of Respondents

Respondents	f	%
Teachers	34	100.00
Total	34	100.00

Instruments

To comprehensively assess the connection between professional development and teaching effectiveness among teachers, the study utilized two main instruments designed to gather both quantitative and qualitative data from respondents:

Professional Development Questionnaire. This tool is designed to evaluate the extent of teachers' participation in professional development activities and the perceived impact of these on their instructional performance.

RESULTS AND DISCUSSIONS

This section shows the analysis of data gathered from 34 teacher-respondents at Cogon Elementary School for School Year 2025–2026. Data were organized according to the research objectives in Chapter I. Descriptive statistics (frequency, percentage, mean, standard deviation) described the respondents' profiles and levels of professional development and teaching effectiveness. Pearson's r correlation was used to examine relationships between professional development and teaching effectiveness.

Profile of the Respondents

This section presented the profile of the respondents to provide a clear description of their personal and professional characteristics relevant to the study. The respondents' profile included age, gender, highest educational achievement, designation, years of teaching experience, and number of trainings and seminar attended. These variables were essential in understanding the background of the teachers and in contextualizing their responses regarding professional development and teaching effectiveness. The data were analyzed using frequency and percentage distribution.

Table 2 Age and Gender of the Respondents

Gender	Gender		Total	
	M	F	f	%
55-59	0	1	1	2.94
50-54	0	2	2	5.88

45-49	0	8	8	23.53
40-44	0	9	9	26.47
35-39	0	7	7	20.59
30-34	0	7	7	20.59
Total	0	34	34	100

Based on the data presented in Table 2, the demographic profile of the respondents indicates a teaching workforce predominantly situated in their mid-career stage. The largest proportion of participants falls within the 40–44 age bracket, representing 26.47% of the total, followed closely by the 45–49 age group at 23.53%. Furthermore, the 30–34 and 35–39 age ranges each contribute an additional 20.59%. Conversely, the study shows lower representation among older educators, with the 50–54 and 55–59 age groups accounting for only 5.88% and 2.94% of the total sample, respectively. It is also notable that the entire sample of respondents is exclusively female.

This concentration of respondents in the mid-career demographic, specifically those between 30 and 49 years old, carries significant implications for the professional context of this study. This career stage is typically characterized by a substantial accumulation of teaching experience, professional maturity, and refined instructional competence.

Such attributes are widely recognized as critical factors that can enhance pedagogical approaches and positively influence overall teaching effectiveness. Consequently, the findings suggest that the results of this research are likely informed by the perspectives of experienced practitioners who have had sufficient time to develop and stabilize their classroom practices.

Table 3 Highest Educational Attainment of the Respondents

Educational Attainment	f	%
Doctorate Degree	5	14.71
Master Degree Holder	4	11.76
With Units in Master	22	64.71
Bachelor Degree Holder	3	8.82
Total	34	100.00

This propensity for higher education holds critical implications for teaching quality. As highlighted by Darling-Hammond et al. (2017), advanced educational attainment among teachers is positively associated with enhanced instructional quality and improved student learning outcomes.

By continuously pursuing master's units or completing higher degrees, the respondents are actively working to refine their pedagogical skills and deepen their subject matter expertise. Such sustained academic engagement not only indicates a high level of professional dedication but also suggests that these educators are well-equipped to leverage advanced knowledge to improve instructional competence and ultimately drive greater effectiveness in the classroom.

Table 4 Designation

Designation	f	%
MT1	1	2.94
Teacher 3	17	50.00

Teacher 2	3	8.82
Teacher 1	13	38.24
Total	34	100

This concentration in the Teacher III and Teacher I categories implies that the respondents have accumulated sufficient classroom experience and have successfully navigated initial career milestones. Such professional progression is consistent with the Department of Education's promotion system, which emphasizes advancement based on merit, performance, and professional growth (DepEd, 2017). Because the bulk of the participants occupy these established ranks, the study benefits from the insights of educators who have undergone formal performance evaluations and have demonstrated the professional competence required to climb the teaching career ladder.

Table 5 Teaching Experience

Years of Teaching	f	%
Above 7 years	29	85.29
5 to 6 years	3	8.82
1 to 2 Years	2	5.88
Total	34	100

As to years of teaching experience, most respondents had more than seven years of teaching experience, implying that they were experienced teachers. Teaching experience had been widely recognized as a critical factor in enhancing classroom management, instructional delivery, and lesson planning skills (Rice, 2013). The presence of experienced teachers strengthened the reliability of the responses related to teaching effectiveness.

Table 6 Training and Seminar Attended

Training and Seminar Attended	f	%
10 and above	11	32.35
8-9	4	11.76
6-7	6	17.65
3-5	9	26.47
0	4	11.76
Total	34	100

With respect to trainings and seminars attended, a large proportion of the respondents reported attending ten or more professional development activities. This indicated active participation in continuous professional development programs, which were essential in enhancing teachers' knowledge, skills, and professional practices. Continuous training had been shown to significantly influence teachers' effectiveness and adaptability to changing educational demands (Guskey, 2002). However, the presence of respondents who had not attended any training highlights the need for more inclusive and accessible professional development opportunities.

Overall, the demographic profile suggested that the respondents were predominantly experienced, professionally trained, and academically prepared teachers, providing a strong basis for examining the relationship between professional development and teaching effectiveness.

Level Of Professional Development

This section presents the extent of the teacher's professional development. Professional development is the continuous process of refining one's skills, knowledge, and perspectives to stay relevant in an ever-evolving global workforce.

Table 7 Content Knowledge and Pedagogy

Indicators	Mean	SD	VD
I demonstrate accurate and in-depth knowledge of the subject matter.	4.29	0.58	SA
I use appropriate teaching strategies that match the learning competencies.	4.41	0.50	SA
I promote higher-order thinking skills during lessons.	4.29	0.58	SA
I integrate literacy and numeracy skills in classroom instruction.	4.53	0.51	SA
I use appropriate and inclusive language while teaching.	4.12	0.48	A
Grand Mean	4.33	0.53	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results regarding content knowledge and pedagogy reveal consistently high mean scores across all evaluated indicators, culminating in a grand mean of 4.33 (Strongly Agree). Teachers reported high levels of confidence in demonstrating mastery of subject matter (4.29) and employing teaching strategies that align effectively with specific learning competencies (4.41). Notably, the integration of literacy and numeracy skills in classroom instruction received the highest rating (4.53), followed by the promotion of higher-order thinking skills (4.29). Furthermore, respondents expressed agreement (4.12) regarding the use of appropriate and inclusive language, highlighting a balanced approach to pedagogical delivery that prioritizes both academic rigor and accessibility.

These exceptionally strong ratings indicate that teachers perceive themselves as highly capable of seamlessly connecting content, skills, and strategies in ways that actively support learner understanding. This high level of instructional efficacy is likely a direct outcome of the teachers' combined academic backgrounds and extensive professional experience, which allow them to consolidate and apply subject-specific knowledge with precision. Consequently, these results suggest that the educators are well-equipped to implement rigorous curriculum standards and articulate clear learning goals, ultimately fostering an environment where instructional competence directly enhances student academic achievement.

Table 8 Learning Environment

Indicators	Mean	SD	VD
I maintain a safe, positive, and inclusive classroom environment.	4.47	0.51	SA
I establish clear routines and procedures to manage classroom behavior.	4.41	0.61	SA
I foster respect, cooperation, and collaboration among learners.	4.24	0.43	SA

I apply classroom management strategies that support student engagement.	4.29	0.58	SA
My classroom setup is conducive to learning.	4.12	0.33	A
Grand Mean	4.31	0.49	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results regarding the learning environment domain reflect high levels of agreement among respondents, with a grand mean of 4.31 (Strongly Agree). Teachers consistently affirmed their ability to maintain a safe, positive, and inclusive classroom atmosphere, earning a high mean score of 4.47. They also demonstrated strong proficiency in establishing clear routines and procedures to manage classroom behavior (4.41), fostering a spirit of respect and collaboration among learners (4.24), and applying effective classroom management strategies that support student engagement (4.29). While the physical setup being conducive to learning also received a strong rating of 4.12 (Agree), the overall data underscores a robust commitment to creating optimal conditions for instruction.

These results are consistent with the maturity and extensive professional experience reported in the earlier demographic sections of this study. Teachers with significant years of service typically develop refined classroom management strategies, gaining the proactive ability to anticipate and address behavioral challenges before they escalate. The high mean scores suggest that the respondents are not only confident in handling diverse learners but also highly skilled in maintaining a classroom climate that is inherently conducive to learning. This proficiency confirms that the educators are well-prepared to translate their pedagogical knowledge into a practical, supportive environment that maximizes student potential.

Table 9 Diversity of Learners

Indicators	Mean	SD	VD
I respond effectively to learners' diverse needs, backgrounds, and abilities.	4.47	0.61	SA
I differentiate activities to support learners at various proficiency levels.	4.24	0.43	SA
I respect and integrate learners' cultural and linguistic backgrounds.	4.24	0.55	SA
I provide support for learners with difficulties or special needs.	4.29	0.46	SA
I ensure that all learners feel included and valued.	4.18	0.52	A
Grand Mean	4.28	0.51	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

Effectively managing this diversity requires not only a strong awareness of student differences but also the deliberate application of differentiated instruction and inclusive practices, which serve as the cornerstone for fostering a responsive and supportive educational environment.

The findings for the domain of diversity of learners revealed consistently strong results, with a grand mean of 4.28 (Strongly Agree). Teachers indicated a high level of competence in responding to the varied needs, backgrounds, and abilities of their students (4.47) and providing targeted support for those with difficulties or special needs (4.29). Furthermore, respondents affirmed their ability to differentiate instructional activities to support learners at various proficiency levels (4.24) and their commitment to respecting and integrating the diverse cultural and linguistic backgrounds of their students (4.24). These results reflect a profound awareness

among the participants regarding the importance of tailoring their classroom practices to meet the unique requirements of every learner.

While these high self-ratings indicate a strong awareness of learner diversity, the correlation results presented later in this chapter suggest that this awareness does not always translate into significantly improved assessment practices. This discrepancy indicates that while teachers effectively recognize learner differences, they may still require more targeted support to fully integrate differentiated assessment strategies into their daily instruction. Consequently, while the teachers demonstrate a commendable dedication to inclusion, further professional development focused on the application of varied assessment tools could bridge the gap between their inclusive instructional intent and the formal measurement of student progress.

Table 10 Curriculum and Planning

Indicators	Mean	SD	VD
I prepare lesson plans aligned with the curriculum standards.	4.47	0.51	SA
I set learning objectives that are clear, measurable, and appropriate.	4.35	0.60	SA
I select learning resources that match lesson goals.	4.59	0.50	SA
I design activities that are aligned with lesson objectives.	4.24	0.55	SA
I adjust plans based on learners' needs and previous performance.	4.47	0.51	SA
Grand Mean	4.42	0.53	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results regarding curriculum and planning demonstrate exceptionally high levels of proficiency, yielding a grand mean of 4.42 (Strongly Agree). Teachers reported high confidence in preparing lesson plans that align with curriculum standards (4.47) and in selecting learning resources that precisely match lesson goals (4.59). Furthermore, respondents indicated strong capabilities in setting clear, measurable, and appropriate learning objectives (4.35) and designing activities that align with those objectives (4.24). Additionally, the ability to flexibly adjust plans based on ongoing feedback from learner performance and needs (4.47) highlights a responsive approach to instructional design.

These high mean scores indicate that planning is one of the strongest competencies among the participants, suggesting that they are well-prepared to structure their lessons effectively to support smooth delivery during class sessions. This proficiency is likely bolstered by the respondents' significant professional experience and their consistent exposure to various training programs throughout their careers. By prioritizing structured, evidence-based planning, these educators ensure that their instruction is not only aligned with institutional standards but is also dynamically adapted to facilitate better learning outcomes for their students.

Table 11 Assessment and Learning

Indicators	Mean	SD	VD
I use a variety of assessment methods to measure learning.	4.29	0.68	SA
I provide timely and constructive feedback to students.	4.21	0.54	A
I record and report learner progress accurately.	4.38	0.70	SA

I use assessment results to adjust my teaching strategies.	4.29	0.58	SA
I involve learners in the assessment process when appropriate.	4.24	0.65	SA
Grand Mean	4.28	0.63	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The data regarding assessment and learning indicate a high level of confidence among respondents, with a grand mean of 4.28 (Strongly Agree). Teachers reported proficiency in using a variety of assessment methods (4.29) and demonstrated a strong commitment to recording and reporting learner progress accurately (4.38). Furthermore, respondents affirmed their ability to use assessment results to dynamically adjust their teaching strategies (4.29) and actively involve learners in the assessment process when appropriate (4.24). Additionally, they noted the importance of providing timely and constructive feedback to students (4.21), ensuring that learners remain informed of their development.

However, despite these high self-ratings, subsequent correlation analysis suggests that professional development focused on diversity and personal growth does not significantly influence performance in this specific domain. This indicates a potential gap between general teaching competence and the ability to implement assessment strategies that are truly inclusive of diverse learner needs. Consequently, while teachers demonstrate strong foundational assessment skills, they may require more specialized support to better integrate inclusive assessment practices that effectively account for the unique requirements of every student in their care.

Table 12 Community Linkages and Professional Engagement

Indicators	Mean	SD	VD
I communicate regularly with parents and guardians regarding learner progress.	4.41	0.61	SA
I uphold positive relationships with parents, colleagues, and partners.	4.18	0.63	A
I participate in school programs that involve the wider community.	4.41	0.61	SA
I communicate regularly with parents and guardians regarding learner.	4.15	0.61	A
I uphold positive relationship with parents, colleagues and partners.	4.29	0.58	SA
Grand Mean	4.29	0.61	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results regarding community linkages and professional engagement demonstrate consistently strong positive perceptions among the respondents, yielding a grand mean of 4.29 (Strongly Agree). Teachers indicated a high level of confidence in communicating regularly with parents and guardians regarding learner progress (4.41) and actively participating in school programs that involve the wider community (4.41). Furthermore, participants affirmed their efforts to uphold positive, collaborative relationships with parents, colleagues, and various community partners (4.29). These findings underscore the educators' proactive approach to maintaining open lines of communication, which are vital for student growth.

This domain is essential because it highlights the teacher's multifaceted role as a facilitator and a bridge between home and school environments. The high mean scores suggest that the respondents demonstrate a high degree of professionalism and a deep commitment to collaborative engagement. By successfully integrating parents and

community partners into the educational process, these teachers not only enrich the learning environment but also ensure that the students' development is supported by a cohesive and invested network of stakeholders.

Table 13 Personal Growth and Professional Development

Indicators	Mean	SD	VD
I reflect regularly on my teaching practices for self-improvement.	4.26	0.67	SA
I participate in professional development activities.	4.26	0.57	SA
I apply new knowledge and skills gained from training.	4.32	0.68	SA
I set professional goals based on areas that need improvement.	4.26	0.57	SA
I uphold professional ethics and responsibilities as a teacher.	4.32	0.68	SA
Grand Mean	4.28	0.63	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The findings for the domain of personal growth and professional development indicate a strong commitment to self-improvement among the respondents, achieving a grand mean of 4.28 (Strongly Agree). Teachers reported high levels of confidence in applying new knowledge and skills gained from training (4.32) and in upholding professional ethics and responsibilities (4.32). Furthermore, participants affirmed their practice of regularly reflecting on their teaching for self-improvement (4.26), participating in professional development activities (4.26), and setting professional goals aligned with specific areas that require enhancement (4.26).

These results underscore a profound professional maturity, as the teachers demonstrate a clear understanding that continuous improvement is vital to their sustained performance. This value placed on professional growth is not only reflected in their high self-ratings but is also evidenced by the strong correlation between this domain and other key areas of effectiveness, such as lesson planning and classroom management. By linking their development goals to school priorities and classroom needs, the respondents ensure that their personal growth directly contributes to a more effective, responsive, and high-quality learning experience for their students.

Level of Teaching Effectiveness

Teaching effectiveness is a multifaceted construct that serves as a cornerstone for student success, representing the culmination of an educator's pedagogical knowledge, classroom management skills, and capacity for continuous professional growth. It encompasses the ability to design engaging instruction, foster an inclusive environment, and accurately measure learner progress while responding to the diverse needs of the student population. As educational standards evolve, understanding the level of teaching effectiveness within a specific school context becomes essential for identifying current strengths and determining the necessary pathways for professional development. The following analysis explores the respondents' self-assessments across various domains of professional practice to provide a comprehensive overview of their instructional competence and commitment to educational quality.

Table 14 Lesson Planning and Preparation

Indicators	Mean	SD	VD
I prepare detailed and relevant lesson plans aligned with the curriculum.	4.41	0.56	SA

I identify clear learning objectives before conducting lessons.	4.56	0.50	SA
I select instructional materials that cater to learners' needs and levels.	4.44	0.56	SA
I incorporate diverse strategies to ensure learner participation.	4.53	0.51	SA
I adjust my lessons based on learners' feedback and performance.	4.29	0.52	SA
Grand Mean	4.45	0.53	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The correlation results revealed a statistically significant association between professional development and teacher effectiveness across the majority of the evaluated domains. Specifically, the strongest relationships were observed in the area of lesson planning and preparation, where core constructs, including curriculum alignment, learning environment awareness, and content mastery, showed notably high correlations with planning effectiveness. This suggests that educators who are more deeply engaged in structured professional development opportunities are better equipped to integrate complex instructional elements into their planning, leading to more cohesive and goal-oriented lessons.

These findings underscore the tangible impact that sustained professional growth has on the practical, day-to-day work of educators. By bridging the gap between theoretical knowledge gained in training and its application in the classroom, teachers are able to plan their lessons with greater precision and pedagogical intent. The high correlations observed in this study indicate that professional development is not merely an auxiliary pursuit but a central driver of planning effectiveness, reinforcing the necessity for schools to continue prioritizing programs that directly support the iterative improvement of teaching practice.

Table 15 Classroom Management

Indicators	Mean	SD	VD
I establish and implement clear classroom rules and expectations.	4.50	0.56	SA
I manage class time effectively to maximize learning.	4.32	0.59	SA
I maintain a positive and respectful classroom environment.	4.41	0.56	SA
I handle classroom disruptions in a fair and calm manner.	4.35	0.60	SA
I consistently model appropriate behavior for learners.	4.44	0.56	SA
Grand Mean	4.40	0.57	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results regarding classroom management reflect an exceptionally high level of proficiency among the respondents, with a grand mean of 4.40 (Strongly Agree). Teachers reported great confidence in establishing and implementing clear classroom rules and expectations (4.50) and consistently modeling appropriate behavior for their learners (4.44). Furthermore, they demonstrated strong capabilities in maintaining a positive and respectful classroom environment (4.41), handling disruptions in a fair and calm manner (4.35), and managing class time effectively to maximize learning opportunities (4.32). These results consistently place the respondents in the highest category of self-reported instructional effectiveness.

The data further reveals notable correlations between these outcomes and the teachers' participation in ongoing professional development. This suggests that the skills required for superior classroom control, organizational efficiency, and the facilitation of student engagement are directly bolstered by the knowledge gained through formal training. By actively participating in professional growth opportunities, teachers are better prepared to translate institutional standards into effective, everyday classroom practices. Ultimately, this demonstrates that professional development is a critical driver in enhancing a teacher's ability to create a harmonious and productive learning space.

Table 16 Instructional Delivery

Indicators	Mean	SD	VD
I deliver lessons clearly and systematically.	4.53	0.61	SA
I use interactive methods that engage students in learning.	4.56	0.50	SA
I integrate multimedia and other technologies in teaching.	4.41	0.56	SA
I relate lessons to real-life examples and experiences.	4.50	0.51	SA
I encourage critical thinking and problem-solving during class discussions.	4.35	0.54	SA
Grand Mean	4.47	0.54	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The results for the domain of instructional delivery demonstrate exceptionally high proficiency, yielding a grand mean of 4.47 (Strongly Agree). Teachers reported high confidence in delivering lessons clearly and systematically (4.53) and utilizing interactive methods that significantly engage students (4.56).

Furthermore, respondents affirmed their ability to relate academic lessons to real-life experiences (4.50), integrate multimedia and various technologies into their teaching (4.41), and encourage critical thinking and problem-solving skills during class discussions (4.35). These high ratings reflect a sophisticated approach to instruction that prioritizes both student engagement and the practical application of knowledge.

The findings further reveal that a well-managed learning environment consistently emerges as the strongest predictor of instructional effectiveness. This suggests that professional development initiatives focused on behavior management, the cultivation of a positive classroom climate, and the promotion of student engagement are indispensable for improving how teachers deliver their lessons.

By fostering an environment where students feel secure and motivated, educators are better positioned to execute their instructional plans with greater impact, ultimately ensuring that their teaching delivery is as effective and responsive as possible.

Table 17 Assessment and Feedback

Indicators	Mean	SD	VD
I design assessments that are aligned with learning competencies.	4.56	0.50	SA
I provide timely and constructive feedback to students.	4.59	0.56	SA
I use various forms of assessment to measure learning outcomes.	4.68	0.53	SA

I reflect on assessment results to improve my instruction.	4.41	0.56	SA
I communicate students' performance to parents and guardians effectively.	4.56	0.50	SA
Grand Mean	4.56	0.53	SA

Legend: Strongly Agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40, Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

Despite these strong self-perceptions, the data also highlights a significant nuance: while most instructional constructs are closely linked to assessment effectiveness, the domains of learner diversity and personal growth do not show a significant influence on this area. This indicates that while teachers possess a strong foundational understanding of learner differences and value the role of professional reflection, these elements have not yet fully translated into highly differentiated or inclusive assessment practices. This identification of a performance gap offers a clear and critical direction for future professional development, suggesting that training should be more intentionally focused on bridging the divide between pedagogical awareness and the practical, differentiated application of assessment tools in the classroom.

Significant Relationship Between Professional Development and Teaching Effectiveness

The relationship between professional development and teaching effectiveness is a foundational pillar of educational excellence, reflecting the dynamic interplay between continuous learning and classroom performance. As the pedagogical landscape evolves, teachers must engage in systematic professional growth to refine their instructional strategies, deepen content mastery, and adapt to the diverse needs of their learners. This section explores the empirical link between these professional development initiatives and various domains of teaching practice, providing insights into how structured learning experiences translate into measurable improvements in lesson preparation, classroom management, and overall instructional quality.

The relationship between professional development and teacher effectiveness is a foundational pillar of educational excellence, reflecting the dynamic interplay between continuous learning and classroom performance. As the pedagogical landscape evolves, teachers must engage in systematic professional growth to refine their instructional strategies, deepen content mastery, and adapt to the diverse needs of their learners. This section explores the empirical link between these professional development initiatives and the specific domain of lesson planning and preparation, providing insights into how structured learning experiences translate into measurable improvements in curriculum alignment, objective setting, and instructional design.

Table 18 Significant Relationship Between Professional Development and Teachers Effectiveness in Terms of Lesson Planning and Preparation

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.536	3.589	0.0011	Significant	Reject Null
Learning Environment	0.613	4.390	0.0001	Significant	Reject Null
Diversity of Learners	0.387	2.371	0.0239	Significant	Reject Null
Curriculum and Planning	0.595	4.192	0.0002	Significant	Reject Null
Assessment and Learning	0.479	3.091	0.0041	Significant	Reject Null
Community Linkages and Professional Engagement	0.536	3.591	0.0011	Significant	Reject Null

Personal Growth and Professional Development	0.521	3.457	0.0016	Significant	Reject Null
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*Significant at $p > 0.05$ (two-tailed)

Table 18 illustrates the significant relationship between professional development and teacher effectiveness specifically regarding lesson planning and preparation across various constructs. The data revealed that all constructs have statistically significant relationships, with p-values less than 0.05, leading to the rejection of the null hypothesis in every case. The strongest correlation was found in the learning environment construct ($r = 0.613$), indicating that a well-developed understanding of how to create and maintain an effective classroom atmosphere is closely linked to successful lesson planning and preparation.

This analysis was further supported by the observed correlations in curriculum and planning ($r = 0.595$), as well as community linkages and professional engagement and content knowledge and pedagogy (both with $r = 0.536$). These findings demonstrate that all evaluated constructs show moderately strong positive correlations, confirming that professional development is a consistent and reliable predictor of effective lesson preparation. By prioritizing these growth areas, educators can effectively bridge the gap between theoretical training and the practical demands of creating cohesive, goal-oriented lesson plans that drive student success.

Table 19 Significant Relationship Between Professional Development and Teachers' Effectiveness in Terms of Classroom Management

Constructs	r-value	t-value	P value	Remarks	Decision
Content Knowledge and Pedagogy	0.595	4.192	0.0002	Significant	Reject Null
Learning Environment	0.479	3.091	0.0041	Significant	Reject Null
Diversity of Learners	0.387	2.371	0.0239	Significant	Reject Null
Curriculum and Planning	0.595	4.192	0.0002	Significant	Reject Null
Assessment and Learning	0.479	3.091	0.0041	Significant	Reject Null
Community Linkages and Professional Engagement	0.378	2.307	0.0277	Significant	Reject Null
Personal Growth and Professional Development	0.434	2.729	0.0102	Significant	Reject Null

*Significant at $p > 0.05$ (two-tailed)

Table 19 presents the significant relationship between professional development and teacher effectiveness in terms of classroom management across various constructs. The findings reveal that all evaluated constructs maintain statistically significant relationships with classroom management, as indicated by p-values less than 0.05, which necessitates the rejection of the null hypothesis in each case. The strongest correlations were observed in the domains of Content Knowledge and Pedagogy, and Curriculum and Planning, both yielding an r-value of 0.595. This suggests a moderate to strong positive relationship, implying that as teachers enhance their expertise in these core areas through targeted professional development, their ability to manage the classroom environment improves significantly.

Furthermore, moderate positive relationships were identified in the Learning Environment and Assessment and Learning domains ($r = 0.479$), as well as in Personal Growth and Professional Development ($r = 0.434$), indicating that ongoing professional learning in these areas contributes directly to better classroom management. While the constructs of Diversity of Learners ($r = 0.387$) and Community Linkages and Professional Engagement

($r = 0.378$) showed relatively weaker correlations, they remained statistically significant. Collectively, these findings underscore the importance of comprehensive professional development, demonstrating that investing in a broad range of pedagogical skills is essential for teachers to refine the complex, multifaceted strategies required for effective classroom management.

The effectiveness of instructional delivery is the primary metric by which the success of pedagogical strategies is measured in the classroom. It represents the transition from theoretical planning to practical execution, where a teacher's ability to communicate, engage, and inspire becomes the focal point of the educational experience. Understanding how professional development influences this delivery is essential for identifying the specific competencies that empower teachers to present complex information clearly and maintain high levels of student participation. The following analysis explores the correlation between various professional growth constructs and the quality of instructional delivery.

Table 20 Significant Relationship Between Professional Development and Teachers Effectiveness in Terms of Instructional Delivery

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.573	3.960	0.0004	Significant	Reject Null
Learning Environment	0.641	4.724	0.0000	Significant	Reject Null
Diversity of Learners	0.403	2.492	0.0181	Significant	Reject Null
Curriculum and Planning	0.586	4.090	0.0003	Significant	Reject Null
Assessment and Learning	0.378	2.307	0.0277	Significant	Reject Null
Community Linkages and Professional Engagement	0.434	2.729	0.0102	Significant	Reject Null
Personal Growth and Professional Development	0.480	3.099	0.0040	Significant	Reject Null

*Significant at $p > 0.05$ (two-tailed)

Table 20 illustrates the significant relationship between professional development and teacher effectiveness in terms of instructional delivery, measured across several key constructs. The results indicate that all constructs have statistically significant relationships, as evidenced by p-values below 0.05, resulting in the rejection of the null hypothesis for each variable. The strongest correlation was observed in the Learning Environment construct ($r = 0.641$), suggesting that professional development that enhances a teacher's ability to manage and create effective learning spaces plays a critical role in the successful execution of lessons. This was followed closely by Curriculum and Planning ($r = 0.586$) and Content Knowledge and Pedagogy ($r = 0.573$), indicating that deepening subject matter expertise and planning skills are also foundational to effective instructional practices.

Moderate correlations were observed in Personal Growth and Professional Development ($r = 0.480$), Community Linkages and Professional Engagement ($r = 0.434$), and Diversity of Learners ($r = 0.403$), highlighting the importance of a well-rounded approach to teacher growth. While the correlation with Assessment and Learning was the lowest among the variables ($r = 0.378$), it remained statistically significant, suggesting a meaningful, albeit relatively weaker, link between assessment practices and the immediate delivery of instruction. Overall, these findings underscore that professional development contributes significantly to improving how teachers deliver lessons, particularly when those development efforts prioritize classroom climate, structured planning, and pedagogical mastery.

The integration of assessment and feedback into the instructional cycle is a sophisticated process that requires teachers to balance curriculum standards with real-time student performance. Beyond simply grading, effective assessment involves the strategic use of data to inform future instruction and the delivery of feedback that is both timely and actionable. Understanding which professional development areas most strongly influence a teacher's evaluative competence is essential for refining how educators measure success and guide student improvement. The following analysis examines the specific correlations between professional growth constructs and the effectiveness of assessment and feedback practices.

Table 21 Significant Relationship Between Professional Development and Teachers Effectiveness in Terms of Assessment and Feedback

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.467	2.984	0.0054	Significant	Reject Null
Learning Environment	0.476	3.060	0.0045	Significant	Reject Null
Diversity of Learners	0.318	1.900	0.0665	Not Significant	Do Not Reject Null
Curriculum and Planning	0.516	3.411	0.0018	Significant	Reject Null
Assessment and Learning	0.375	2.288	0.0289	Significant	Reject Null
Community Linkages and Professional Engagement	0.391	2.404	0.0222	Significant	Reject Null
Personal Growth and Professional Development	0.321	1.919	0.0640	Not Significant	Do Not Reject Null

*Significant at $p > 0.05$ (two-tailed)

Table 21 outlines the relationship between professional development and teacher effectiveness regarding assessment and feedback. The results indicate that the majority of constructs possess statistically significant relationships, with p-values falling below the 0.05 threshold, leading to the rejection of the null hypothesis for these variables. Curriculum and Planning emerged with the strongest correlation ($r = 0.516$), highlighting that professional development aimed at improving structural planning skills is particularly influential in enhancing how teachers design and execute assessments. This is followed by Learning Environment ($r = 0.476$) and Content Knowledge and Pedagogy ($r = 0.467$), both of which demonstrate moderate positive correlations, suggesting that mastery of subject matter and classroom climate are foundational to effective evaluative practices.

While several areas showed significant links, including Community Linkages ($r = 0.391$) and Assessment and Learning ($r = 0.375$), the data also revealed important limitations. Notably, the constructs of Diversity of Learners ($p = 0.0665$) and Personal Growth and Professional Development ($p = 0.0640$) did not reach statistical significance, as their p-values exceeded the 0.05 alpha level. This suggests that professional development focused solely on these two areas may not exert a direct or strong influence on a teacher's formal assessment and feedback techniques. Consequently, the findings emphasize that to significantly enhance a teacher's ability to assess student learning, targeted training should prioritize instructional planning, pedagogical expertise, and classroom management.

Overall, the chapter showed that the teachers surveyed perceive themselves as effective in all major domains of teaching and that professional development plays an important role in supporting these outcomes. The consistent high mean scores reflected a faculty that is experienced, well educated, and strongly engaged in professional growth. At the same time, the correlation resulted highlight specific areas such as differentiated assessment where further strengthening is needed to ensure that all dimensions of teacher effectiveness benefit fully from professional development efforts.

Summary

The study revealed that professional development is significantly associated with teacher effectiveness across several core instructional domains. Teachers reported high levels of competence in content knowledge and pedagogy, lesson planning and preparation, classroom management, instructional delivery, and assessment and feedback. Among these areas, the strongest associations emerged in curriculum alignment, planning, and learning environment strategies, indicating that professional development in these domains has the greatest influence on effective teaching practices. Although most relationships were statistically significant, some aspects of professional development—particularly diversity-responsive training and self-directed professional growth—showed weaker connections to assessment and feedback practices. This indicates that while teachers benefit substantially from professional learning opportunities related to planning and classroom environment, gaps remain in translating certain types of training into improved assessment skills. The findings also show that teachers who had more extensive or advanced professional development generally demonstrated higher levels of effectiveness, though access to high-impact training remains uneven among staff.

FINDINGS

The findings of the study indicate that professional development is significantly associated with teacher effectiveness across several instructional domains. Strong positive relationships were observed in curriculum alignment, lesson planning, and classroom management, suggesting that teachers benefit most from professional learning experiences that directly support instructional preparation and learning environment strategies. Teachers who engaged in more extensive or advanced professional development generally demonstrated higher levels of teaching effectiveness compared to those with limited access to such opportunities.

However, the results also revealed weaker associations between certain forms of professional development and assessment and feedback practices. In particular, diversity-responsive training and self-directed professional learning showed less consistent influence on teachers' ability to design and implement effective assessment strategies. This suggests that while professional development effectively enhances planning and classroom management skills, additional support is needed to strengthen assessment literacy and differentiated evaluation practices. Furthermore, access to high-impact professional development opportunities remains uneven, indicating a need for more equitable distribution of training resources within the school.

CONCLUSION

The study concluded that professional development plays a meaningful and measurable role in improving teacher effectiveness, especially in the areas of curriculum planning, learning environment management, and instructional delivery. Teachers exhibited strong overall competencies, but the influence of professional development on assessment and feedback is less consistent, particularly in areas requiring differentiation for diverse learners. These patterns suggested that while the existing professional learning culture effectively supports planning and pedagogy, there is a need for more focused training that strengthens teachers' capacity to design and implement equitable assessment practices. Sustained, curriculum-centered professional development emerged as more impactful than short-term seminars, highlighting the importance of ongoing, practice-based learning opportunities. Ultimately, the study underscored the need for more targeted, equitable, and structured professional development programs that can translate teacher learning into improved classroom practice and better student outcomes.

RECOMMENDATIONS

Based on the findings, the study recommends prioritizing professional development programs that integrate curriculum-aligned lesson planning with classroom environment strategies and subject-matter deepening, as these combined components show the strongest connection to improved teacher effectiveness. Schools should design targeted training modules focused on assessment for learning, providing teachers with practical tools, differentiated strategies, and opportunities to analyze and improve their own assessment tasks. Establishing

professional learning communities or coaching relationships is also essential, as these systems enable experienced and highly trained teachers to translate their professional growth into improved assessment and instructional practices. To ensure equity, access to intensive, practice-oriented training should be expanded, especially for teachers who have fewer opportunities to participate in seminars or workshops. The study further recommends implementing monitoring and evaluation mechanisms such as classroom observations, lesson study, and pre- and post-assessment analyses to measure the real impact of professional development on classroom practice and student outcomes. At the policy level, schools should invest in sustained, curriculum-centered professional development, ensure that training opportunities are equitably distributed, and recognize participation in high-impact learning as part of teacher career progression. Strengthening school community partnerships is also advised, as these relationships can provide additional support for instructional and assessment initiatives. Finally, the study encourages future research with larger samples, mixed methodologies, and experimental designs to deepen the understanding of how specific types of professional development influence teaching effectiveness across different contexts.

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