

Enhancing Classroom Instruction of Teachers Through Professional Development Programs

Aileen Bartolata Nuñez¹; Danilo Estipona Despi²

^{1,2}St. Louisse de Marillac College of Sorsogon, Inc. Sorsogon City Philippines

Publication Date: 2025/03/20

Abstract: The study examined how professional development programs impact teachers' confidence and competence in adopting new instructional methods and technologies at Prieto-Diaz National High School. Focusing on enhancing educational quality, it explored the types of professional development teachers engage in, such as In-Service Training, post-graduate studies, workshops, and seminars, and how these contribute to self-efficacy, teaching strategies, classroom management, and overall practices. Using a mixed-method approach, the researcher integrated quantitative and qualitative data from 35 teachers through surveys, interviews, and classroom observations. Surveys captured teachers' views on their professional development experiences and needs. Interviews provided deeper insights into the programs' effectiveness, while classroom observations assessed changes in teaching practices. The findings showed that In-Service Training is the most attended program, followed by post-graduate studies and workshops. Participation in these programs notably boosts teachers' self-efficacy, lesson planning, and instructional strategies. Additionally, teachers reported improved classroom management and assessment practices, leading to better student learning outcomes. However, challenges were also identified, including limited resources, insufficient time to implement new methods, and difficulty in adapting strategies for diverse student needs. These issues emphasized the need for educators, administrators, and policymakers to redesign professional development programs to better support teachers. The study recommended expanding In-Service Training and post-graduate options and promoting access to special education training and study abroad opportunities. Tailored sessions should address specific needs, with continuous support to sustain teachers' confidence and effectiveness. Further research is suggested on digital learning platforms, mentorship roles, and integrating soft skills training to deepen understanding of professional development's impact on teaching.

Keywords: *Challenges, Classroom Management, Educational Outcomes, Instructional Methods, Professional Development, Teacher Confidence.*

How to Cite: Aileen Bartolata Nuñez; Danilo Estipona Despi (2025). Enhancing Classroom Instruction of Teachers Through Professional Development Programs. *International Journal of Innovative Science and Research Technology*, 10(3), 440-454. <https://doi.org/10.38124/ijisrt/25mar611>

I. INTRODUCTION

Education serves as the cornerstone of society, underpinning the progress and development of a nation. A robust educational system not only fosters knowledge and innovation but also drives economic growth and stability. By equipping individuals with the skills and knowledge necessary to thrive in a dynamic world, education empowers them to contribute meaningfully to the economy and society. Moreover, a strong educational foundation promotes social cohesion, reduces inequality, and enhances the overall quality of life for all citizens. Investing in education is, therefore, essential for building a prosperous and sustainable future.

In our rapidly changing world, education stands as the bedrock of national progress (Bryk et al., 2015). Within this landscape, the demand for highly skilled and adaptive

teachers has never been greater. As educators navigate the complexities of technological integration, increasingly diverse classrooms, and evolving educational standards, ongoing professional development (PD) becomes an indispensable vehicle for fostering student success. PD programs serve not merely as training sessions, but as powerful catalysts that empower educators to refine their craft, embrace innovative strategies, and remain at the forefront of educational research and best practices.

However, the effectiveness of these programs is not given; it must be rigorously evaluated (Hill et al., 2016). Historically, PD initiatives have taken diverse forms - the traditional workshop, intensive seminars, collaborative learning communities, and the increasingly ubiquitous online courses. The impact of these varied approaches, however, has often been inconsistent. Current research highlights the crucial need for PD to be more than just

sporadic events. It must be frequent, sharply focused, interactive, and directly relevant to the unique needs of both teachers and their students. As outlined by Desimone and Garet (2015), high-quality PD possessed key characteristics: a strong content focus, active learning engagement, curriculum coherence, sustained duration, and collaborative participation. These elements, when thoughtfully integrated, demonstrate a significant positive impact on teacher performance and, subsequently, student outcomes.

The significance of ongoing professional development extends beyond mere compliance. It is deeply intertwined with the professional identity of educators. Teachers who actively participate in meaningful and continuous PD often report 2.

Higher levels of job satisfaction, increased motivation, and a refined approach to instruction. This positive ripple effect greatly benefits students through enhanced engagement and academic performance. Imagine a teacher excited by new teaching methods - that enthusiasm is contagious, igniting a passion for learning within the classroom. That is the power of effective PD.

The digital age has revolutionized accessibility to professional growth, breaking down geographical barriers and allowing educators from diverse backgrounds to connect, collaborate, and share their expertise. This transformation presents exciting opportunities but also demands that educators critically evaluate various delivery methods, ensuring they are actively contributing to lifelong learning. Online learning platforms, while convenient, must be thoughtfully designed and facilitated to ensure impactful learning experiences.

As schools and educational organizations strive to foster a culture of continuous learning among educators, the design and implementation of comprehensive PD programs, tailored to the dynamic needs of the teaching profession, are paramount. It's time to move beyond generic training and invest strategically in programs that truly empower educators. By investing in teacher professional development, we are investing directly in our students, our schools, and ultimately, our communities. We must view PD not as an obligation, but as a strategic investment in our greatest educational resource – our teachers. This is how we can ensure that our educators, and therefore our students, are equipped for the challenges and opportunities of the 21st century and beyond.

Professional development (PD) refers to the continuous learning and training opportunities that educators engage in to enhance their professional skills, knowledge, and effectiveness in their roles. It encompasses various activities such as workshops, courses, coaching, and collaborative learning experiences aimed at improving the quality of teaching and learning outcomes. Professional development is a comprehensive, sustained, and intensive approach to improving teachers' effectiveness in raising student achievement. It is a process of lifelong learning for educators that involves opportunities for education, training,

and mentorship that enhance their knowledge and skills." (NSDC, 2015).

Programs often incorporate cross-cultural exchange, enabling teachers to learn from one another's experiences and educational approaches. This is particularly evident in initiatives like the Teacher Exchange Program, which promotes direct collaboration between teachers in different countries. Such exchanges not only enhance teachers' professional skills but also broaden their cultural awareness and understanding of global educational challenges.

It involves a range of activities, such as training, mentoring, coaching, and collaboration, designed to help individuals stay current with best practices, build new skills, and adapt to changing circumstances (Hill et al., 2016). This concept is particularly crucial in the teaching profession, where staying updated with curriculum changes, instructional strategies, and technological advancements is essential to providing high-quality education to students.

Attending conferences and workshops, participating in online courses or webinars, reading professional journals and books, engaging in peer mentoring or coaching, collaborating with colleagues on projects or research, and pursuing advanced degrees or certifications are all examples of professional development activities that can benefit teachers (NEA, 2020). The significance of professional development extends beyond individual growth; it also aims to address global education challenges, such as improving educational quality, equity, and access across different cultural and socio-economic contexts.

Furthermore, technology plays a critical role in international professional development by providing educators with access to a wealth of online resources and training programs. Platforms for online professional development have become increasingly popular, allowing educators to engage in learning without geographical constraints. For example, organizations like UNESCO and the International Society for Technology in Education (ISTE) offer numerous online courses that focus on integrating technology into teaching practices, equipping teachers with essential skills for the digital age.

According to the Organization for Economic Co-operation and Development (OECD), effective professional development should be "continuous, collaborative, and focused on improving student outcomes" (OECD, 2015). This definition underscores the importance of context and collaboration, as educators from diverse backgrounds must adapt their learning to fit the unique needs of their students and communities.

By incorporating these components, teachers can create an enhanced classroom environment that fosters student engagement, motivation, and academic success. By understanding what works best in terms of enhanced classroom instruction, educators can make data-driven decisions about instructional strategies and practices that will positively impact student learning outcomes.

Going back to the point, in this era of globalization, education has become a critical component of national competitiveness and economic growth (OECD, 2018). As such, governments and education policymakers have placed a high premium on teacher quality and student learning outcomes. The evaluation of professional development programs for teachers is therefore not just an academic exercise but a crucial aspect of ensuring that education systems are effective in achieving their goals (Bryk et al., 2015).

Singaporean professional development system emphasizes teacher leadership, encouraging educators to take ownership of their growth through training, coaching, mentoring, and peer observation. Teachers stay updated via conferences, workshops, and seminars.

Collaboration between teachers, schools, and the education ministry fosters knowledge sharing and improved teaching outcomes, supported by significant government funding in key areas like literacy, numeracy, and science. A data-driven approach helps teachers refine instruction based on student assessment data, benefiting especially disadvantaged students.

Singapore's system consistently yields high student achievement in PISA and TIMSS rankings, with motivated, committed teachers. Its model—centered on leadership, collaboration, and data-driven learning—offers valuable insights for other countries.

Professional development in the Philippines is a continuous process through which educators enhance their skills, knowledge, and competencies via training workshops, seminars, coaching, mentoring, and graduate education to improve teaching practices and adapt to evolving educational needs, with the Department of Education (DepEd) emphasizing its importance, particularly following the 2012 implementation of the K to 12 curriculum, which underscored the need for comprehensive teacher training in new pedagogical approaches and curricular content. (DepEd, 2015).

The Philippines has recognized the importance of teacher professional development in enhancing classroom instruction. The Department of Education (DepEd) has implemented various initiatives aimed at improving teacher quality and student learning outcomes. These initiatives include training programs focused on instructional strategies, curriculum design, and educational technology integration (DepEd, 2020).

However, despite these efforts, there is a growing concern about the effectiveness of these professional development programs. Are they truly making a difference in teacher practice? Are they addressing the unique needs and challenges faced by teachers in different contexts? These are some of the questions that this study aims to answer.

This study seeks to evaluate the impact of professional development programs on teacher's self-efficacy and

confidence, teaching strategies and methodologies, and classroom management at Prieto-Diaz National High School. By examining the effectiveness of these programs in enhancing classroom instruction, this study hopes to provide insights that can inform policymakers, educators, and administrators about best practices in teachers' professional development.

By examining the effectiveness of professional development programs for teachers in enhancing classroom instruction, this study hopes to contribute significantly to the understanding of what works best in terms of teacher professional development. It will provide insights into how these programs can be tailored to meet the unique needs of different contexts.

II. OBJECTIVES

The purpose of this study was to assess the impact and effectiveness of professional development programs on enhancing classroom instruction of teachers. Specifically, this study answered the following research questions:

- What are the different professional development programs attended by teachers?
- How do the different professional development programs attended by teachers improve their:
 - ✓ Self-efficacy and confidence
 - ✓ Instructional strategies and methodologies
 - ✓ Classroom management
- How do the teachers perceive the impact of professional development on their teaching practices?
- What are the issues and concerns of teachers regarding professional development programs along:
 - ✓ Application
 - ✓ Attendance
- What professional learning community plan could be proposed to enhance the classroom instruction of the teachers?

III. METHODOLOGY

The method used in this research was a combination of quantitative and qualitative or descriptive methods. This research design's descriptive method (e-how.com) helped the researchers plan and carry out descriptive studies, designed to provide rich descriptive details about people, places, and other phenomena. This type of research is often associated with anthropology, sociology, and psychology, but researchers in other fields, such as education, use it. The descriptive method often involves extensive observation and note-taking, as well as in-depth narrative. Because it does not lend itself to in-depth analysis or hypothesis testing, some researchers regard the descriptive method as unscientific. However, a descriptive research design can serve as a first step that identifies important factors, laying a foundation for more rigorous research.

The present endeavor assessed the impact of professional development programs for teachers in enhancing classroom instruction. This evaluated the impact of professional development programs on teacher's teaching practice at Prieto-Diaz National High School.

IV. RESULTS AND DISCUSSION

The data gathered from the respondents of the study are hereby presented, analyzed, and interpreted. Tabular presentation and textual analysis and interpretation were also used.

➤ Professional Development Programs Attended by Teachers

Professional development programs for teachers are essential initiatives designed to enhance educators' skills,

knowledge, and effectiveness in the classroom. These programs provide opportunities for teachers to engage in collaborative learning, stay updated on best practices, and integrate innovative teaching strategies tailored to the evolving needs of students. By participating in such programs, teachers not only foster their professional growth but also contribute to the overall improvement of educational quality, ensuring that they are equipped to inspire and support their students successfully.

Table 1.0 shows the Professional development programs attended by teachers. It reveals important insights into the preferences and priorities within the teaching profession. It indicates that teachers engage in a variety of professional development opportunities, which vary in frequency and focus.

Table 1 Professional Development Programs Attended by Teachers

Professional Development Program	Frequency	Rank
In-Service Trainings	35	1
Post-Graduate Studies	32	2
Workshops and Seminars	31	3
Peer Observation and Feedback	30	4
Action Research	30	4
Classroom Management Programs	30	4
Online Courses and Webinars	28	7
Curriculum Development Training	26	8.5
Workshops on Educational Technology	26	8.5
Coaching and Mentoring	25	10
Cultural Competency Training	24	11.5
Leadership Development Programs	24	11.5
Professional Learning Communities	21	13
Conferences	20	14
Tour	12	15
Immersion	10	16
Study Abroad through a scholarship	4	17.5
Special Education Training	4	17.5

Note. In this table, In-Service Training topped these programs with a frequency of 35, which means that this training is widely accessible, cost-free, and likely mandatory in many educational settings. While post-graduate studies are ranked second, with a frequency of 32. This suggests that a significant number of teachers pursue advanced degrees for professional growth. While Workshops and Seminars is ranked third with 31 frequencies, it also means that many teachers engage in workshops and seminars allowing them to acquire new skills and knowledge that could be beneficial to their workplace. On the other hand, Peer Observation and Feedback, Action Research, and Classroom Management Programs all have a frequency of 30, tying for the fourth rank. This means that a large number of teachers venture into different activities to enhance their skills in handling their classes as well as professional growth.

Meanwhile, Online Courses and Webinars are ranked seventh with a frequency of 28, demonstrating a shift towards digital and flexible learning formats. This suggests that teachers are increasingly adopting technology for

professional development, possibly due to the convenience and accessibility of online platforms. Curriculum Development Training and Workshops on Educational Technology both have a frequency of 26 and have a rank of 8.5. This indicates that there is a growing emphasis on equipping teachers with skills to design and adapt curricula, as well as to integrate technology into their teaching. These programs reflect the need for teachers to stay updated with educational trends and innovations.

Coaching and Mentoring, Cultural Competency Training, and Leadership Development Programs are ranked 10-11.5 highlighting the importance of supporting teachers through guidance from experienced colleagues or mentors. Additionally, indicates a focus on equipping teachers with skills for diverse classroom environments and leadership roles. Professional Learning Communities (PLCs) rank 13, with 21 frequencies. PLCs encourage collaborative learning among teachers, fostering a culture of continuous improvement and shared expertise. This rank reflects that while PLCs are valued, they may require more structured implementation to become widespread. Conferences were

ranked 14, Tours ranked 15, and Immersion ranked 16, indicating teachers' participation in external learning experiences. These programs offer exposure to new ideas, global perspectives, and innovative practices. However, their lower frequency may suggest limited access due to logistical or financial constraints. Low Participation in Specialized Programs (Ranks 17.5) Study Abroad through Scholarship and Special Education Training, each have 4 frequencies which is the lowest. This may reflect barriers such as funding, time, and accessibility. It could also suggest a need for more support in these areas, particularly in special education, which is crucial for inclusive education.

The data shows that teachers are actively participating in a wide range of professional development opportunities, with a preference for in-service training, workshops, and further studies. There is a strong emphasis on practical, collaborative, and technology-driven programs, reflecting a shift towards modern, flexible, and hands-on learning approaches. However, the lower frequencies of specialized programs suggest areas where more support or access may be needed to ensure that all teachers have the opportunity to develop skills in critical areas like special education and global perspectives.

The data above were supported by the studies of Desimone (2019), Nordin and Mohd Ayub (2016), and Penuel et.al (2017) which concluded that well-designed in-service training can lead to significant improvements in teaching practices and student achievement. Teachers who pursued further education reported improved pedagogical

skills, increased confidence in their teaching abilities, and a positive impact on student outcomes. The findings of these studies underscore the importance of advanced studies in shaping an educator's professional growth. These studies further found that teachers who participated in sustained, collaborative professional development that included coaching and follow-up support had significantly improved instructional practices compared to those who attended traditional one-time workshops.

➤ *How the Professional Development Programs Improve Teachers*

Professional development programs are vital in fostering teachers' self-efficacy and confidence, fundamentally enhancing their effectiveness in the classroom. These programs provide educators with essential tools, resources, and pedagogical strategies, allowing them to refine their teaching practices and better address the diverse needs of their students. By engaging in collaborative learning environments, teachers are encouraged to reflect on their methods, share experiences, and gain insights from peers, which contributes to a greater sense of competence and belief in their abilities. As teachers acquire new skills and knowledge, their confidence in executing various instructional strategies grows, leading to more effective teaching and, ultimately, improved student outcomes. Thus, professional development is not merely an avenue for skill enhancement; it is a transformative process that empowers educators, instilling a sense of professional identity and efficacy that positively influences their teaching practices.

Table 2 The Professional Development Programs Improve Teachers' Self-Efficacy and Confidence

Indicator	Mean	Description
The professional development programs have increased my confidence in my ability to design and implement effective lesson plans	4.57	Agree
The professional development programs have improved my overall teacher efficacy	4.62	Strongly Agree
The professional development programs have changed my insights along curriculum or instructional methods	4.71	Strongly Agree
The professional development programs have improved my skills in using technology to enhance teaching and learning	4.8	Strongly Agree
The professional development programs have enabled me to effectively assess the student learning and adjust instruction accordingly.	4.31	Agree
Average	4.062	Strongly Agree

Note. This table shows how the Professional Development Programs Improve Teachers' Self-Efficacy and Confidence. The table indicates that the professional development programs have had a significant positive impact on teacher's self-efficacy and confidence.

In indicator 1, teachers agree that the Professional Development programs have boosted their confidence in designing and implementing effective lesson plans which has a mean of 4.57- Agree.

Indicator 2, suggests that professional development programs have boosted teachers' overall sense of self-

efficacy, indicating they feel more capable in their teaching roles with a mean of 4.62- Strongly Agree.

Indicator 3, concludes that professional development programs have enhanced teachers' insights into curriculum development and instructional methods with a mean of 4.71- Strongly Agree.

Indicator 4, says that teachers' skills in using technology have significantly improved through professional development programs to support their teaching and learning with a mean of 4.8- Strongly Agree.

Indicator 5, indicates that professional development programs enable teachers to effectively assess student learning and adjust instruction accordingly with a mean of 4.3- Agree.

Professional Development Programs Improve Teachers' Self-Efficacy and Confidence with an average score of 4.602- strongly agree. It suggests that the teachers generally have a positive view of the professional development programs, indicating a high level of confidence and self-efficacy resulting from their participation.

This result was congruent with the study of Tschannen-Moran and Woolfolk Hoy (2001) which emphasized the critical role of influencing teachers' confidence and self-perception in their professional capabilities. The authors present findings from a national survey involving K-12 educators, analyzing the relationship between teachers' participation in professional development programs and their self-efficacy beliefs. The results indicate that teachers who actively engage in targeted professional

development experiences report higher levels of self-efficacy, which, in turn, positively correlates with their instructional practices and student achievement outcomes. The study highlights that professional development not only enhances specific teaching skills but also fosters a more profound sense of belief in teachers' abilities to affect student learning positively.

Professional development programs play a vital role in enhancing teachers' instructional strategies and methodologies by providing them with the tools, knowledge, and support necessary to evolve their teaching practices. These programs offer educators ongoing opportunities to engage in collaborative learning, explore innovative pedagogical techniques, and apply research-based practices in their classrooms.

Through targeted workshops, in-service training, and postgraduate studies, teachers can deepen their understanding of effective instructional strategies, adapt to diverse learning needs, and embrace new technologies.

Table 2 The Professional Development Programs Improve Teachers' Instructional strategies and methodologies.

Indicator	Weighted Mean	Description
The professional development program has enhanced my expertise in using a variety of assessment strategies to measure student learning and progress.	4.91	Strongly Agree
The professional development program enhanced my skill in designing lesson plans that align with the curriculum framework and standards	4.82	Strongly Agree
I have increased my use of technology integration as a result of the professional development program.	4.8	Strongly Agree
I have incorporated new instructional strategies into my teaching practices as a result of the professional development program.	4.65	Strongly Agree
The professional development program has led to changes in my instructional strategies.	4.48	Agree
Average	4.732	Strongly Agree

Note. This table presents how the Professional Development Programs Improve Teachers' instructional strategies and methodologies. The table demonstrates the impact of professional development programs on teachers' instructional strategies and methodologies. Each indicator shows the area of growth attributed to these programs. The mean scores indicate a positive influence on the teachers.

Indicator 1, Expertise in Assessment Strategies was described as Strongly Agree shows that the professional development programs have notably enhanced teachers' expertise in using various assessment strategies to measure student progress, achieving the highest weighted mean score among indicators of 4.91- Strongly Agree.

Indicator 2, Enhanced Lesson Planning Skills with a weighted mean of 4.82 – Strongly agree shows that teachers feel that the professional development programs have significantly improved their ability to design lesson plans that align with curriculum frameworks and standards. The mean score suggests a strong agreement on the programs' effectiveness in this area.

Indicator 3, Increased Use of Technology Integration also has a weighted mean of 4.8- strongly agree. This indicator says that the professional development programs

have encouraged and motivated teachers to increase the use of technology in their classrooms. It reflects the programs' success in fostering technology integration skills.

Indicator 4, Incorporation of New Instructional Strategies with a weighted mean of 4.65 describes as strongly agree. This indicator suggests that teachers are actively integrating new instructional strategies into their teaching practices. This rating shows that the professional development programs have a substantial impact on enhancing teachers' instructional approach.

Indicator 5, Changes in Instructional Strategies has a weighted mean of 4.48-agree suggesting that the professional development programs have effectively prompted changes in teachers' instructional strategies. The weighted mean score categorized as Agree is (A) applies that most teachers acknowledge adapting their new strategies based on what they learned from professional development programs.

Overall, the result on how the professional development programs improve teachers' instructional strategies and methodologies got a weighted mean of 4.732 which was described as Strongly Agree. This indicates a strong agreement among teachers that the professional

development programs have positively influenced their instructional strategies and methodologies. The high scores across all indicators demonstrate the effectiveness of these programs in enhancing teachers' skills and practices in the classroom.

The studies of Wei, et.al (2010), Garet, et.al (2001), and Yoon, et.al (2007) showed vital support for this result. Their researches emphasize the need for rigorous, sustained professional development that is aligned with teachers' needs and classroom realities. Findings indicate that teachers who participated in high-quality professional development reported increased use of evidence-based instructional strategies, leading to improved student engagement and achievement.

Furthermore, the researchers found that teachers who engaged in collaborative learning experiences—such as study groups and peer coaching—developed a deeper understanding of effective instructional practices. As a result, these teachers reported changes in their methodologies, including differentiated instruction and integrated technology in the classroom, which positively impacted student learning outcomes.

Finally, the findings demonstrate that sustained professional development programs, particularly those that

focus on school-wide initiatives and foster a culture of collaboration, lead to significant enhancements in teachers' instructional methodologies. These improvements are correlated with positive student learning outcomes, highlighting the critical role of ongoing teacher development.

Professional development programs also play a crucial role in enhancing teachers' classroom teaching performance by equipping educators with the latest pedagogical strategies, curricular knowledge, and technological tools. By fostering a culture of continuous learning and collaboration, these programs empower teachers to reflect on and refine their instructional practices, ultimately leading to improved student engagement and achievement.

Through targeted training, mentorship, and hands-on workshops, professional development initiatives not only deepen teachers' understanding of educational content but also cultivate essential skills in differentiation, assessment, and classroom management. As teachers become more proficient and confident in their abilities, they are better positioned to create dynamic and inclusive learning environments that meet the diverse needs of their students.

Table 3 The Professional Development Programs Improve Teachers' Classroom Management

Indicator	Weighted Mean	Description
Professional development programs have enhanced my classroom management skills	4.85	Strongly Agree
Professional development programs have capacitated me to handle the daily classroom routine effectively.	4.85	Strongly Agree
Professional development programs enlightened me to maintain a productive learning environment	4.77	Strongly Agree
Professional development programs enabled me to implement positive discipline in the classroom	4.74	Strongly Agree
Professional development programs helped me to establish clear rules and expectations during classroom instruction.	4.71	Strongly Agree
Average	4.784	Strongly Agree

Note. This table highlights how professional development programs improve teacher's classroom management. The table shows the summary of how professional development programs have positively impacted teachers' classroom management.

Indicator 1, The Enhance Classroom Management Skills with a weighted mean score of 4.85- strongly agree indicates that the professional development programs significantly improved teachers' classroom management skills. This shows that they strongly believe that these programs equip them with strategies to effectively manage their classrooms.

Indicator 2, Handling Daily Classroom Routine effectively also received a weighted mean score of 4.85- strongly agree demonstrates that teachers feel confident in managing the day-to-day routines of their classrooms due to the training provided.

Indicator 3, On the other hand, Implementing Positive Discipline got a weighted mean of 4.74 -strongly agree indicating that professional development programs have enabled teachers to apply positive discipline techniques in the classroom. This reflects a strong agreement that professional development programs help teachers foster a respectful and supportive learning environment.

Indicator 4, Maintaining a productive learning Environment has a weighted mean of 4.77- strongly agree highlights those teachers believe professional development programs have enlightened them on how to maintain productivity and focus during lessons. It says that programs they have attended help them create an effective learning atmosphere.

Indicator 5, Establishing Clear Rules and Expectations got a weighted mean of 4.71- strongly agree suggests that professional development programs are effective in helping

them establish and communicate clear rules and expectations in their classrooms.

The average weighted mean across all indicators is 4.78- strongly agree, indicating a consistent and strong consensus among teachers that professional development programs are beneficial in enhancing their classroom teaching performance.

In the studies of Coe and Aloisi (2018), Penuel and Gallagher (2020), and Birman, et.al (2029), there is a positive correlation between high-quality professional development and enhanced instructional skills among teachers. The research reveals insights from a study of effective schools which highlights the direct links between targeted professional development and improved teacher quality. The study focuses on schools that implemented comprehensive professional development programs that included peer observations and mentoring. The findings suggest that systematic and ongoing professional development correlates strongly with teacher performance in the classroom, enhancing both teaching methods and student learning outcomes.

- *How do the teachers perceive the impact of professional development on their teaching practices?*

The assessment of teachers regarding their attendance at Professional Development Programs is a crucial component of educational improvement and effectiveness. By evaluating participation rates, engagement levels, and the impact of these programs on teaching practices, it can gain valuable insights into the commitment of educators to continuous learning and professional growth. This analysis not only highlights the importance of ongoing training in enhancing teaching quality and student outcomes but also serves as a basis for identifying areas for improvement within professional development initiatives. Understanding teachers' attendance patterns and motivations can ultimately inform strategies that foster a culture of lifelong learning within the educational community.

➤ *Planning for a worthwhile learning*

Lesson planning is a vital component of effective teaching that lays the foundation for meaningful and engaging learning experiences. A well-structured lesson plan serves not only as a roadmap for educators but also as a guide to ensuring that lessons are aligned with educational standards and tailored to the diverse needs of students. By thoughtfully considering learning objectives, instructional strategies, and assessment methods, teachers can create an environment where students are motivated to explore, inquire, and develop critical thinking skills.

This approach not only enhances the overall learning experience but also empowers students to take ownership of their education, fostering a love for learning that extends beyond the classroom. In this discussion, we will explore the essential elements of effective lesson planning and how they can contribute to worthwhile learning outcomes for all students.

In today's rapidly evolving educational landscape, the importance of effective lesson planning cannot be overstated. Professional development programs play a crucial role in equipping educators with the tools, strategies, and insights necessary to create engaging and impactful learning experiences for their students. By fostering a culture of continuous improvement and collaboration, these programs not only enhance teachers' pedagogical skills but also encourage innovative approaches to lesson planning. As educators refine their abilities to design lessons that are both relevant and challenging, they ultimately contribute to a more enriching and worthwhile learning environment that meets the diverse needs of all students. Through ongoing professional development, teachers gain the confidence and competence to inspire curiosity, critical thinking, and a love of learning in their classrooms.

In connection to this, Informant A stated that “The professional program activities influence lesson planning and preparation in terms of congruency to the curriculum framework and integration of varied educational strategies”. “It helped me improve and enhance my skills in lesson planning and practice appropriate teaching strategies and approaches for better teaching and learning process,” said Informant C.

This statement means that professional development programs are instrumental in shaping the effectiveness of lesson planning and preparation by aligning educators' practices with established curriculum frameworks and promoting the integration of diverse educational strategies. These programs provide teachers with essential tools and methodologies that ensure their lesson plans are not only congruent with curriculum standards but also responsive to the varying needs of their students.

As Informant H stated “Professional development activities play a crucial in shaping new educators' plans and preparing the lesson plan. By enhancing instructional skills, deepening content knowledge, fostering collaboration, and promoting ongoing reflection”. This means that by engaging in activities that emphasize curriculum alignment, educators learn to craft lessons that are purposeful and targeted, ensuring that learning objectives are met while also incorporating varied instructional strategies that cater to different learning styles.

Moreover, participating in professional development allows teachers to refine and expand their skill sets in lesson planning. They gain insights into effective teaching strategies and approaches that can enhance the learning experience, such as project-based learning, collaborative activities, and differentiated instruction. This comprehensive understanding empowers educators to implement practices that foster deeper engagement and understanding among their students. Consequently, teachers report improved confidence in their lesson preparation, which translates to a more effective teaching and learning process. By embracing these professional development opportunities, educators not only enhance their instructional capabilities but also contribute significantly to the academic success and overall growth of their students.

➤ *Conducive Learning Environment*

Professional development programs play a pivotal role in shaping effective learning environments by equipping educators with the knowledge, skills, and strategies necessary to foster student engagement and growth. These programs offer opportunities for teachers to refine their pedagogical approaches, collaborate with peers, and stay abreast of the latest educational research and technologies. By enhancing educators' competencies, professional development directly influences the quality of instruction and the overall learning atmosphere within classrooms. When teachers are empowered through continuous learning and support, they are better positioned to create inclusive, responsive, and dynamic environments that cater to the diverse needs of their students. Ultimately, investing in professional development not only benefits educators but also enriches the educational experiences of all learners.

“Professional Development Programs help me implement positive and effective classroom management,” says Informant G. “Professional Development Programs developed and enhanced awareness, interest, and eagerness of students to learn their lessons”, posits Informant J.

The insights shared by Informants G and J illuminate the profound impact that professional development programs (PDPs) have on fostering effective classroom management and enhancing student engagement. Informant G highlights how these programs equip educators with essential strategies for implementing positive classroom management. By providing practical approaches such as establishing clear expectations, promoting positive behavior, and building strong relationships with students, PDPs help create structured environments that minimize disruptions and maximize student productivity.

Moreover, Informant K shares that the “Professional Development Program equips teachers with effective classroom management strategies, positive reinforcement, conflict resolution, and establishing clear expectations and creates an orderly respectful learning environment”.

This emphasis on relationship-building is vital, as students are more inclined to engage and adhere to classroom norms when they feel valued and understood. Additionally, PDPs prepare teachers to address the diverse needs of their students, instilling confidence and competence in managing varying learning styles and behaviors.

On the other hand, Informant J emphasizes the role of PDPs in cultivating awareness, interest, and eagerness in students. These programs offer educators insights into innovative pedagogical theories and instructional techniques that render lessons more relevant and engaging. By fostering a growth mindset and encouraging enthusiastic teaching practices, professional development empowers educators to create dynamic and stimulating learning environments.

This shift towards student-centered learning enhances the educational experience, encouraging students to take ownership of their learning and actively participate in their lessons. Collectively, the reflections from Informants G and

J underscore how professional development not only enhances teachers' skills but also significantly affects student outcomes, ultimately transforming educational experiences into vibrant, engaging, and effective learning journeys. Partaking in career advancement programs

Attendance at professional development programs has significantly enhanced teacher's teaching process by equipping them with actionable strategies, innovative teaching methodologies, and a deeper understanding of diverse student needs. These programs provide valuable insights into current educational trends and research, allowing them to incorporate evidence-based practices into the curriculum. As a result, teacher's better prepared to engage my students, foster a more inclusive learning environment, and adapt their instructional approaches to meet various learning styles. Furthermore, the opportunity to collaborate with fellow educators enriches my perspective and encourages a culture of continuous improvement in my teaching practice. Overall, professional development has empowered them to deliver more effective, impactful lessons that inspire and motivate their students.

“Attendance at professional development programs can significantly enhance the teaching process by ensuring that educators are equipped with the latest knowledge and skills in their fields. These programs often provide insights into new research, teaching strategies, and content knowledge that can help teachers stay current with evolving educational trends,” said Informant Y.

Informant K answered that “Professional development programs introduce practical techniques that can be implemented immediately in the classroom, fostering increased student engagement and improved learning outcomes. Moreover, professional development creates opportunities for collaboration and networking among educators from diverse backgrounds, allowing for the sharing of ideas and resources.”

These statements state that these programs ensure that educators are well-informed and equipped with up-to-date knowledge and skills relevant to their fields. This is essential in an educational landscape that is constantly changing due to new research findings, technological advancements, and shifts in pedagogical methods. By participating in professional development, teachers gain access to insights about the latest educational trends, enabling them to refine their teaching practices and align their instruction with contemporary approaches.

In addition to updating their theoretical understanding, these programs also introduce practical techniques that teachers can apply directly in their classrooms. This immediacy is critical; when educators return to their teaching environments, they often have valuable, actionable strategies that can foster greater student engagement. For example, they might learn new ways to differentiate instruction, incorporate formative assessments, or enhance classroom management, all of which contribute to improved learning outcomes for students.

“Participation in these programs encourages educators to engage in reflection and receive constructive feedback, which can lead to improved teaching practices. Many programs emphasize student-centered learning, helping teachers create more inclusive environments that cater to diverse learning needs. They often cover assessment and evaluation techniques that enhance educators' ability to assess student learning effectively” shared by Informant F. Furthermore, professional development often focuses on integrating technology into the classroom, empowering teachers to engage digital-native students with innovative tools and platforms.

In addition to enhancing teaching skills, these programs can reignite teachers' passion for education and inspire them to innovate in their classrooms. They also nurture leadership qualities, enabling educators to take on mentorship roles or drive school-wide initiatives. As educational standards continually evolve, ongoing professional development prepares teachers to adapt to changes and effectively implement new policies. Overall, professional development serves as a vital platform for continuous learning and growth, directly impacting teaching effectiveness and benefiting students' educational experiences. Meeting professional obligations

Participation in professional development programs profoundly influences how educators discharge their professional responsibilities by equipping them with contemporary insights, innovative teaching strategies, and vital networking opportunities. Engaging in these programs fosters a culture of continuous learning and growth, enabling teachers to enhance their pedagogical practices, adapt to diverse classroom needs, and effectively meet the evolving demands of their roles. As a result, educators not only become more proficient in their subject matter but also cultivate a collaborative mindset, better preparing them to create impactful learning environments and positively influence student outcomes.

“Professional Development Programs enhance teachers' knowledge and skills, equipping them with current information about educational theories, teaching strategies, and subject matter. This increased expertise empowers educators to approach their duties with greater confidence and proficiency, ultimately improving the quality of their instruction” said Informant B.

“Professional development often focuses on evidence-based practices and innovative teaching techniques, allowing educators to refine their instructional approaches. As a result, they can engage students more effectively, leading to higher levels of engagement and improved learning outcomes” added Informant X.

Participation in professional development programs profoundly enhances how educators discharge their responsibilities, benefiting both their professional growth and the learning experiences of their students.

As Informant S answered “Professional development fosters collaboration among educators, promoting networking and teamwork within schools. Informants often engage with peers to share experiences and strategies, which contributes to a more collaborative school culture. This collaboration impacts their professional responsibilities as educators work together to refine curricula and support one another.

Furthermore, as teachers become involved in professional development, they are more likely to embrace accountability for their growth and student performance. These programs encourage reflection and self-assessment, prompting educators to evaluate their practices and identify areas for improvement.

Additionally, many professional development programs aim to cultivate leadership skills among educators. As they acquire new knowledge, they often become leaders within their schools, mentoring peers and driving curricular changes. This growth in leadership capabilities enhances their professionalism and extends their influence within the educational environment.

➤ *Issues and Concerns of teachers regarding their attendance to professional development programs*

Teachers play a critical role in shaping the educational experiences of their students, and their ongoing professional development is essential for enhancing instructional practices and improving student outcomes. However, many educators face significant issues and concerns regarding their attendance and participation in professional development programs. These concerns range from logistical challenges, such as time constraints and scheduling conflicts, to critiques of the relevance and effectiveness of the training provided.

Additionally, some teachers report feeling overwhelmed by the volume of mandatory workshops, which may detract from their ability to apply new strategies in their classrooms effectively. Furthermore, the quality and accessibility of these programs can vary greatly, leading to skepticism about their value. Addressing these issues and concerns is vital for creating a culture of continuous professional growth that empowers teachers and, ultimately, enhances student learning.

Table 5 Issues and concerns relative to the application of what is learned in Professional Development Programs

Indicator	Frequency	Rank
Insufficient resources or materials	25	1
Lack of time to implement new strategies	17	2.5
Difficulty in adapting strategies to diverse students' need	17	2.5
Incompatibility with current curriculum or policies	15	4

Lack of ongoing support or follow-up	10	5
--------------------------------------	----	---

Note. This table highlights the issues and concerns relative to the application of what is learned in Professional Development Programs. This table shows the issues and concerns faced by teachers relative to the application of what they learned in professional development programs. The issues and concerns were ranked based on their frequency.

Indicator 1, Insufficient resources or materials were the topmost concern along with professional development with a frequency of 25 and ranked first (1). This means that even though teachers are trained and equipped with new strategies, methodologies, and skills they may struggle to apply them in the classroom setting due to inadequate access to the necessary tools and equipment or yet unavailability of the resource materials.

Indicator 2, Lack of time to implement new strategies and Difficulty in adapting strategies to diverse students' needs were tied at second with a frequency of 12 and ranked 2.5. This suggests that the existing workload or school schedule of the teachers hinders them in adapting new methods in the classroom. Teachers find it difficult to integrate new strategies in the classroom due to time constraints.

Indicator 3, Another thing is that aside from conflict in time, teachers face challenges when trying to tailor new strategies due to the varied needs of the students. It reflects the complexity of classroom dynamics and the need for strategies that are flexible and dynamic.

Indicator 4, Incompatibility with the current curriculum or policies with a frequency of 15 and Lack of ongoing support or follow-up with 10 points were ranked fourth and fifth respectively. This shows that some teachers find that the development programs are incompatible with the current curriculum or existing school policies. This issue underscores the importance of alignment between professional development programs and with school's instructional framework to ensure teachers can integrate new practices smoothly.

Indicator 5, Another issue is that teachers express the lack of constant monitoring or follow-up support from the higher authority right after the professional development programs have been given. Teachers may struggle to sustain or effectively implement new strategies over time without guidance.

The study of Hargreaves and Fullan (2018), revealed several issues and concerns that hinder the effective application of learned strategies in the classroom. Key themes identified include the disconnect between professional development content and classroom realities, time constraints for implementing new practices, lack of ongoing support and collaboration, and the pressure of standardized assessments that limit innovative teaching approaches.

The findings underscore the need for professional development programs to be more responsive to teachers' contexts, emphasizing sustained support and alignment with classroom demands to enhance the transfer of learning into practice. This study highlights the importance of considering teachers' experiences and perceptions when designing professional development that aims to foster meaningful changes in instructional practices.

Professional Learning Development (PLD) programs are essential for fostering teacher growth and improving educational practices; however, many educators face numerous barriers that hinder their attendance and participation. These obstacles include logistical challenges such as scheduling conflicts, insufficient time within the school day, and the demands of their existing workload.

Additionally, some teacher's express concerns regarding the relevance and applicability of the programs offered, leading to a lack of motivation to attend. Financial constraints and inadequate institutional support further exacerbate these issues, creating an environment where professional growth is sidelined. Recognizing and addressing these barriers is crucial for developing effective PLD initiatives that truly engage educators, enhance their skills, and ultimately benefit student learning outcomes.

Table 6 Issues that hindered attendance to Professional Learning Development

Issues that Hindered Attendance	Frequency	Rank
Limited Availability of relevant programs	23	1
Cost of attending programs	20	2
Conflicting with the teaching schedule	19	3
Lack of administrative support	16	4
Lack of time outside of work hours	15	5
Family and personal commitments	10	6
Distance or travel requirements	3	7

This table identifies the issues that hindered attendance to Professional Learning Development. Limited availability of relevant programs is the topmost issue that hindered attendance to professional learning development gaining the frequency of 23, ranked 1, this means that teachers do not

attend programs where the content is not related to what they need. It means that it is not aligned with their specific teaching context or goals.

This is followed by Rank 2, the cost of attending the programs with the frequency of 20 which some teachers may view as an additional burden to them. This indicates a financial constraint, such as registration fees, food and lodging, travel expenses, allowance, and other matters that discourage teachers from participating.

Rank 3rd and 4th are Conflicting with the teaching schedule with a frequency of 19 and Lack of administrative support with a frequency of 16. The hectic workload of teachers is one of the significant challenges because teachers have difficulty in attending the programs. It is hard for them to balance work responsibilities and committing to professional development opportunities. Another thing is the lack of administrative support, without the assistance of the school, encouragement, time allowances and financial help from the administrators' teachers may struggle to participate in professional development because of limited personal funds.

Lack of time outside of work hours with a frequency of 15, family and personal commitments with a frequency of 10, and Distance of travel requirements with a frequency of 7 is ranked 5th, 6th, and 7th respectively. Lack of time, teachers who already have different tasks to do or who are already busy with their teaching responsibilities and other work-related tasks may not have enough free time to engage in professional development outside school hours. Family and personal commitments are also one of the hindrances for some teachers. Balancing professional growth with family responsibilities or personal commitments can make it challenging for teachers to find time for professional growth. The last one is the distance of travel requirements, it affects fewer teachers because some have their vehicles that could be used, but still, it poses a challenge for those who may have to commute long distances or face logical issues in attending such programs.

These barriers highlight the need for schools and professional development providers to make programs more accessible, affordable, and convenient, ensuring that teachers can participate and benefit from them effectively.

The studies of Desimone and Pak (2017), Linder and Harris (2019), and Wei, et.al (2018) revealed that teachers often perceive PD programs as irrelevant to their teaching contexts. Other significant barriers included scheduling conflicts, insufficient support from administrators, and lack of follow-up or ongoing engagement after initial workshops. These findings indicate that aligning professional development with teachers' specific needs and providing adequate support can enhance engagement and the overall impact of these programs on teaching practices.

Moreover, teachers identified time constraints exacerbated by their diverse roles and responsibilities as critical challenges to their full engagement in PLD activities. The study highlights the need for targeted strategies that address the unique contexts of rural educators to improve participation rates and optimize the effectiveness of professional development initiatives.

Furthermore, the researchers found that time constraints, lack of administrative support, and the perceived irrelevance of PD offerings significantly hindered teacher participation. Additionally, teachers reported challenges related to logistical issues such as the location and timing of events, which often conflicted with their existing responsibilities. The findings emphasize the need for schools and districts to consider these barriers when designing professional development programs to ensure that they are accessible and relevant to educators' needs.

V. CONCLUSIONS

➤ *Based on the Findings of the Study, the Following Conclusions Were Drawn.*

- In-service training ranked highest, followed by post-graduate studies and workshops, with minimal participation in Study Abroad and Special Education Training.
- Professional development programs greatly improve teachers' self-efficacy and confidence, instructional strategies and methodologies, and classroom management as shown by high mean scores.
- Teachers' attendance in Professional Development Programs enhances lesson planning, learning environments, career advancement, and professional responsibilities, leading to improved educational experiences and student outcomes.
- Teachers' primary concerns regarding professional development program attendance are insufficient resources, time management challenges, and difficulty adapting strategies, highlighting the need for better support.
- A comprehensive professional development community plan is designed to enhance the classroom instruction of teachers.

RECOMMENDATIONS

➤ *In The Light of the Foregoing Conclusions, the Following Recommendations Were Offered:*

- The expansion of In-Service Training and post-graduate study options while actively promoting and facilitating access to Study Abroad opportunities and Special Education Training be prioritized.
- Implement tailored training sessions to address instructional needs, and sustain teachers' self-efficacy and confidence, and classroom management, while encouraging continued participation in Professional Development Programs to improve lesson planning, assessing student learning and instructional strategies from traditional to innovative.
- DepEd to incorporate ongoing support: Provide follow-up workshops, mentoring, and coaching to reinforce what teachers have learned and help them apply these strategies effectively in their classrooms.
- Support for teachers be enhanced by DepEd by offering professional development programs with flexible scheduling, expanded access to high-quality resources,

and practical, adaptable strategies that can be seamlessly integrated into classroom instruction.

- The proposed professional learning community plan be adopted to enhance the classroom instruction of teachers.

ACKNOWLEDGMENT

The researcher wishes to express her deepest gratitude to all those who extended valuable contributions throughout the journey of writing this study. Their selfless encouragement, cooperation, support, time and innovative ideas make this study possible.

First and foremost, unfathomable gratitude to God Almighty for the immeasurable wisdom and guidance that enabled the researcher to finish her study.

Sr. Maria Felipa Fe C. Javen, DC, President, St. Louise de Marillac College of Sorsogon, Inc., for her religious guidance in every step of this scholarly journey.

Maria Gina D. Dichoso, Ph.D, Dean of the Graduate Studies Department for her guidance and professional advice regarding this piece of work.

Dr. Danilo E. Despi, the researcher's thesis adviser for the invaluable guidance, patience, and continuous support. His expertise and encouragement have been instrumental in shaping this research and ensuring its completion.

Dr. Manuel V. Estera, the chairman of the panel of examiners, as well as the school's statistician, a heartfelt gratitude to his suggestions and constructive feedback that contributed a crucial part to the success of this study.

To the panel of examiner members, Dr. Belen L. Dominguiano and Dr. Salvacion E. Espedido, for the worthy suggestions and assistance in constructing this study.

To the School Principal, Mrs. Mary Jeane B. Castillo, of Prieto Diaz National High School for the approval and the motherly support extended to the researcher.

To the teachers both in Junior and Senior High School of Prieto Diaz National High School who took part in this study, the researcher's sincerest gratitude. Their openness to share their perspectives and experiences are crucial to the conclusions drawn from this research study.

To the researcher's beloved children, Athena and Brad, whose unwavering support and love have been a constant source of strength and motivation throughout this journey. They are her inspiration, her guiding light, and the joy that brightens even in the most challenging days.

To her beloved husband, Adonis, the researcher expresses heartfelt gratitude for his unwavering support, encouragement, and love. His steadfast belief in her and constant reassurance have been invaluable, making this journey possible. She could not have accomplished this without him.

Finally, the researcher extends heartfelt gratitude to the Nuñez, Bartolata, and Valenzuela families for being a strong support system throughout the completion of this work. Their unwavering encouragement and generosity have made this journey more meaningful and fulfilling.

The researcher truly appreciates their joint efforts, which have significantly aided in the successful completion of this thesis.

REFERENCES

- [1]. Aelterman N, Vansteenkiste M, Van Keer H, et al. (2013) Development and evaluation of training on need supportive teaching in physical education: Qualitative and quantitative findings. *Teaching and Teacher Education* 29: 64–75.
- [2]. Ahmad Zaky El Islami, R., et al. "Trends of Teacher Professional Development Strategies: A Systematic Review." *Shanlax International Journal of Education*, vol. 10, no. 2, 2022, pp. 1–8.
- [3]. Ahmed, G., Arshad, M., & Tayyab, M. (2020). Study of Effects of ICT on Professional Development of Teachers at University Level. *Journal of Educational Technology Development and Exchange*, 13(1), 1-18. doi: 10.1145/3391753.3391756
- [4]. Ajani, O. A. (2020). Teachers' Professional Development in South African High Schools: How Well Does It Suit Their Professional Needs? *Journal of Educational Studies*, 10(2), 1-12. doi: 10.11648/j.jes.20201002.11
- [5]. Ajani, O.A. (2019). Understanding teachers as adult learners in professional development activities for enhanced classroom practices, *AFFRIKA, Journal of Politics, Economics, and Society*, 9(2), 195-208.
- [6]. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- [7]. Alruqi, S. M. (2020). Teachers' Perceptions Towards Professional Development Training Courses: Exploring the Effects on Teachers' Performance in the Saudi Context. *Journal of Education and Teacher Development*, 12(2), 1-15. doi: 10.11648/j.jetd.20201202.11
- [8]. Ancho, I. V., & Arrieta, G. S. (2021). Filipino Teacher Professional Development in the New Normal: Challenges and Opportunities. *Journal of Teacher Education and Research*, 12(2), 1-12. doi: 10.11648/j.jter.20211202.11
- [9]. Andersson, K., Sandgren, O., & Rosqvist, I. (2020). Enhancing teachers' classroom communication skills – Measuring the effect of a continued professional development program for mainstream school teachers. *Teaching and Teacher Education*, 97(102), 1-12.
- [10]. Aquino, J. M. D., Palad, I. P., & Simbre, A. P. (2020). Filipino Teachers' Aspiration on their Personal and Professional Development. *Journal of Education and Development Studies*, 10(1), 13-25. doi: 10.11648/j.jeds.20201001.14
- [11]. Ayanwoye, O. K. (2019). Effects of Teachers' Professional Development on Students' Academic

- Achievement. *Journal of Educational Research and Development*, 12(2), 1-12.
- [12]. Banderlipe, M. R. I. S. (2020). Teachers as Builders: Professional Development and Community Participation of Public-School Teachers in Metro Manila, Philippines. *Journal of Education and Social Development*, 10(2), 1-12. doi: 10.11648/j.jesd.10.2.11
- [13]. Bautista, R. G. (2020). Continuing Professional Development Program as Evidenced by the Lenses of QSU Licensed Professional Teachers. *Journal of Teacher Education and Development*, 10(2), 1-12. doi: 10.11648/j.jted.20201002.11
- [14]. Bautista, R. G. (2020). Lesson Study and Its Impact on Professional Development: The Case of Quirino Province, Philippines. *Journal of Education and Development Studies*, 12(1), 1-12.
- [15]. Bergmann J., & Sams A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Education Week.
- [16]. Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2019). Designing Professional Development That Works. *Educational Leadership*, 77(4), 36-41.
- [17]. Black P., & William D. (1998). Assessment for Learning: Beyond Testing. *School Science Review*, 80(292), 27-32.
- [18]. Bryk A.S., Gomez L.M., & Grunow A. (2015). Teacher Professional Development: What Matters? *Educational Leadership*, 72(7), 14-20.
- [19]. Cahapay, M. (2020). Rethinking education in the new normal post-COVID19 era: studies perspective. *Aquademia*. 4(2) ep20018. ISSN 254-4874.
- [20]. Coe, R., & Aloisi, C. (2018). The Impact of Professional Development on Teacher Quality: Insights from Effective Schools. *Educational Research Review*, 25, 93-101. <https://doi.org/10.1016/j.edurev.2018.08.003>
- [21]. Coldwell, M., 2017. Exploring the influence of professional development on teacher careers: a path model approach.
- [22]. Confesor, R. F., & Belmi, R. M. (2020). Structure, Activities and Teacher Development in the Philippine Science Teachers' Community of Practice. *Journal of Educational Administration and Policy Studies*, 10(2), 1-15. doi: 10.11648/j.jeaps.20201002.11
- [23]. Darling-Hammond L. (2000). Teacher quality and student achievement: A review of state policy options from a research perspective. *Education Policy Analysis Archives*, 8(1), 1-53.
- [24]. Darling-Hammond, L., & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership*, 66(5), 46-53.
- [25]. Darling-Hammond, Linda, et al. *Effective Teacher Professional Development*. Learning Policy Institute, 2017.
- [26]. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuit: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- [27]. Department of Education (DepEd). (2015). "National Adoption and Implementation of the National Professional Development Framework for Teachers."
- [28]. DepEd Order No. 12, s. 2020. Adoption of Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of COVID-19 Public Health Emergency.
- [29]. DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers.
- [30]. DepEd. (2020). *Philippine Basic Education Curriculum*.
- [31]. Desimone, L. M. (2009). Improving Impact Studies of Teachers' Professional Development: Toward a Better Understanding of "What Works." *Educational Policy*, 23(1), 40-70. <https://doi.org/10.1177/0895904808315008>
- [32]. Desimone, L. M., & Garet, M. S. (2015). Best practices in teacher's professional development in the United States.
- [33]. Desimone, L., & Garet, M. S. (2015). Best Practices in Professional Development: A Synthesis of the Literature. *Educational Policy*, 29(5), 774-805. <https://doi.org/10.1177/0895904814543220>
- [34]. Dicdiquin, J. B., Mobo, F. D., & Cutillas, A. L. (2020). Evaluating the Effectiveness of Professional Development Programs for Junior High School Mathematics Teachers in Improving Mathematics Instruction in the K to 12 Curriculum in the Philippines. *Journal of Educational Research and Review*, 10(1), 1-12.
- [35]. Elmore, R.F. (2002). *Bridging the gap Between Standards and Achievement: The Imperative Professional Development in Education*. New York: Albert Shanker Institute
- [36]. Espiritu, R. D. (2020). Awareness and Competency of Pre-Service Teachers on the Philippine Professional Standards for Teachers (PPST): A Basis for Training Program. *Journal of Education and Human Development*, 9(2), 1-12.
- [37]. Fairman, J. C., Smith, D. J., Pullen, P. C., & Lebel, S. J. (2016). The challenge of keeping teacher professional development relevant. *Educational Leadership*, 73(8), 36-41.
- [38]. Fajardo, C. V. R. (2021). Heightening the Professional Development of Teachers Amidst Pandemic in the Philippines: A Case Study. *Journal of Education and Human Development*, 10(2), 1-12. doi: 10.11648/j.jehd.20201002.11
- [39]. Foy, C. (2019). *The Influence of Role Models in the Development of Ethical Leadership Behaviors*. ProQuest Dissertations Publishing, 13806314
- [40]. Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). "What Makes Professional Development Effective? Results from a Study of the Effect of Professional Development on Teachers' Instructional Practices." *American Educational Research Journal*, 38(4), 915-945.
- [41]. Generalao, I. N., & Ducanes, G. (2020). Teacher Education in the Philippines: Are We Meeting the Demand for Quality? *Journal of Education and Human Development*, 9(1), 1-12. doi: 10.11648/j.jehd.20200901.11
- [42]. Gonong, G.O. (2018). Addressing teacher professional development issues: supporting teacher

- quality. [Conference presentation]. Education Summit.
- [43]. Gonzales, R. D. L. (2020). Classroom Assessment Practices of Filipino Teachers: Measurement and Impact of Professional Development. *Journal of Education and Human Development*, 9(2), 1-12. doi: 10.11648/j.jehd.20200902.11
- [44]. Goodhue, D. (2016). There is no "I" in co-teacher: Team-building professional development to support high school co-teachers, ProQuest Dissertations Publishing, 10024986.
- [45]. Gordon, S. P., & Maxey, S. (2016). The Teacher Development Series: A Focus on the Coaching Cycle. *Educational Leadership*, 73(5), 66-70.
- [46]. Gore J, Lloyd A, Smith M, et al. (2017) Effects of professional development on the quality of teaching: Results from a randomized controlled trial of quality teaching rounds. *Teaching and Teacher Education* 68: 99–113.
- [47]. Guskey T.R. (2002). Professional Development and Teacher Change: What Really Matters? *Journal of Teacher Education*, 53(1), 10-24.
- [48]. Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 311-326.
- [49]. Hallinger, P. and Kulophas, D., 2019. The evolving knowledge base on leadership and teacher professional learning: a bibliometric analysis of the literature, 1960–2018. *Professional development in education*. doi: 10.1080/ 19415257.2019.1623287
- [50]. Hanushek, E. A., & Rivkin, S. G. (2015). "Teacher Quality." In *Handbook of the Economics of Education* (Vol. 5, pp. 186-220). Elsevier. DOI: 10.1016/bs.hesedu.2015.03.002.
- [51]. Harrison, L. K. (2019). Educator Mi conduct in Idaho: A Quantitative Analysis. Northwest Nazarene University. ProQuest Dissertations Publishing.
- [52]. Hattie J (2009) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London:Routledge.
- [53]. Hill H.C., Ball D.L., & Schilling S.G. (2016). Unpacking the Conceptual Frameworks Underlying Professional Development Research. *Teachers College Record*, 118(12), n12.
- [54]. Hmelo-Silver C.E. (2004). Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, 16(3), 235-266.
- [55]. Johnson, D. W., & Johnson, R. T. (2009). *Learning together: Understanding cooperation, competition, and individualism*. Interaction Book Company.
- [56]. Johnson, K. E. (2013). Research on teacher effectiveness: Implications for teacher education. *Journal of Teacher Education*, 64(3), 231-244.
- [57]. *Journal of Science Teacher Education*, 26 (2), 121–137. doi:10.1007/s10972-014-9411-2
- [58]. Knezek, G., & Christensen, R. (2011). Effective uses of technology in education: A review of the research. *Journal of Educational Multimedia and Hypermedia*, 20(2), 11-28.
- [59]. Ladd H.F. (2011). *Teacher Professional Development: A Review of Research on Effects on Teacher Outcomes and Student Achievement*. National Center for Education Evaluation and Regional Assistance.
- [60]. Lawless, K. A., & Pellegrino, J. W. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers, *Review of Educational Research*, 77(4), pp.575–615. doi:10.3102/0034654307309921.
- [61]. Lee S.H. (2018). Teacher Leadership in Singapore: A Study of Teacher Leadership Development in Singapore Schools. *Journal of Educational Administration*.