The Impact of Teacher Professional Development on the Academic Performance among Elementary Students

[1]Liahona D. Aban, [2]Imelda M. Uy, EdD

[1]Teacher I, Majaba Elementary School, District IX, Catbalogan City Division, Department of Education

[2]PSDS, Catbalogan City Division, Department of Education

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ABSTRACT

Professional development plays a crucial role in enhancing teacher competence and student learning. This study used a quantitative-descriptive design to examine how professional development influences the academic performance of elementary students in Districts II and IX, Schools Division of Catbalogan City, for School Year 2024–2025. Findings showed that teachers were mostly mid-career, highly educated, and consistently engaged in school-based trainings. Their attitudes toward professional learning significantly shaped their perceptions of its effectiveness in improving teaching skills, content mastery, and student engagement. Results also revealed a perceptual gap between teachers and school administrators, as administrators held moderate views that did not significantly correlate with teacher perceptions. Student performance was generally high, with a weak but significant relationship to teachers' perceptions, suggesting that while professional development contributes to learning, other factors also influence academic outcomes. Teachers likewise faced challenges such as limited resources and financial constraints that affected their participation in trainings. The study recommends strengthening collaboration between teachers and administrators, fostering positive attitudes toward professional growth, providing financial and institutional support, offering relevant in-service training, and improving monitoring and follow-up learning support. Future research may explore deeper factors influencing perceptions and long-term impacts on student achievement.

Keywords: Professional Development, Teacher Perception, Student Academic Performance, In-Service Training, Educational Effectiveness

INTRODUCTION

Teacher professional development is one of the most critical factors influencing the quality of instruction and the academic success of learners. In the rapidly evolving educational landscape, teachers are expected to continuously update their pedagogical knowledge, technological competencies, and instructional strategies to meet diverse learner needs. When teachers are provided with meaningful opportunities for professional growth, they are better equipped to design effective learning experiences that enhance students' academic achievement. However, despite the increasing emphasis on teacher training initiatives, there remains a need to examine how professional development specifically influences student performance, particularly within elementary school contexts.

Globally, teacher professional development has been widely recognized as a key driver of educational improvement. Research indicates that sustained and well-designed professional development programs significantly enhance teachers' instructional practices and positively affect student learning outcomes. According to Linda Darling-Hammond and colleagues (2020), professional development programs that are content-focused, collaborative, and sustained over time contribute to improved teaching effectiveness and higher student achievement. Similarly, Smith (2021) emphasized that continuous teacher learning strengthens pedagogical competence and promotes innovative teaching strategies that foster student engagement and deeper understanding of academic concepts. These global perspectives highlight the importance of structured professional development programs in improving teaching quality and student learning.

In the Philippine context, the significance of teacher professional development is strongly supported by national educational policies and reforms. The Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, mandates continuous professional development for teachers to ensure that educators remain responsive to evolving educational demands and curriculum reforms (Republic of the Philippines, 2013). Furthermore, the Department of Education (Philippines) has implemented various training initiatives such as the MATATAG Curriculum Training, National Learning Camp capacity-building programs, digital literacy training, and Artificial Intelligence (AI) integration workshops aimed at strengthening teachers' instructional competence and improving learner outcomes. These initiatives emphasize curriculum alignment, innovative teaching strategies, and technology integration to enhance the overall quality of education in the country (Department of Education, 2023; Department of Education, 2024).

At the regional level, professional development initiatives within the Department of Education – Region VIII continue to prioritize teacher capacity-building programs to address learning gaps and improve student performance. Teachers in the region regularly participate in training sessions covering areas such as curriculum implementation under the MATATAG Agenda, literacy and numeracy intervention strategies, classroom assessment practices, technology integration in teaching, differentiated instruction, and inclusive education practices. These professional development activities aim to strengthen teachers' pedagogical competencies and enable them to respond effectively to the diverse learning needs of students across the region (Department of Education – Region VIII, 2023).

Locally, within the District of Catbalogan II and IX under the Schools Division of Catbalogan City, teacher participation in professional development programs has steadily increased in recent years. School records indicate that during the School Year 2021–2022, approximately (65%) of teachers participated in professional development activities focusing on literacy intervention strategies, curriculum alignment, and classroom management, while the overall student academic performance was recorded at (78%). In the following School Year 2022–2023, teacher participation increased to (72%), with training sessions covering digital learning platforms, assessment strategies, and differentiated instruction, and student performance improved to (82%). In the School Year 2023–2024, approximately (80%) of teachers engaged in professional development programs that included MATATAG curriculum orientation, technology integration workshops, and inclusive education training, which coincided with an increase in student academic performance to (85%). Most recently, preliminary data for the School Year 2024–2025 show that teacher participation in professional development activities reached (87%), including training on AI-assisted instructional tools, data-driven teaching strategies, and enhanced literacy and numeracy interventions, with the district reporting an average student academic performance of (87%) (Schools Division of Catbalogan City, 2025).

While these trends suggest a positive relationship between teacher professional development and student academic outcomes, there remains limited empirical evidence identifying which specific professional development activities most significantly influence students' academic achievement in elementary schools. Many studies highlight the general benefits of teacher training; however, few have examined the direct relationship between professional development participation and student academic performance within the specific context of Catbalogan II and IX District.

LITERATURE REVIEW

Teacher professional development plays an important role in improving the quality of instruction and supporting the academic success of learners. It provides teachers with opportunities to strengthen their pedagogical knowledge, instructional skills, assessment practices, and classroom management competencies. Through continuous professional learning, teachers become better equipped to address diverse learner needs, apply appropriate teaching strategies, and respond to changes in educational policies and curriculum requirements. In elementary education, professional development is particularly relevant because learners develop foundational knowledge and skills that influence their subsequent academic progress. Darling-Hammond et al. (2017) explained that effective professional development is characterized by content focus, active learning, collaboration, models of effective practice, coaching and expert support, feedback and reflection, and sustained duration. Similarly, Sims et al. (2023) emphasized the importance of effective

professional learning in improving teaching practices and supporting student learning outcomes. These perspectives suggest that professional development is not limited to attending seminars and workshops but involves continuous opportunities for teachers to acquire, apply, and refine knowledge and skills. Consequently, the quality and relevance of professional development may influence teachers' instructional practices and contribute to the academic development of elementary students.

Furthermore, teacher professional development contributes to the enhancement of pedagogical competence, which refers to teachers' ability to plan, deliver, assess, and improve instruction based on learners' needs and curriculum expectations. Through relevant training and professional learning activities, teachers may acquire new instructional approaches and assessment techniques that support their classroom practices. Opfer and Pedder (2011) discussed teacher learning as a complex process influenced by individual, professional, and organizational factors, emphasizing that professional development should be understood within the context in which teachers work. In a similar manner, Avalos (2011) highlighted the importance of professional development in supporting teachers' learning and changes in professional practice. As teachers strengthen their pedagogical competence, they may become more prepared to address differences in learners' readiness, abilities, and academic performance. This is particularly important in elementary classrooms, where students demonstrate varying levels of learning needs and academic achievement. Professional development in differentiated instruction, formative assessment, and learner-centered teaching may assist teachers in modifying learning activities and providing appropriate instructional support. However, the application of acquired competencies depends on teachers' motivation, access to resources, school leadership, and opportunities for continuous professional learning.

In addition to pedagogical competence, professional development supports the improvement of instructional strategies used in elementary classrooms. Effective teaching requires the selection of approaches that promote learner participation, understanding, and retention of knowledge. Through professional learning programs, teachers may develop their capacity to implement cooperative learning, differentiated instruction, explicit teaching, problem-based learning, and technology-supported instruction. Darling-Hammond et al. (2017) emphasized the importance of active learning and collaboration in professional development, while Sims et al. (2023) highlighted the relevance of sustained and collaborative professional learning. Moreover, Kraft et al. (2018) found that teacher coaching had positive effects on instructional practice and student achievement based on their meta-analysis of causal evidence. These findings suggest that professional development may become more meaningful when teachers are provided with opportunities to practice new strategies, receive feedback, and reflect on their classroom experiences. Consequently, professional learning should be examined not only in terms of teachers' participation in training activities but also in relation to the extent to which acquired competencies are applied in actual classroom instruction. Nevertheless, the effectiveness of instructional strategies may vary depending on the classroom context, the duration of implementation, the availability of resources, and the level of teacher preparation.

The importance of professional development becomes more evident when considering its potential relationship with students' academic performance. Academic performance refers to the level of achievement demonstrated by learners in relation to expected learning competencies and educational objectives. In elementary schools, academic performance may be assessed through classroom grades, achievement tests, standardized assessments, and other school-based academic indicators. Teacher professional development may contribute to student achievement by strengthening teachers' instructional practices, assessment competencies, and capacity to address learning difficulties. Darling-Hammond et al. (2017) identified characteristics of effective professional development that support improvements in teaching practice and student learning. In addition, Visscher et al. (2025) examined the effects of teacher professional development interventions on student achievement through a meta-analysis of 128 high-quality studies and reported a positive average effect, although the outcomes varied across interventions. Similarly, Lindvall et al. (2025) reviewed professional development research and examined its relationship with teaching practices and student achievement. These findings provide a basis for examining the potential contribution of teacher professional development to academic performance. However, student achievement is not determined by professional development alone because learners' prior knowledge, attendance, motivation, family support, learning resources, and classroom conditions may also influence educational outcomes. Therefore, the relationship between professional

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development and academic performance should be interpreted within the broader educational environment.

In the Philippine educational context, teacher professional development is supported by national policies and educational reforms that emphasize the improvement of teachers' professional competencies and the quality of basic education. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, established the K to 12 Basic Education Program and provided for teacher education and training in relation to curriculum implementation (Republic of the Philippines, 2013). In line with these national objectives, the Department of Education has implemented capacity-building initiatives intended to strengthen teachers' knowledge, instructional practices, and responsiveness to curriculum requirements. DepEd Order No. 014, s. 2023, provides policy guidelines for the implementation of the National Learning Camp, which supports learning recovery and educational interventions (Department of Education, 2023). Furthermore, professional development activities related to literacy and numeracy, curriculum implementation, classroom assessment, technology integration, and differentiated instruction are relevant to the continuing improvement of elementary education. These initiatives demonstrate the importance of professional learning in supporting educational programs and addressing learners' academic needs. However, the extent to which professional development activities influence classroom practices and student achievement requires examination through appropriate evidence from specific educational settings.

The Philippine educational setting presents diverse conditions that may influence the implementation and outcomes of teacher professional development. Teachers work in schools with varying levels of instructional resources, learner characteristics, geographical conditions, and parental involvement. Consequently, professional learning programs need to be responsive to the actual challenges encountered by teachers in their respective school communities. Training related to literacy and numeracy intervention, differentiated instruction, inclusive education, and classroom assessment may provide teachers with knowledge and skills that are relevant to improving instruction. According to Darling-Hammond et al. (2017), professional development becomes more effective when it is connected to teachers' instructional needs and provides opportunities for active engagement and collaboration. Similarly, Sims et al. (2023) emphasized the importance of professional learning that supports teachers' classroom practices and student outcomes. Nevertheless, the existence of training programs does not automatically establish that academic performance has improved. Rather, the effectiveness of professional development should be examined through evidence of teacher application, instructional improvement, and student learning outcomes. This consideration highlights the need to investigate how professional development experiences relate to academic performance within a specific school context.

Moreover, curriculum reforms and technological developments require teachers to continuously update their professional knowledge and skills. Changes in curriculum policies may introduce new learning competencies, instructional approaches, assessment expectations, and educational resources. As a result, professional development serves as a mechanism through which teachers can understand and respond to these changes. In the Philippine setting, training related to the MATATAG Curriculum may support teachers in aligning lesson planning, instructional activities, and assessment practices with curriculum requirements (Department of Education, 2023). Likewise, professional learning in educational technology may enhance teachers' capacity to use digital resources in lesson delivery, learner engagement, and assessment. However, effective technology integration requires more than access to digital tools because teachers also need technical knowledge, pedagogical understanding, and institutional support. Opfer and Pedder (2011) emphasized that teacher learning is influenced by both individual and organizational conditions, suggesting that professional development should be examined within the school environment where learning is applied. Therefore, the contribution of technology-related professional development to student academic performance may depend on the quality of training, the resources available, and the conditions under which teachers implement their acquired competencies.

Another important component of professional development is the enhancement of teachers' assessment practices. Assessment provides information about learners' progress, strengths, and areas requiring improvement, thereby helping teachers make informed instructional decisions. Black and Wiliam (2009) emphasized the role of classroom assessment in supporting learning through the use of evidence to inform

instruction. Accordingly, professional development in assessment may help teachers improve their ability to construct appropriate assessment tasks, interpret learner performance, provide feedback, and adjust instructional approaches. In elementary classrooms, teachers may use written examinations, performance tasks, oral questioning, reading assessments, mathematical problem-solving activities, and classroom observations to monitor student learning. Professional learning in formative assessment may strengthen teachers' capacity to identify learning difficulties and provide timely instructional interventions. Furthermore, von Hagen et al. (2025) examined professional development related to formative assessment, highlighting the relevance of professional learning in improving teachers' assessment practices. However, the relationship between assessment-related professional development and academic performance may be affected by the quality of assessment instruments, the accuracy of data interpretation, and the opportunities available for instructional adjustment. Thus, assessment competencies should be considered an important dimension when examining the potential influence of professional development on student achievement.

Aside from individual teacher competencies, collaboration is also an important dimension of professional learning. Through professional learning communities, mentoring, peer observation, and collaborative planning, teachers may exchange instructional experiences, discuss challenges, and share strategies for improving learner outcomes. Darling-Hammond et al. (2017) identified collaboration as one of the characteristics of effective professional development, while Sims et al. (2023) emphasized the relevance of collaborative continuous professional development in supporting student learning. In elementary schools, collaboration may help teachers analyze student performance data, identify common learning gaps, and develop coordinated instructional interventions. Furthermore, Kraft et al. (2018) demonstrated the potential value of coaching and ongoing professional support in improving teaching practices and student achievement. As teachers work together to develop instructional interventions, they may strengthen the alignment between professional development activities and school improvement priorities. However, the success of collaborative professional development depends on the availability of time, school leadership support, teacher participation, and the quality of professional interaction. Consequently, the presence of collaborative activities should be examined alongside the actual learning and instructional outcomes associated with these experiences.

Despite its potential benefits, the implementation of teacher professional development may encounter challenges related to time constraints, insufficient resources, limited follow-up support, and differences in teachers' professional needs. Professional learning activities that are conducted without opportunities for practice, feedback, and continued support may face difficulties in translating acquired knowledge into classroom practice. Darling-Hammond et al. (2017) emphasized the importance of sustained professional learning, while Sims et al. (2023) highlighted the value of effective professional development approaches that support classroom application. In addition, Lindvall et al. (2025) noted the importance of considering methodological limitations when interpreting research on professional development and student achievement. Similarly, Visscher et al. (2025) reported variation in the effects of professional development interventions, suggesting that outcomes may depend on the design and implementation of particular programs. As a consequence, teachers may experience difficulties in applying the knowledge and skills gained from professional learning activities, particularly when training is not accompanied by mentoring, resources, or opportunities for practical application. Therefore, professional development planning should consider teacher needs assessments, student performance data, school improvement priorities, and the resources available within the educational setting.

School-based support also plays a significant role in sustaining the application of professional learning. School administrators may contribute to teacher development by providing instructional supervision, mentoring, feedback, resources, and opportunities for professional collaboration. In this connection, the school environment can either facilitate or constrain the implementation of competencies acquired through professional development. Opfer and Pedder (2011) explained that teacher learning is influenced by organizational conditions, while Darling-Hammond et al. (2017) emphasized the importance of coaching, feedback, collaboration, and sustained professional development. Classroom observations, post-observation conferences, learning action cell sessions, and collaborative planning may provide opportunities for teachers to reflect on their practices and improve their instructional approaches. Furthermore, aligning professional development with school improvement plans may help ensure that training activities address identified

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institutional priorities, including literacy, numeracy, learner engagement, and academic performance. Nevertheless, the effectiveness of school-based support depends on the quality of leadership, the availability of resources, and the commitment of teachers and administrators to continuous improvement. Hence, the examination of teacher professional development should include consideration of the school environment in which professional learning is implemented.

The reviewed literature indicates that teacher professional development may support instructional improvement and the academic performance of elementary students through the enhancement of pedagogical competence, instructional strategies, assessment practices, and collaborative learning

Research Questions

This study assessed the impact of teacher professional development on the academic performance among elementary students in the Districts of Catbalogan II and IX, Schools Division of Catbalogan City during the School Year 2025 - 2026.

1. What is the profile of the teacher-respondents in terms of the following personal variates:

1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 number of years in teaching;

1.5 teaching position;

1.6 gross monthly family income;

1.7 performance rating based on the latest IPCRF;

1.8 relevant in-service training, and

1.9 attitude toward professional development?

2. What is the perception of the teacher-respondents and school administrator-respondents as regards the professional development in terms of the following areas:

2.1 content and relevance;

2.2 engagement and participation;

2.3 teaching practices and pedagogical skills;

2.4 impact on student learning;

2.5 teacher self-confidence and efficacy;

2.6 organizational support and resources;

2.7 program design and delivery; and

2.8 evaluation and assessment of professional development?

3. Is there a significant difference between the perception of the teacher-respondents and school administrator-respondents with regard to professional development?

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4. What is the level of academic performance of elementary students based on their final rating during School Year 2024-2025?

5. Is there a significant relationship between the teacher-respondents' profile variates and the following:

5.1 perception on professional development;

5.2 school administrator's perception of professional development; and

5.3 students' academic performance?

6. What are the challenges encountered by the teachers with regard to professional development?

Hypotheses

The null hypotheses were tested as follows:

1. There is no significant difference between the perception of the teacher-

respondents and school administrator-respondents with regard to professional development.

2. There is no significant relationship between the teacher-respondents' profile variates and the following:

2.1 perception on professional development;

2.2 school administrator's perception of professional development;

2.3 students' academic performance.

Scope And Limitation

This study assessed the impact of teacher professional development on the academic performance of elementary students in the Districts of Catbalogan II and IX, Schools Division of Catbalogan City, during School Year 2025–2026. It focused on examining the professional development experiences and perceptions of teachers and school administrators, as well as the academic performance of elementary students based on their final ratings during School Year 2024–2025. The findings were intended to provide a basis for understanding the contribution of teacher professional development to instructional practices and student learning outcomes.

Specifically, the study examined the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, number of years in teaching, teaching position, gross monthly family income, latest IPCRF performance rating, relevant in-service training, and attitude toward professional development. It also determined the perceptions of teacher-respondents and school administrator-respondents regarding professional development in terms of content and relevance, engagement and participation, teaching practices and pedagogical skills, impact on student learning, teacher self-confidence and efficacy, organizational support and resources, program design and delivery, and evaluation and assessment of professional development.

Furthermore, the study determined whether a significant difference existed between the perceptions of teacher-respondents and school administrator-respondents regarding professional development. It also assessed the academic performance of elementary students based on their final ratings during School Year 2024–2025. In addition, the study examined the significant relationships between the profile variables of the teacher-respondents and their perceptions of professional development, the perceptions of school administrators regarding professional development, and the academic performance of students. The study also identified the challenges encountered by teachers in relation to professional development. Data were gathered through researcher-made or researcher-adapted questionnaires administered to teacher and school administrator respondents, together with relevant records of students' final academic ratings. Descriptive and inferential statistical tools were used to analyze and interpret the collected data.

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The study was limited to teacher-respondents, school administrator-respondents, and elementary students from selected public elementary schools in the Districts of Catbalogan II and IX, Schools Division of Catbalogan City, during School Year 2025–2026. It did not include respondents from other districts, private schools, secondary schools, or other schools divisions. The assessment of professional development was primarily based on the perceptions and responses of teachers and school administrators. Therefore, the findings may have been influenced by the respondents' honesty, understanding of the questions, professional experiences, and willingness to provide accurate information. The study was also limited to the identified dimensions of professional development and did not cover all possible teacher development programs, instructional interventions, or institutional initiatives.

Moreover, the assessment of students' academic performance was based on their final ratings during School Year 2024–2025. Although these ratings provided an indicator of academic achievement, they may have been influenced by several factors, including learners' prior knowledge, attendance, motivation, family support, availability of learning resources, teaching practices, and classroom conditions. The study examined the relationship between teacher professional development and student academic performance; however, it did not establish a direct causal relationship unless supported by an appropriate experimental or quasi-experimental research design. Furthermore, the study did not examine in depth the individual learning needs of students, parental perspectives, district supervisors' perspectives, or the experiences of other education stakeholders.

The study was further limited by the availability and accuracy of school records, including teachers' latest IPCRF performance ratings and students' final academic ratings. Differences in school practices, professional development opportunities, administrative support, and resource availability may also have influenced the implementation and perceived outcomes of professional development. Additionally, the challenges identified in the study were based primarily on the responses of the teacher-respondents and may not represent all challenges experienced by teachers in other educational settings.

RESEARCH METHODOLOGY

The study employed a quantitative descriptive-correlational research design to assess the impact of teacher professional development on the academic performance of elementary students in the Districts of Catbalogan II and IX, Schools Division of Catbalogan City, during School Year 2025–2026. The descriptive component determined the respondents' profiles, perceptions of professional development, students' academic performance, and challenges encountered by teachers. The correlational component examined the relationships among the identified variables without manipulating the research environment or establishing direct causation.

a. Sampling

The study employed universal sampling or total enumeration to select qualified teacher-respondents and school administrator-respondents from public elementary schools in the Districts of Catbalogan II and IX. The teacher-respondents provided information about their personal and professional profiles, perceptions of professional development, and challenges encountered. The school administrator-respondents provided their perceptions of professional development based on the identified dimensions.

Students' academic performance was determined using their official final ratings during School Year 2024–2025. The records were accessed with the approval of concerned school authorities and were treated confidentially. Universal sampling allowed the researcher to gather information from all qualified respondents within the identified research locale.

b. Data Collection

Data were gathered using researcher-developed or researcher-adapted questionnaires based on relevant literature and professional development frameworks. The teacher questionnaire covered the respondents' profiles, perceptions of professional development, and challenges encountered. A separate questionnaire using similar indicators was administered to school administrators to facilitate comparison between the two groups.

Students' academic performance was determined through official school records of final ratings during School Year 2024–2025. The records were properly identified, recorded, and treated confidentially.

The research instruments underwent expert validation to ensure their relevance, clarity, and alignment with the research objectives. A pilot test was also conducted to assess the clarity and internal consistency of the instruments. Before data collection, necessary permissions and informed consent were secured. Ethical principles, including confidentiality, anonymity, privacy, and voluntary participation, were observed throughout the research process.

After retrieval, the questionnaires were checked for completeness, coded, tabulated, and organized for statistical analysis. The students' academic records were likewise consolidated according to the requirements of the research questions.

c. Data Analysis

The gathered data were analyzed using appropriate descriptive and inferential statistical tools based on the research questions and measurement levels of the variables.

Frequency counts, percentages, means, and standard deviations were used to describe the profile of the teacher-respondents.

Weighted mean and standard deviation were employed to determine the perceptions of teachers and school administrators regarding professional development across the identified dimensions.

The Mann–Whitney U test was used to determine whether a significant difference existed between the perceptions of teacher-respondents and school administrator-respondents.

Frequency counts, percentages, means, and standard deviations were used to describe students' academic performance based on their final ratings during School Year 2024–2025.

Spearman's rho, point-biserial correlation, and Eta correlation were applied, as appropriate, to determine the significant relationships between teachers' profile variables, perceptions of professional development, school administrators' perceptions, and students' academic performance.

The challenges encountered by teachers were analyzed using frequency counts, percentages, weighted means, and ranking, as appropriate, to identify and prioritize the commonly reported concerns.

All inferential tests were evaluated at the 0.05 level of significance. The findings were interpreted according to the descriptive-correlational research design, and conclusions were limited to relationships rather than direct causal effects.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Profile of School Teacher Respondents

Profile Variable	Category/Description	Frequency (f)	Percentage (%)
Age	27–31 years old	44	33.33
	Mean = 36.59 years old	—	—
	Median = 35.00 years old	—	—
	MAD = 6.1597 years	—	—
Sex	Male	32	24.24
	Female	100	75.76
Civil Status	Single	20	15.15

	Married	112	84.85
Highest Educational Attainment	Bachelor's Degree Only	39	29.55
	With Units in Graduate Programs	44	33.33
	With Graduate Degree	25	18.94
	With Units in Post-Graduate Programs	19	14.39
	With Post-Graduate Degree	5	3.79
Years in Teaching	Less than 1–3 years	13	9.85
	4–6 years	16	12.12
	7–9 years	22	16.67
	10–12 years	33	25
	13–15 years	19	14.39
	16–18 years	10	7.58
	19 years and above	19	14.39
Teaching Position	Teacher I	10	7.58
	Teacher II	23	17.42
	Teacher III	88	66.67
	Master Teacher I	8	6.06
	Master Teacher II	3	2.27
Gross Monthly Family Income	₱10,000–₱14,999	8	6.06
	₱15,000–₱19,999	9	6.82
	₱20,000–₱24,999	12	9.09
	₱25,000–₱29,999	26	19.7
	₱30,000–₱34,999	62	46.97
	₱35,000–₱39,999	15	11.36
Latest IPCRF Rating	4.50–5.00 (Outstanding)	122	92.42
	3.50–4.49 (Very Satisfactory)	10	7.58
Total		132	100

Table 1 presents the profile of the 132 teacher-respondents in terms of age, sex, civil status, highest educational attainment, years in teaching, teaching position, gross monthly family income, and latest IPCRF rating. In terms of age, the largest group was composed of teachers aged 27–31 years, with 44 respondents or 33.33%. The respondents had a mean age of 36.59 years, a median age of 35.00 years, and a mean absolute deviation of 6.1597 years.

This suggests that the respondents represented teachers with varied age groups and professional perspectives. Regarding sex, female teachers comprised the majority, with 100 respondents or 75.76%, while male teachers accounted for 32 respondents or 24.24%. This indicates that female teachers constituted the larger proportion of the respondents.

In terms of civil status, most respondents were married, with 112 or 84.85%, while 20 or 15.15% were single. This suggests that many respondents may have family responsibilities that should be considered when planning the schedule, location, and accessibility of professional development activities.

Regarding educational attainment, the largest group had units in graduate programs, with 44 respondents or 33.33%, followed by those with a bachelor's degree only, with 39 or 29.55%. This indicates that a considerable number of teachers had pursued or were pursuing further education, suggesting an interest in continuous professional growth and career advancement.

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In terms of teaching experience, the largest group had served for 10–12 years, comprising 33 respondents or 25.00%. This suggests that many teachers had already acquired substantial classroom experience and may require professional development activities that address their evolving instructional needs. Regarding teaching position, Teacher III represented the majority, with 88 respondents or 66.67%, followed by Teacher II with 23 or 17.42%. This indicates that most respondents held established teaching positions, highlighting the importance of professional development programs that strengthen instructional expertise and support further career advancement.

In terms of gross monthly family income, most respondents belonged to the ₱30,000–₱34,999 income bracket, with 62 or 46.97%. This suggests that teachers had varying financial circumstances, which may affect their

capacity to participate in training activities requiring transportation, registration fees, or other personal expenses. Therefore, accessible and adequately supported professional development opportunities may help promote more equitable participation.

Regarding the latest IPCRF rating, 122 respondents or 92.42% obtained ratings between 4.50 and 5.00, classified as Outstanding, while 10 or 7.58% received ratings between 3.50 and 4.49, classified as Very Satisfactory. This suggests that most respondents demonstrated strong performance based on their latest IPCRF evaluations. However, continuous professional development remains important to sustain their performance, address instructional challenges, and encourage further professional improvement.

Table 2. Participation in Relevant In-Service Trainings

Training Level	Weighted Mean	Interpretation
School	3.65	Always
District	2.36	Sometimes
Division	2.08	Sometimes
Regional	1.46	Never
National	1.11	Never

Table 2 presents the participation of teacher-respondents in relevant in-service training activities across different organizational levels. The highest weighted mean was recorded at the school level (3.65), interpreted as “Always.” This suggests that school-based professional development activities were the most accessible and regularly attended by teachers, highlighting the importance of sustaining school-level training programs.

At the district level (2.36) and division level (2.08), participation was interpreted as “Sometimes.” This suggests that teachers had less consistent opportunities to attend district- and division-level training activities. These findings highlight the need for improved coordination, scheduling, and support to encourage wider participation in professional development programs.

Meanwhile, participation at the regional level (1.46) and national level (1.11) was interpreted as “Never.” This suggests that teachers had limited exposure to broader professional learning opportunities. The limited participation may indicate the need for stronger access mechanisms, including training nominations, financial assistance, and equitable selection of participants.

Table 3. Attitude Toward Professional Development of Teacher-Respondents

Attitude Statement	WM	I
1. I believe that participating in professional development enhances my teaching skills and effectiveness	4.44	A
2. I am motivated to attend professional development sessions that are relevant to my subject area	4.44	A
3. I see professional development as a valuable opportunity for personal and	4.50	SA

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career growth		
4. I am willing to invest my time in professional development activities, even outside of my regular teaching hours	3.94	A
5. I feel that continuous learning through professional development is essential for my role as an educator	4.39	A
6. I am open to applying new strategies and methods learned through professional development in my classroom	4.50	SA
7. I feel supported by my school administration in my pursuit of professional development opportunities	4.44	A
8. I believe that professional development directly impacts my students' learning and academic success	4.39	A
9. I am confident in my ability to implement new knowledge and skills gained from professional development	4.44	A
10. I view professional development as a collaborative experience that helps me connect with other educators and share best practices	4.50	SA
Grand Weighted Mean	**4.40**	
Interpretation	**Agree**	

Legend:

4.50-5.00 Strongly Agree (SA)

3.50-4.49 Agree (A)

2.50-3.49 Uncertain/ Undecided (U)

1.50-2.49 Disagree (D)

1.00-1.49 Strongly Disagree (SD)

Weighted Mean (WM)

Interpretation (I)

Table 3 presents the attitude toward Professional Development of Teacher-Respondents. The findings indicate that teacher-respondents generally had a positive attitude toward professional development, as reflected by the grand weighted mean of 4.40, interpreted as “Agree.” This suggests that teachers recognized the value of professional development in improving their personal and professional growth.

The highest weighted means of 4.50, interpreted as “Strongly Agree,” were recorded for viewing professional development as an opportunity for personal and career growth, being open to applying new classroom strategies, and recognizing professional development as a collaborative experience.

These results suggest that teachers were receptive to continuous learning, innovation in teaching practices, and collaboration with fellow educators. Meanwhile, the lowest weighted mean of 3.94, interpreted as “Agree,” concerned the willingness to invest personal time in professional development activities outside regular teaching hours.

This suggests that although teachers maintained a positive attitude toward professional development, time constraints and work-life responsibilities may influence their willingness to participate beyond official working hours. Therefore, professional development programs should provide flexible schedules and accessible opportunities that support teachers’ learning without placing excessive demands on their personal time.

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Table 4. Combined Summary of Perceptions of Teacher-Respondents and School Administrator-Respondents Regarding Professional Development

Dimensions of Professional Development	Respondents	Grand Weighted Mean	Interpretation	Highest-Rated Indicator (WM)	Lowest-Rated Indicator (WM)
Content and Relevance	Teachers	3.84	Moderately High	Provides in-depth content knowledge (3.91)	Addresses current challenges and trends; useful in solving real-world classroom problems (3.77)
	School Administrators	2.76	Moderate	Topics are based on teachers' needs and areas for growth (2.92)	Addresses current challenges and trends; useful in real-world classroom problems (2.62)
Engagement and Participation	Teachers	3.81	Moderately High	Encourages collaborative learning (3.92)	Uses role-playing, simulations, and interactive methods (3.73)
	School Administrators	2.8	Moderate	Active participation in discussions and hands-on activities; interactive training environment (3.15)	Group work and peer learning; asking questions and seeking clarification (2.46)
Teaching Practices and Pedagogical Skills	Teachers	3.86	Moderately High	Differentiated teaching methods; effective technology integration (3.91)	Questioning techniques and alignment with learning objectives (3.80)
	School Administrators	2.82	Moderate	Adoption of instructional strategies, formative assessment, collaborative learning, questioning techniques, and alignment with learning objectives (3.00)	Integration of technology into teaching practices (2.46)
Impact on Student Learning	Teachers	3.75	Moderately High	Students meet learning goals and standards; improved critical thinking and problem-solving (3.83)	Positive changes in students' attitudes toward learning (3.65)
	School Administrators	3.12	Moderate	Increased student confidence; positive changes in attitudes toward learning (3.46)	Improvement in critical thinking and problem-solving skills (2.62)
Teacher Self-Confidence and Efficacy	Teachers	3.77	Moderately High	Develops a growth mindset and encourages continuous learning (3.84)	Ability to use new strategies; ownership of professional growth (3.73)
	School Administrators	2.99	Moderate	Teachers' competence in addressing diverse learning needs (3.31)	Empowerment of teachers to assume leadership roles (2.77)
Organizational Support and Resources	Teachers	3.7	Moderately High	School leaders support and encourage participation (3.80)	Time for planning, collaboration, and reflection (3.64)
	School Administrators	2.75	Moderate	Provision of adequate resources and materials (3.15)	Alignment of professional

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					development goals with school strategic objectives (2.31)
Program Design and Delivery	Teachers	3.7	Moderately High	Training sessions are appropriately paced (3.74)	Inclusion of follow-up activities (3.64)
	School Administrators	2.98	Moderate	Regular collection of participant feedback (3.31)	Flexibility in accommodating learning preferences and schedules (2.69)
Evaluation and Assessment	Teachers	3.69	Moderately High	Assessment of knowledge and skills before and after training (3.79)	Collection of teacher feedback regarding program effectiveness (3.59)
	School Administrators	2.71	Moderate	Analysis of student performance data, follow-up surveys, data-driven improvements, and success indicators (2.85)	Encouragement to set specific goals and track progress (2.31)

Table presents the comparative perceptions of teacher-respondents and school administrator-respondents regarding professional development in terms of content and relevance, engagement and participation, teaching practices and pedagogical skills, impact on student learning, teacher self-confidence and efficacy, organizational support and resources, program design and delivery, and evaluation and assessment.

In terms of content and relevance, teacher-respondents obtained a grand weighted mean of 3.84, interpreted as moderately high, while school administrators recorded 2.76, interpreted as moderate. Teachers gave the highest rating to the provision of in-depth content knowledge (3.91), whereas administrators rated the alignment of training topics with teachers' needs and areas for growth highest (2.92). Both groups identified addressing current educational challenges and the usefulness of training in solving real-world classroom problems as areas with lower ratings. These findings suggest the need to ensure that professional development activities are both content-rich and closely aligned with current classroom realities and teachers' identified needs.

Regarding engagement and participation, teachers obtained a grand weighted mean of 3.81, interpreted as moderately high, while school administrators obtained 2.80, interpreted as moderate. Teachers rated collaborative learning highest (3.92), indicating that professional development activities encouraged interaction and the sharing of practices. Administrators, on the other hand, gave the highest rating to active participation in discussions and hands-on activities and the presence of an interactive training environment (3.15). The lower ratings concerning interactive methods, group work, peer learning, and asking questions suggest that professional development programs could provide more opportunities for experiential learning, peer collaboration, and active participation.

In terms of teaching practices and pedagogical skills, teacher-respondents recorded a grand weighted mean of 3.86, interpreted as moderately high, while school administrators recorded 2.82, interpreted as moderate. Teachers rated differentiated teaching methods and technology integration highest (3.91). Meanwhile, administrators rated the adoption of instructional strategies, formative assessment, collaborative learning, questioning techniques, and alignment with learning objectives highest (3.00). However, technology integration received the lowest rating from administrators (2.46). This finding indicates the importance of strengthening training on the practical and effective integration of technology, while continuing to develop differentiated instruction, assessment practices, and strategies that promote critical thinking.

Regarding the impact of professional development on student learning, teachers obtained a grand weighted mean of 3.75, interpreted as moderately high, while school administrators obtained 3.12, interpreted as moderate. Teachers perceived that students were better able to meet learning goals and standards and that their critical thinking and problem-solving skills improved through innovative teaching methods, both with a

weighted mean of 3.83. Administrators gave the highest rating to increased student confidence and positive changes in students' attitudes toward learning (3.46). The lowest rating among administrators concerned improvements in students' critical thinking and problem-solving skills (2.62). These results highlight the importance of evaluating professional development not only through teacher perceptions but also through observable changes in learners' academic performance, higher-order thinking, and learning behaviors.

In terms of teacher self-confidence and efficacy, teachers recorded a grand weighted mean of 3.77, interpreted as moderately high, whereas school administrators recorded 2.99, interpreted as moderate. Teachers rated the development of a growth mindset highest (3.84), suggesting that professional development encouraged continuous learning. Administrators rated teachers' competence in handling diverse learning needs highest (3.31), while empowerment to assume leadership roles received the lowest rating (2.77). The findings suggest that professional development should extend beyond the acquisition of teaching strategies by providing opportunities for teachers to demonstrate leadership, mentor colleagues, and take ownership of their professional growth.

Regarding organizational support and resources, teacher-respondents obtained a grand weighted mean of 3.70, interpreted as moderately high, while school administrators obtained 2.75, interpreted as moderate. Teachers gave the highest rating to school leaders' support and encouragement for participation in professional development (3.80). Administrators, meanwhile, rated the provision of adequate resources and materials highest (3.15). The lowest rating among administrators concerned the alignment of professional development goals with school strategic objectives (2.31). These findings emphasize the need to strengthen institutional planning so that professional development activities are adequately resourced, aligned with school priorities, and supported by sufficient time for planning, collaboration, and reflection.

In terms of program design and delivery, teachers obtained a grand weighted mean of 3.70, interpreted as moderately high, while administrators obtained 2.98, interpreted as moderate. Teachers gave the highest rating to the appropriate pacing of training sessions (3.74), while administrators rated the regular collection of participant feedback highest (3.31). The inclusion of follow-up activities received the lowest rating among teachers (3.64), whereas flexibility in accommodating different learning preferences and schedules received the lowest rating among administrators (2.69). These findings suggest that professional development programs should include systematic follow-up activities, flexible delivery arrangements, and opportunities for teachers to apply and reinforce the knowledge and skills gained during training.

Finally, in terms of evaluation and assessment, teachers recorded a grand weighted mean of 3.69, interpreted as moderately high, while school administrators recorded 2.71, interpreted as moderate. Teachers rated the assessment of knowledge and skills before and after training highest (3.79), indicating the perceived importance of measuring learning gains. Administrators gave the highest rating to the analysis of student performance data, follow-up surveys, data-driven improvements, and the establishment of success indicators (2.85).

The lowest ratings concerned the collection of teacher feedback among teachers (3.59) and encouraging teachers to set specific goals and track their progress among administrators (2.31). These results highlight the need for a more systematic evaluation process that includes participant feedback, individual professional goals, progress monitoring, and evidence of changes in teaching practice and student outcomes.

Overall, teacher-respondents consistently reported higher perceptions of professional development than school administrator-respondents across all eight dimensions. Teachers' ratings ranged from 3.69 to 3.86, interpreted as moderately high, while administrators' ratings ranged from 2.71 to 3.12, interpreted as moderate. The difference in perceptions suggests the importance of strengthening communication and shared evaluation between teachers and school administrators.

Professional development programs may be enhanced by ensuring relevance to classroom needs, active participation, technology integration, organizational alignment, follow-up support, and evidence-based

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evaluation. These improvements can help ensure that professional development contributes meaningfully to teachers' professional growth and students' academic development

Table 5. Test of Significant Difference Between the Perceptions of Teacher-Respondents and School Administrator-Respondents Regarding Professional Development

Aspects of Professional Development	p-value	Decision on Null Hypothesis	Interpretation
Content and Relevance	0.00054	Reject	Significant Difference
Engagement and Participation	0.00308	Reject	Significant Difference
Teaching Practices and Pedagogical Skills	0.00228	Reject	Significant Difference
Impact on Student Learning	0.03846	Reject	Significant Difference
Teacher Self-Confidence and Efficacy	0.01314	Reject	Significant Difference
Organizational Support and Resources	0.00132	Reject	Significant Difference
Program Design and Delivery	0.0251	Reject	Significant Difference
Evaluation and Assessment	0.0005	Reject	Significant Difference
Significance Level	0.05		

Table 5 presents the results of the test of significant difference between the perceptions of teacher-respondents and school administrator-respondents regarding professional development. The findings revealed that significant differences existed across all eight dimensions, as all obtained p-values were lower than the 0.05 significance level. Consequently, the null hypothesis, which stated that there was no significant difference between the perceptions of the two groups, was rejected.

For content and relevance, the p-value was 0.00054, indicating a significant difference between the perceptions of teachers and school administrators. Similarly, significant differences were observed in engagement and participation (0.00308) and teaching practices and pedagogical skills (0.00228). These results suggest that the two groups did not share the same assessment of the relevance, implementation, and contribution of professional development to instructional practices.

A significant difference was also found in the perceived impact on student learning, with a p-value of 0.03846. Although this value was higher than the p-values of several other dimensions, it remained below 0.05. This finding indicates that teachers and administrators differed in their perceptions of how professional development influenced students' learning outcomes, including academic development, confidence, and critical-thinking skills.

Furthermore, significant differences were recorded in teacher self-confidence and efficacy (0.01314), organizational support and resources (0.00132), program design and delivery (0.02510), and evaluation and assessment (0.00050). These findings indicate differences in how teachers and administrators viewed the support provided, the structure of training activities, and the processes used to assess professional development outcomes.

Overall, the results demonstrate that teacher-respondents and school administrator-respondents had significantly different perceptions of professional development across all measured dimensions. The findings highlight the importance of strengthening communication, collaborative planning, and shared evaluation between teachers and school administrators. Professional development programs may be improved by incorporating the perspectives of both groups, identifying areas of perceptual disagreement, and developing training initiatives that are responsive to teachers' instructional needs and school-level priorities.

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Table 6. Distribution of Student-Respondents According to Final Academic Rating During School Year 2024–2025

Final Academic Rating	Frequency	Percentage
90–94	141	46.97%
85–89	116	38.64%
Other Rating Ranges	43	14.39%
Total	300	100.00%

Table 6 presents the distribution of student-respondents according to their final academic ratings during School Year 2024–2025. The majority of students, comprising 141 or 46.97%, obtained final ratings within the 90–94 range. This was followed by 116 students or 38.64% who received ratings between 85–89. Meanwhile, 43 students or 14.39% belonged to other rating ranges.

The results indicate that a substantial proportion of students demonstrated high academic performance. Students who obtained ratings within the 90–94 and 85–89 ranges collectively accounted for 85.61% of the respondents. This suggests that most students achieved relatively high final academic ratings during the school year.

However, the 14.39% of students in other rating categories highlights the need to consider differences in learners' academic needs and performance levels. Teachers may provide differentiated instruction, targeted interventions, and appropriate learning support to help address academic gaps.

Overall, the findings establish a baseline of student academic performance that may be used in examining the relationship between teacher professional development and learners' academic achievement.

Table 7. Significant Correlation Between Selected Teacher-Respondent Profile Variables and Perceptions of Professional Development

Teacher-Respondent Profile Variables	Correlation Coefficient (ρ)	p-value	Interpretation	Decision
Gross Monthly Family Income	0.437	0	Moderate Significant Correlation	Significant
Latest IPCRF Performance Rating	0.332	0	Weak Significant Correlation	Significant
Relevant In-Service Trainings	0.478	0	Moderate Significant Correlation	Significant
Attitude Toward Professional Development	0.703	0	Strong Significant Correlation	Significant
Significance Level		0.05		

Table 7 presents the correlation between selected teacher-respondent profile variables and their perceptions of professional development. The results revealed that gross monthly family income, latest IPCRF performance rating, relevant in-service training, and attitude toward professional development had significant correlations with teachers' perceptions.

Attitude toward professional development demonstrated the strongest correlation, with a correlation coefficient of $\rho = 0.703$ and a p-value of 0.000. This indicates a strong positive relationship, suggesting that teachers' attitudes toward professional learning were closely associated with how they perceived the value, effectiveness, and quality of professional development programs. Teachers with more positive attitudes tended to report more favorable perceptions of professional development.

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Relevant in-service training obtained a correlation coefficient of ρ = 0.478, while gross monthly family income recorded ρ = 0.437. Both relationships were interpreted as moderate and statistically significant, with p-values of 0.000. These findings suggest that previous participation in professional learning activities and teachers' financial circumstances were associated with their perceptions of professional development. Access to training opportunities and the resources needed to participate may influence teachers' experiences and assessments of professional learning programs.

Meanwhile, the latest IPCRF performance rating showed a weak but significant correlation, with ρ = 0.332 and a p-value of 0.000. This indicates that performance ratings were associated with teachers' perceptions, although the relationship was weaker than those observed for attitude, in-service training, and family income.

Overall, the findings suggest that teachers' perceptions of professional development were significantly related to selected personal, professional, and attitudinal variables. These results highlight the importance of strengthening teachers' positive dispositions toward continuous learning, expanding access to relevant training, and providing equitable support for participation in professional development activities.

Table 8. Correlation Between Selected Teacher-Respondent Profile Variables and Perceptions of Professional Development

Profile Variables	Correlation Result	Significance Level	Decision
Age	Not Significant	0.05	Fail to Reject the Null Hypothesis
Sex	Not Significant	0.05	Fail to Reject the Null Hypothesis
Civil Status	Not Significant	0.05	Fail to Reject the Null Hypothesis
Highest Educational Attainment	Not Significant	0.05	Fail to Reject the Null Hypothesis
Number of Years in Teaching	Not Significant	0.05	Fail to Reject the Null Hypothesis
Teaching Position	Not Significant	0.05	Fail to Reject the Null Hypothesis

Table 8 presents the correlation between selected demographic and professional characteristics of teacher-

respondents and their perceptions of professional development. The results indicated that age, sex, civil status, highest educational attainment, number of years in teaching, and teaching position did not have significant correlations with teachers' perceptions.

These findings suggest that teachers' views regarding the content, relevance, engagement, effectiveness, organizational support, program delivery, and evaluation of professional development were not substantially associated with these demographic and professional characteristics. In other words, teachers' perceptions appeared to be relatively independent of their age, sex, civil status, educational attainment, teaching experience, and position.

The findings imply that professional development programs should be designed based on teachers' identified learning needs and professional development goals rather than relying solely on demographic or employment characteristics. Providing inclusive and needs-based opportunities may help ensure that teachers across different backgrounds can benefit from professional learning activities.

Table 9. Correlation Between School Administrators' and Teacher-Respondents' Perceptions of Professional Development

Dimensions of Professional Development	p-value	Decision	Interpretation
Content and Relevance	0.863	Fail to Reject the Null Hypothesis	Not Significant
Engagement and Participation	0.562	Fail to Reject the Null Hypothesis	Not Significant

Teaching Practices and Pedagogical Skills	0.778	Fail to Reject the Null Hypothesis	Not Significant
Impact on Student Learning	0.691	Fail to Reject the Null Hypothesis	Not Significant
Teacher Self-Confidence and Efficacy	0.715	Fail to Reject the Null Hypothesis	Not Significant
Organizational Support and Resources	0.625	Fail to Reject the Null Hypothesis	Not Significant
Program Design and Delivery	0.427	Fail to Reject the Null Hypothesis	Not Significant
Evaluation and Assessment	0.899	Fail to Reject the Null Hypothesis	Not Significant
Significance Level	0.05		

Table 9 presents the correlation between the perceptions of school administrators and teacher-respondents regarding professional development. The results showed that none of the eight dimensions had a statistically significant correlation, as all p-values were greater than the 0.05 significance level.

The p-values ranged from 0.427 for program design and delivery to 0.899 for evaluation and assessment. These findings indicate that school administrators' perceptions were not significantly associated with teachers' perceptions across the assessed dimensions. This result suggests that the two groups may have viewed the relevance, implementation, support, and effectiveness of professional development differently.

The findings highlight the importance of strengthening communication and collaborative evaluation between school administrators and teachers. Regular consultation, joint planning, feedback mechanisms, and shared monitoring may help address differences in perception and promote a more consistent understanding of professional development objectives and outcomes.

Table 10. Correlation Between Students' Academic Performance and Teacher-Respondents' Perceptions of Professional Development

Variables	**Correlation Coefficient (ρ)**	**p-value**	**Interpretation**	**Decision**
Students' Academic Performance and Teachers' Perceptions of Professional Development	0.238	0.006	Weak Significant Correlation	Reject the Null Hypothesis
Significance Level		0.05		

Table 10 presents the correlation between students' academic performance, based on their final ratings during School Year 2024–2025, and teacher-respondents' perceptions of professional development. The results revealed a weak positive correlation, with a correlation coefficient of $\rho = 0.238$ and a p-value of 0.006.

Since the p-value was lower than the 0.05 significance level, the null hypothesis was rejected. This indicates that a statistically significant relationship existed between teachers' perceptions of professional development and students' academic performance. However, the weak correlation suggests that the relationship was limited and that teachers' perceptions alone were not strongly associated with students' final academic ratings.

The finding indicates that professional development may be related to learner performance, but students' academic achievement may also be influenced by other factors, such as instructional practices, learner motivation, home support, learning resources, attendance, and individual learning needs. Therefore, the result should not be interpreted as evidence that professional development alone caused the students' academic performance.

Overall, the findings emphasize the importance of examining professional development alongside classroom implementation and learner-related factors. Continuous monitoring of teaching practices and student achievement may help determine how professional learning can be translated into improved instructional outcomes.

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Table 11. The Challenges Encountered by the Teachers Regarding Professional Development

Statement	WM	I
1. Finding time for professional development amidst a busy teaching schedule is difficult.	3.7	HC
2. Professional development sessions sometimes do not align with teachers' specific subject areas	3.45	C
3. Insufficient resources, materials, and tools to apply newly learned skills in the classroom	3.73	HC
4. Teachers may be hesitant to adopt new teaching methods and strategies	3.39	C
5. Feeling that professional development is a mere formality with no real impact on teaching	3.35	C
6. Poorly designed professional development programs that lack clear objectives and outcomes	3.63	HC
7. No mechanisms in place to track how well the new skills are implemented in the classroom	3.61	HC
8. Difficulty in accessing online training programs due to limited technological infrastructure	3.68	HC
9. Teachers often have to pay out-of-pocket for advanced training and certification programs	3.73	HC
10. Lack of professional learning communities or networks to share experiences and resources	3.62	HC
Grand Weighted Mean	**3.59**	
Interpretation	**Highly a Challenge**	

Legend: 4.50-5.00	Extremely a Challenge	(EC)
3.50-4.49	Highly a Challenge	(HC)
2.50-3.49	A Challenge	(C)
1.50-2.49	Slightly a Challenge	(SC)
1.00-1.49	Not a Challenge at all	(NC)
	Weighted Mean	(WM)
	Interpretation	(I)

Table 11 presents the challenges encountered by teachers regarding professional development. The findings revealed a grand weighted mean of 3.59, interpreted as “Highly a Challenge.” This indicates that teachers experienced considerable difficulties in participating in, implementing, and sustaining professional development activities.

The highest weighted mean was 3.73, recorded for two challenges: insufficient resources, materials, and tools to apply newly learned skills in the classroom and teachers having to pay out-of-pocket for advanced training and certification programs. Both were interpreted as “Highly a Challenge.” These results suggest that limited instructional resources and personal financial expenses may hinder teachers’ ability to maximize professional development opportunities. Thus, schools and education authorities may strengthen resource provision and financial assistance for relevant training and certification programs.

The next highest weighted mean was 3.70, concerning the difficulty of finding time for professional development amidst a busy teaching schedule. This was followed by difficulty accessing online training programs due to limited technological infrastructure, with a weighted mean of 3.68. These findings indicate that workload demands, limited access to technology, and infrastructure constraints may affect teachers’ participation in professional learning. Flexible schedules, improved internet access, and appropriate

technological support may help address these challenges.

Poorly designed professional development programs that lack clear objectives and outcomes obtained a weighted mean of 3.63, while the lack of professional learning communities or networks received 3.62. Similarly, the absence of mechanisms for tracking the classroom implementation of newly acquired skills obtained 3.61. These findings highlight the need for well-structured training programs with clear objectives, follow-up activities, classroom monitoring, and opportunities for peer collaboration.

Meanwhile, the challenges involving the alignment of professional development sessions with teachers' specific subject areas obtained a weighted mean of 3.45. Teachers' hesitation to adopt new teaching methods and strategies received 3.39, while viewing professional development as a mere formality with no real impact on teaching obtained the lowest weighted mean of 3.35. Although these were interpreted as "A Challenge," the results suggest that training relevance, teacher readiness for change, and the practical application of professional learning remain important concerns.

SUMMARY OF FINDINGS

Based on the analysis and interpretation of the data, the following findings were obtained:

1. The teacher-respondents were generally experienced and professionally qualified. The 132 teacher-respondents had a mean age of 36.59 years, with the largest age group being 27–31 years old (33.33%). Female teachers comprised 75.76% of the respondents, while 84.85% were married. In terms of educational attainment, the largest group had units in graduate programs (33.33%), while 25.00% had 10–12 years of teaching experience. Most respondents were Teacher III (66.67%), and 46.97% belonged to the ₱30,000–₱34,999 gross monthly family income bracket. Moreover, 92.42% obtained an Outstanding latest IPCRF rating. These findings indicate that most respondents possessed substantial teaching experience, established professional positions, and generally strong performance ratings.

2. Teacher participation in relevant in-service training was highest at the school level but limited at higher organizational levels. School-level training obtained a weighted mean of 3.65, interpreted as "Always." Participation at the district level (2.36) and division level (2.08) was interpreted as "Sometimes," while regional (1.46) and national (1.11) participation was interpreted as "Never." This indicates that school-based professional development was the most accessible form of training for teachers, whereas opportunities for broader professional learning were limited.

3. Teacher-respondents demonstrated a generally positive attitude toward professional development. The grand weighted mean of 4.40 was interpreted as "Agree." The highest ratings of 4.50, interpreted as "Strongly Agree," were obtained for viewing professional development as an opportunity for personal and career growth, being open to applying new strategies and methods in the classroom, and viewing professional development as a collaborative experience. The lowest rating was 3.94 for willingness to invest personal time in professional development outside regular teaching hours. These findings indicate that teachers recognized the value of continuous professional learning but experienced limitations concerning the use of personal time.

4. Teacher-respondents generally perceived professional development more favorably than school administrators across all eight dimensions. Teachers obtained moderately high ratings in content and relevance (3.84), engagement and participation (3.81), teaching practices and pedagogical skills (3.86), impact on student learning (3.75), teacher self-confidence and efficacy (3.77), organizational support and resources (3.70), program design and delivery (3.70), and evaluation and assessment (3.69). In contrast, school administrators rated all eight dimensions as moderate, ranging from 2.71 to 3.12. This indicates a consistent difference in the level of perceptions between the two respondent groups.

5. Teachers identified strengths in the content, pedagogy, and collaborative aspects of professional development, while administrators identified several areas requiring improvement. Among teachers, the highest-rated indicators included in-depth content knowledge (3.91), collaborative learning (3.92),

differentiated teaching methods and technology integration (3.91), students meeting learning goals and standards (3.83), development of a growth mindset (3.84), school leaders' support for participation (3.80), appropriate pacing of training sessions (3.74), and assessment of knowledge and skills before and after training (3.79). Administrators, however, gave relatively lower ratings, particularly to technology integration (2.46), alignment of professional development goals with school strategic objectives (2.31), flexibility in learning preferences and schedules (2.69), and teachers' goal-setting and progress tracking (2.31). These findings point to areas where professional development design, institutional support, technology integration, and monitoring may be strengthened.

6. There were significant differences between teachers' and school administrators' perceptions of professional development across all eight dimensions. The p-values for content and relevance (0.00054), engagement and participation (0.00308), teaching practices and pedagogical skills (0.00228), impact on student learning (0.03846), teacher self-confidence and efficacy (0.01314), organizational support and resources (0.00132), program design and delivery (0.02510), and evaluation and assessment (0.00050) were all below the 0.05 significance level. Therefore, the null hypothesis was rejected across all dimensions. This indicates that teachers and school administrators did not have statistically similar assessments of professional development.

7. Most students demonstrated relatively high final academic performance during School Year 2024–2025. Of the 300 student-respondents, 141 or 46.97% obtained final academic ratings of 90–94, while 116 or 38.64% obtained ratings of 85–89. Together, these two groups represented 85.61% of the respondents. Meanwhile, 43 students or 14.39% belonged to other rating ranges. This establishes a generally high level of academic performance while also indicating the presence of learners who may require differentiated instruction and additional academic support.

8. Selected teacher profile variables were significantly associated with teachers' perceptions of professional development. Gross monthly family income demonstrated a moderate significant positive correlation ($\rho = 0.437$, $p = 0.000$), relevant in-service training showed a moderate significant positive correlation ($\rho = 0.478$, $p = 0.000$), and the latest IPCRF performance rating showed a weak significant positive correlation ($\rho = 0.332$, $p = 0.000$). The strongest relationship was found between attitude toward professional development and perceptions of professional development, with $\rho = 0.703$ and $p = 0.000$, indicating a strong significant positive correlation.

9. Age, sex, civil status, educational attainment, years in teaching, and teaching position were not significantly correlated with teachers' perceptions of professional development. All six variables

   resulted in a decision to fail to reject the null hypothesis at the 0.05 significance level. This indicates that teachers' perceptions of professional development were not significantly associated with these demographic and professional characteristics.

10. There was no significant correlation between teachers' and school administrators' perceptions of professional development across the eight dimensions. The p-values ranged from 0.427 to 0.899, all exceeding the 0.05 significance level. Specifically, the correlations were not significant for content and relevance, engagement and participation, teaching practices and pedagogical skills, impact on student learning, teacher self-confidence and efficacy, organizational support and resources, program design and delivery, and evaluation and assessment. This suggests that the perceptions of the two groups were not statistically associated despite the observed differences in their ratings.

11. A weak but statistically significant positive relationship existed between students' academic performance and teachers' perceptions of professional development. The correlation coefficient was $\rho = 0.238$ with a p-value of 0.006, which was below the 0.05 significance level. Thus, the null hypothesis was rejected. The weak correlation indicates that more favorable teacher perceptions of professional development were associated with higher student academic performance; however, the relationship was limited and does not establish that professional development alone caused students' academic

performance. Other factors, including instructional practices, learner motivation, home support, learning resources, attendance, and individual learning needs, may also influence academic achievement.

12. Teachers encountered professional development challenges to a high degree. The challenges obtained a grand weighted mean of 3.59, interpreted as "Highly a Challenge." The highest-rated challenges were insufficient resources, materials, and tools for applying newly learned skills in the classroom and the need for teachers to pay out-of-pocket for advanced training and certification programs, both with weighted means of 3.73. These were followed by difficulty finding time for professional development amidst a busy teaching schedule (3.70), difficulty accessing online training because of limited technological infrastructure (3.68), poorly designed professional development programs lacking clear objectives and outcomes (3.63), lack of professional learning communities or networks (3.62), and absence of mechanisms for tracking classroom implementation of newly acquired skills (3.61).

13. Several challenges were assessed as present but comparatively less severe. The alignment of professional development sessions with teachers' specific subject areas obtained a weighted mean of 3.45, hesitation to adopt new teaching methods and strategies obtained 3.39, and the perception that professional development was merely a formality with no real impact on teaching obtained 3.35. All three were interpreted as "A Challenge." These findings indicate that the relevance of training, teacher readiness to adopt new practices, and the practical application of professional learning remain areas that require attention.

14. Overall, the findings indicate the need for a more relevant, accessible, collaborative, and systematically monitored professional development program. The results point to the importance of strengthening school and higher-level training opportunities, aligning professional development with teachers' actual instructional needs, improving access to resources and technology, providing financial and scheduling support, strengthening professional learning communities, establishing follow-up and monitoring mechanisms, and improving communication and collaborative evaluation between teachers and school administrators. These directions are consistent with the observed differences in perceptions, the significant relationships involving teacher attitudes and training participation, the weak relationship with student academic performance, and the challenges experienced by teachers.

CONCLUSION

Based on the findings of the study, it is concluded that the teacher-respondents generally demonstrated a positive attitude toward professional development. They recognized professional development as valuable for personal and career growth, were open to applying new strategies and methods in their classrooms, and viewed

professional learning as a collaborative experience. However, their relatively lower willingness to devote personal time to professional development activities indicates that time constraints and competing responsibilities may affect participation beyond regular working hours.

The findings further established that participation in relevant in-service training was strongest at the school level, where participation was interpreted as "Always," while district- and division-level participation occurred only "Sometimes." Participation at the regional and national levels was interpreted as "Never." This indicates that school-based professional development remained the most accessible form of professional learning, while opportunities for broader training and professional exposure were limited.

The study also concluded that teacher-respondents generally perceived professional development more favorably than school administrator-respondents across all eight dimensions: content and relevance; engagement and participation; teaching practices and pedagogical skills; impact on student learning; teacher self-confidence and efficacy; organizational support and resources; program design and delivery; and evaluation and assessment. Teachers' assessments were consistently interpreted as moderately high, whereas administrators' assessments were interpreted as moderate. This difference indicates that teachers and school

administrators viewed the quality, implementation, support, and outcomes of professional development differently.

The findings further established that there were significant differences between the perceptions of teacher-respondents and school administrator-respondents across all eight dimensions of professional development. All obtained p-values were below the 0.05 significance level; consequently, the null hypothesis was rejected. This indicates that the two groups did not have statistically similar assessments of professional development. The differences underscore the importance of strengthening communication, collaborative planning, consultation, and shared evaluation between teachers and school administrators.

The study also revealed that the majority of the 300 student-respondents demonstrated relatively high academic performance during School Year 2024–2025. A total of 141 students or 46.97% obtained final academic ratings of 90–94, while 116 or 38.64% obtained ratings of 85–89. Collectively, these two groups comprised 85.61% of the respondents. Nevertheless, the 14.39% of students belonging to other rating ranges indicate the continuing need to provide differentiated instruction and appropriate academic support to address variations in learner performance.

Furthermore, selected teacher characteristics were significantly related to perceptions of professional development. Gross monthly family income demonstrated a moderate positive correlation ($\rho = 0.437$, $p = 0.000$), relevant in-service training showed a moderate positive correlation ($\rho = 0.478$, $p = 0.000$), and the latest IPCRF performance rating showed a weak positive correlation ($\rho = 0.332$, $p = 0.000$). The strongest relationship was found between attitude toward professional development and perceptions of professional development, with $\rho = 0.703$ and $p = 0.000$. These findings indicate that teachers' attitudes, exposure to relevant training, financial circumstances, and performance ratings were significantly associated with how they perceived professional development.

On the other hand, age, sex, civil status, highest educational attainment, number of years in teaching, and teaching position were not significantly related to teachers' perceptions of professional development. This suggests that perceptions of professional development were not substantially associated with these demographic and professional characteristics. Consequently, professional development programs may be more appropriately designed around teachers' identified needs and professional goals rather than solely on demographic or employment characteristics.

The study likewise established that there was no statistically significant correlation between the perceptions of school administrators and teacher-respondents across the eight dimensions of professional development. All p-values exceeded the 0.05 significance level. This finding, considered together with the significant differences in their mean assessments, indicates that the two groups differed in the pattern of their perceptions even though their scores did not demonstrate statistically significant correlations with one another. This highlights the need for regular consultation, joint planning, feedback mechanisms, and shared monitoring of professional development programs.

Moreover, a statistically significant but weak positive relationship was found between students' academic performance and teachers' perceptions of professional development, with $\rho = 0.238$ and $p = 0.006$. This indicates that more favorable teacher perceptions of professional development were associated with higher student academic ratings. However, the weak correlation indicates that the relationship was limited and does not establish that professional development alone caused the students' academic performance. Other factors, including instructional practices, learner motivation, home support, learning resources, attendance, and individual learning needs, may also influence academic achievement.

The findings further revealed that teachers encountered substantial challenges in professional development. The challenges included difficulty finding time for professional development amidst a busy teaching schedule, the need to personally finance advanced training and certification, insufficient resources and materials for applying newly acquired skills, limited technological infrastructure for accessing online training, inadequate professional learning communities, and insufficient mechanisms for monitoring the classroom application of

newly acquired competencies. These findings indicate that barriers to professional development were associated not only with teacher participation but also with time, financial, technological, organizational, and implementation support.

Overall, the study concludes that professional development was valued by teachers and was associated with positive perceptions of professional growth and, to a limited extent, student academic performance. However, differences between teacher and administrator perceptions, limited participation in higher-level training, and the challenges encountered by teachers indicate the need to strengthen the professional development system. Programs should be more responsive to teachers' instructional needs, accessible across organizational levels, supported with adequate resources and technology, provided within manageable schedules, and accompanied by follow-up, monitoring, and evaluation mechanisms.

The findings provide a basis for strengthening school-based and system-level professional development initiatives. Greater collaboration between teachers and school administrators may help establish shared expectations regarding training content, implementation, organizational support, and evaluation. Nevertheless, because the study employed a descriptive-correlational design, the findings describe associations and differences rather than causal effects. The significant relationship between professional development perceptions and student academic performance should therefore not be interpreted as evidence of a direct causal effect. Future research may employ longitudinal, experimental, or mixed-method approaches and include larger samples and additional stakeholder perspectives to provide a more comprehensive understanding of how professional development contributes to teaching practices and student learning outcomes.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed to strengthen professional development opportunities for teachers and enhance their contribution to instructional practices and student academic performance:

1. School administrators should strengthen school-based professional development programs by ensuring that training activities are relevant to teachers' identified instructional needs, aligned with school priorities, and responsive to current classroom challenges.

2. Multi-level professional development opportunities should be expanded. The Schools Division Office and concerned educational authorities should provide teachers with greater access to district-, division-, regional-, and national-level training opportunities to address the limited participation observed beyond the school level.

3. School heads should sustain teachers' positive attitudes toward professional development by encouraging continuous learning, recognizing teachers' professional growth efforts, and providing opportunities for teachers to apply newly acquired knowledge and skills in their classrooms.

4. Professional development programs should provide flexible schedules and delivery arrangements to address teachers' difficulty in allocating personal time for training activities. Whenever possible, training should be conducted within appropriate working schedules and through accessible modalities.

5. School administrators and teachers should strengthen collaborative professional learning through Learning Action Cells (LACs), peer coaching, lesson sharing, mentoring, demonstration teaching, and other school-based activities that promote the exchange of effective instructional practices.

6. Training providers should strengthen the content and relevance of professional development programs by ensuring that training topics address teachers' actual classroom needs, current educational challenges, and practical problems encountered in instruction. This recommendation is particularly important given the differences between teachers' and administrators' assessments of content and relevance.

7. Professional development programs should provide more opportunities for active and experiential participation. Training activities should incorporate collaborative learning, hands-on activities, simulations, peer learning, discussions, and opportunities for teachers to apply concepts rather than relying primarily on passive participation.

8. Training programs should strengthen teachers' pedagogical competencies, particularly in differentiated instruction, formative assessment, collaborative learning, questioning techniques, critical thinking, and effective technology integration. Particular attention should be given to technology integration because it received a relatively low assessment from school administrators.

9. Schools should improve access to technological resources and instructional materials needed to apply competencies acquired through professional development. Adequate equipment, connectivity, teaching materials, and other instructional resources should be made available to facilitate the transfer of training into classroom practice.

10. School administrators should strengthen organizational support for professional development. Teachers should be provided adequate time for planning, collaboration, reflection, and application of newly acquired knowledge and skills. Professional development goals should also be aligned with school strategic objectives and instructional priorities.

11. Professional development programs should include systematic follow-up activities. Training providers and school heads should establish post-training coaching, mentoring, classroom application activities, and monitoring mechanisms to determine whether teachers are applying the knowledge and skills acquired during professional development.

12. A systematic evaluation and assessment mechanism should be established for professional development programs. Evaluation should include pre- and post-training assessments, participant feedback, classroom application, individual professional goals, progress monitoring, and evidence of changes in instructional practices and student outcomes.

13. School administrators and teachers should establish regular consultation and collaborative evaluation mechanisms. Since significant differences were found between their perceptions across all eight dimensions, joint planning sessions, feedback conferences, professional development consultations, and shared evaluation activities should be conducted to develop a common understanding of program objectives and outcomes.

14. Professional development opportunities should be made equitable and accessible to teachers. Appropriate support should be provided to address financial and logistical barriers, particularly for teachers who may have limited capacity to shoulder transportation, registration, certification, or other training-related expenses.

15. Schools should strengthen professional learning communities and networking opportunities. Teachers should be provided opportunities to collaborate with colleagues within and beyond their schools to exchange experiences, instructional strategies, innovations, and solutions to common classroom challenges.

16. Professional development programs should strengthen teachers' leadership and professional growth opportunities. Teachers should be given opportunities to mentor colleagues, lead professional learning activities, participate in instructional improvement initiatives, and assume appropriate leadership roles, particularly in view of the relatively lower assessment concerning teacher empowerment to assume leadership roles.

17. School heads should provide differentiated professional development support based on teachers' identified needs. Although age, sex, civil status, educational attainment, years in teaching, and teaching position were not significantly associated with teachers' perceptions, significant relationships were

found with attitude toward professional development, relevant in-service training, family income, and IPCRF performance rating. Thus, professional development planning should focus primarily on actual professional learning needs and participation requirements rather than demographic characteristics.

18. Teachers and school administrators should strengthen the translation of professional development into classroom practice. Since teachers' perceptions of professional development demonstrated a weak but significant relationship with students' academic performance, professional learning should be accompanied by classroom application, instructional monitoring, and learner-outcome assessment. The relationship should not, however, be interpreted as evidence that professional development alone causes improved academic performance.

19. Schools should develop a School-Based Professional Development Enhancement Plan. The plan should prioritize relevant training, flexible scheduling, technology integration, adequate resources, collaborative learning, coaching and mentoring, post-training follow-up, teacher leadership, and systematic evaluation. The plan should also incorporate the perspectives of both teachers and school administrators to address the differences identified in the study.

20. Future researchers may conduct similar research using larger and more diverse samples and other research designs. Longitudinal, mixed-method, quasi-experimental, or experimental approaches may be employed to examine more comprehensively how professional development influences teaching practices and student academic outcomes. Future research may also include additional variables such as instructional practices, teacher motivation, school leadership, learner engagement, parental support, learning resources, attendance, and other factors that may contribute to students' academic performance.

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