

Predictors of teachers' attitudes toward professional development programs

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Abstract

The study aimed to investigate the relationship between teachers' self-efficacy, financial well-being, family, and school culture as predictors of their attitudes toward professional development programs, using a descriptive-correlational research method. The study also used a universal sampling technique to select basic education teachers from a private institution. The study found that teachers' school culture and self-efficacy emerged as the highest-level predictors of their attitudes toward professional development programs, which indicated that they perceive a supportive educational environment and possess strong confidence in their own professional capabilities, while family support was at a moderate level, indicating occasional but not consistent support from family members. However, financial well-being received the lowest level, indicating ongoing challenges faced by the teachers. Additionally, findings also showed that demographic profile variables did not significantly influence teachers' attitudes toward professional development programs. Further, findings showed that self-efficacy, family support, and school culture were significantly correlated with teachers' attitudes toward professional development, which suggests that teachers who feel confident in their own skills, supported by their families, and work within a positive school environment are more likely to have more positive views of professional learning. Yet, financial well-being showed no significant relationship, which indicated that financial concerns do not directly influence teachers' willingness to engage in professional development. When analyzed together, only school culture was found as a significant predictor. The findings of the study served as a basis to propose recommendations for targeted strategies to strengthen teachers' engagement and promote positive attitudes towards professional development programs.

Keywords: basic education teachers, predictors of teachers' attitudes, professional development, professional development programs, teachers' attitudes

Predictors of teachers' attitudes toward professional development programs

1. Introduction

Attitudes of teachers to professional development programs have a major role in shaping their success and are an important contribution to student development and achievement. If teachers are not only found to perceive professional development programs as valuable but also relevant to their specific teaching contexts, then they are likely to engage actively with such programs. By engaging in this participation, they are able to acquire new knowledge and skills, preparing the ground upon which pedagogical innovation can flourish. In addition, such positive attitudes towards professional development have the ability to translate into a culture of continuous improvement in the learning institutions. Teachers who are supported in their professional development tend to collaborate with other teachers, share ideas, and implement evidence-based practices that might be best suited for their students. Creating an optimistic attitude towards professional development among teachers is therefore essential, as it is the key to long-term academic achievement. Moreover, it is imperative to give importance to lifelong learning, as the Code of Ethics for Professional Teachers in the Republic Act No. 7836 states that teachers should engage in continuing education programs. Thus, teachers are encouraged to attend seminars and series of training sessions, enroll in graduate education programs, participate in research symposia, and join various professional development programs for them to be more efficient, productive, and competent.

Relevantly, in the Philippines, the Philippine Business for Education, a non-profit advocacy organization in education reform, has partnered with the Australian Government and introduced the Scholarships in Teacher Education Program to upgrade teacher quality in the Philippines. According to the DepEd Memorandum No. 23, s. 2015, qualified applicants will receive scholarship benefits, which include tuition fees, miscellaneous fees, increased monthly stipends, allowances, and even mentoring activities (Department of Education, 2015). Also, the Society for Management Assistance of Professional Educators and Youth-Related Issues in Training, Education, and Resources (SMARTER) Philippines Inc., a professional organization centered on providing training, education, and resources, conducts national trainings, which are generally organized annually with the objectives to improve teachers' professional competence and address youth-related issues.

Alzahrani and Nor (2021) suggested that engaging in professional development programs is considered an avenue for self-improvement. In fact, they also discovered that frequent participation in such programs promotes a better attitude toward professional development programs. It is also discussed that a well-designed and implemented professional development is determined as an important factor of an extensive system of educating and learning that assists 21st-century learners to develop knowledge, skills, and competencies, while also bridging leadership opportunities focused on the growth of teachers (Darling-Hammond, et al., 2017). In support, the Philippine government proposed an act mandating and strengthening the continuing professional development program for all regulated professions and ensuring that all Filipino professionals, including teachers, foster their skills to be globally competitive in their fields (Republic Act No. 10912, 2016).

However, teachers in the Philippines faced barriers that delayed their engagement in professional pursuits. Based on Ulla et al. (2017), teaching load and financial support from the school are some of the factors that hinder teachers from engaging in professional development programs like conducting research. Similarly, professional development barriers include heavy workload, financial problems, and lack of professional development opportunities, and thus, teachers should be supported by stakeholders to overcome these (Erroğlu & Donmus Kaya, 2021). Cruz and Agpasa (2024) shared the same results mentioned and learned that while teachers are satisfied with their roles, they experienced family responsibilities, job burnout, and financial restrictions, which all restrict them from pursuing career advancements. Hence, it is necessary to understand what is associated with teachers' attitudes to determine their participation in such programs.

These mentioned barriers highlighted the importance of self-efficacy of teachers that develop their thinking, providing them a key to success. According to Schunk and DiBenedetto (2021), one's self-efficacy impacted a certain behavior when one experienced pressure and difficulties. Consequently, students with higher self-efficacy tend to test themselves with crucial tasks and be motivated intrinsically, wherein they will show a serious effort to meet their commitments and identify failure, and with this, they are able to cope with complications and more likely to achieve personal objectives (Saks, 2024). Relevantly, developing one's profession can provide opportunities and career progression in qualities, traits, and competencies that contribute to success in the work field (Cheng, 2025). In a study by Li et al. (2022), they proved that self-efficacy and professional development have a significant relationship and revealed that self-efficacy was influenced by the teacher's teaching experience, age, and type of school. Additionally, Safari et al. (2019) pointed out that self-efficacy has the highest influence on professional development and recommended that administrators and teachers understand aspects of teachers. Similarly, it is also revealed that the perception of influence of professional development is a predictor of self-efficacy, and these results came from mastery and vicarious experiences, and social persuasion happened in professional development courses (McKim & Velez, 2017).

On the other hand, teachers, among other professions, have average salaries, which become a continuing concern in the country (Philippine Daily Inquirer, 2024). Thus, affecting their participation in continuing development. Chin et al.'s (2022) study found out that financial and time constraints, lack of motivation, and organizational support hinder teachers' professional development engagement. While having different opportunities to participate in professional development programs, financial literacy is also a factor to consider (Aquino et al., 2022). Hence, a study discussed the vital role of financial well-being in promoting motivation and commitment among teachers and thus suggested that policymakers and administrators should consider incorporating financial literacy programs into professional development agendas (Temonio, 2025). It is also encouraged to focus on improving the financial well-being of teachers for them to develop decision-making skills and financial security, as it is integrated in continuing professional development (Arroyo & Bayani, 2024).

With this concern, it is imperative for teachers to receive a type of support not limited to their personal life but that should also include their professional endeavors. According to Carter (2017), the growth and behavior of a person can be influenced by social relationships such as work, school, and family. Thus, family support has a direct impact on a person's well-being. Ulfah et al. (2024) explained that strong family support, managerial support, and conducive working environments foster motivation and professional growth, which highlighted the need to employ strategies ensuring professional development engagement. Also, social support is reliably correlated with teacher efficacy (Minghui et al., 2018), which is necessary for professional development participation.

Additionally, the culture of school promotes learning, development, and relationships among individuals. Asiyah et al. (2021) discussed that the professional development and work commitment of teachers enhance the quality of education and human resources, which benefits the institution. While teachers are able to respond to social, political, and cultural changes, and they can also provide and share knowledge, skills, and strategies with colleagues through professional development, schools also seek an advantage when teachers have development outside of the learning institution (Ventista & Brown, 2023). Though it is varied in schools since it is created through beliefs, objectives, and behavioral norms where teachers believe that it assists education, environment, and safety (Savolainen, 2023). It is still one of the factors that increases positive relationships, relevant values, improvement, and academic achievement (Yu et al., 2023) and also factors of professional development of teachers, which include leadership of an administrator, institutional commitment, and school culture (Sugito & Lutfiyana, 2019).

Acquiring this professional development brings opportunities for teachers to enhance their knowledge and hone their abilities, which impacts students' achievement, also with support from administrators. As aligned in this study, every teacher should have the confidence to possess professional development skills and encourage other individuals, perhaps co-teachers and students, to be better individuals (Teslo et al., 2023). As stated by

Hosen et al. (2024), individuals face difficulties in professional growth due to inadequate skills and training experienced by new and experienced professionals. Thus, family is significant to this growth as they inculcate values and provide emotional and practical support to their members (Keung & Cheung, 2023). However, even professional development seeks advancement in careers and skills; time and budget limitations and other barriers create difficulties for individuals (Guzman & Aguilar, 2025). Nevertheless, in the K–12 curriculum, it is important for administrators of schools to motivate teachers to pursue professional development to achieve students' learning objectives and to be effective in other aspects of work (Proudfoot & Boyd, 2025). According to Alzahrani and Nor (2021), teachers who participated in professional development programs have shown positive attitudes compared to other teachers who have never attended. Thus, professional development programs have an impact on developing the pedagogical practices. Yet, some aspects, such as years of age, sex, years of teaching, educational attainment, availability of funds, social support, and school culture, can influence attitude toward professional development programs (Ecija, 2020).

Overall, several existing studies have explored similar factors influencing teachers' attitudes toward professional development. However, these have only focused on individual predictors in isolation. As cited above, some papers have determined the relevance of self-efficacy in honing teachers' engagement with continuous learning, while others have established the impact of school culture. While these studies provided valuable perspectives, they appear to limit their scope to factors within the academic setting. In contrast, the present study employed a more comprehensive approach by studying not only school-based factors such as school culture but also socio-economic variables such as self-efficacy, financial well-being, and family support, also to determine if demographics influence such variables. Thus, the inclusion of non-academic factors addresses a gap in literature and mirrors the complex, multifaceted nature of teacher engagement in professional growth.

Objectives of the Study - The study aimed to investigate whether basic education teachers' self-efficacy, financial well-being, family, and school culture, as predictors, have a significant relationship with their attitudes towards professional development programs. The results of this investigation were used to understand factors that could help create a better outlook toward teachers' attitudes toward professional development programs. The findings also served as a basis to propose recommendations to develop strategies to strengthen their engagement, formulate programs, and promote positive teacher attitudes towards professional development programs.

Significance of the Study - The results of this study could provide valuable insights for educational institutions and government agencies into multifaceted conditions, specifically, self-efficacy, financial well-being, family support, and school culture. Also, stakeholders could develop targeted strategies, programs, and support systems aimed at promoting professional growth since this was intended to address personal, institutional, and socio-economic realities faced by teachers, contributing to a more responsive and inclusive professional development approach. The findings of this study could also help teachers become more aware of how these conditions affect their growth and motivate them to actively find support systems and opportunities for professional development; and for students, though the significance is indirect, it creates relevance for the impact that teacher improvement has on the quality of teaching and learning. When teachers have positive views on professional development and engage actively in continuing education programs, they tend to incorporate new teaching strategies, improve classroom management, and meet the students' needs. Consequently, students benefit from improved teaching practices, a more favorable learning environment, and better educational outcomes.

Theoretical Framework - The study was based on the Theory of Planned Behavior by Icek Ajzen, which was established in 1991. As postulated by this theory, it is argued that individuals behave as expected by their intentions, and these intents depend on their attitudes, subjective norms, and perceived behavioral control. It postulates that the more positive an individual's attitude and subjective norms are with regard to a behavior, and the higher they perceive control over that behavior, the stronger their intention to conduct the behavior will be, and therefore the more likely they are to act on it.

In the context of the current study, this theory proved supportive in understanding and predicting teachers' intentions towards participating in professional development programs by studying predictors, such as perceived behavioral control and subjective norms, which could have the potential to affect their attitudes towards being actively engaged in professional development programs. Fundamentally, this theory offered a useful basis through which to perceive factors that encourage or discourage teachers from participating in professional development, allowing school administrators to formulate programs more likely to be accepted and prioritized by teachers.

Figure 1. The Conceptual Diagram of the Study

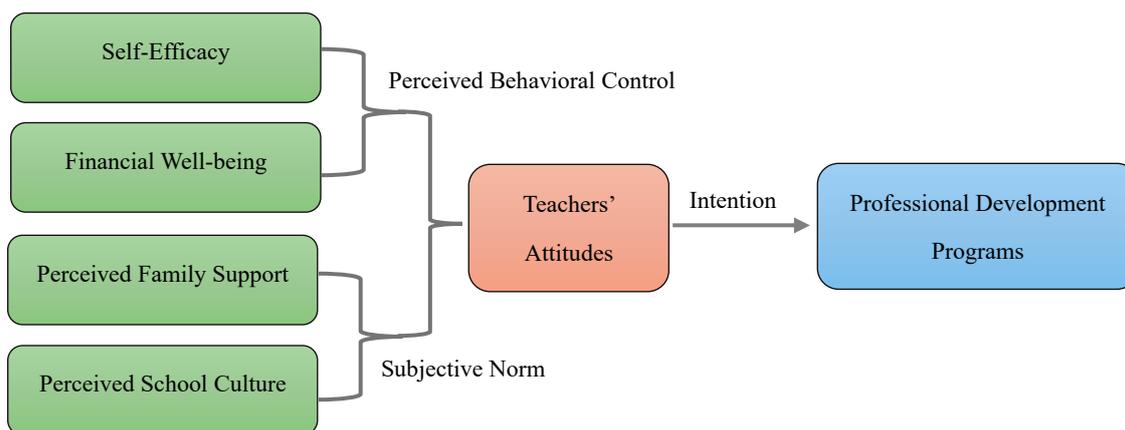


Figure 1 illustrates the relationships of the predictors of the theory of planned behavior and variables of the present study. Perceived behavioral control in the context of professional development encompasses both the self-efficacy of a teacher as well as their perception of external factor such as financial well-being. In this context, a teacher's confidence in their capability to effectively engage in professional development programs considers both their internal abilities as well as available resources, such as their perceived financial well-being. In addition, subjective norms are indicative of perceived school culture and perceived family support. School culture is the common beliefs, values, and practices found in a school. A supportive and positive school culture, where professional development is enabled and valued, could foster a strong subjective norm for teachers' involvement in such programs. Further, if the families of teachers understand and appreciate the value of continuous learning and professional development, they might enable and facilitate teachers to attend such programs related to professional development. This would generate a positive subjective norm, empowering and motivating teachers to participate. Generally, grounded on perceived behavioral control and subjective norms, these predictors could be able to determine teachers' attitudes toward engaging in professional development programs.

2. Methods

Research Design - The study utilized a descriptive-correlational research method to determine whether there is a significant relationship among self-efficacy, financial well-being, family support, and school culture and the teachers' attitudes towards professional development programs from a private basic education school in Baliwag, Bulacan. According to Devi et al. (2023), correlational design is used to examine relationships between or among two or more variables in a single group, which can happen at different levels. This is a type of non-experimental design and is studied through statistical analysis. It should be noted that the study was not testing the causation since the researchers were investigating the relationships between variables without any control or manipulation. Also, it did not study the impact of mediating variables on the variables under the study. Thus, the research method discussed helped the researchers in providing a thorough analysis of the relationship among factors and the attitude towards professional development programs.

Participants and Sampling Procedure - This study selected basic education teachers for the academic year 2025-2026 working in a private institution in Baliwag City, Bulacan. A total of 45 participants were selected, which equated to the complete total number of the target population from the educational institution. Since this study focused on the development of professional engagement, the teachers were selected as the primary stakeholders, as they are the direct recipients and implementers of instructional practices while also often acting as facilitators and involved in honing the school culture and support systems. Involving this group of respondents provided a holistic view of the dynamics and how it linked with professional growth in the educational setting. The sampling procedure utilized was a universal sampling, a technique used to choose participants from a target population without a specific criterion, and the researchers made sure that all participants who met the inclusion criteria were selected in the study.

Data Gathering Procedure - To obtain all relevant data, the study made use of an expert-validated survey questionnaire to quantify the following variables: self-efficacy, family support, financial well-being, school culture, and attitudes toward professional development. Once the administrators approved the conduct of the survey, the researchers sought help from the coordinators to administer the survey questionnaire. During the data collection, the researchers obtained the informed consent from all participating teachers. The participants were briefed on the purpose and procedures of the study, and it was made sure that they understood their rights. They were also informed that their participation was voluntary, and they could withdraw at any time, and that all data collected would only be used for academic and research purposes. Once the surveys were collected from the participants, the results were then tabulated and subjected to suitable statistical data analysis.

Ethical Considerations - In conducting the study, the researchers made sure to follow specific ethical considerations in research writing. A clear and comprehensive discussion of the study's purpose and objectives and terms and conditions was provided, and thus, respondents had the right to withdraw at any point. Also, it was made sure to observe confidentiality to protect privacy, where their names and results were not used beyond the objective of this study. In terms of anonymity, the researchers provided codes to each respondent to have differentiation, minimizing the risk of identity disclosure. In adherence to the Data Privacy Act of 2012, all gathered personal data, including their names, were treated with utmost confidentiality and were used for research purposes only.

Data Analysis - To interpret and analyze the numerical data, the data collected were organized, tabulated, analyzed, and statistically treated. The researchers made use of the following statistics: frequency and percentage to quantify the demographic profile of the participants, weighted mean (WM) to interpret variables, and standard deviations (SD) to measure how dispersed the data is from the mean. Due to the distribution of respondents, non-parametric tests were also used: the Mann-Whitney *U* and Kruskal-Wallis *H* tests to compare participants' sex, age, length of service, and educational attainment; Spearman rank-order correlation and multiple linear regression analysis were used to determine whether there is a significant relationship among the variables, which, in the study, are self-efficacy, financial well-being, family support, school culture, and attitudes towards professional development programs.

3. Results and Discussions

Table 1

The Predictors of Attitudes Toward Professional Development Programs

Variables	SD	WM	Interpretation
Self-Efficacy	0.340	3.32	Very High
Financial Well-being	0.353	2.75	High
Perceived Family Support	0.433	2.99	High
Perceived School Culture	0.399	3.51	Very High
Attitude Towards Professional Development	0.394	3.41	Very High

Note. Legend: 3.26–4.00 (Very High); 2.51–3.25 (High); 1.76–2.50 (Low); 1.00–1.75 (Very Low)

Table 1 presents the weighted mean scores and standard deviations of the predictors of respondents' attitudes

toward professional development programs. The respondents demonstrated a high level of perceived school culture (WM = 3.51, SD = 0.399), which implied that the institution, given that they have high expectations, highly supports teachers' new ideas and techniques where they can use their interests and knowledge when they meet challenges and needs. Since trust and confidence have been built, teachers maintain honest and open communication, making them involved in making decisions about school issues and making them feel appreciated by the school and community. Similarly, it was shown a high level of self-efficacy (WM = 3.32, SD = 0.340), where teachers generally can manage and solve difficult problems, accomplish their goals, and remain calm when they encounter difficulties, all of which are important in the institutional setting. On the other hand, a moderate level was observed in perceived family support (WM = 2.99, SD = 0.433), which indicated that they receive a reasonable, though not consistent, level of engagement from their family members. Also, family members demonstrate willingness to listen, yet it may be superficial at times. And while help is received in resolving personal problems, assistance may be limited in scope. In terms of financial well-being, which received the lowest weighted mean score (WM = 2.75, SD = 0.353) among the assessed predictors, it was shown as an area of concern, demonstrating that teachers experience struggle in managing unforeseen financial burdens, and they lack confidence in the long-term stability of their financial situation. Being behind with finances underscores financial strain and limited resilience and financial preparedness. All these results above reflected varying levels of influence from individual, familial, and institutional factors on the respondents' attitudes toward professional development.

The respondents' attitudes toward professional development obtained a weighted mean score of 3.41 with a standard deviation of 0.394, based on the responses of 45 teachers. This indicated a generally positive attitude toward professional development programs. It was also seen that participation in professional development is not only important for teachers' growth but also increases their motivational work and eagerness to apply the knowledge acquired. Further, the relevance of professional growth keeps them updated with the educational developments; hence, it was implied that they are willing to engage with trainings that could provide them knowledge and skills as part of the teaching profession.

The findings above provided a holistic view of how such factors might be enhanced tailored to the real needs of teachers, them, as facilitators of learning. Whereas school culture fosters collaboration among teachers, motivating teamwork and mentoring, which enhances professional relationships and teaching quality. This was affirmed by the study of Bugay et al. (2025) and Ismail et al. (2022), where the teacher's school culture is also high, which indicated its school effectiveness. Similarly, in the study of Apad and Quines (2025), it was shown that school culture is very high and implies a positive correlation with improved teacher work performance, which advantaged the entire educational community. Work culture in regard to supportive, innovative, and bureaucratic culture appeared to be highly observed; hence, it was suggested that the institution should provide activities such as team building, webinars, or in-service training (INSET) that would improve work culture and can also be a setting to foster the organization's goals and visions (Aliazas & Chua, 2021).

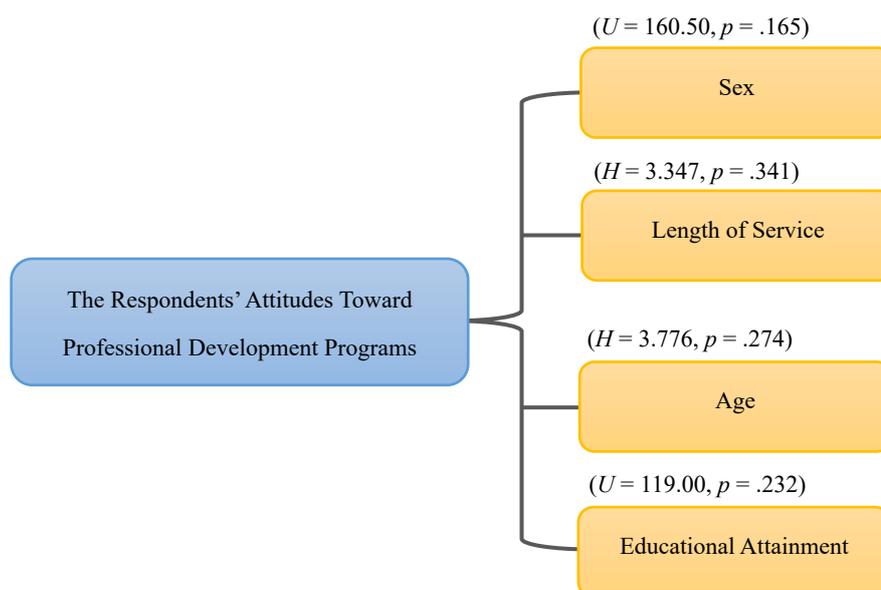
Furthermore, Padohinog et al. (2024) discovered that teachers have a positive self-efficacy in terms of goals, teaching strategies, and student participation, allowing learners to participate in classroom instruction. It is also noted that a strong development of a sense of competence permits them to be open-minded to new ideas to improve their efficiency and to build purposeful evidence that students would learn ideas based on experience. The relevance of self-efficacy is not only limited to tenured teachers but also evident in the study of Valencia et al. (2021), where pre-service teachers have high performance in their practice teaching, and it is significantly related to their self-efficacy. Although, in a study conducted during the COVID-19 pandemic, teachers had provided extra effort for learning despite overwhelming feelings given by the pandemic, though they supported themselves to easily adapt due to unexpected changes of shift of education and were still able to produce positive results of self-efficacy and work commitment (Malagsic et al., 2021). These studies explained that teacher self-efficacy has a vital role in developing pedagogical effectiveness, openness to new ideas, and students' participation. This also equips teachers with the confidence and resilience necessary to navigate educational challenges, including crises, while maintaining commitment to work and good teaching performance.

On the other hand, support from family was assessed as one of the factors that influenced work-life balance primarily of a couple of DepEd teachers; hence, it is recommended to design a policy anchored on work and life satisfaction as necessary quantifiers for an appropriate work-life balance (Delavin & Dumaguin, 2022). Even though the level of family support is not indicated, it is highly suggested in the study of Manalo and Velasco (2024) that for teachers to have work-life balance, they maximize the privilege to spend time with friends and family and manage working hours appropriately, also to prevent burnout. There is a limited number of studies, yet it is noted that family support is connected to family abilities to develop resiliency and maintain health and cope with stress.

In contrast with the findings of the study, Manalo et al. (2023) discussed that teachers have shown a positive level of financial literacy, attitude, and behavior, all of which are needed in determining the financial well-being of teachers; hence, they suggested supporting teachers in managing their salary properly and teaching them the proper use of credit cards to avoid debts in the future. With similar concern, the financial well-being of teachers is serious due to debt problems and low net income, which impairs the capability to support family, and insufficient skills in managing money and financial planning (Ferrer, 2017). Undoubtedly, it is one of the factors that impede teachers' professional development, together with time management and lack of willingness to pursue graduate studies (Aquino et al., 2022). With the literature studies explained, it is relevant to note that it is an occupational issue and the need for financial education to acquire financial planning skills.

With all the studies explained above, it fosters the need for professional growth of the teachers, wherein a study showed that teachers exhibited positive attitudes towards continuing opportunities, which exceeded standard requirements, and actively participated in such activities at beyond levels (Gonzaga, 2024). Likewise, it was revealed in a different study that teachers displayed urge as well as the capacity to assess the results of continuing professional development (Padmini Shankar, 2022). Yet in the study of Benemirito (2025), it was found that teachers faced significant challenges in accessing professional development programs, including the unavailability of continuing learning programs and their information, insufficient time, lack of financial resources, and difficulty in acquiring permission to attend training, all of which disrupt their ability to improve their skills. Overall, it should be noted the possible barriers in professional development that could hinder teachers' ability to improve their knowledge and skills toward their effectiveness.

Figure 2. The Respondents' Attitudes Toward Professional Development Programs by Demographic Variables



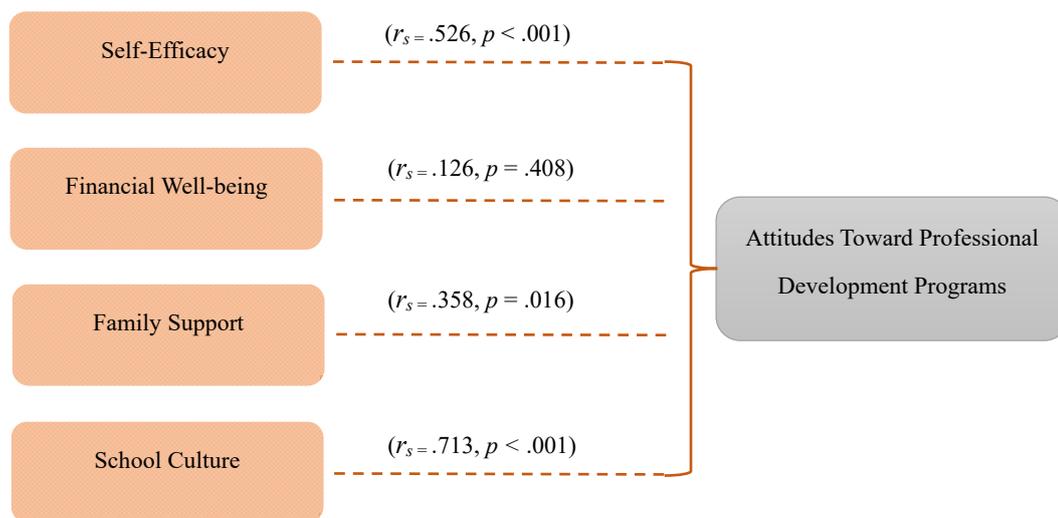
Note. The p-value is significant below alpha .05.

Figure 2 shows the results of the Mann-Whitney U and Kruskal-Wallis H tests conducted to determine whether there was a significant difference in the respondents' attitudes toward professional development programs when grouped according to demographic variables. The results revealed no statistically significant difference in attitudes toward professional development when grouped by sex ($U = 160.50, p = .165$) and educational attainment ($U = 119.00, p = .232$), as tested using the Mann-Whitney U test. In terms of sex, results suggest that the sex variable demonstrated similar perspectives in regard to the value and importance of professional development programs in their professional practice. This also implied that both groups equally acknowledged the relevance of continuing professional development and expressed comparable levels of motivation to engage, viewed professional development programs as an essential component of professional growth, and recognized their effectiveness on instructional practice. Similarly, in terms of educational attainment, specifically between respondents holding a bachelor's degree and those with postgraduate qualifications, results showed that both groups shared similar perspectives and indicated that regardless of their academic qualifications, their motivation to participate in professional development programs transcends educational background and is likely influenced by a shared professional commitment to growth, improvement, and responsiveness to educational demands. Similarly, no significant differences were found when grouped by age ($H = 3.347, p = .341$) and length of service ($H = 3.776, p = .274$), as indicated by the Kruskal-Wallis H test. The absence of significant differences across age and length of service implied a consistent recognition among the respondents of the worth of continuing development. Similar results in perception explained that both early-career and experienced teachers, regardless of age, comprehend the need for ongoing learning and development to maintain effective teaching strategies and adapt to the ever-evolving nature of education. These findings suggest that the respondents' attitudes were found to not significantly vary across sex, age, years of service, and educational attainment.

Evidently, teachers faced struggles in engaging in learning opportunities in studies where there are comparisons between male and female teachers in terms of barriers to participating in continuing professional development. In related literature, while female respondents' attitude toward professional development programs is very high, women's involvement in continuing professional development is limited by inequality and social status (Chuang, 2015). On the other hand, male teachers agreed that they think highly of opportunities to improve their professional abilities (Garza, 2022). Also, findings from this study refuted the study of Gonzaga (2024), that although teachers have positive views towards professional development, there are slight differences in educational attainment and geographic location, thereby providing guidance for policymakers and educators exploring to build more effective and inclusive continuing learning programs. It was also implied that master-level teachers had stronger perceptions of professional development since the study by Felix and Abrogena (2024) showed that most teachers specializing in a major subject pursued graduate studies in addition to professional development and advancement in the field, which was perceived as necessary.

Contradicting with the findings of this paper, in terms of age and length of service, teachers who had been teaching for 6-10 years were already more experienced and competent, had taken leadership roles, guided new teachers, and provided contributions to curriculum development or school initiatives (Antonio & Quirap, 2025), which implied that these teachers are active in professional development activities. In terms of educational levels and generational groups, Salmerón Aroca et al. (2022) identified that training activities that are closely related with the concept of professional development are performed mainly by younger teachers in primary education. Although literature studies discussed reject the results of the study, still, engagement in professional development is essential, as these recognize the importance of participation and application of continuing professional learning.

Figure 3. The Correlation Between Predictors and Attitudes Toward Professional Development Programs



Note. The p -value is significant below alpha 0.05.

Figure 3 presents the results of the Spearman rank-order correlation between the identified predictors and the respondents' attitudes toward professional development programs. The analysis revealed significant positive correlations between self-efficacy ($r_s = .526, p < .001$), family support ($r_s = .358, p = .016$), and school culture ($r_s = .713, p < .001$) with attitudes toward professional development. These findings suggest that higher levels of self-efficacy, perceived family support, and positive school culture are associated with more favorable attitudes toward professional development programs. In terms of self-efficacy, this implied that respondents who believe in their own skill tends to value and participate in continuing development. This also suggests that respondents may be open to learning new methods, adopting innovative practices, and engaging in workshops or training to provide new strategies in the classroom, thus fostering teachers' self-efficacy and making professional development more effective. Also, in family support, the results present that this variable seems to be a guiding factor that develops educational staff's openness and motivation to engage in professional development activities. This occurs when a family member supports encouragement or assistance; teachers may increase capacity to invest in their professional growth. Relevantly, in school culture, teachers who viewed their institution to be growth-oriented suggested having favorable attitudes toward engaging in professional development initiatives. Essentially, this finding showed substantial relevance since when school culture share beliefs, norms, and practices, they also motivate teachers to feel supported in pursuing continuing professional development while also improving their teaching practice; yet schools with unsupportive environments may discourage professional learning.

On the other hand, financial well-being showed no significant correlation ($r_s = .126, p = .408$) with the respondents' attitudes. Although financial stability is undoubtedly relevant for overall well-being, the results showed that teachers' engagement in professional development is influenced by other non-financial factors. This implied that whether teachers feel secure or not financially, still, it does not influence their willingness to participate in professional learning. These results above highlighted the importance of centering on professional and other factors within the educational setting when exploring to improve teacher professional growth.

Teachers faced a lot of challenges in the educational setting, and although results shown from this study are not significant in the aspect of finance, other related studies revealed otherwise. In the study of Chin (2022), they determined the barriers to professional growth, such as financial and time constraints, a lack of teacher motivation, and logistical fronts. Yet, they added that teachers appear to be highly motivated in schools where support is present. Additionally, teachers perceived challenges in obtaining professional growth, such as the

quality of professional development, conflicts with work schedules, time for learning, family responsibilities, and financial challenges (Tulo & Lee, 2022). For this reason, budget limitations create struggles for individuals in pursuing professional development. Nevertheless, within the context of this study, there could be other factors linked to attitudes towards professional development.

To support the results, professional development opportunities play an important role in honing teacher efficacy, which established the need for continuing programs to support their careers and suggested that they are more confident if offered more education (Albor et al., 2025). Felix and Abrogena (2024) also recognized the importance of improving self-efficacy through professional development programs since the latter influences teaching performance. Aligned with the theory of Self-Determination, highly psychologically motivated personnel tend to feel more competent, control their destiny, and provide greater influence with others—necessary to improve their willingness to drive proactive goals of their own (Arranguéz & Quines, 2022). As discussed, professional development should not only enhance teaching skills but also intentionally power self-efficacy and motivation; therefore, designing professional development strengthens teachers to have ownership of their growth, leading to a more sustained professional engagement.

With significant results, Fouad et al. (2015) indicated that the influence of the family is a factor in career-related decisions. This is also evident in married couples (teacher and military spouse), where even though they encountered difficulties in life, they were still able to support their families and effectively handle their professional commitments (Ulfah et al., 2024). As discussed, having support from one's own family, administrative support, and supportive working environments promotes growth professionally (Ulfah et al., 2024). These findings implied that family support systems play an important role in motivating teachers to sustain engagement with professional development opportunities. Further, when combined with administrative support and a conducive working environment, this will strengthen teachers to deal with personal challenges and continue to grow professionally.

School culture, undeniably, is linked with attitudes towards professional development programs, as it is established that school culture is one of the factors of professional development (Lutfiyana & Sugito, 2019). According to Gao (2024), instructional support and positive culture help promote teachers' productivity, which also helps them succeed in their roles; therefore, it is suggested to prioritize ongoing professional development programs that equip teachers with effective teaching strategies to foster their productivity (Espinosa & Mangali, 2021), as well as students' success (Salamatin et al., 2025). With related concepts, it is also found that teachers' perception of school climate is associated with their level of work engagement, which includes participation in professional development, and that they should actively participate in professional learning communities where they will promote collaborative culture (Budiongan & Corpuz, 2024).

Table 2
Predicting Attitudes Toward Professional Development Programs

Predictor Variables	B	Std. Error	t	p
(Constant)	0.029	.499	0.059	.953
Self-Efficacy	0.161	.152	1.064	.294
Financial Well-being	0.158	.122	1.297	.202
Family Support	0.079	.098	0.806	.425
School Culture	0.621	.129	4.824	.000

Note. $R^2 = .772$, $Adj. R^2 = .596$, $F(4, 40) = 14.762$, $p < .001$

Table 2 presents the results of the multiple regression analysis conducted to determine the extent to which self-efficacy, financial well-being, family support, and school culture predict attitudes toward professional development programs. The overall model was significant, $F(4, 40) = 14.762$, $p < .001$, explaining approximately 77.2% of the variance in attitudes. The R^2 of .772 means that 77.2% of the variance in attitudes toward professional development is explained by the four predictors. The adjusted R^2 of .596 accounts for the number of predictors and shows that about 59.6% of the variance is reliably explained by the model. This implied that when combined, predictors meaningfully influence the attitude towards professional development,

hence they are useful for designing policies or programs that aim to increase professional engagement. Specifically, teachers with higher self-confidence in their ability to learn, grow, and succeed; with financial security; and with supportive family and school environments tend to be more open to learning opportunities.

Among the predictors, only school culture emerged as a significant predictor ($B = 0.621$, $t = 4.824$, $p < .001$), indicating that higher perceptions of a positive school culture are strongly associated with more favorable attitudes toward professional development. In contrast, self-efficacy ($p = .294$), financial well-being ($p = .202$), and family support ($p = .425$) did not significantly predict attitudes in the model. While confidence, financial stability, and family support do not independently affect professional development attitudes to a meaningful extent within the context of this study. It highlighted the role of a collaborative and positive school environment in developing teachers' perceptions of professional growth opportunities. Consequently, these findings are necessary for educational leaders and policymakers so that efforts to engage in continuing professional development should be prioritized.

The results above established the relevance of school culture among teachers. It is shown that a positive school culture, which includes leadership approaches, core principles, and behavioral norms, motivates greater teacher participation in professional development, especially when the institution provides support and reflective practices among teachers (Soriano et al., 2025). Closely related to school culture, Boudouaia et al. (2024) also highlighted that organizational culture, practices, and policies are significantly related to teachers' commitment and recommended providing continuous professional development opportunities, which can enhance their work commitment. It is also recognized that an institution with strong cultures is supportive of teachers' professional development and has collaborative teaching staff that work towards a common goal (Espinosa, 2021), and when these are achieved, the school will be more effective (Ismail et al., 2022). This is also affirmed in the study of Gülşen and Çelik (2021), that when school culture improves, perception of teachers in school effectiveness will also improve. This study also implied that a school should have a culture that sees the relevance of professional development of its teachers, faculty teamwork, and democratic leadership to be effective. However, this indication deserves to have further documentation.

4. Conclusions

Based on the findings of the study, teachers' school culture and self-efficacy emerged with the highest weighted mean scores, which indicated that they perceive a supportive educational environment and possess strong confidence in their own professional capabilities; while family support was at a moderate level, indicating occasional but not consistent support from family members; and financial well-being received the lowest weighted mean score, which suggests that there are ongoing challenges faced by the teachers. These results implied that while teachers generally feel assisted by their schools and confident in dealing with professional demands, they may have inadequate consistent personal support and encounter financial problems that could affect them.

Additionally, findings also showed that sex, educational attainment, age, and length of service did not significantly influence teachers' attitudes toward professional development programs. This indicated that teachers, regardless of their gender identity, academic background, years in the profession, or age group, all share similar views on engaging in professional development. This consistency suggests that attitudes towards professional development are improved more by shared professional values and institutional culture rather than individual demographic factors. Whether early-career or veteran teachers, with bachelor's degrees or post-graduate degrees, all recognize the relevance of continuing education to improve teaching practices and keep pace with ever-evolving educational changes.

Lastly, the findings showed that self-efficacy, family support, and school culture were significantly correlated with teachers' attitudes toward professional development, which suggests that teachers who feel confident in their own skills, supported by their families, and work within a positive school environment are

more likely to have more positive views of professional learning. Yet, financial well-being showed no significant relationship, which explains that financial concerns do not directly influence teachers' willingness to engage in professional learning development. When analyzed together, only school culture was found as a significant predictor. This finding established the dominant impact of the school environment on shaping teachers' perspectives, suggesting that while individual and external support systems matter, it is the culture within the school, characterized by high expectations, accessibility to resources, administrative support, recognition of effective pedagogy, fostering skills and talents, and core principles that most strongly motivates teachers' engagement in professional growth. Accordingly, this outcome emphasized the role of school leadership and institutional practices in advocating a professional learning culture.

5. Implications and Recommendations

Firstly, the study recommends that school administrators consider implementing inclusive professional development programs that engage all faculty members, regardless of their age, sex, years of service, or educational attainment. Since the study revealed that teachers generally share similar attitudes toward professional development, a school-wide approach promotes inclusivity through having a collaborative learning environment, encourages peer mentoring, and eliminates barriers that may isolate groups of teachers. Practically, this can lead to a more cooperative teaching community, shared teaching strategies, and a stronger culture of improvement inside the school. Secondly, the study emphasizes the importance of fostering a strong and positive school culture, as it was found to be both significantly correlated with and predictive of teachers' favorable attitudes toward professional development. School administrators may focus on strategies that build trust and recognize achievements. This implies that they must go beyond their administrative tasks and invest in planning team-building activities, celebrating achievements in programs, and providing emotional and professional support. Creating this kind of environment can inspire teachers to become more engaged in continuous learning and feel more valued in their roles.

Thirdly, teachers are encouraged to take part in activities that build their self-efficacy, as the results showed a strong association between confidence in one's abilities and openness to professional development. Joining professional learning communities, mentorship programs, or action research initiatives, which is a practical need for schools to offer, may encourage further development. In addition, schools may use faculty evaluation results from students as a source of constructive feedback that teachers can use to reflect on their strengths and improve their practice. When student feedback is presented in a supportive way, it can affirm effective teaching and motivate further growth. Fourthly, the study also recognizes the value of family support in sustaining teachers' motivation, even if it was not a significant predictor in the final analysis. Teachers may benefit from maintaining strong support systems outside of work, and schools may consider supporting work-life balance and overall well-being. In addition, schools may strengthen or extend guidance services for teachers, offering spaces for counseling and stress management. These practices may improve teachers' engagement by reducing stress and supporting their overall development, which in turn maintains long-term professional growth.

Lastly, future researchers are encouraged to broaden the scope of the study by including more schools across different types, locations, and contexts. Exploring other influencing factors, such as job satisfaction, leadership style, or access to resources, may offer richer insights. Qualitative methods such as interviews or focus group discussions may also help capture deeper perspectives on what drives or hinders teachers' engagement in professional development. These deeper perspectives can shed light on the development of more responsive and targeted development policies.

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