

English Teachers Professional Competence as Predictor of Student Engagement and Academic Performance

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ABSTRACT

The study examined which aspects of English Teachers' Professional Competence could predict the Student Engagement and Academic Performance of Grade 12 students enrolled in the Academic Tracks at Sta. Josefa National High School using a quantitative correlational research design with a predictive approach. The study focused on eight domains of professional development, namely orientation, configuration, questioning, teaching modeling, application, learning environment, time management, and assessment. Student engagement was evaluated in terms of behavioral, cognitive, and emotional dimensions, while academic performance was based on the students' achievement in Creative Writing. Findings revealed that English Teachers' Professional Competence was highly evident, and students demonstrated a high level of engagement in learning. The study further showed that teachers' professional development had a significant relationship with student engagement, indicating that effective teaching practices contribute positively to students' active participation and involvement in learning. Several domains, particularly orientation, configuration, questioning, teaching modeling, application, and learning environment, emerged as significant predictors of student engagement. However, the study found no significant relationship between teachers' professional development and students' academic performance, and none of the domains significantly predicted academic achievement. The findings suggest that strengthening teachers' professional competence can enhance student engagement, although other factors may influence academic performance.

Keywords: English Language Teaching, Student Engagement, Academic Performance, Grade 12 Students, Quantitative, Teaching Domains

INTRODUCTION

Problem and Its Background

Student engagement is commonly recognized as essential predictor of educational achievement and student's better performance. Student engagement, with its behavioral, emotional, and cognitive aspects, is associated with better academic performance because it leads to active learning and motivation in learning processes. However, in many of these known to be of critical importance, many educational institutions struggle with scenarios in which heightened student engagement is not always followed by expected academic success, pointing to shortcomings in instruction or support structures (Li, 2023; Delfino, 2019).

In the global context, a study conducted in Australia by Thomas and Nair (2022) found that teacher influence significantly improves student engagement among high school students. The study emphasized that supportive teaching practices, positive classroom interaction, and effective instructional approaches contribute to greater student participation and motivation in learning. The researchers highlighted that teachers' professional competence and instructional behaviors greatly affect students' willingness to engage in classroom activities and learning tasks. Another global study conducted in Greece by Ventista and colleagues (2022) revealed that teachers' autonomy support and instructional strategies positively influence student engagement and academic motivation. The study stressed that professional development programs help teachers strengthen supportive teaching behaviors that encourage active participation and better learning experiences among students.

In the Philippine context, Hingpit and Selecios (2025) found that teachers' professional development significantly influences learners' performance engagement. Their study revealed that instructional practices, teacher attributes, and assessment practices contribute to improving learners' participation and involvement in classroom activities. The researchers emphasized the importance of continuous teacher development programs in enhancing student engagement and learning outcomes. Similarly, Acero and Guillena (2024) reported that student engagement and teachers' pedagogy are important predictors of students' academic performance. Their findings showed that effective teaching approaches and active student participation contribute positively to students' achievement, highlighting the role of competent teaching practices in improving educational outcomes.

Locally, in Agusan del Sur, specifically in Santa Josefa National High School, students with low motivation had a strong negative influence on the academic performance and general mode of living of the students. Further, it was then observed that some students are not totally engaged and have low performance in some of the English discussion since their teachers are into use of English in the teaching and learning process. This observation shows and emphasize the significance of motivation in student learning and academic achievement in Sta. Josefa, Agusan del Sur.

REVIEW OF RELATED LITERATURE

To provide direction and frame of reference for this study, various related literature and related studies are presented. It includes as well as studies, which are directly related to this study.

English Teachers' Professional Competence. It is pivotal in preparing teachers with necessary skills and knowledge for effective teaching and enhancing student motivation and academic achievement. According to Vadivel et al. (2021), continuous professional competence strengthens English as a Foreign Language (EFL) teachers' instructional competence by promoting reflective practice, collaboration, and updated pedagogical knowledge. Their research with 83 EFL instructors underscored that CPD creates a community of practice that leads to better student results through maintaining teachers' currency on pedagogical fads and international standards. This is in line with the perception that Teacher Professional Development (TPD) has a direct effect on how teachers involve students and have an effect on academic achievement, in line with the study emphasis on professional development as a predictor of engagement and performance (Vadivel et al., 2021).

Similarly, Darling-Hammond et al. (2017) highlighted that effective professional development programs are sustained, collaborative, and connected to classroom practice, enabling teachers to improve instructional quality and student learning outcomes. Their summary of 35 strong research studies demonstrates that professional development that is sustained, cooperative, and linked to practice leads to significant teacher capability improvements and, in turn, student engagement and achievement. This integrated model places Teacher Professional Development (TPD) not simply in the form of episodic training but as an extended process that enables teachers to transition towards compensating for complex student needs, highly congruent with the predictive function of TPD in the study (Darling-Hammond et al., 2017).

In addition, Bozkus (2019) emphasized differentiating professional development activities to address individual teachers' developmental points, highlighting the dynamic character of teacher development. The present study recognized significant classroom-level elements, such as orientation, configuration, questioning, and teaching modeling, as key dimensions influencing effective professional practice. These elements encapsulate how professional development harmonizes content knowledge with instructional strategies to promote student engagement. By connecting TPD stages with classroom practices, this method confirms that context-aware and customized professional development leads to improved learning, supporting the theoretical framework of the present investigation (Bozkus, 2019).

Likewise, Song (2023) termed TPD as a systematic procedure of skill development, ongoing learning, and collaborative sharing among teachers. The research highlighted the role played by TPD activities in enhancing teaching quality through new pedagogies and technology incorporation, key areas for meeting varied student needs in English language learning. Through creating a culture of collaboration and constant improvement, TPD shapes teachers' practices in arranging learning activities that enhance student motivation, exhibiting its predictive power on academic achievement as explored in the research (Song, 2023).

Orientation

Being the first element in teaching, orientation, is the act of familiarizing students with the goals and applicability of a lesson to instill active participation. Bozkus (2019) outlined orientation as one of the key classroom variables, whereby informing students about learning goals makes students connect meaning to lessons and ensures participation. This is concurrent with professional development among English teachers because the trainers who can orient their students successfully have the capacity to enhance the level of participation, thereby influencing academic success. Professional growth as a predictor of students' outcomes in the research also encompasses orientation as teaching strategy required for students' initial investment in learning.

Consequently, Khalil and Mahmoud (2020) illustrated that when teachers make it clear what course objectives are, and they link content to students' interests, motivation and engagement increase significantly. Their interventions in language teaching supported that orientation activities create a positive learning environment through anxiety reduction and activation of participation. Effective orientation, therefore, enables the professional development aim of preparing instructors to create student-centered environments that promote engagement, thereby mediating academic attainment as conceptualized in the study.

In exploring teacher-student relationships, Lin and Yang (2022) stated that orientation also serves the function of establishing expectations and rapport, both essential to effective instructional delivery. Teachers' classroom management and responsiveness from students are enhanced in teachers who are professionally developed in orientation skills. This finding informs the current study's emphasis on the influence of professional development on granting English teachers the capacity to use orientation deliberately to predict and augment student engagement and achievement (Lin & Yang, 2022).

Apart from this, in a meta-analysis by Zhang et al. (2021), the focus was on highlighting that orientation practices embedded in comprehensive teacher training programs result in higher student knowledge of learning objectives and higher intrinsic motivation. These impacts substantiate the point that teacher preparedness in orientation has a direct linkage with students' study behaviors and academic performance. This literature underpins the conceptual framework of the current study by positing orientation as a significant mechanism in professional development that impacts student performance (Zhang et al., 2021).

Configuration

Classroom configuration is the way teachers organize content presentation, transitioning between topics, and highlighting key points to ensure learning continuity. Bozkus (2019) applied configuration as a crucial pedagogical element where teachers analyze prior knowledge, announce learning objectives, and provide a summary of key points to support students. Successful configuration ability proficiency on the part of educators is to be acquired through professional development so that students' engagement and comprehension are ensured and hence positively correlated with learning outcomes as investigated in English teachers' professional development studies (Bozkus, 2019).

Additionally, Kong and Ramani (2020) found that efficient lesson sequencing strategies help to support student attention and cognitive organization, the very prerequisite for profound learning and participation. Their study among language instructors found that sequencing training and linking concepts encouraged students' active engagement and improved retention of information. This meets the need for professional learning in developing English teachers with configuration strategies to expect increased participation and learning achievement in their classrooms (Kong & Ramani, 2020).

Besides, Santos and Lee (2022) also identified in their study the role of explicit lesson structure and transition, under configuration, to reduce learner cognitive load and motivation. In their experimental study, they demonstrated that well-configured lessons contribute to maintaining student attention and facilitating assimilation of new information, critical determinants of academic performance. Hence, the current research is supplemented by this literature in continuing to support that configuration, which is established by professional development, foretells the engagement and achievement of students (Santos & Lee, 2022).

In another research, Patel (2023) argued that configuration skills enhance instructional efficacy of teachers by facilitating teachers to deliver lessons responsively and smoothly. In the research, the researcher presumed that teacher education interventions on lesson composition and content flow with cohesion enhanced instructional quality of teachers and active student engagement. This aligns with the grand research aim of determining how professional education predicts student engagement through mechanisms such as configuration (Patel, 2023).

Questioning

Questioning strategies are recognized as effective pedagogical approaches that stimulate students' critical thinking and classroom participation. In a qualitative investigation, Putri et al. (2024) found that English teachers who employed rephrasing, probing, and simplified questioning techniques were more successful in encouraging learner interaction and comprehension. This suggests that professional development programs focusing on questioning strategies can strengthen teachers' ability to promote cognitive engagement and improve academic performance.

Effective questioning also serves a formative purpose by helping teachers assess students' understanding and modify instruction accordingly (Black & Wiliam, 2020). They were of the view that professional growth with a focus on powerful questioning strengthens teachers' diagnostic skill and active engagement of learners. This closely relates to the research on English teacher professional development because questioning is one key lever by which teachers control involvement and outcomes.

Furthermore, a study by Chen, et al. (2021) discovered that teacher questioning to promote higher-order thinking enhances student motivation and engagement in language learning classes. Their intervention revealed that after focused professional development, teachers were improved at scaffolding questions, leading to more effective classroom discussions and scholarly accomplishment. That type of evidence adds evidence for questioning as a highly influential practice informed by professional development with predictive capacity over student accomplishment.

In addition, Goodman's (2023) meta-analysis concluded that effective questioning strategies, incorporated within teacher education programs, are correlated with improvements in students' achievement and engagement across diverse educational environments. Goodman stressed that teachers' ability to craft meaningful questions is one of the most fundamental pedagogical skills acquired through professional education, coinciding with the current research.

Teaching Modeling

Teaching modeling refers to the demonstration of effective instructional practices that learners and novice teachers can observe and emulate. Sims et al. (2023) explained that exposure to expert teaching practices enhances instructional quality by enabling teachers to internalize effective classroom strategies. This constructs instructional quality, which in turn forecasts student engagement and learning performance, particularly being associated with research on English teachers' professional development as an outcome predictor (Sims et al., 2023).

Grossman et al. (2009) also assumed that practice teaching representations, like modeling, help practicing and novice teachers see critical parts of quality instruction. Their research demonstrated that modeling PD programs improve pedagogical awareness and classroom results in teachers. This expansion of teaching practice positively encourages student engagement and academic performance, thereby underpinning the support framework of the current research.

As hypothesized by Hauser and Kavanagh (2019), modeling also facilitates reflective practice as it provides concrete models that teachers can compare and adapt for their context. Professional development with modeling included facilitates teacher growth in adopting new methods, which becomes more interactive and effective English language classes. This proof supports the fact that modeling is a key PD component that sparks pupil engagement.

Furthermore, Sutherland et al. (2022) established that the application of professional development programs with video and live modeling increased teacher confidence and teaching innovation. These increases were attributed to greater student engagement and performance, further supporting the predictive link between teachers' PD with modeling and student performance identified in the study.

Learning Environment

It has significant effects on student motivation and academic achievement, particularly in language learning environments like English classrooms. Rands and Gansemer-Topf (2017) determined that flexible and interactive classroom layouts support active learning through stimulating collaboration and communication among students. Their research indicated that classrooms with mobile furniture and open spaces fostered greater engagement and interaction than conventional passive spaces. This reinforces the emphasis of professional development on supporting English teachers to build engaging learning contexts that promote student participation and success.

Consequently, Harvey and Kenyon (2013) underscored that the physical organization and beauty of classrooms, such as natural light, seating, and color, do much to affect students' concentration and motivation. Their research pointed out that carefully designed spaces minimize distractions and create a psychological sense of belongingness, which improves engagement. These environmental issues are directly related to the professional practice of English teachers, who have to acquire the skills to maximize physical spaces as an element of their teaching tool kit to enhance student learning outcomes.

To supplement this, Cheryan et al. (2014) examined how structural and symbolic aspects of classrooms influence student achievement. They posited that factors such as inclusive decoration and culturally responsive materials contribute to students feeling valued and supported, which in turn predicts increased academic engagement. Teacher professional development involving strategies on organizing inclusive learning environments is therefore of prime importance in optimizing the participation and performance of diverse populations of students in English classes.

Finally, Soto et al. (2024) noted relationships between supportive classroom contexts and enhanced English language learning in academic performances. They found in their study that teachers who were professionally developed to create positive classroom environments, use active materials, and appropriately balance teacher-student interactions reached greater student engagement and scores. This supports the study's assumption that professional development influences teaching practices that result in more effective learning contexts, which directly predicts student engagement and academic performance.

Time Management

Effective management of instructional time is vital to help enhance student interest and academic achievement, especially in language classrooms where practice opportunities are a major concern. Macias and Suniaga (2021) proved that effective time management is associated with better student performance through facilitating well-organized transitions and concentrated lessons. Their research with secondary language teachers found that professional development focusing on time allocation strategies improved teachers' capability to deliver curriculum objectives while keeping students engaged.

Likewise, Rasheed et al. (2022) found that teachers with time-management training minimized downtime in classrooms and maximized active learning hours, leading to greater student participation and achievement. Their experimental study indicated that professional development combining time management skills is crucial for teachers to reliably increase student engagement and school performance.

Additionally, Herbert and Murphy (2023) characterized time management as a metacognitive instructional skill that entwines with pacing of lessons and classroom dynamics. Their qualitative examination highlighted that teachers who implemented PD learnings regarding time awareness were able to adapt instruction responsively to the needs of students, creating sustained attention and more in-depth learning. This aligns with the conceptual

model of English teachers' professional development as predicting student engagement through enhanced instructional effectiveness.

Also, Wang and Li (2024) highlighted the aspect of time management in enabling the harmony of different classes, such as formative assessment and differentiated instruction. They theorized that PD programs that provide teachers with sharper time usage strategies directly yield benefits in terms of student engagement and quantifiable performance, supporting the focus of the present study.

Assessment

English teachers' professional growth is included in assessment practice, impacting learner motivation and achievement by offering feedback and informing instruction. Black and Wiliam (2020) developed that formative assessment improves learning since it helps in the determination of what students need and adjusting teaching to meet those needs. Their thorough review highlighted that PD programs with a focus on assessment literacy allow teachers to engage in continuous checks for understanding, which maintains learners' motivation and enhances academic achievement.

In addition, Torrance and Pryor (2019) indicated the need for training in formative assessment under professional development that demonstrates its impact on student engagement as evidenced by active involvement in their learning process. The researchers stated that expert teachers apply the results of assessment in adjusting instruction responsively, connecting PD to enhanced engagement and performance directly.

Isaacson and Choi (2022) discovered that the assessment expertise of English teachers, created through focused PD, aligns with thoughtful feedback practices that support student reflection and goal-setting. The study identified that these practices enhance student investment in learning, therefore forecasting superior academic performance.

Yet another study by Nguyen et al. (2023) found that teachers skilled in multiple forms of assessment like peer, self, and summative assessments, express greater instructional flexibility. Broadening techniques through professional development prepares educators to meet diverse learner needs, reaffirming student engagement and achievement as outlined in the framework of the present study.

Moreover, Kosar et al (2022) examined the professional development practices and needs of English in-service teachers and the ways in which engagement with professional development activities (PDAs) affected their teaching practice. Surveys and interviews were used to analyze how English teachers assessed the effectiveness of PDAs on instructional methods, such as assessment strategies. Results showed that teachers who used PDAs built stronger skills to use diverse assessment strategies, and this enhanced their potential to track student learning and adjust instruction accordingly. These enhanced assessment practices are a direct correlate of the study's emphasis on how professional development forecasts student participation and learning through an improvement in teachers' assessment skills (Kosar et al., 2022).

Likewise, Hismanoglu (2010) identified effective professional development practices favored by English language teachers. One of the main findings was that assessment literacy was an area where teachers requested development. Professional learning on formative and summative assessment methods empowered the teachers to employ assessments as means for feedback and planning instruction, which encouraged active learning and student motivation. The research focused on the point that improved assessment skills of teachers via PD make direct contributions to the prediction of improved student participation and academic performance, supporting the conceptual framework of the present research (Hismanoglu, 2010).

Li (2022) conducted a theoretical overview of professional development among ESL/EFL teachers, highlighting assessment competence as essential elements of teachers' development in language teaching. The overview emphasized professional development models that incorporate assessment training with collaborative reflection and practice-based learning. As per Li, these PD integrative models enhance teachers' self-confidence in designing and interpreting assessments to be able to create more active and academically more successful

students. This justifies the study's viewpoint that assessment, as evolved through professional development, acts as an indicator of student engagement and performance.

Furthermore, Jiang et al. (2023) did a mixed-methods study investigating Chinese secondary English teachers' attitudes toward their professional development in terms of assessment practices. Teachers indicated that PD improved their formative assessment skills, resulting in more differentiated instructional strategies and greater student engagement. The research associated these advances in assessment with increased academic success among students, fully in line with the latest research emphasis on how the professional development of English teachers is a predictor of student outcomes via improved assessment practices.

Teacher assessment training through professional development is important in preparing English teachers with skills to engage students and enhance academic achievement. Being able to design, implement, and interpret assessments comes across as a constant mediator of the link between teacher professional development and student achievement.

Student Engagement. It is generally viewed as a key driver of academic achievement and learning quality. Li (2023) meta-analysis showed that student engagement this time including cognitive, emotional, and behavioral dimensions strongly correlates with positive outcomes in education in various higher education contexts. The study emphasizes the role of supportive teacher-student relationships and individualized learning environments in promoting engagement, reinforcing English teachers' professional development for enabling educators to increase engagement and academic achievement.

Carini et al. (2006) investigated the correlation of student engagement with learning outcomes and concluded that engagement is predictive of critical thinking and grades. Their longitudinal study highlighted the mediating effects of learner interaction and instructor presence, both directly related to teachers' professional competences. This closely resonates with the present study's emphasis, indicating that professional development to increase instructional presence and engagement pedagogy can influence student outcomes.

Moreover, in the study of Kuh et al. (2008) posited that engagement is positively related to persistence and academic achievement, particularly among first-year students. They indicated various engagement benchmarks like academic challenge and supportive environments that are created by teacher and institutional behaviors. This study informs why professional development of English teachers is crucial because effective instructors design learning communities that support continued student engagement and improved performance.

Additionally, Gunuc and Kuzu (2015) examined multiple dimensions of engagement such as peer and faculty relationships and determined that a high sense of belonging enhances emotional and cognitive engagement. Their results validate the capacity of teacher professional development to develop classroom climates that foster connections and appreciate student participation and thus predict higher engagement and academic performance (Gunuc & Kuzu, 2015).

Behavioral Engagement. It is a direct action toward schoolwork and is best seen within classrooms. Cappella et al. (2013) emphasized that behavioral engagement is students' participation in class activities and effort spent, with high correlation with academic outcomes. Their observational study also recorded peer relationships and learning environment, with implications for professional education in classroom management and engagement practices by English teachers to promote academic accomplishment (Cappella et al., 2013).

In Bhutan, Tshering (2024) was revealed to enhance middle secondary students' behavioral and cognitive engagement significantly by utilizing active learning methods. The elevation of behavioral engagement resulting from enhanced student participation and verbal interactions within classes was linked to the study. The implications are that staff development for English teachers based on active learning strategies can enhance higher behavioral engagement and subsequently benefit academic performance (Tshering, 2024).

Furthermore, Hospel et al. (2016) discovered that behavioral engagement involves a broad spectrum of activities ranging from class attendance to participation in school life. They wrote about the complex nature of behavioral engagement and implied professional development help teachers recognize such behavior and build classrooms

that favor active participation, an important factor in predicting students' success in English classes (Hospel et al., 2016).

Additionally, in the study of Henry and Rodger (2023) examined the ways in which teacher support matters in the behavioral engagement of students, reporting that teachers trained in classroom organization and building relationships are more likely to facilitate active student engagement and attendance. This verifies the benefit of professional development courses for English teachers to promote behavioral engagement, which has a direct relationship with academic performance.

In general, studies always refer to behavioral engagement as a key factor influenced by effective teaching ability that can be enhanced through professional training. This emphasizes the focus of the present study on the professional development of English teachers as a predictor of student engagement and achievement.

Cognitive Engagement. It refers to psychological investment of students in learning in the form of effort, strategy use, and deep processing. Rotgans and Schmidt (2011) defined cognitive engagement as students' ability and readiness to work hard in mastering learning activities. Their study demonstrated that teachers with metacognitive skills training through professional development may have a positive impact on cognitive engagement, which is associated with higher English academic achievement in the classroom (Rotgans & Schmidt, 2011).

Furthermore, Tshering (2024) concluded that active learning strategies increased students' motivation to perform challenging tasks, as evident from increased cognitive engagement following an intervention. This research shows that professional development that equips English teachers with constructivist and inquiry-based strategies increases students' deep cognitive engagement and motivation, and therefore academic achievement (Tshering, 2024).

More so, Appleton et al. (2008) argued that cognitive engagement entails students' use of learning strategies and self-regulation, which are necessary for deep learning. Their empirical research linked professional development focused on strategy instruction with increased cognitive engagement, emphasizing the role of teacher preparation in promoting students' academic success (Appleton et al., 2008).

In their mixed-methods research, Finn and Zimmer (2012) showed that cognitive engagement is a mediating link between teacher quality and student performance. Teachers who received intensive professional development to improve instructional strategies acted more effectively in cognitively engaging students, while their students did better on assessments and in course completion. This validates the conceptual model of this study measuring English teachers' professional growth as a predictor of cognitive engagement and academic performance (Finn & Zimmer, 2012).

Cognitive engagement is the heart of learning and is closely associated with the teaching practice developed through professional development, indicating its predictive role in the analysis of English teachers' professional development (Darling-Hammond et al., 2017).

Emotional Engagement. Affective engagement is the emotional experiences of students during learning, including interest, enjoyment, and belongingness. Liu et al. (2024) found that emotional engagement directly correlates with academic achievement and learning satisfaction. Their study underscored that professional development toward social-emotional learning and teacher-student relationship enhances emotional engagement, which mediates motivation and academic achievement—coinciding with the current study's focus (Liu et al., 2024).

Additionally, in the study of Ulmanen (2016) demonstrated that emotional engagement is a mediator between student-teacher relationships and academic success. Their study suggests that professional development to reinforce teachers' interpersonal skills and emotional support strategies to foster increased emotional engagement with demonstrated impacts on student achievement to accompany the study's exploration of teacher development as a predictor of engagement.

Within the research of educational psychology, Skinner et al. (2009) found that emotional engagement is motivated and a positive academic achievement predictor. They emphasized the value of teacher encouragement and praise, which can be learned through professional development, illustrating why the building of emotional engagement through teacher development predicts student performance (Skinner et al., 2009).

Next, Purdul, Chege, and Thinguri (2014) further contributed that emotionally engaged students are inquiring and respond positively to learning, which encourages persistence and accomplishment. Their inference affirms professional development training that instructs English teachers how to encourage emotional connections, hence enhancing engagement and academic performance (Purdul et al., 2014).

Emotional engagement is both a defining feature of and a responsive function to good pedagogy, and as such, a significant mediator of the relationship between students' academic outcomes and English teachers' professional development (Sagayadevan & Jeyaraj, 2012).

English Teachers Professional Competence as Predictor of Student Engagement and Perception on Academic Performance. The professional competence of English teachers is considered a crucial factor that affects students' engagement and academic performance. Professional competence includes teachers' knowledge domain, pedagogical competence, classroom management skills, assessment skills, and their capacity to build relationships with students. Professional competence affects students' engagement and academic performance both cognitively and behaviorally.

Several research studies have supported that teacher competence is a strong predictor of students' engagement. Wang et al. (2022) revealed that teacher engagement has a direct and positive effect on students' English performance in an online English as a Foreign Language (EFL) classroom setting. Moreover, the study indicated that students' autonomous motivation and positive emotional experiences, such as enjoyment, play a mediating role in this relationship. This implies that if teachers show high professional competence in engaging students cognitively and affectively, students are more likely to show high academic performance. Moreover, teachers' affective investment, such as teachers' concern for students' learning difficulties and their encouragement, was also found to be a strong predictor for students' performance.

In a similar manner, Ventista (2023) underscored that teachers who receive systematic training, coaching, and professional development are more likely to improve their competence, which in turn would increase their students' engagement and academic performance. The research underscored that teachers should also receive professional development programs not only on content but also on strategies that promote students' engagement in the learning process. This, therefore, supports the argument that teachers' competence is a significant factor in increasing students' engagement and academic performance.

The argument was further supported by Darling-Hammond, Hyler, & Gardner (2017) when they underscored the significant features of teachers' professional development, including content focus, active learning, coherence, sustained duration, and collaborative participation. This would enable teachers to create engaging learning experiences for their students, which would promote critical thinking, problem-solving, and understanding. Therefore, teachers who are professionally competent would be more capable of increasing their students' engagement and academic performance.

Besides, Gregory and Fergus (2013) showed that professional development interventions improved student behavioral engagement, which eventually led to improved academic outcomes. Behavioral engagement, such as student participation, efforts, and persistence, is directly affected by teachers' practices and strategies. This further supports the argument that teachers' professional competence affects student engagement.

Student engagement has been recognized as a multi-dimensional construct with behavioral, cognitive, and emotional aspects. Behavioral engagement entails student participation and involvement in classroom activities. On the other hand, cognitive engagement entails student investment and utilization of higher-order thinking skills. Finally, emotional engagement entails student interest, enjoyment, and a sense of belonging (Fredricks, Wang, & Schall Linn, 2019). Teachers with high professional competence are better positioned to deal with the

multi-dimensional nature of student engagement by designing interactive, challenging, and supportive learning environments.

In terms of academic performance, it is often measured using examination results, which are translated into percentage equivalents and described using rating scales. These are often used as objective indicators of students' mastery level. According to Brookhart (2017), percentage equivalents of examination results are often an indication of the extent of learning mastery, whereby higher percentages reflect higher levels of mastery. In terms of learning English, it is often an evaluation of students' mastery of reading, writing, and comprehension skills (Brown & Abeywickrama, 2019).

Moreover, Nitko and Brookhart (2018) also found that percentage scores are highly beneficial in research studies, as they help classify and compare the different levels of student performance. For instance, the scores obtained by the students, such as ranging from 74% to 88%, clearly indicate different levels of academic achievement, which can be classified as Proficient and Advanced, among others. This helps the researcher understand the impact of teacher competence and student engagement on academic performance.

This relationship between teacher competence, student engagement, and academic performance is also supported by Hattie and Yates (2014), who stressed that teacher practices, such as clear instruction, structured lessons, and feedback, have a strong impact on student achievement. When a teacher demonstrates a high level of competence, he or she is likely to engage the students actively, thus enhancing academic performance.

Moreover, Bond et al. (2020) emphasized the importance of the link between teaching practices and academic outcomes through the involvement of students. Students who are actively engaged in the learning process, both behaviorally, cognitively, and emotionally, are more likely to achieve success in their assessments. This is because the students can effectively process information and retain the information acquired through the tasks, which can be seen through the high grades achieved by the students.

On the other hand, Schunk and DiBenedetto (2020) emphasized the importance of the students' motivation and regulation in the achievement of success in their assessments. Students who are more confident and motivated to learn are more likely to exert more effort to achieve success. This can be attributed to the professional competence of the teacher, specifically the ability to provide a supportive learning environment.

Overall, the reviewed literature consistently indicates that English teachers' professional competence plays a significant role in enhancing student engagement and academic performance. Through continuous professional development, effective instructional strategies, supportive classroom environments, and meaningful teacher-student interactions, teachers become more capable of addressing students' academic and emotional needs. Consequently, students are more likely to participate actively in learning activities, develop deeper cognitive engagement, and achieve better academic outcomes. Therefore, strengthening teachers' professional competence remains essential in promoting quality education and improving learners' overall performance.

In conclusion, by considering teacher competence, students' engagement, and academic performance, it is evident that a holistic approach to education is critical. Teachers' professional competence is critical for improving teaching quality and students' engagement. Consequently, students' academic performance is greatly affected.

THEORETICAL FRAMEWORK

The Effective Teacher Professional Development Theory, proposed by Sims (2022) and subsequently elaborated, provides a conceptual framework explaining how professional development improves teaching quality and student achievement. The basis of this theory rests on four purposes that effective PD should achieve: insight, motivation for change, teaching techniques, and embedding into routine teaching. First, the PD should provide teachers with a deepened insight into how students learn and the effective instructional approaches in pursuit of such learning. Second, it should keep the teachers inspired and motivated to make changes in their instructional behaviors. The third role is to give them practical, applicable techniques which they can put into practice in their classrooms. And lastly, the theory insists that to make sure these changes will last, such new methods have to be

practiced and integrated into the day-to-day regimen of teachers' behavior with regularity until they become habitual.

This study is anchored on the Effective Teacher Professional Competence Theory accounts for the fact that professional development enhances teachers' instructional practices, skills, and knowledge, which contributes to better student learning outcomes. Sims (2022) argues that efficient professional development has causally active elements of developing teachers' insight, motivation towards change, and implementing new teaching methods imbedded in practice. This theory links directly to the research by positioning English teachers' professional development as an essential input that influences their instructional quality, which in turn affects students' engagement and academic achievement.

The interaction between these elements guarantees professional development will build knowledge and skills but also support sustained instructional change to ultimately drive improvements in student engagement and academic performance. This framework directly supports the idea that professional development for teachers of English is a critical lever in improving instructional quality and making positive impacts on academic achievement.

Further, Figure 1 below shows the framework of the study with one independent variable and two dependent variables. The independent variable is the English Teachers' Professional Competence which focuses only on the indicators identified by the author, namely; Orientation, Configuration, Questioning, Teaching Modeling, Application, Learning Environments, Management of Time, and Assessment.

On the other hand, the first dependent variable of the study is the Student Engagement. It contains three indicators, namely; Behavioral Engagement, Cognitive Engagement, and Emotional Engagement.

The second dependent variable is Academic Performance, which is considered as a quantitative dependent variable without any indicators in the theoretical framework. In line with the hypothesis that good teaching methods will produce good results in terms of learning, Academic Performance will be measured through the grades obtained by the respondents in their English Examination Results of Senior High School Students in the subject Creative Writing, which was taken in the Unified Examination conducted by the Division Office in the First Semester-Second Quarter, School Year 2025-2026.

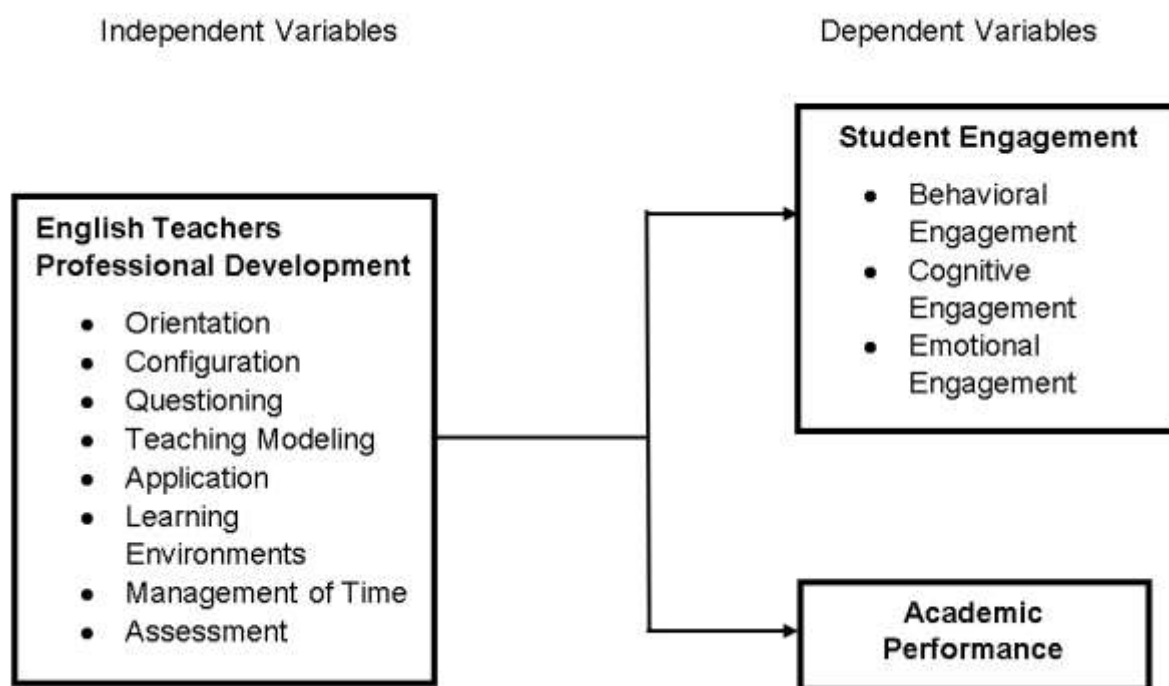


Figure 1: Conceptual Framework

Statement of the Problem

English teachers' professional development is recognized as a crucial factor influencing student engagement and academic performance. Professional development equips teachers with effective instructional strategies and fosters positive teacher-student interactions, which in turn enhance students' behavioral, emotional, and cognitive engagement in the learning process (Gregory et al., 2013). Increased student engagement, supported by teacher growth and improved pedagogical skills, is strongly linked to higher academic achievement, underscoring the predictive role of teacher development on student outcomes (Darling-Hammond et al., 2017; Ventista, 2023).

Thus, this study was intended to determine which domain of English Teachers Professional Development greatly predicts Student Engagement and Academic Performance.

Specifically, this study aimed to answer the following research problems;

1. What is the level of English Professional Competence in terms of;
 - 1.1. Orientation
 - 1.2. Configuration
 - 1.3. Questioning
 - 1.4. Teaching Modeling
 - 1.5. Application
 - 1.6. Learning Environments
 - 1.7. Management of Time
 - 1.8. Assessment
2. What is the level of Student Engagement in terms of;
 - 2.1. Behavioral Engagement
 - 2.2. Cognitive Engagement
 - 2.3. Emotional Engagement
3. What is the level of students' academic performance as measured by their examination scores, in terms of:
 - 3.1. Raw scores (out of 50 items);
 - 3.2. Percentage scores; and
 - 3.3. Descriptive rating (e.g., Advanced, Proficient, Approaching Proficient, Developing and Beginning)
4. Is there a significant relationship between English Teachers Professional Development and Student Engagement?
5. Is there a significant relationship between English Teachers Professional Development and Academic Performance?
6. Which domain of English Teachers Professional Development greatly predicts Student Engagement and Academic Performance?

Null Hypotheses

Ho1: There is no significant relationship between English Teachers Professional Development and Student Engagement.

Ho2: There is no significant relationship between English Teachers Professional Development and Academic Performance.

Ho3: There is no domain of English Teachers Professional Development greatly predicts Student Engagement and Academic Performance.

Scope and Delimitation of the Study

For this research, the design used in its execution is that of correlation among English Teachers' Professional Development, Student Engagement, and Academic Performance. Moreover, in this study, only the students

enrolled in Senior High School in Grade 12 under the Academic Tracks of Sta. Josefa National High School shall be considered. These academic tracks include the General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Accountancy and Business Management (ABM).

English Teachers' Professional Development will include eight (8) indicators, which are: Orientation, Configuration, Questioning, Teaching Modeling, Application, Learning Environments, Management of Time, and Assessment. Data will be collected in relation to this variable using a structured survey questionnaire to be administered to the respondents chosen for the research.

Additionally, this research will cover the aspect of Student Engagement through three indicators, which are: Behavioral Engagement, Cognitive Engagement, and Emotional Engagement. Lastly, Academic Performance shall focus on how well students have done on their English examinations as reflected on their scores. Specifically, this would refer to the score students obtain in a teacher-made examination in English, which will consist of fifty (50) items.

Significance of the Study

This study would be beneficial to the following stakeholders:

Learners. The results of this study would benefit the learners by increasing their engagement, motivation, and better academic performance, helping them achieve their educational goals and improving language proficiency essential for future academic and career opportunities.

Teachers. The results of this study would benefit the teachers by enhancing their teaching competencies, pedagogical knowledge, and classroom management through professional development. This study underscores the importance of continuous improvement, empowering teachers to apply effective instructional practices that foster higher student engagement and performance. It also provides evidence to support the value of ongoing training in their professional growth.

Administrators/Principals. The results of this study would benefit the administrators/principals by creating an environment conducive to effective teaching and learning. This study can guide administrators in making informed decisions about prioritizing and allocating resources for teacher professional development programs. It highlights the role of leadership in supporting teacher capacity-building aimed at improving student outcomes and overall school performance.

Department of Education (DepEd) Officials. The results of this study would benefit the DepEd officials by gaining insights into the vital role of teacher professional development in improving teaching and student outcomes. The findings would guide their decisions on policy creation, resource allocation, and program design, emphasizing on-going, evidence-based teaching training. This enables them to support effective capacity-building initiatives that enhance school performance and student achievement. Additionally, this would prioritize continuous professional learning as a foundation for educational improvement and reform.

Future Researchers. The results of this study would benefit the future researchers by building the findings to explore specific factors or contexts influencing this relationship, develop new interventions, or evaluate the impact of various professional development models, thereby contributing to the academic body of knowledge and educational policy improvements.

Each stakeholder benefits by gaining evidence-based insights that inform their practices, policies, or studies, ultimately contributing to a more effective and responsive educational system focused on quality teaching and meaningful student achievement.

Definition of Terms

To gain better understanding of the study, the following terms were hereby defined operationally.

Application. This term refers to the phase when English teachers indeed implement new methods and strategies they have learned through professional development in the classroom to maximize student involvement and academic performance.

Assessment. This term refers to the English teachers' utilization of formal and informal assessment methods in evaluating students' learning, participation, and academic gains influenced by their professional development activity.

Cognitive engagement. This term refers to the talks of student's awareness and willingness to learn difficult skills.

Configuration. This term refers to the procedure by which English teachers structure and reshape teaching materials, techniques, and resources to adapt to learning goals and students' needs within the realm of professional development.

Emotional engagement. This term refers to the student's positive and negative reaction to peers, teachers and school.

Learning Environments. This term refers to the physical, social, and psychological classroom environments English teachers create that provide opportunities for student engagement, motivation, and academic achievement.

Management of Time. This term refers to the English teachers' ability to schedule, plan, and utilize instruction time within lessons and the school day in order to maximize students' participation and attainment.

Orientation. This term refers to the initial phase in the professional growth of the teachers wherein English teachers become familiar with new pedagogical skills, curriculum overhaul, and professional norms to improve their teaching ability.

Questioning. This term refers to the teaching strategy English educators apply in class to engage actively, provoke critical thinking, and assess comprehension by raising reflective and varied question types while instructing.

Teaching Modeling. This term refers to the English teachers' modeling of effective teaching practices and strategies that are implemented in professional development sessions, as prototypes for conducting lessons to foster student engagement and learning.

METHODS

This chapter dealt with the methodological procedures by which the data pertinent to the research problems will be collected.

Research Design

This study utilized a quantitative correlational research design using predictive correlation technique. Predictive correlational research analyzes how well one or more variables can predict an outcome variable through statistical associations (Scribbr, 2023). According to Miao et al. (2025), predictive correlation examines the strength and direction of associations among variables and assesses the extent to which predictor variables affect a criterion variable used in prediction. The design is appropriate for the study as it investigates the empirical relationship between teaching effectiveness and classroom management skills as significant predictors of teacher performance, with a degree of applicability to educational practice and policy implementation.

The application of a non-experimental quantitative research method with predictive correlation technique is important as it allows for the analysis of naturally occurring relationships without manipulation of variables, thereby preserving the natural context of learning settings. The design provides essential insights into the interaction between teaching performance and classroom management competency and how they influence

teacher performance, and this helps teachers and policy makers analyze significant factors which can be manipulated to allow for professional competence. Moreover, the predictive value of the analysis facilitates the forecasting of teacher performance results using measurable predictors that support evidence-based decision-making and strategic interventions to enhance the quality of education and learning experience of students.

Research Locale

This research was conducted in Sta. Josefa National High School, one of the top performing schools in the Municipality of Sta. Josefa. Further, Sta. Josefa, Agusan del Sur, a third-class municipality situated at the northeastern part of the province in the Caraga region in the Philippines. Sta. Josefa is an inland municipality with an area of approximately 341.8 square kilometers and a population of 26,432 people according to the 2020 census. It is Agusan del Sur's southernmost settlement and is politically subdivided into 11 barangays. The municipality has a rural setting, with about 77 inhabitants per square kilometer. Geographically, it is situated near cities such as Bislig in Surigao del Sur, Tagum and Panabo in Davao del Norte, and other towns in Bukidnon. Sta. Josefa's location, size, and demographic profile make it a unique locale for educational research focused on teacher professional development and student engagement in the region. Historically, Santa Josefa was originally a wilderness inhabited by native tribes before Spanish colonization. It has developed into an organized municipality with a vibrant community despite its remote location.

Specifically, Sta. Josefa National High School is a public secondary educational institution located in the municipality of Sta. Josefa, Agusan del Sur, serving a diverse population of learners from both junior and senior high school levels. The school caters to students from different barangays within the municipality, reflecting varied socio-economic backgrounds, learning abilities, and educational needs. As one of the prominent public secondary schools in the area, the institution continuously promotes quality education through learner-centered instruction, academic programs, and professional growth opportunities for teachers. Sta. Josefa National High School was selected as the locale of the study because of its active implementation of professional development initiatives among English teachers and its strong commitment to improving student engagement and academic achievement. The school also encourages teachers to participate in seminars, trainings, workshops, and graduate studies to enhance instructional competence and classroom effectiveness. Moreover, the school provides a practical and meaningful environment for examining how English teachers' professional competence influences students' engagement and academic performance within a real public-school setting in Agusan del Sur.



Figure 2: Map of Sta. Josefa National High School – Senior High School Department

Research Respondents

The respondents of this research were the Sta. Josefa National High School Grade 12 Academic Strand students, specifically the – General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Accountancy and Business Management (ABM).

This research employed a universal sampling method, which involves including the entire population of Grade 12 Academic Strand students of Sta. Josefa National High School, specifically those under the General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM) strands, as respondents without exception. According to Etikan, Musa, and Alkassim (2016), universal sampling is a non-probability sampling technique in which all members of a small and manageable population are selected to participate in the study. This approach ensures comprehensive data collection and enhances the inclusiveness and representativeness of the research findings. The use of universal sampling is deemed appropriate since the study aims to gather data from the entire target population to obtain a more accurate understanding of the variables being examined among senior high school students. Participation in the study will remain voluntary, and ethical considerations such as informed consent, confidentiality, and anonymity will be strictly observed throughout the research process.

The respondents, consisting of Grade 12 Academic Strand students (GAS, HUMSS, and ABM), were chosen because their engagement and academic performance can be directly influenced by the professional development of their English teachers. Reaching the whole population of these students with universal sampling guarantees wide-ranging data collection from all the concerned respondents, enabling the study to realize the entire reach of teachers' professional development and student achievement. This method ensures maximum inclusivity and representativeness of findings to enable the formulation of more precise and relevant conclusions about how English teachers' professional development influences students' engagement and academic achievement. Participation is always voluntary, consistent with ethical research principles.

Research Instruments

Two sets of research instruments were used in this study. The first questionnaire deals with the English Teachers Professional Competence which is adapted from Bozkus (2019), which has 8 indicators, namely; Orientation, Configuration, Questioning, Teaching Modeling, Application, Learning Environments, Management of Time, and Assessment.

Table 1: 4-point Likert Scale for English Teachers Professional Competence

	Range Interval	Descriptive Rating	Interpretation
4	3.25 – 4.00	Strongly Agree	Teachers consistently pursue professional growth opportunities are highly evident .
3	2.50 – 3.24	Agree	Teachers often participate in relevant development activities are moderately evident .
2	1.5 – 2.49	Disagree	Teachers occasionally engage in professional development are less evident .
1	1.0 – 1.74	Strongly Disagree	Teachers rarely participate in professional development activities are not evident .

Additionally, the second questionnaire dealt with Student Engagement patterned from the study of Delfino (2019) of Partido State University. This questionnaire is composed of three indicators, namely; Behavioral Engagement, Cognitive Engagement, and Emotional Engagement.

Table 2: 4-point Likert Scale for Student Engagement

	Range Interval	Descriptive Rating	Interpretation
4	3.25 – 4.00	Strongly Agree	This means that the student engagement is highly observable .
3	2.50 – 3.24	Agree	This means that the student engagement is observable .
2	1.75 – 2.49	Disagree	This means that the student engagement is slightly observable .
1	1.00 – 1.74	Strongly Disagree	This means that the student engagement is not observable at all .

Moreover, the final tool involves the academic performance of the students, and it was measured using their recent scores in English. More precisely, the information were be sourced from the English Examination Results of Senior High School Students during the First Semester – Second Quarter, SY 2025-2026, especially in Creative Writing. These scores used to measure the academic performance of the students in the study.

Table 3: Scale for Academic Performance

Score Range	Percentage	Interpretation
41 - 50	82 - 100%	Advanced
31 - 40	62 - 80%	Proficient
21 - 30	42 - 60%	Approaching Proficiency
11 - 20	22 - 40%	Developing
0 - 10	0 - 20%	Beginning

Validation of Instruments

For the validation of the tools and to explore the validity of the questionnaire items, the questionnaires were administered to five experts and specialists from Assumption College of Nabunturan, who were not take part in the study. Their feedback were considered to guarantee that the questionnaire items are valid and reliable for exploring the research objectives. In addition, a pilot test was done on a minimum of 20 non-responders from the targeted study population. The reliability of the instrument was tested using Cronbach's alpha, a common statistic that quantifies the degree of internal consistency in a set of questionnaire items, whereby it shows how well a construct is being measured by items together. Cronbach's alpha coefficients vary from 0 to 1; those above 0.7 are usually acceptable for keeping items in the instrument, or those consistently measure the same concept and enhance scale reliability. Items with low values could be rewritten or eliminated in order to enhance instrument quality. This process confirms that the research instrument is valid and reliable for effectively measuring teaching effectiveness and classroom management skills in teacher performance.

Research Procedure

Before conducting the study, ethical clearance was first secured from Assumption College of Nabunturan (ACN) to ensure compliance with research ethics and protect the rights and welfare of the participants. Prior to the actual data gathering, the research instruments underwent content validation by specialists and experts as discussed in

the Validation of Instruments section. After validation, a pilot testing was conducted among selected respondents who were not included in the actual study to determine the reliability, clarity, and consistency of the questionnaire items. The pilot test results were analyzed, and necessary revisions and refinements were made to improve the research instrument before the proper administration of the survey.

Upon securing approval of the finalized instrument, a formal letter of endorsement from the Dean of ACN was forwarded to the Schools Division Superintendent of Agusan del Sur. After permission was granted by the Division Office, the researcher coordinated with the District Supervisor of Sta. Josefa and subsequently sent formal letters of request to the principal of the identified school. Consent forms were then prepared and distributed to the teacher-respondents who voluntarily participated in the study.

The researcher, with the assistance of the school head or designated coordinator, personally administered and distributed the questionnaires to the respondents, ensuring that they were given sufficient time to answer the instruments accurately and honestly. Confidentiality and anonymity of the respondents' answers were strictly observed throughout the conduct of the study. After the completion of the survey, the questionnaires were retrieved by the researcher for tallying, scoring, interpretation, and statistical treatment of data.

Statistical Treatment of Data

In order to attain the objectives of the study, appropriate statistical tools were used.

For problem 1, problem 2, and problem 3 which were to assess and determine the level of English Teachers' Professional Competence, Student Engagement, and Academic Performance, Weighted Mean was used. For problem 4 and problem 5, which were to determine the significant relationship of Student Engagement and Academic Performance towards English Teachers' Professional Competence, Pearson R Correlation was utilized. And for obtaining the Problem 6, which was to identify which domain of English Teachers Professional Competence greatly predicts Student Engagement and Academic Performance, Multiple Regression Analysis was utilized.

Ethical Consideration. The conduct of this research is guided by ethical principles to guarantee that all methods uphold integrity, fairness, and respect. This study closely adhered to ethical principles in the following areas, as stated by Bhashin (2020):

Social Value. The study aimed to investigate how English teachers' professional development predicts student engagement and academic performance in selected public secondary schools in Sta. Josefa District, Sta. Josefa, Agusan del Sur. The findings were intended to support district-wide initiatives for enhancing teacher training programs, improving instructional strategies in English language teaching, and ultimately boosting student learning outcomes. Results were disseminated to district supervisors, participating schools, English department heads, and other relevant educational stakeholders to inform policy and practice improvements.

Informed Consents. Informed consent forms clearly explained the study's purpose, procedures, and the researcher's affiliation were distributed to all participating English teachers. Teachers were assured that participation is voluntary and that they may withdraw at any time without penalty or negative consequence.

Vulnerability of Participants. Although English teachers were not considered vulnerable participants, measures were taken to ensure their comfort and willingness to participate. It was emphasized that their responses will in no way affect their job evaluations, employment status, or relationships with school administrators.

Risk, Benefits and Safety. This study involved only the completion of survey questionnaires; thus, no physical or psychological risks are anticipated. Benefits include opportunities for self-reflection on professional growth and contribution to evidence-based improvements in English language instruction and student engagement strategies. Data collection was scheduled to minimize disruption to teaching responsibilities, and any necessary expenses incurred by participants will be reimbursed.

Privacy and Confidentiality. Strict confidentiality was maintained throughout the study. Personal information such as names and specific positions were excluded from the final report. Data were securely stored in password-protected files accessible only to the researcher in compliance with the Data Privacy Act of 2012. After study completion, all collected data were permanently deleted.

Justice. Selection of English teachers from the identified public secondary schools were based solely on inclusion criteria relevant to the study, without discrimination related to age, gender, or socioeconomic background. As an expression of gratitude, participants received a small token acknowledging their valuable time and effort.

Transparency. Before data collection begins, all teacher participants received a comprehensive explanation of the study's objectives, scope, and procedures. To ensure transparency and validity, teachers were have the option to review summarized results related to their responses upon request.

Research Qualification. The researcher has relevant qualifications and prior experience in conducting educational research focused on teacher professional development and student outcomes, ensuring responsible data handling and adherence to ethical standards throughout the research process.

RESULTS

This chapter presents the results obtained from the collected data and the subsequent analysis and interpretation based on the problems presented.

Level of English Teachers' Professional Competence

This section presents the results to the first statement of the problem which examines the level of English Teachers' Professional Competence in terms of orientation, configuration, questioning, teaching modeling, application, learning environments, management of time, and assessment.

English Teachers' Professional Competence in Terms of Orientation. Table 4 presents the results of the level of English Teachers' Professional Competence in terms of orientation.

Table 4: Level of English Teachers' Professional Competence in Terms of Orientation.

Orientation	Mean	Descriptive Rating
1. Our teacher informs us about the aims of the subject.	3.6	Moderately Evident
2. Our teacher explains why we should learn the subject.	3.5	Moderately Evident
3. Our teacher enables us to participate in the lesson effectively.	3.4	Moderately Evident
4. Our teacher makes the lesson meaningful.	3.6	Moderately Evident
5. Our teacher connects the lesson to our prior knowledge and real-life experiences.	3.6	Moderately Evident
Weighted Mean	3.5	Moderately Evident

Based on the data in Table 4, the weighted mean of the entire category is 3.5, which carries a descriptive rating of "moderately evident." This overall score shows that the students have a very high level of trust and satisfaction with how their teachers handle the orientation phase of their lessons. This means that the teacher consistently

sets a clear direction for the class, ensuring that the students are well-prepared and focused on the goals of the English subject from the very beginning.

Furthermore, the highest mean is 3.6, which is shared by three different statements or items: informing students of the subject's aims, making lessons meaningful, and connecting lessons to real-life experiences. These high scores suggest that teachers are excellent at making the content relatable and purposeful. This means that teacher goes beyond just following a textbook by helping students see the value of what they are learning and how it applies to their own lives outside the classroom.

Meanwhile, the lowest mean in the table is 3.4, which corresponds to the teacher enabling students to participate in the lesson effectively. While this is the lowest score, it still has a descriptive rating of "agree", indicating that it is still a strength, just slightly less emphasized than the other areas. This means that the teacher is generally successful in encouraging student involvement, through there may be small opportunities to create even more interactive or hands-on activities to get everyone full engaged in the discussion.

English Teachers' Professional Competence in Terms of Configuration. Table 5 presents the results of the level of English Teachers' Professional Competence in terms of configuration.

Table 5: Level of English Teachers' Professional Competence in Terms of Configuration

Configuration	Mean	Descriptive Rating
1. Starts the lesson by reviewing what we have learned before.	3.5	Moderately Evident
2. Starts the lesson by telling us what to do.	3.5	Moderately Evident
3. Makes us feel the beginning, development and closing stages of the lesson.	3.4	Moderately Evident
4. Draws our attention to the important points of the lesson.	3.4	Moderately Evident
5. Finishes the lesson by repeating what we have learned.	3.5	Moderately Evident
Weighted Mean	3.5	Moderately Evident

Based on the data in Table 5, the weighted mean for this indicator is 3.5, which is interpreted as "moderately evident". This overall score shows that students are very happy with how their teachers organize and structure their class time. This means that the teacher is highly effective at managing the flow of the lesson from the start to finish, creating a predictable and professional learning environment that helps students stay on track.

Additionally, the highest is 3.5, which is shared by three statements or specific actions: reviewing past lessons, giving clear instructions at the start, and summarizing at the end. These high marks show that the teacher are great at "framing" the lesson so students never feel lost. This means that the teacher takes the time to make sure everyone understands where the lesson is going and what they have achieved by the time the class is over.

Meanwhile, the lowest mean in the table is 3.4, which refers to making students feel the different stages of the lesson and drawing attention to important points. Although this is the lowest score, it still has a descriptive rating of "agree", which is a very positive result. This means that the teacher is doing a good job of highlighting key information, though they could perhaps use even more visual aids or verbal cues to help students distinguish between the middle and closing parts of the discussion.

English Teachers' Professional Competence in Terms of Questioning. Table 6 presents the results of the level of English Teachers' Professional Competence in terms of questioning.

Table 6: Level of English Teachers' Professional Competence in Terms of Questioning

Questioning	Mean	Descriptive Rating
1. Helps us to attend the class by asking questions.	3.5	Moderately Evident
2. Gives us enough time to answer the questions she/he asks.	3.6	Moderately Evident
3. Guides us to find the right answer when we answer the questions incorrectly.	3.5	Moderately Evident
4. Rewards our correct answers.	3.1	Moderately Evident
5. We have difficulty understanding our teacher's questions.	2.0	Less Evident
Weighted Mean	3.1	Moderately Evident

Based on the data in Table 6, the weighted mean for this indicator is 3.1, which results in a descriptive rating of “moderately evident.” This indicates that, overall, students feel positive about the way questions are used during lessons to help them learn. This means that the teacher is generally capable of using questions as a tool to keep the class interactive and to check if the students are following along with the material.

Moreover, the highest mean is 3.6, which refers to the teacher giving students enough time to answer questions. This falls under the “strongly agree” rating, showing it is a major strength in their teaching style. This means that the teacher is patient and understands the students need a moment to think and process their thoughts before speaking, which creates a comfortable and pressure-free environment for learning.

Consequently, the lowest mean in the table is 2.0, which corresponds to students having difficulty understanding the teacher’s questions. Because the rating is “disagree”, this is actually a very good result, as it shows students do not find the questions confusing. This means that the teacher uses clear and simple language when asking questions, making it easy for the students to grasp what is being asked and provide the correct response.

English Teachers' Professional Competence in Terms of Teaching Modeling. Table 7 presents the results of the level of English Teachers' Professional Competence in terms of teaching modeling.

Table 7: Level of English Teachers' Professional Competence in Terms of Teaching Modeling

Teaching Modeling	Mean	Descriptive Rating
1. Shows us how to solve the problems we face.	3.5	Moderately Evident
2. Asks us to find solutions for the problems we face.	3.4	Moderately Evident
3. Helps us learn by ourselves.	3.4	Moderately Evident
4. Demonstrates step-by-step how to complete a task.	3.5	Moderately Evident

5. Provides examples before asking us to try on our own.	3.5	Moderately Evident
Weighted Mean	3.5	Moderately Evident

Based on the data in Table 7, the weighted mean for this indicator is 3.5, which carries a descriptive rating of “moderately evident”. This high score reflects that students feel much supported by the way their teachers demonstrate and explain new tasks. This means that the teacher is excellent at acting as a guide, providing a clear roadmap for students to follow so they do not feel overwhelmed when trying something new.

Additionally, the highest mean is 3.5, which is shared by three statement: showing how to solve problems, demonstrating tasks step-by-step, and providing examples before asking students to work alone. These areas all fall under “moderately evident,” highlighting the teacher’s strength in preparation. This means that the teacher ensures students have a solid foundation and a clear example to look back on, which builds their confidence before they start their own work.

On the other hand, the lowest mean in the table is 3.4, which relates to asking students to find their own solutions and helping them learn by themselves. While this is the lowest score, it still has a descriptive rating of “moderately evident”, showing that the students still feel encouraged to be independent. This means that the teacher is successful at giving students space to think for themselves, though there might be a small opportunity to provide even more activities that challenge students to figure things out on their own.

English Teachers’ Professional Competence in Terms of Application. Table 8 presents the results of the level of English Teachers’ Professional Competence in terms of application.

Table 8: Level of English Teachers’ Professional Competence in Terms of Application

Application	Mean	Descriptive Rating
1. Our teacher asks us to work in small groups in the classroom.	3.5	Moderately Evident
2. We find the opportunity to apply what we learn in the classroom with the tasks assigned by the teacher immediately.	3.4	Moderately Evident
3. Our teacher helps us to reinforce the new knowledge we have learned by making us to repeat them.	3.3	Moderately Evident
4. The teacher's homework assignments allow us to master and apply what we have learned in class.	3.4	Moderately Evident
5. Our teacher gives real-world problems related to the lesson.	3.3	Moderately Evident
Weighted Mean	3.4	Moderately Evident

Based on the data in Table 8, the weighted mean for this indicator is 3.4, which is interpreted as “moderately evident”. This overall score shows that the students feel satisfied with how they get to use what they learn in class. This means that the teacher is successful at moving beyond just lectures by giving the students chances to practice their skills through different activities and assignment.

Additionally, the highest mean is 3.5, which refers to the teacher asking students to work in small groups. This

indicator received a rating of “moderately evident”, showing it is a favorite or very frequent practice in the classroom. This means that the teacher values teamwork and collaboration, allowing students to learn from one another and practice their English in a more social and comfortable setting.

Meanwhile, the lowest mean in the table is 3.3, which is shared by two statements: reinforcing knowledge through repetition and giving real-world problems related to the lesson. Although these are the lowest scores, they still fall under the “moderately evident” rating, meaning they are still being done well. This means that the teacher provides a good foundation for learning, though they could perhaps include even more practical, everyday examples or varied drills to help the new information stick even better.

English Teachers’ Professional Competence in Terms of Learning Environments. Table 9 presents the results of the level of English Teachers’ Professional Competence in terms of learning environment.

Table 9: Level of English Teachers’ Professional Competence in Terms of Learning Environments.

Learning Environments	Mean	Descriptive Rating
1. There are times when our teacher fails to maintain discipline in the classroom.	2.3	Moderately Evident
2. Our teacher has certain class rules.	3.6	Moderately Evident
3. Our teacher prevents us from engaging in disruptive activities.	3.1	Moderately Evident
4. Our teacher’s lesson can easily be disrupted.	2.7	Moderately Evident
5. Our teacher handles misbehavior calmly and fairly.	3.3	Moderately Evident
Weighted Mean	3.0	Moderately Evident

Based on the data in Table 9, the weighted mean for this indicator is 3.0, which corresponds to a descriptive rating of “moderately evident”. This score suggests that, in general, students feel the classroom atmosphere is orderly and conducive to learning. This means that the teacher is capable of managing the classroom effectively, ensuring that the environment stays focused and that students feel safe and ready to study.

Furthermore, the highest mean is 3.6, which refers to the teacher having certain class rules, and it received a rating of “moderately evident”. This is a very positive result as it shows that the expectations for behavior are clear to everyone. This means that the teacher has established a strong foundation of discipline by setting clear boundaries, which helps students understand what is expected of them during every lesson.

However, the lowest mean in the table is 2.3, which relates to the statement that the teacher sometimes fails to maintain discipline. Since this falls under the “agree” rating in this specific context, it suggests there are occasionally moments where the class gets a bit rowdy or off task. This means that the teacher is mostly successful in keeping order, but there might be specific situations or high-energy moments where they could use more variety in their management strategies to keep the students focused.

English Teachers’ Professional Competence in Terms of Management of Time. Table 10 presents the results of the level of English Teachers’ Professional Competence in terms of management of time.

Table 10: Level of English Teachers’ Professional Competence in Terms of Management of Time

Management of Time	Mean	Descriptive Rating
1. When our teacher enters the class, she/he starts the lesson without wasting time.	3.3	Moderately Evident

2. There are times when our teacher finishes the lesson early and releases us.	3.2	Moderately Evident
3. The time allocated for a lesson time is passed in full.	3.1	Moderately Evident
4. Our teacher manages the lesson time effectively.	3.5	Moderately Evident
5. Our teacher ensures that all planned activities are completed within the allotted time.	3.5	Moderately Evident
Weighted Mean	3.3	Moderately Evident

Based on the data in Table 10, the weighted mean for this indicator is 3.3, which carries a descriptive rating of “moderately evident”. This score shows that students generally feel that their class time is used wisely and that the lessons follow a good schedule. This means that the teacher is mindful of the clock and works hard to balance the different parts of the lesson so that learning stays on track without feeling rushed or sluggish.

Moreover, the highest mean is 3.5, which is shared by the statements that the teacher manages lesson time effectively and ensures all planned activities are finished on time. Both of these falls under “moderately evident”, highlighting a major strength in classroom organization. This means that the teacher is a great planner who knows exactly how much time each activity needs, ensuring that no important topic is left out before the bell rings.

However, the lowest mean in the table is 3.1, which refers to the time allocated for a lesson being passed in full. While this is the lowest score, it still has a descriptive rating of “moderately evident”, which is a positive result. This means that the teacher is consistent in using the scheduled class time for academic purposes, though there might be a few instances where the pace could be adjusted to make every single minute of the period feel even more productive for the students.

English Teachers’ Professional Competence in Terms of Assessment. Table 11 presents the results of the level of English Teachers’ Professional Competence in terms of assessment.

Table 11: Level of English Teachers’ Professional Competence in Terms of Assessment

Assessment	Mean	Descriptive Rating
1. Tells us about his / her opinion on our performance in the classroom.	3.5	Moderately Evident
2. Conducts quizzes to determine how much we have learned before moving on to a new topic	3.5	Moderately Evident
3. Conducts oral surveys to determine how much we have learned before moving on to a new topic.	3.6	Moderately Evident
4. If the teacher determines that we have not learned enough, she/he repeats the subject.	3.5	Moderately Evident
5. Our teacher provides feedback to help us improve our performance.	3.6	Moderately Evident
Weighted Mean	3.5	Moderately Evident

Based on the data in Table 11, the weighted mean for this indicator is 3.5, which is rated as “moderately evident”. This overall score shows that the students feel much supported by how their progress is tracked and reviewed. This means that the teacher is highly committed to checking if everyone is actually learning, ensuring that no student is left behind before the class moves on to a more difficult topic.

On the other hand, the highest mean is 3.6, which is shared by two statements: conducting oral surveys to check learning and providing feedback to help students improve. These areas show a major strength in the teacher’s communication style. This means that the teacher uses active conversation and helpful advice to guide the students, making them feel like their growth is a top priority in the classroom.

Meanwhile, the lowest mean in the table is 3.5, which is shared by the remaining three statements: giving opinions on performance, conducting quizzes, and repeating subjects when necessary. Even though this is the lowest score, it is still exceptionally high and carries a “moderately evident” rating. This means that the teacher is very consistent across all areas of assessment, providing a balanced mix of tests and review sessions to make sure the materials is full understood.

Summary on the Extent of the English Teachers’ Professional Competence. Presented in Table 12 is the extent of the English teachers’ professional competence based on the identified eight indicators – orientation, configuration, questioning, teaching modeling, application, learning environments, management of time, and assessment.

Table 12: Summary on the Extent of the English Teachers’ Professional Competence

Indicators	Mean	Descriptive Rating
1. Orientation	3.5	Moderately Evident
2. Configuration	3.5	Moderately Evident
3. Questioning	3.1	Moderately Evident
4. Teaching Modeling	3.5	Moderately Evident
5. Application	3.4	Moderately Evident
6. Learning Environments	3.0	Moderately Evident
7. Management of Time	3.3	Moderately Evident
8. Assessment	3.5	Moderately Evident
Overall mean	3.4	Moderately Evident

Based on the summary in Table 12 on the overall professional competence of English teachers, it has the overall mean of 3.4 which carries a descriptive rating of “moderately evident”. This combined score is a very strong result, showing that across all areas – from how they start the lesson to how they test the students – the teacher are performing at a high level. This means that the teacher is a well-rounded professional who consistently meets the needs of the students by balancing different teaching skills to create a successful learning experience.

Additionally, the highest mean is 3.5, which is shared by four indicators, namely; Orientation, Configuration, Teaching Modeling, and Assessment. All of these areas received a " moderately evident” rating, highlighting them as the teachers’ greatest strengths. This means that the teacher is exceptional at planning the lesson, demonstrating how to do tasks, and checking for understanding, which gives the students a very clear and organized path of success.

However, the lowest mean in the summary table is 3.0, which refers to the Learning Environments indicator. While this is the lowest score in the table, it still has a descriptive rating of “moderately evident”, meaning the classrooms are generally well-managed and positive places to study. This means that the teacher is effective at keeping the class in order, though it is the one area where they might focus on finding new ways to keep the environment even more focused and free from small distractions.

Level of Student Engagement

Student Engagement in terms of Behavioral Engagement. Table 13 presents the results of the level of student engagement in terms of behavioral engagement.

Table 13: Level of Student Engagement in terms of Behavioral Engagement

Behavioral Engagement	Mean	Descriptive Rating
1. Ask questions in class or contribute to class discussion.	3.5	Observable
2. Raise my hand in class.	3.5	Observable
3. Participate in or small group discussions.	3.5	Observable
4. Do all the homework problems	3.4	Observable
5. Come to class every day.	3.5	Observable
6. Take good notes in class.	3.4	Observable
7. Get a good grade.	3.4	Observable
8. Stay up on the readings.	3.2	Observable
9. Received prompt written or oral feedback from faculty on our academic performance.	3.1	Observable
10. Come to class without completing readings or assignments	2.5	Observable
Weighted Mean	3.3	Observable

Based on the data in Table 13, the weighted mean for this indicator is 3.3, which carries a descriptive rating of “observable”. This score indicates that, overall, students are actively participating in their English classes and following through with their responsibilities. This means that the teacher has successfully motivated the students to stay involved and take their daily schoolwork seriously, leading to a productive and energetic classroom atmosphere.

The table shows that several behaviors, such as asking questions, raising hands, participating in group discussions, and attending class regularly, obtained the highest mean and were described as observable. This indicates that students are generally active, comfortable, and engaged during lessons because the teacher has created a positive and encouraging learning environment. On the other hand, coming to class without completing readings or assignments received the lowest mean, although still rated observable, suggesting that some students may have difficulties managing their preparation and may need additional support and motivation to complete tasks before class.

Student Engagement in terms of Cognitive Engagement. Table 14 presents the results of the level of student engagement in terms of cognitive engagement.

Table 14:mLevel of Student Engagement in terms of Cognitive Engagement

Cognitive Engagement	Mean	Descriptive Rating
1. Make a class presentation	3.5	Observable
2. Prepare two or more drafts of a paper or assignment before turning it in.	3.2	Observable
3. Work on a paper or project that required integrating ideas or information from previous sources.	3.3	Observable
4. Put together ideas or concepts from different courses when completing assignments or during class discussion.	3.3	Observable
5. Use an electronic medium to discuss or complete an assignment.	3.2	Observable
6. Discuss ideas from readings or classes with faculty members outside of class.	3.1	Observable
7. Put forth effort.	3.3	Observable
8. Use e-mail to communicate with an instructor.	2.7	Observable
9. Discuss grades or assignments with an instructor.	3.0	Observable
10. Work harder than you thought you could do to meet an instructor's standards or expectations.	3.2	Observable
Weighted Mean	3.2	Observable

Based on the data in Table 14, the weighted mean for this indicator is 3.2, which carries a descriptive rating of "observable". This score shows that the students are mentally involved in their lesson and are putting in the effort to process and apply what they are learning. This means that the teacher has created a learning environment that challenges students to think more deeply and take their academic responsibilities seriously, helping them grow intellectually.

Furthermore, the highest mean is 3.5, which refers to students making class presentations, and it is the only item rated as "observable." This indicates that students are very active when it comes to sharing their knowledge with their peers. This means that the teacher has successfully built up the students' confidence, giving them a platform to express their ideas and demonstrate their understanding in front of the class.

Consequently, the lowest mean in the table is 2.7, which corresponds to using e-mail to communicate with an instructor. While this is the lowest score, it still falls under the "observable " rating, suggesting that digital communication is happening, though perhaps not as frequently as other activities. This means that the teacher is available for contact outside of class, but they might want to encourage more students to use digital tools to ask questions or seek guidance whenever they are working on their assignments at home.

Student Engagement in terms of Emotional Engagement. Table 15 presents the results of the level of student engagement in terms of emotional engagement.

Table 15: Level of Student Engagement in terms of Emotional Engagement

Emotional Engagement	Mean	Descriptive Rating
1. Include diverse perspective in class discussions or writing assignments	3.3	Observable
2. Work with other students on projects during class.	3.3	Observable
3. Work with classmates to prepare class assignments.	3.4	Observable
4. Tutor or taught other students paid or voluntary.	3.0	Observable
5. Participate in a community-based project as part of a regular course.	3.3	Observable
6. Have serious conversations with students who are very different from you in terms of their religious, political opinions, or personal values.	4.0	Observable
7. Really desire to learn the materials.	3.3	Observable
8. Am confident that I can learn and do well in the class.	3.5	Observable
9. Am having fun in class.	3.4	Observable
10. Work with faculty on activities other than course work.	3.2	Observable
Weighted Mean	3.3	Observable

Based on the data in Table 15, the Weighted Mean for this indicator is 3.3, which has a descriptive rating of "observable." This score indicates that students generally feel a positive emotional connection to their English class and their peers. This means that the teacher has successfully fostered a supportive and inclusive atmosphere where students feel comfortable interacting with one another and are motivated to do well in their studies.

More so, the highest mean is 4.0, which refers to students having serious conversations with those who have different religious, political, or personal values, earning a rating of "observable." This is an outstanding result that shows a high level of maturity and openness in the classroom. This means that the teacher has created a very safe and respectful environment that encourages students to embrace diversity and learn from perspectives that are different from their own.

Meanwhile, the lowest mean in the table is 3.0, which corresponds to students tutoring or teaching other students. While this is the lowest score, it still carries an "observable" rating, meaning that peer-to-peer teaching is still happening. This means that the teacher provides opportunities for students to help each other, but there may be room to create even more structured programs or activities that encourage students to take on leadership roles by mentoring their classmates.

Summary on the Extent of the Student Engagement. Presented in Table 16 is the extent of the student

engagement based on the identified three indicators – behavioral engagement, cognitive engagement and emotional engagement.

Table 16: Summary on the Extent of the Student Engagement

Indicators	Mean	Descriptive Rating
1. Behavioral Engagement	3.3	Observable
2. Cognitive Engagement	3.2	Observable
3. Emotional Engagement	3.3	Observable
Overall mean	3.3	Observable

Based on the summary in Table 16, the Overall Mean for the extent of student engagement is 3.3, which corresponds to a descriptive rating of "observable." This score shows that students generally feel connected to their lessons and are willing to put in the effort required for their English classes. This means that the teacher has successfully created an environment where students feel active and involved, ensuring that the learning process is a shared experience between the instructor and the learners.

Further, the highest mean is 3.3, which is shared by both indicators, namely; Behavioral Engagement and Emotional Engagement, respectively. These scores indicate that students are not only physically present and participating but also feel good about the time they spend in the classroom. This means that the teacher is great at making the class interesting and welcoming, which helps students stay excited about learning while following the rules and taking part in all class activities.

However, the lowest mean in the summary is 3.2 for the indicator, Cognitive Engagement. While this is the lowest score in the table, it still carries a descriptive rating of "observable," which is a very positive result. This means that the teacher is doing a good job of getting students to think deeply and complete their assignments, though there might be a small opportunity to introduce more complex or creative challenges that push the students' thinking skills even further.

Level of students' academic performance as measured by their examination scores. Table 17 presents the level of students' academic performance as measured by their examination scores, percentage, and descriptive rating.

Table 17: Students' Academic Performance Based on Examination Scores, Percentage Equivalents, and Descriptive Ratings

Variable	Mean	Percentage Equivalent	Descriptive Rating
Academic Performance (50-item Test)	39.27	78.55	Proficient

Source: English Examination Results of Senior High School Students, Unified Examination made by the Division Office, First Semester – Second Quarter, S.Y. 2025–2026. Subject: CREATIVE WRITING

Based on Table 17, the students obtained an overall mean score of 39.27 out of 50 items, which is equivalent to 78.55% and verbally interpreted as Proficient. This indicates that the respondents generally demonstrated satisfactory mastery and understanding of the competencies in Creative Writing. The result suggests that most

students were able to express ideas clearly, organize their thoughts effectively, and apply appropriate creative writing techniques in their outputs.

The proficient performance of the students may also be attributed to the instructional strategies employed by the English teacher prior to the administration of the examination. Before the conduct of the test, the teacher thoroughly discussed and reviewed the lessons, provided examples of creative writing outputs, and guided the students through classroom activities and exercises related to the competencies assessed in the examination. Such review sessions and reinforcement activities helped the students recall important concepts, improve their understanding, and gain confidence in answering the test items.

The findings support the study of Redrico et al. (2019), which emphasized that learners who receive structured instruction and adequate preparation in writing activities tend to achieve proficient levels of performance. Similarly, the present findings imply that effective classroom instruction, review sessions, and teacher guidance contributed positively to the students' academic performance in Creative Writing. However, continuous enhancement of instructional strategies remains necessary to further improve learners' creativity, critical thinking, and advanced writing skills.

Test of Null Hypothesis

Table 18 presents the relationship between English Teachers Professional Competence and Student Engagement.

Table 18: Relationship between English Teachers Professional Competence and Student Engagement

Variables	P-value	Pearson's R.	Remarks
English Teachers Professional Development Student Engagement	< .001	0.526	Moderately Significant

The statistical Table 18 shows the significant relationship between English Teachers Professional Competence and Student Engagement using Pearson Product Moment Correlation. It can be seen that the P-value is < .001 which is less than 0.05 level of significance. This means that the level of correlation is moderate. Therefore, there is a significant relationship between English Teachers Professional Competence and Student engagement.

Additionally, the level of significance means that as English teachers engage more in professional competence activities, they tend to create more stimulating and interactive lessons, which in turn leads to higher levels of student participation, interest, and involvement in class. In other words, the result suggests that investing in structured and relevant professional development for English teachers can meaningfully improve how students behave and feel toward learning, because better-trained teachers are more likely to use active, student-centered strategies that keep learners focused and motivated.

Table 19 presents the relationship between English Teachers Professional Competence and Academic Performance.

Table 19: Relationship between English Teachers Professional Competence and Academic Performance

Variables	P-value	Pearson's R.	Remarks
English Teachers Professional Development Academic Performance	0.118	-0.148	Not Significant

The statistical table 19 shows the significant relationship between English Teachers Professional Competence and Academic Performance using Pearson Product Moment Correlation. It can be seen that the p-value of 0.118 is greater than the 0.05 level of significance, which means the result is not statistically significant. The very low negative correlation also shows that the link between English teachers' professional competence and students' academic performance is weak and may have occurred by chance. In simple terms, and for academic performance, this suggests that, in this study, the amount of professional development English teachers received does not clearly predict how well their students perform in their subjects.

Table 20: Domain of English Teachers Professional Competence Greatly Predicts Student Engagement

English Teachers Professional Development	Standardized Coefficients	Unstandardized Coefficients	P-value	Remarks
1. Orientation	0.216	0.197	0.02	Significant
2. Configuration	0.196	0.182	0.037	Significant
3. Questioning	0.217	0.119	0.02	Significant
4. Teaching Modeling	0.351	0.287	<.001	Significant
5. Application	0.423	0.311	<.001	Significant
6. Learning Environments	0.479	0.455	<.001	Significant
7. Management of Time	0.071	0.008	0.394	Not significant
8. Assessment	0.026	0.025	0.758	Not significant

In the conducted Multiple regression analysis, it can be gleaned from the above table (Table 17) that, only certain indicators under the independent variable (English Professional Competence) demonstrated a statistically significant predictive relationship with the dependent variable (Student Engagement), whereas others did not. Specifically, the indicators Orientation, Configuration, Questioning, Teaching Modeling, Application, and Learning Environment have p-values less than 0.05., which is conventionally interpreted as statistically significant; this means that the evidence from the sample data is strong enough to reject the null hypothesis that each of these predictors has no effect on student engagement, holding other predictors constant. In contrast, the indicators Time Management and Assessment yielded p-values greater than 0.05, indicating that the observed data do not provide sufficient evidence to reject the null hypothesis; hence, these two indicators are judged as not statistically significant predictors of student engagement.

Some of the research findings indicate that these strategies are very crucial in enhancing student engagement in language learning settings (Chen & Li, 2023; Xu & Wang, 2024; Garcia & Lopez, 2021). From these research articles, it is evident that research findings indicate that strategies that enhance cognitive engagement, emotional engagement, and quality of the learning environment are usually statistically significant predictors of student engagement, whereas procedural strategies such as time management and assessment are usually non-statistical significance predictors of student engagement. From the table, it is interesting to note how all these strategies, such as Orientation, Configuration, Questioning, Teaching Modeling, Application, and Learning Environment, all have a p-value of < 0.05. This indicates that these strategies concerning learning and classroom environment in English professional competence settings are very crucial in enhancing student engagement in class, controlling for the effects of other independent variables. On the other hand, the fact that Time Management and Assessment have a p-value of > 0.05 indicates that these strategies are non-statistical significance predictors of student engagement in class, a fact that is supported by research findings in this field.

Table 21: Domain of English Teachers Professional Competence Greatly Predicts Academic Performance

Independent Variable	Dependent Variable	Remarks
English Teachers Professional Competence	Academic Performance	Not Significant

Since English Teachers Professional Competence is not related to Academic performance, then no domains on English Teachers Professional Competence will predict academic performance. Recent literature indicates that teacher professional development (TPD) can influence student academic performance, but the relationship is often indirect and contingent on how PD is designed and implemented. A 2023 theoretical review on the role of teacher professional development in English as a foreign language (EFL) contexts highlighted that sustained, content-focused PD programs tend to enhance teachers' instructional knowledge and classroom practices, which in turn can improve learners' academic outcomes, yet the overall PD construct does not always show a direct linear link to achievement when measured at the aggregate level (Borg et al., as cited in a 2023 review article in the Journal of Education and Teaching Research). Similarly, a 2021 synthesis on professional development among English language teachers noted that workshops and training are more likely to affect student learning when they are long-term, collaborative, and closely tied to classroom tasks, rather than when they are generic or one-off events (Diaz-Maggioli, 2003; Sparks, 2002; Darling-Hammond, 1998, as summarized in recent articles).

In this light, the finding that English Teachers' Professional Competence as a whole is not related to academic performance, and that none of its domains predict academic performance, can be understood as reflecting either the absence of strong direct effects in your sample or the need to account for mediating variables (e.g., changes in teaching strategies or classroom climate) that translate PD into enhanced student outcomes.

DISCUSSIONS AND CONCLUSION

This chapter presents the discussion, conclusion, and recommendations.

DISCUSSION

Level of English Teachers' Professional Competence in Terms of Orientation. Students strongly agreed that their English teachers demonstrate competence in orientation. The findings revealed that teachers effectively communicate lesson objectives, make lessons meaningful, and connect classroom discussions to students' prior knowledge and real-life experiences. These practices help learners understand the relevance of lessons and encourage them to participate actively in classroom activities. When teachers clearly explain the purpose of the lesson and relate it to students' daily experiences, learners become more motivated and engaged in the learning process.

This finding supports the study of Tarigan et al. (2023), which emphasized that teachers who clearly explain lesson goals and connect instruction to real-life situations help students improve their understanding and participation in class. Similarly, Hattie (2014) and Kunter et al. (2013) explained that activating students' prior knowledge strengthens comprehension and promotes positive attitudes toward learning. Thus, effective orientation contributes to stronger student engagement and meaningful learning experiences.

Level of English Teachers' Professional Competence in Terms of Configuration. Students strongly agreed that their English teachers perform well in terms of configuration. Teachers were observed to begin lessons by reviewing previous discussions, explaining classroom activities clearly, and summarizing important concepts before ending the lesson. Such practices help students connect previous knowledge with new learning and maintain continuity in classroom instruction.

These findings are consistent with Richards and Farrell (2005), who explained that well-structured lessons improve student understanding and retention. Teachers who organize lessons effectively and provide clear transitions between activities create a more focused and engaging learning environment. Consequently, students become more confident and prepared to participate in classroom discussions and tasks.

Level of English Teachers' Professional Competence in Terms of Questioning. Students generally agreed that their English teachers use questioning strategies effectively. Among the practices observed, teachers giving students enough time to answer questions was highly appreciated. Allowing sufficient wait time encourages students to think carefully, formulate responses, and participate confidently in classroom discussions.

According to Rowe (2018), wait time improves student participation and comprehension because learners are given opportunities to process information before responding. Likewise, Stahl (2022) explained that questioning strategies that provide adequate thinking time strengthen critical thinking and classroom interaction. These practices help students become more active participants in the teaching-learning process.

Level of English Teachers' Professional Competence in Terms of Teaching Modeling. Students strongly agreed that their English teachers effectively use teaching modeling in instruction. Teachers were observed demonstrating tasks clearly, presenting examples, and explaining procedures step by step before asking students to perform activities independently. Such practices help students understand difficult concepts and develop confidence in accomplishing learning tasks.

This finding supports Arends (2015), who emphasized that explicit modeling improves students' understanding because they are guided through the correct process before independent practice. Similarly, Johnson and Johnson (2023) found that demonstration and guided instruction enhance students' mastery of skills and strengthen their academic performance. Through teaching modeling, learners become more capable of applying concepts and strategies in actual classroom activities.

Level of English Teachers' Professional Competence in Terms of Application. Students agreed that their English teachers effectively integrate application activities into classroom instruction. Group activities and collaborative tasks were among the most appreciated practices because they allow students to apply what they learned through interaction and cooperation with classmates.

Johnson and Johnson (2014) explained that cooperative learning encourages communication, participation, and confidence among students. Likewise, Gillies (2022) emphasized that group activities improve language learning by promoting active interaction and peer support. These application activities provide students with opportunities to practice English skills in meaningful and engaging situations.

Level of English Teachers' Professional Competence in Terms of Learning Environment. Students agreed that their English teachers establish supportive learning environments. Clear classroom rules and organized routines help students feel safe, focused, and comfortable during classroom discussions and activities. Such an environment encourages learners to participate actively without fear or hesitation.

Marzano (2015) stated that structured classrooms promote better engagement and academic achievement because students understand expectations and classroom procedures. Similarly, Evertson and Emmer (2023) emphasized that effective classroom management fosters positive behavior and productive learning experiences. Therefore, a supportive learning environment contributes significantly to students' motivation and participation.

Level of English Teachers' Professional Competence in Terms of Management of Time. Students agreed that their English teachers manage instructional time effectively. Teachers were able to conduct lessons smoothly, complete planned activities, and maintain an organized flow of instruction. Effective time management helps maximize classroom learning opportunities and minimizes unnecessary interruptions.

According to Marzano and Pickering (2011), proper pacing and time allocation improve lesson effectiveness and student focus. Wong and Wong (2022) also noted that organized classroom routines and efficient time

management contribute to better student engagement and retention. Consequently, students become more attentive and productive during English classes.

Level of English Teachers' Professional Competence in Terms of Assessment. Students strongly agreed that their English teachers use assessment practices effectively. Teachers were observed conducting oral reviews, checking students' understanding regularly, and providing feedback to guide improvement. These practices help students recognize their strengths and areas needing improvement.

Black and Wiliam (2018) emphasized that formative assessment improves learning by allowing teachers to monitor understanding and adjust instruction accordingly. Likewise, Heritage (2023) highlighted that continuous feedback enhances student comprehension and participation in classroom learning. Effective assessment practices therefore support students' academic growth and engagement.

Summary on the Extent of the English Teachers' Professional Competence. The findings revealed that orientation, configuration, teaching modeling, and assessment were among the strongest areas of teachers' professional competence. This indicates that teachers effectively communicate lesson objectives, organize classroom instruction, demonstrate learning tasks, and evaluate student learning appropriately. These practices contribute to a structured and supportive classroom environment that promotes meaningful learning experiences.

Research by Herman, Heritage, and Mbwana (2023) supports these findings by emphasizing that clear lesson orientation, organized instruction, effective modeling, and continuous assessment are strongly associated with quality teaching and improved student outcomes. Similarly, Lee and Kim (2022) noted that teachers who apply these practices create more engaging and productive learning environments.

Level of Student Engagement in Terms of Behavioral Engagement. Students demonstrated positive behavioral engagement in English classes through active participation in classroom activities, asking questions, cooperating in group discussions, and maintaining regular attendance. These behaviors indicate that students are actively involved in the learning process and are willing to participate in classroom interactions.

Fredricks et al. (2016) explained that behavioral engagement is closely associated with improved academic performance and stronger motivation. Reyes and Garcia (2025) further emphasized that participation and collaboration contribute to meaningful learning experiences and better classroom performance. These findings suggest that students' active involvement supports their learning development.

Level of Student Engagement in Terms of Cognitive Engagement. Students also displayed positive cognitive engagement by participating confidently in presentations and classroom discussions. Such activities require students to think critically, organize ideas, and apply what they have learned in meaningful ways.

Chi and Wylie (2014) stated that student-led activities such as presentations promote deeper understanding and cognitive processing. Similarly, Kuh et al. (2023) highlighted that active mental engagement strengthens critical thinking and academic achievement. Thus, cognitive engagement contributes to students' deeper understanding of English concepts and lessons.

Level of Student Engagement in Terms of Emotional Engagement. Students demonstrated positive emotional engagement by participating in meaningful discussions and interacting respectfully with classmates despite differences in opinions and beliefs. These classroom interactions help students feel valued, accepted, and emotionally connected to the learning environment.

Wang et al. (2016) emphasized that emotional engagement strengthens motivation, empathy, and participation among learners. Likewise, Decker et al. (2023) noted that supportive and inclusive classrooms encourage students to develop a stronger sense of belonging and interest in learning. Therefore, emotional engagement enhances students' classroom experiences and overall motivation.

Summary on the Extent of Student Engagement. The findings showed that behavioral and emotional engagement were highly evident among students. Learners actively participated in classroom activities and generally displayed positive attitudes toward learning. Students appeared attentive, cooperative, and interested in English lessons, indicating that the classroom environment supports engagement and participation.

Research by Li et al. (2023) supports these findings by explaining that behavioral and emotional engagement significantly contribute to positive learning outcomes. Supportive classroom relationships and effective teaching practices encourage students to remain involved and motivated throughout the learning process.

Relationship between English Teachers' Professional Development and Student Engagement. The study revealed a significant relationship between English teachers' professional development and student engagement. This implies that teachers who continuously improve their teaching skills through professional development are more capable of creating interactive and meaningful learning experiences that encourage student participation and involvement.

Casilao (2025) similarly found that professional development enhances teachers' instructional practices and promotes higher student engagement in classroom activities. Guskey (2023) also emphasized that continuous teacher training improves teachers' confidence and teaching effectiveness, which positively influences students' motivation and participation in learning.

Relationship between English Teachers' Professional Development and Academic Performance. The findings revealed no significant relationship between English teachers' professional development and students' academic performance. This suggests that professional development alone may not directly determine students' examination results or academic achievement.

Hoeffling (2015) explained that professional development programs do not automatically result in improved student performance unless they are properly aligned with students' needs, curriculum demands, and classroom realities. Similarly, Desimone (2022) highlighted that the effectiveness of professional development depends on how well teachers apply learned strategies within their instructional context. Therefore, while professional development enhances teaching practices and student engagement, other factors may also influence academic performance.

CONCLUSION

Overall, the findings indicate that English teachers demonstrate satisfactory professional competence in lesson orientation, classroom organization, teaching modeling, assessment, and other instructional practices. These competencies contribute to creating organized, supportive, and engaging learning environments that encourage students' participation and involvement in English classes.

The results also revealed that students demonstrate positive behavioral, cognitive, and emotional engagement in classroom learning. Students actively participate in discussions, collaborate with classmates, and display interest and confidence in learning activities. Furthermore, the significant relationship between teachers' professional development and student engagement suggests that continuous teacher improvement contributes positively to students' involvement and motivation in learning.

However, the findings also showed that professional development does not necessarily guarantee higher academic performance. This implies that while teacher training improves instructional practices and classroom engagement, academic achievement may still be influenced by various factors such as learners' abilities, learning environment, curriculum alignment, and individual motivation. Overall, the study highlights the importance of continuous teacher development in promoting effective teaching and meaningful student engagement in English learning.

RECOMMENDATIONS

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. English teachers should continue strengthening the areas where they scored highest—lesson orientation, classroom configuration, teaching modeling, and assessment. Since these indicators already show a “satisfactory” or “good” level, schools can support teachers through short follow-up trainings or peer observations to help them move from good to very good or excellent performance.
2. Schools should provide more structured professional development that focuses on clear lesson goals, organized classroom setups, and strong modeling of skills. When teachers plan lessons with clear objectives, arrange the class in an orderly way, and clearly demonstrate how to do tasks, students are more likely to understand and stay on track with their learning.
3. Teachers should also be supported in designing fair and easy-to-understand assessments and checking learning regularly. More training on formative assessment, rubrics, and feedback can help teachers confirm that students are learning while giving learners clear guidance on how to improve, which can slowly raise academic performance over time.
4. Since student behavioral and emotional engagement are already at a relatively strong level, teachers can build on this by keeping students active in class, giving them meaningful tasks, and creating a safe and friendly classroom environment. Simple practices such as greetings, encouraging words, group work, and quick check-ins can help students feel more interested, happy, and connected in English lessons.
5. The significant relationship between English teachers’ professional development and student engagement suggests that schools should invest in regular, relevant, and practical training programs. These programs should include methods for making lessons more interactive, using technology wisely, and building positive teacher–student relationships, because such practices clearly support higher student participation and motivation.
6. Although professional development did not show a significant link to academic performance in this study, it still improves teaching quality. Schools should ensure that training is closely aligned with the curriculum, students’ needs, and classroom realities. By matching professional development to actual classroom challenges and monitoring student progress over time, educators can better see whether and how teacher training begins to show clearer results in students’ grades and overall learning.

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