

Development of a contextualized framework in designing professional development program for upland secondary school teachers

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Abstract

This study assessed the professional development (PD) initiatives among public secondary school teachers in the upland municipalities of the Second District of Ilocos Sur. It explored the respondents' demographic profiles, the level of implementation and satisfaction with PD initiatives, the seriousness of implementation challenges, and the relationships among these variables. It also aimed to develop a valid contextualized framework to guide future PD programs. The study involved teachers from upland national high schools, predominantly in the 31–40 age bracket, holding junior academic ranks, and teaching early secondary grades. Most respondents were college graduates with 11–15 years of teaching experience. Findings revealed that the level of implementation and teacher satisfaction regarding PD initiatives were both high, with a computed grand mean of 3.60. However, challenges in implementing these initiatives were also perceived as serious. Statistical analyses showed no significant relationship between teacher profiles and both the implementation and satisfaction levels, suggesting equitable access and consistent program delivery. A strong positive correlation existed between implementation and satisfaction, while a weak negative correlation was noted between implementation and perceived challenges. These results underscore the importance of consistent, high-quality PD delivery in enhancing teacher experiences and minimizing implementation barriers. The study concluded that current PD initiatives are relevant, inclusive, and effective but require more institutional support to overcome contextual challenges. A valid, comprehensive, and contextually responsive framework for teacher professional development was developed. The study recommends institutionalizing this framework and calls for further research on its long-term impacts on teacher performance and student learning outcomes.

Keywords: contextualized framework, professional development, teachers

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1. Introduction

Professional development is essential for teachers to enhance their instructional skills, stay informed about educational research, and improve student outcomes. As educational standards evolve, teachers face new challenges in curriculum design, instructional strategies, and student engagement. Continuous, high-quality professional development improves teachers' instructional practices, leading to improved academic performance (Darling-Hammond *et al.*, 2017). It fosters a collaborative learning environment, encouraging the exchange of ideas and best practices (Desimone & Garet, 2015). Collaborative professional development, such as peer observation, team teaching, and professional learning communities, builds a culture of shared responsibility for student achievement. This fosters a cohesive instructional approach across schools and districts, benefiting students by providing consistent learning experiences. Professional development also contributes to teacher retention and job satisfaction by providing growth opportunities that address specific challenges teachers face (Guskey, 2002).

Statement of the Problem - This study aimed to assess the professional development among public secondary school teachers in the Upland Municipalities of Second District of Ilocos Sur. Specifically, it sought answers to the following: What is the profile of the respondents in terms of age, gender, academic rank, years in service, grade level assignment, highest educational attainment, and type of school? What is the level of implementation of the professional development initiatives along trainings and workshops, mentoring and coaching, job relation and cross-functional projects, networking opportunities, and employee resource groups? What is the level of satisfaction of teachers on the professional development initiatives along trainings and workshops, mentoring and coaching, job relation and cross-functional projects, networking opportunities, employee resource groups? What is the degree of seriousness of the challenges in the implementation of professional development initiatives for teachers? Are there significant relationships between the profile of the respondent and the following level of implementation of the professional development initiatives, their satisfaction level on the professional development initiatives? Are there significant relationships between the level of implementation of the professional development initiatives and the following satisfaction level of the respondents on professional development initiatives, challenges in implementing the initiatives? What valid contextualized framework in designing professional development for teachers can be developed?

2. Methodology

Research Design - This study utilized descriptive-correlation-developmental research design. A descriptive-correlational-developmental research design combines descriptive and correlational methods to study patterns, relationships, and changes over time within a population or phenomenon.

3. Results and discussion

The succeeding tables with its labels showed the findings.

Table 2
Profile of the Respondents

	f	%
1. Age		
20-30	75	35.4
31-40	84	39.6
41-50	39	18.4
51-60	14	6.6

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Total	212	100.0
2. Gender		
Male	104	49.1
Female	108	50.9
Total	212	100
3. Academic Rank		
Teacher I	76	35.8
Teacher II	63	29.7
Teacher II	59	27.8
Head Teacher	8	3.8
Master Teacher I	6	2.8
Total	212	100
4. Years in Service		
1-5 years	59	27.8
6-10 years	16	7.5
11-15 years	122	57.5
16-20 years	13	6.1
21-25 years	2	0.9
Total	212	100
5. Grade Level Assignment		
Grade 7	68	32.1
Grade 8	75	35.4
Grade 9	35	16.5
Grade 10	34	16.0
Total	212	100
6. Highest Educational Attainment		
Doctorate Degree	1	0.5
Master's Degree	70	33.0
College Graduate	141	66.5
Total	212	100
7. Type of School		
National High School	208	98.1
Integrated School	4	1.9
Total	212	100

Table 3

Level of implementation of the professional development initiatives along trainings and workshops

Indicator	\bar{x}	DR
A. Trainings and Workshops		
The following are the activities being implemented:		
1. The school conducts needs analysis to identify the training or workshop needs of teachers.	3.67	HI
2. The trainings and workshops are based on the needs analysis.	3.68	HI
3. Teachers are sent to trainings and workshops that are appropriate to their needs.	3.68	HI
4. The trainings and workshops are funded by the school or DepEd.	4.88	VHI
5. The content of the training or workshop aligns with teachers' professional needs, curriculum standards, and institutional goals.	3.54	HI
6. Participation to trainings and workshops are well-distributed.	3.77	HI
7. Teachers' ability to implement newly acquired strategies, techniques, or tools in their classrooms.	3.83	HI
8. The trainings and workshops are identified to address classroom or school problems or issues.	3.33	HI
9. Participants of trainings and workshops conduct re-echo seminars in their respective school.	3.83	HI
10. The school collects and analyzes feedback from participants regarding the training's or workshops effectiveness and relevance.	3.33	MI
Overall	3.75	H

Legend:

Range of Ratings	Descriptive Rating (DR)	Overall DR
4.21 - 5.00	Very Highly Implemented (VHI)	Very High (VH)
3.41 - 4.20	Highly Implemented (HI)	High (H)
2.61 - 3.40	Moderately Implemented (MI)	Fair (F)

Overall, the level of implementation of the professional development initiatives along trainings and workshops is high as supported by the 3.75 overall mean. This overall high level of implementation aligns with findings from Ingersoll and Strong (2011), who emphasized that robust professional development systems are often correlated with improved teacher performance and student learning outcomes.

Table 4*Level of implementation of the professional development initiatives along mentoring and coaching*

B. Mentoring and Coaching	\bar{x}	DR
The following are the activities being implemented:		
1. Conducting regular observations of teaching practices followed by constructive feedback sessions.	4.20	VHI
2. Peer observations to share best practices and address specific instructional challenges.	4.08	HI
3. Collaborative lesson planning sessions with mentors or coaches.	3.67	HI
4. Conducting model or demonstration teaching sessions to showcase effective strategies.	4.55	VHI
5. Engaging in Professional Learning Communities (PLCs) where teachers share experiences, discuss challenges, and reflect on teaching practices.	3.53	HI
6. Setting individual professional goals and tracking progress with mentors.	4.11	HI
7. Regular coaching sessions to review achievements and areas for improvement.	4.11	HI
8. Mentoring teachers in conducting action research to address classroom or school-wide challenges.	4.19	HI
9. Collaborative analysis of findings to implement evidence-based solutions.	4.33	VHI
10. Organizing small-group workshops on innovative teaching methods, such as differentiated instruction or inquiry-based learning.	3.61	HI
11. Mentoring teachers in implementing these strategies in their classrooms.	4.02	HI
12. Coaching sessions focused on effective classroom management techniques.	4.57	VHI
13. Pairing teachers for peer coaching to foster collaborative learning and mutual support.	4.19	HI
14. Team-teaching sessions where coaches and mentees co-facilitate lessons.	4.24	VHI
15. Mentoring teachers on integrating technology into their lessons, such as using educational apps, learning management systems, or multimedia tools.	3.66	HI
16. Providing guidance on designing interactive digital resources.	4.16	HI
17. Conducting regular check-ins to address emotional and professional challenges.	4.19	HI
18. Building resilience and stress-management skills through mentoring discussions.	4.24	VHI
19. Pairing newly hired teachers with experienced mentors for a structured onboarding experience.	3.66	HI
20. Coaching new teachers on understanding school policies, curriculum standards, and teaching expectations.	3.75	HI
Overall	4.05	H

Notably, the level of implementation of the professional development initiatives along mentoring and coaching is high as indicated by the 4.05 overall mean rating. The high overall mean underscores their substantial implementation and reinforces evidence of their efficacy in professional development. Meta-analytic findings show that coaching consistently enhances teacher instructional practice ($d \approx 0.49$) and yields measurable, albeit smaller, student achievement gains ($d \approx 0.18$), particularly in literacy-focused interventions (Kraft et al., 2018; Kraft, Blazar, & Hogan, 2018). Clearly, the high implementation of mentoring and coaching reflects their value in offering personalized, practical support often missing in traditional PD. Coaching cycles of observation and feedback enable teachers to apply new skills effectively (Knight, 2020).

Table 5*Level of implementation of the professional development initiatives along job relation and cross-functional projects*

C. Job Relation and Cross-Functional Projects	\bar{x}	DR
The following are the activities being implemented:		
1. Assigning teachers to administrative roles such as assistant principal, guidance counselor, or curriculum coordinator for a specified period.	2.42	FI
2. Rotating teachers into roles like event coordinator or school community liaison to develop leadership and organizational skills.	3.00	MI
3. Allowing teachers to temporarily teach a different subject aligned with their background or interests.	4.48	VHI
4. Encouraging teachers to co-teach interdisciplinary subjects to gain broader instructional experience.	4.48	VHI
5. Rotating responsibilities in programs like the Alternative Learning System (ALS), Special Education (SPED), or senior high school career tracks.	1.45	NI
6. Assigning teachers to oversee extra-curricular activities, such as sports programs, student publications, or performing arts clubs.	4.47	VHI
7. Engaging teachers in curriculum mapping or revision tasks for other grade levels or subject areas.	1.78	NI
8. Temporary assignment to evaluate and align teaching strategies with curriculum standards.	3.17	MI
9. Assigning teachers to lead professional development workshops or mentoring sessions.	4.43	VHI
10. Temporary assignments to research and recommend innovative teaching methods or educational technologies.	4.43	VHI
11. Collaborating with teachers from different subject areas to create integrated lessons or thematic units.	3.61	HI
12. Forming cross-functional teams to organize school events such as Science Fairs, Arts Festivals, or Career Days.	3.43	HI
13. Coordinating teams for community outreach activities, such as Brigada Eskwela or literacy programs.	4.37	VHI
14. Creating cross-disciplinary teaching modules, such as combining history and technology for a digital storytelling project.	3.09	HI

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15. Collaborating on creating multimedia resources for use across various subjects and grade levels.	3.62	HI
16. Establishing cross-departmental teams to address school challenges, such as absenteeism, student engagement, or resource allocation.	3.50	HI
17. Participating in committees for policy review, disaster preparedness, or health and safety protocols.	4.37	VHI
18. Collaborating on school-based action research projects addressing teaching and learning issues.	3.62	HI
19. Participating in inter-school competitions, academic exchanges, or collaborative projects.	3.31	MI
20. Engaging in cross-school teacher shadowing programs to learn from best practices in other institutions.	1.75	NI
Overall	3.44	H

The table revealed an overall high mean rating of 3.44. This suggests that schools broadly embrace strategies aimed at expanding teachers' roles and experiences beyond traditional classroom boundaries. Allowing teachers to temporarily teach subjects aligned with their backgrounds or interests, which received a very high mean rating of 4.48, reflects an innovative approach that supports teacher autonomy and expertise. The equally high mean rating (4.48) for encouraging teachers to co-teach interdisciplinary subjects underscores the value placed on collaborative teaching models. This aligns with studies demonstrating that interdisciplinary collaboration enhances instructional strategies and broadens teachers' professional perspectives (Opfer et al., 2021). Additionally, assigning teachers to oversee extracurricular activities, which also garnered a very high mean of 4.47, points to the recognition of these roles as critical professional development opportunities. In contrast, the notably low mean rating of 1.45 for rotating responsibilities in specialized programs indicates a lack of implementation in this potentially impactful area. Furthermore, the low mean of 1.75 for engagement in cross-school teacher shadowing programs suggests that opportunities for inter-institutional learning and professional exchange remain scarce.

Table 6

Level of implementation of the professional development initiatives along networking opportunities

D. Networking Opportunities	\bar{x}	DR
The following are the activities being implemented:		
1. Attending educational conferences such as the Philippine National Educators Conference (PNEC) or regional DepEd-sponsored seminars, where teachers can meet peers, share experiences, and stay updated on educational trends.	3.61	HI
2. Becoming members of teacher organizations like the Philippine Association for Teacher Education (PATE), Philippine Association of Teachers of English (PATE), or subject-specific groups, allowing for access to resources, research, and networking with other educators.	3.43	HI
3. Participating in local chapters and attending their networking events, professional development sessions, or training programs.	3.18	MI
4. Collaborating with educators from different regions or countries to share educational practices and create cross-cultural professional bonds.	3.18	MI
5. Attending or organizing virtual or in-person workshops organized by universities, DepEd, or other educational institutions, providing opportunities to network with experts and fellow teachers in the field.	3.62	HI
6. Organizing school-wide or division-level events like Teachers' Day celebrations or Curriculum Development Workshops where teachers can network within their school districts.	4.49	VHI
7. Engaging in inter-school partnerships, where teachers from different schools collaborate on curriculum development, resource-sharing, or joint projects such as inter-school competitions.	3.20	MI
8. Joining or establishing mentoring programs, where experienced teachers connect with newer educators, allowing for sharing of knowledge and establishing professional networks.	3.68	HI
9. Participating in alumni gatherings and reunions organized by teacher training institutions, which provide opportunities to reconnect with former colleagues and build professional networks.	1.47	NI
Overall	3.32	F

The table showed that organizing school-wide or division-level events like Curriculum Development Workshops obtained the highest mean rating 4.49 which is described as very highly implemented. The finding aligns with recent research emphasizing the critical role of structured networking opportunities in professional development (PD). Furthermore, such networking initiatives are linked to improved collective teacher efficacy, which positively influences student outcomes (Williams et al., 2024). Hence, schools and districts should continue prioritizing and possibly expanding these events to sustain robust professional learning communities and drive systemic educational improvement. Joining or establishing mentoring programs earned the second highest mean rating of 3.68 labeled as highly implemented. This finding is consistent with contemporary research highlighting mentoring as a pivotal strategy for enhancing teacher development, retention, and professional identity formation (Roberts & Hall, 2021; Nguyen et al., 2023).

Noticeably, participating in alumni gatherings and reunions organized by teacher training institutions, which provide opportunities to reconnect with former colleagues and build professional networks posted the lowest mean of 1.47 described as not implemented. Overall, the level of implementation of the professional development initiatives along networking opportunities is fair as indicated by the 3.32 computed overall mean. The finding aligns with recent studies emphasizing the critical role of networking in professional growth yet highlighting persistent gaps in effective implementation. Lee et al. (2023) reported that fair implementation scores reflect challenges such as limited resources and inconsistent program delivery, which constrain the full potential of professional development efforts.

Table 7*Level of implementation of the professional development initiatives along employee resource groups (ERGs)*

E. Employee Resource Groups (ERGs)	\bar{x}	DR
The following are the activities being implemented:		
1. Organizing workshops or seminars focused on cultural diversity, equity, and inclusion, where teachers can learn how to address the diverse needs of students.	3.52	HI
2. Promoting understanding of different cultural, socioeconomic, and gender backgrounds through the creation of ERGs that represent marginalized groups within the school system.	3.00	MI
3. Establishing ERGs for teachers with shared characteristics (e.g., women educators, LGBTQ+ teachers, teachers with disabilities) to provide mentorship, emotional support, and career development advice.	3.00	MI
4. Offering guidance through formal mentorship programs where experienced educators help newer teachers navigate the challenges of the profession.	3.00	MI
5. Organizing activities that focus on mental health, stress management, and work-life balance, tailored to the needs of teachers.	2.75	MI
6. Creating networks that allow teachers to advocate for policy changes, raise issues related to workplace equity, and engage in advocacy efforts related to education reform.	2.80	MI
7. Organizing networking events where teachers can meet with administrators, community leaders, or policymakers to discuss important issues that impact educators and students.	2.75	MI
8. Providing opportunities for members of ERGs to take on leadership roles within the group, allowing them to build organizational and leadership skills.	2.65	MI
9. Offering training sessions or workshops that focus on leadership development, public speaking, and other professional skills essential for career advancement.	3.43	HI
10. Encouraging collaboration among teachers within the same ERG to share teaching resources, lesson plans, and best practices.	4.11	HI
11. Facilitating cross-departmental or cross-subject collaborations within ERGs to foster new ideas and teaching methodologies.	4.11	HI
12. Organizing community outreach programs or school-based projects aimed at addressing social issues such as poverty, environmental concerns, or literacy programs.	4.05	HI
13. Hosting professional development retreats or attending conferences focused on specific topics such as diversity in education, leadership in teaching, or inclusive pedagogies.	4.05	HI
14. Organizing group reflections or debriefing sessions after classroom observations to discuss challenges and successes, fostering continuous professional improvement.	4.05	HI
15. Creating programs within ERGs to recognize and celebrate the achievements of teachers, such as Teacher of the Month awards or special recognition for contributions to school or community development.	4.05	HI
Overall Mean	3.42	H

Encouraging collaboration among teachers within the same ERG to share teaching resources, lesson plans, and best practices and facilitating cross-departmental or cross-subject collaborations within ERGs to foster new ideas and teaching methodologies are the two indicators obtaining the highest mean rating of 4.11 described as highly implemented. The high implementation of collaboration-focused professional development initiatives within Employee Resource Groups (ERGs) aligns with recent studies emphasizing the value of both intra- and cross-group collaboration in education. In addition, organizing community outreach programs or school-based projects garnered the second highest mean of 4.05 labeled as highly implemented. Meanwhile, providing opportunities for members of ERGs to take on leadership roles within the group, allowing them to build organizational and leadership skills obtained the lowest mean of 2.65 characterized as moderately implemented. This suggests that a mean rating of 2.65—reflecting only moderate implementation—is a missed opportunity: by investing in leadership roles within ERGs, educational institutions can foster teacher agency, cultivate leadership pipelines, and enhance organizational learning.

Furthermore, organizing activities that focus on mental health, stress management, and work-life balance, tailored to the needs of teachers and organizing networking events where teachers can meet with administrators, community leaders, or policymakers to discuss important issues that impact educators and students garnered the second lowest mean ratings as shown by their 2.75 computed mean. Schools that host regular ‘wellness check-ins’ and policy-dialogue sessions report improved teacher well-being, stronger professional support networks, and a sense of belonging. Hence, a low mean score of 2.75 indicates insufficient attention to these critical supports, which could otherwise mitigate chronic stress, strengthen school-community collaboration, and reduce premature exits from the teaching profession. Finally, the level of implementation of the professional development initiatives along employee resource groups (ERGs) is high as supported by the 3.42 computed overall mean. The finding demonstrates both strong structural integration and meaningful impact within their workforce. This high score aligns with findings by Rivers (2021), who underscores that ERGs routinely host development roundtables, mentorship schemes, and leadership workshops that substantially bolster skill acquisition and career progression.

Table 8

Summary table of the level of implementation of the professional development initiatives for teachers

Indicators	\bar{x}	DR
Trainings and Workshops	3.75	H
Mentoring and Coaching	4.05	H
Job Relation and Cross-Functional Projects	3.44	H
Networking Opportunities	3.32	F
Employee Resource Groups (ERGs)	3.42	H
Grand Mean	3.60	H

The findings reveal a generally high level of implementation across various professional development initiatives for teachers. The strong rating for trainings and workshops (mean = 3.75) aligns with research indicating that well-structured and interactive workshops significantly improve teachers’ pedagogical knowledge and instructional skills, fostering greater self-efficacy (Desimone & Garet, 2015; Darling-Hammond et al., 2020). Mentoring and coaching initiatives, which received the highest mean rating (4.05), are widely recognized for their positive impact on teacher growth by providing tailored feedback and sustained support that enhance instructional practice (Kraft & Papay, 2020). The moderate yet high level of implementation of job-related and cross-functional projects (mean = 3.44) corroborates findings that collaborative professional learning communities promote reflective practice and foster collegiality, which contribute to instructional improvements (Vangrieken et al., 2017; Ronfeldt et al., 2021). Employee Resource Groups (ERGs) also received a high mean (3.42), consistent with literature highlighting ERGs’ role in enhancing teacher belonging, professional identity, and cultural competence within schools (Friedman et al., 2022). Overall, the grand mean of 3.60 indicates a robust implementation of comprehensive professional development, which is critical for sustained teacher effectiveness and student learning gains (Yoon et al., 2020). However, the relatively lower rating for networking suggests a need to further develop these opportunities to maximize collaborative benefits.

Table 9

Level of satisfaction of the respondents on the professional development initiatives along trainings and workshops

Indicator	\bar{x}	DR
A. Trainings and Workshops		
The following are the activities being implemented:		
1. The school conducts needs analysis to identify the training or workshop needs of teachers.	3.70	HS
2. The trainings and workshops are based on the needs analysis.	3.68	HS
3. Teachers are sent to trainings and workshops that are appropriate to their needs.	3.68	HS
4. The trainings and workshops are funded by the school or DepEd.	4.88	VHS
5. The content of the training or workshop aligns with teachers’ professional needs, curriculum standards, and institutional goals.	3.54	HS
6. Participation to trainings and workshops are well-distributed.	3.77	HS
7. Teachers’ ability to implement newly acquired strategies, techniques, or tools in their classrooms.	3.84	HS
8. The trainings and workshops are identified to address classroom or school problems or issues.	3.33	MS
9. Participants of trainings and workshops conduct re-echo seminars in their respective school.	3.83	HS
10. The school collects and analyzes feedback from participants regarding the training’s or workshops effectiveness and relevance.	3.33	MS
Overall	3.75	H

In summary, the overall high satisfaction rating indicates positive perceptions of professional development initiatives; however, areas such as needs alignment and feedback processes require attention. Research consistently highlights that tailoring professional development to specific school or classroom needs is critical to maximizing its effectiveness (Garcia & Liu, 2024). Additionally, systematic feedback mechanisms are essential to refine training programs and ensure their continued relevance and responsiveness to teacher challenges (Lee & Park, 2023). By addressing these areas, schools can optimize professional development's impact, ensuring that it remains relevant, effective, and conducive to continuous teacher growth (Johnson, 2023).

Table 10

Level of satisfaction of the respondents on the professional development initiatives along mentoring and coaching

B. Mentoring and Coaching	\bar{x}	DR
The following are the activities being implemented:		
1. Conducting regular observations of teaching practices followed by constructive feedback sessions.	4.20	VHS
2. Peer observations to share best practices and address specific instructional challenges.	4.08	VHS
3. Collaborative lesson planning sessions with mentors or coaches.	3.67	HS
4. Conducting model or demonstration teaching sessions to showcase effective strategies.	4.55	VHS
5. Engaging in Professional Learning Communities (PLCs) where teachers share experiences, discuss challenges, and reflect on teaching practices.	3.53	HS
6. Setting individual professional goals and tracking progress with mentors.	4.11	HS
7. Regular coaching sessions to review achievements and areas for improvement.	4.11	HS
8. Mentoring teachers in conducting action research to address classroom or school-wide challenges.	4.19	HS
9. Collaborative analysis of findings to implement evidence-based solutions.	4.33	VHS
10. Organizing small-group workshops on innovative teaching methods, such as differentiated instruction or inquiry-based learning.	3.61	HS
11. Mentoring teachers in implementing these strategies in their classrooms.	4.02	HS
12. Coaching sessions focused on effective classroom management techniques.	4.57	VHS
13. Pairing teachers for peer coaching to foster collaborative learning and mutual support.	4.19	HS
14. Team-teaching sessions where coaches and mentees co-facilitate lessons.	4.24	VHS
15. Mentoring teachers on integrating technology into their lessons, such as using educational apps, learning management systems, or multimedia tools.	3.66	HS
16. Providing guidance on designing interactive digital resources.	4.16	HS
17. Conducting regular check-ins to address emotional and professional challenges.	4.19	HS
18. Building resilience and stress-management skills through mentoring discussions.	4.24	VHS
19. Pairing newly hired teachers with experienced mentors for a structured onboarding experience.	3.66	HS
20. Coaching new teachers on understanding school policies, curriculum standards, and teaching expectations.	3.75	HS
Overall	4.05	H

The findings provide robust evidence supporting the critical role of demonstration teaching and classroom management coaching in professional development. The implications suggest that to foster comprehensive teacher growth, professional development must combine exemplary modeling, targeted coaching, collaborative learning, and sustained support for innovation.

Table 11

Level of satisfaction of the respondents on the professional development initiatives along job relation and cross-functional projects

C. Job Relation and Cross-Functional Projects	\bar{x}	DR
The following are the activities being implemented:		
1. Assigning teachers to administrative roles such as assistant principal, guidance counselor, or curriculum coordinator for a specified period.	2.42	FS
2. Rotating teachers into roles like event coordinator or school community liaison to develop leadership and organizational skills.	3	MS
3. Allowing teachers to temporarily teach a different subject aligned with their background or interests.	4.48	VHS
4. Encouraging teachers to co-teach interdisciplinary subjects to gain broader instructional experience.	4.48	VHS
5. Rotating responsibilities in programs like the Alternative Learning System (ALS), Special Education (SPED), or senior high school career tracks.	1.45	NS
6. Assigning teachers to oversee extra-curricular activities, such as sports programs, student publications, or performing arts clubs.	4.47	VHS
7. Engaging teachers in curriculum mapping or revision tasks for other grade levels or subject areas.	1.78	NS
8. Temporary assignment to evaluate and align teaching strategies with curriculum standards.	3.17	MS
9. Assigning teachers to lead professional development workshops or mentoring sessions.	4.43	VHS
10. Temporary assignments to research and recommend innovative teaching methods or educational technologies.	4.43	VHS

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11. Collaborating with teachers from different subject areas to create integrated lessons or thematic units.	3.61	HS
12. Forming cross-functional teams to organize school events such as Science Fairs, Arts Festivals, or Career Days.	3.43	HS
13. Coordinating teams for community outreach activities, such as Brigada Eskwela or literacy programs.	4.37	VHS
14. Creating cross-disciplinary teaching modules, such as combining history and technology for a digital storytelling project.	3.09	MS
15. Collaborating on creating multimedia resources for use across various subjects and grade levels.	3.62	HS
16. Establishing cross-departmental teams to address school challenges, such as absenteeism, student engagement, or resource allocation.	3.5	HS
17. Participating in committees for policy review, disaster preparedness, or health and safety protocols.	4.37	VHS
18. Collaborating on school-based action research projects addressing teaching and learning issues.	3.62	HS
19. Participating in inter-school competitions, academic exchanges, or collaborative projects.	3.31	MS
20. Engaging in cross-school teacher shadowing programs to learn from best practices in other institutions.	1.75	NS
Overall	3.44	H

The findings underscore the critical role of aligning professional development initiatives with teachers' backgrounds and interests, while also highlighting the need for enhanced support in specialized and cross-institutional roles.

Table 12

Level of satisfaction of the respondents on the professional development initiatives along networking opportunities

D. Networking Opportunities	\bar{x}	DR
The following are the activities being implemented:		
1. Attending educational conferences such as the Philippine National Educators Conference (PNEC) or regional DepEd-sponsored seminars, where teachers can meet peers, share experiences, and stay updated on educational trends.	3.61	HS
2. Becoming members of teacher organizations like the Philippine Association for Teacher Education (PATE), Philippine Association of Teachers of English (PATE), or subject-specific groups, allowing for access to resources, research, and networking with other educators.	3.43	HS
3. Participating in local chapters and attending their networking events, professional development sessions, or training programs.	3.18	MS
4. Collaborating with educators from different regions or countries to share educational practices and create cross-cultural professional bonds.	3.18	MS
5. Attending or organizing virtual or in-person workshops organized by universities, DepEd, or other educational institutions, providing opportunities to network with experts and fellow teachers in the field.	3.62	HS
6. Organizing school-wide or division-level events like Teachers' Day celebrations or Curriculum Development Workshops where teachers can network within their school districts.	4.49	VHS
7. Engaging in inter-school partnerships, where teachers from different schools collaborate on curriculum development, resource-sharing, or joint projects such as inter-school competitions.	3.2	MS
8. Joining or establishing mentoring programs, where experienced teachers connect with newer educators, allowing for sharing of knowledge and establishing professional networks.	3.68	HS
9. Participating in alumni gatherings and reunions organized by teacher training institutions, which provide opportunities to reconnect with former colleagues and build professional networks.	1.47	NS
Overall	3.32	F

Overall, the level of satisfaction of the respondents on the professional development initiatives along networking opportunities is fair as evidenced by the computed mean of 3.32. The overall mean aligns with recent studies highlighting the mixed effectiveness of such programs in meeting educators' diverse needs (Johnson & Martinez, 2021; Lee & Carter, 2022).

Table 13

Level of satisfaction of the respondents on the professional development initiatives along employee resource groups (ERGs)

E. Employee Resource Groups (ERGs)	\bar{x}	DR
The following are the activities being implemented:		
1. Organizing workshops or seminars focused on cultural diversity, equity, and inclusion, where teachers can learn how to address the diverse needs of students.	3.52	HS
2. Promoting understanding of different cultural, socioeconomic, and gender backgrounds through the creation of ERGs that represent marginalized groups within the school system.	3.00	MS
3. Establishing ERGs for teachers with shared characteristics (e.g., women educators, LGBTQ+ teachers, teachers with disabilities) to provide mentorship, emotional support, and career development advice.	3.04	MS
4. Offering guidance through formal mentorship programs where experienced educators help newer teachers navigate the challenges of the profession.	3.00	MS
5. Organizing activities that focus on mental health, stress management, and work-life balance, tailored	2.75	MS

to the needs of teachers.		
6. Creating networks that allow teachers to advocate for policy changes, raise issues related to workplace equity, and engage in advocacy efforts related to education reform.	2.82	MS
7. Organizing networking events where teachers can meet with administrators, community leaders, or policymakers to discuss important issues that impact educators and students.	2.75	MS
8. Providing opportunities for members of ERGs to take on leadership roles within the group, allowing them to build organizational and leadership skills.	2.66	MS
9. Offering training sessions or workshops that focus on leadership development, public speaking, and other professional skills essential for career advancement.	3.44	HS
10. Encouraging collaboration among teachers within the same ERG to share teaching resources, lesson plans, and best practices.	4.11	HS
11. Facilitating cross-departmental or cross-subject collaborations within ERGs to foster new ideas and teaching methodologies.	4.11	HS
12. Organizing community outreach programs or school-based projects aimed at addressing social issues such as poverty, environmental concerns, or literacy programs.	4.05	HS
13. Hosting professional development retreats or attending conferences focused on specific topics such as diversity in education, leadership in teaching, or inclusive pedagogies.	4.05	HS
14. Organizing group reflections or debriefing sessions after classroom observations to discuss challenges and successes, fostering continuous professional improvement.	4.05	HS
15. Creating programs within ERGs to recognize and celebrate the achievements of teachers, such as Teacher of the Month awards or special recognition for contributions to school or community development.	4.05	HS
Overall	3.43	H

Clearly, the level of implementation of the professional development initiatives along employee resource groups (ERGs) is high as supported by the 3.42 computed overall mean. The overall mean satisfaction reflects a generally high level of implementation and positive reception of ERG-related professional development initiatives.

Table 14

Summary table of the level of satisfaction on the professional development initiatives for teachers

Indicators	\bar{x}	DR
Trainings and Workshops	3.75	H
Mentoring and Coaching	4.05	H
Job Relation and Cross-Functional Projects	3.44	H
Networking Opportunities	3.32	F
Employee Resource Groups (ERGs)	3.43	H
Grand Mean	3.60	H

The overall high satisfaction level suggests that the professional development programs in place are generally effective, yet the disparity between mentoring/coaching and networking ratings points to areas needing refinement. Specifically, education leaders should prioritize the expansion and improvement of networking platforms to complement individualized coaching efforts, fostering comprehensive professional growth ecosystems (Darling-Hammond et al., 2020). Lack of instructional materials or access to adequate teaching tools, textbooks, or technology to enhance the PD experience or to apply what they learn in the classroom was rated as extremely serious as indicated by the 5.0 mean rating. This finding aligns with recent literature emphasizing the critical role of sufficient educational resources in enhancing teacher efficacy and the quality of PD outcomes.

Table 15

Degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along resources and funding

Resources and Funding: The following are the challenges being met in the implementation of the professional development initiatives for teachers:	\bar{x}	DR
1. Inadequate budget allocation that restrict access to quality PD programs, limiting opportunities for teachers	4.38	ES
2. Lack of instructional materials or access to adequate teaching tools, textbooks, or technology to enhance the PD experience or to apply what they learn in the classroom	5.00	ES
3. Absence of digital infrastructure or lack the technological infrastructure (e.g., reliable internet access, computers, and learning platforms) needed for online or blended and face-to-face PD programs	4.73	ES
4. Low compensation for speakers or resource persons, affecting the quality of the professional development being offered	4.44	ES
5. Competing priorities or lack of resources to support teachers' participation and development	5.00	ES
Overall	4.71	VH

Notably, the degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along resources and funding is very high as evidenced by the 4.71 computed overall mean.

Table 16

Degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along workload and time

Workload and Time: The following are the challenges being met in the implementation the professional development initiatives for teachers:	\bar{x}	DR
1. Large class sizes and heavy teaching loads of teachers, leaving little time to participate in PD sessions during the school day	4.31	ES
2. Extracurricular responsibilities (e.g., organizing school events, administrative tasks) of teacher, further limiting the time they can dedicate to professional learning	4.91	ES
3. PD is often scheduled outside of school hours, making it difficult for teachers to balance their work-life commitments.	4.05	VS
4. Scarcity of substitute teachers in many public schools that do not allow teachers to often cannot take time off to attend PD without leaving their classrooms unattended	3.83	VS
5. Teachers struggle to find time to reflect on and implement new strategies or content in their classrooms due to their packed schedules.	3.48	VS
Overall	4.12	H

Clearly, the degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along workload and time is high as supported by the 4.12 overall mean. This finding is strongly corroborated by international research, which identifies excessive workloads as a central impediment to sustained teacher learning. For example, Heffernan et al. (2022) emphasize that bureaucratic and administrative overload, compounded by teaching responsibilities, contributes to reduced engagement in PD activities. The table revealed a high overall mean of 4.12 (High seriousness). The most serious issues include the lack of subject-specific content (4.92, Extremely Serious) and the misalignment of PD with local needs (4.64, Extremely Serious). Programs lacking emphasis on modern teaching methods (e.g., technology integration) also scored highly (4.19, Extremely Serious), indicating critical areas for reform.

Table 17

Degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along relevance and quality of PD content

Relevance and Quality of PD Content: The following are the challenges being met in the implementation the professional development initiatives for teachers:	\bar{x}	DR
1. PD programs may not always be aligned with the specific needs or challenges Filipino teachers face, especially in rural or underserved areas where the curriculum and resources differ from urban centers.	4.64	ES
2. PD programs often focus on abstract or theoretical concepts that teachers find difficult to translate into their everyday teaching practices.	3.05	MS
3. Lack of contextualization of the PD programs making these programs do not consider the socio-cultural realities of Filipino students and communities can feel disconnected from teachers' real-world experiences and challenges	3.82	VS
4. Limited subject-specific training or lack in-depth, subject-specific content, leaving teachers in specialized areas (e.g., STEM, the arts) without the guidance they need to improve their expertise	4.92	ES
5. Some PD programs do not emphasize critical modern teaching practices such as technology integration or student-centered learning approaches, which are increasingly necessary in today's classrooms.	4.19	ES
Overall	4.12	H

Research highlights that effective PD must be aligned with teachers' contexts and subject areas. Desimone and Garet (2015) emphasize that relevance, active learning, and content focus are critical for PD effectiveness. Similarly, Darling-Hammond *et al.* (2017) found that job-embedded and context-specific PD leads to improved instructional practices. To address these concerns, PD initiatives must be localized, discipline-specific, and rooted in practical application. There is also a need to reframe PD as a collaborative, teacher-driven process focused on contemporary pedagogical demands.

Table 18

Degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along resistance to change from teachers

Resistance to Change from Teachers: The following are the challenges being met in the implementation the professional development initiatives for teachers:	\bar{x}	DR
1. Teachers may feel apprehensive about adopting new teaching strategies or approaches, particularly if they have been teaching in a traditional, lecture-based style for many years.	3.39	MS
2. Teachers who have been in the profession for a long time may resist PD initiatives, especially if they feel their teaching methods are already effective or if the PD is perceived as irrelevant to their specific needs.	3.13	MS
3. Some teachers may view PD programs led by external experts or consultants as ineffective or disconnected from the real challenges they face in their local context.	2.27	MS
4. Teachers may feel insecure about trying out new methods, especially in front of their peers or students, and may resist PD that emphasizes new teaching styles or technologies.	2.74	MS
5. There is often a deep cultural connection to teacher-centered, didactic teaching methods in the Philippines, and changing these practices can be met with reluctance by some teachers who feel that this is the “proper” way to teach.	3.51	VS
Overall	3.01	F

Notably, resistance to change is identified as a moderate challenge with an overall mean of 3.01 (Fair seriousness). While some items such as cultural adherence to didactic teaching (3.51, Very Serious) are more concerning, other aspects like skepticism towards external consultants (2.27) are less significant. Resistance to PD is often tied to entrenched beliefs and practices. Ertmer (2005) found that first-order (external) and second-order (internal) barriers, such as beliefs about teaching, can hinder innovation. Teachers’ reluctance may stem from a lack of agency or perceived irrelevance of PD to their daily realities (Avalos, 2011). This domain received a high seriousness rating (3.70). The lack of sustained learning and evaluation mechanisms, particularly one-off workshops (5.00, Extremely Serious) and absence of success indicators (3.57), are significant barriers.

Table 19

Degree of seriousness of the challenges in the implementation of professional development initiatives for teachers along follow-up and evaluation

Follow-up and Evaluation: The following are the challenges being met in the implementation the professional development initiatives for teachers:	\bar{x}	DR
1. After attending PD sessions, teachers may not receive ongoing support or mentoring to help them implement new ideas in the classroom, which limits the impact of the PD experience.	3.39	MS
2. There is often no structured way for teachers to provide feedback on PD programs or for administrators to assess the effectiveness of the PD initiatives in improving teaching practices.	3.60	VS
3. Many PD initiatives do not foster a collaborative environment where teachers can share experiences, discuss challenges, and learn from each other after the PD sessions.	2.96	MS
4. There may be little effort to track whether the PD has led to improvements in teacher performance or student outcomes, leaving the initiative without measurable success indicators.	3.57	VS
5. Many PD programs in the Philippines are one-time workshops or short seminars, which do not allow for sustained learning or practice, hindering long-term changes in teaching practices.	5.00	ES
Overall	3.70	H

Notably, institutionalizing feedback loops, mentorship, and collaborative learning communities post-PD is crucial. Program evaluation frameworks must be implemented to measure teacher growth and student learning outcomes.

Table 20

Summary table on the degree of seriousness of the challenges in implementing the professional development for teachers

Indicators	\bar{x}	DR
Resources and Funding	4.71	VH
Workload and Time Constraints	4.12	H
Relevance and Quality of PD Content	4.12	H
Resistance to Change from Teachers	3.01	F
Follow-up and Evaluation	3.70	H
Grand Mean	3.93	H

The summary table shows that Resources and Funding (4.71) is the most serious challenge, followed by Relevance and Quality of PD Content and Workload/Time Constraints (both 4.12). Resistance to Change is the

least serious (3.01), but still relevant. The Grand Mean of 3.93 indicates that the challenges are generally serious and warrant urgent attention.

Table 21

Relationship between the profile of the respondents and the level of implementation of the professional development initiatives

Profile	Implementation		
	Computed r	p-value	Interpretation
Age	0.048	0.502	Not significant
Sex	0.034	0.625	Not significant
Rank	0.044	0.520	Not significant
Years in Service	0.074	0.287	Not significant
Grade Level Assignment	-0.030	0.660	Not significant
Educational Attainment	-0.015	0.826	Not significant
School Type	-0.039	0.574	Not significant

Result aligns with other recent studies demonstrating the limited moderating effects of demographic variables on professional development impacts. A 2023 meta-analysis by Educational Psychology Review found little difference in professional learning outcomes based on participant demographics—program design features such as duration and active engagement mattered far more (Smith et al., 2023).

Table 22

Relationship between the profile of the respondents and their satisfaction level on the professional development initiatives

Profile	Satisfaction		
	Computed r	p-value	Interpretation
Age	0.039	0.577	Not significant
Sex	0.038	0.578	Not significant
Rank	0.036	0.601	Not significant
Years in Service	0.065	0.350	Not significant
Grade Level Assignment	-0.034	0.626	Not significant
Educational Attainment	-0.021	0.758	Not significant
School Type	-0.043	0.534	Not significant

Notably, the table highlights that there is no relationship between the profile of the respondents and their satisfaction level on the professional development initiatives. The finding implies that satisfaction levels may be influenced more by the quality, relevance, and delivery of the programs than by demographic characteristics such as age, sex, civil status, educational attainment, position, or years of service. These findings support the assertion that satisfaction with PD is more a reflection of its implementation and relevance rather than the personal profile of the participants.

Table 23

Relationships between the level of implementation of the professional development initiatives and satisfaction level of the respondents on professional development initiatives

Implementation	Satisfaction				
	Trainings and Workshops	Mentoring and Coaching	Job Relation and Cross-Functional Projects	Networking Opportunities	Employee Resource Groups (ERGs)
Trainings and Workshops	0.999*	0.645*	-0.284*	-0.007	-0.094
Mentoring and Coaching	0.645*	1.00*	-0.294*	-0.231*	-0.021
Job Relation and Cross-Functional Projects	-0.284*	-0.294*	1.00*	0.468*	0.417*
Networking Opportunities	-0.007	-0.231*	0.468*	1.00*	0.693*
5. Employee Resource Groups (ERGs)	-0.092	-0.012	0.406*	0.681*	0.991*

*Significant at 0.05

Notably, the very strong correlations in these variables underscore that the quality of implementation—including how content is delivered, the logistical planning, and the perceived relevance—is crucial in shaping whether participants express approval of a professional development (PD) initiative. This reinforces the claim by

Guskey (2002) that PD programs are only effective when they are thoughtfully conceived, well-designed, and supported throughout delivery.

Table 24

Relationships between the level of implementation of the professional development initiatives and the degree of seriousness of the challenges in the implementation of the professional development initiatives

Implementation	Resources and Funding	Workload and Time Constraints	Challenges Relevance and Quality of PD Content	Resistance to Change from Teachers	Follow-up and Evaluation)
Trainings and Workshops	-0.015	0.060	-0.117	0.115	0.069
Mentoring and Coaching	-0.037	0.069	-0.132	0.083	0.059
Job Relation and Cross-Functional Projects	0.020	-0.032	0.038	-0.054	-0.070
Networking Opportunities	-0.068	-0.021	0.075	-0.043	-0.060
5. Employee Resource Groups (ERGs)	-0.066	-0.026	0.062	-0.036	-0.075

Noticeably, there is no relationship between the level of implementation of the professional development initiatives for teachers and the degree of challenges in implementing them along the different variables. This weak negative correlation between the level of implementation and the degree of challenges suggests that better implementation slightly reduces the severity of challenges faced, although the relationship is not statistically significant. Finally, the finding implies that educational planners and school heads should not view the existence of challenges as a direct predictor of low implementation quality. Instead, attention should shift toward fostering enabling conditions such as supportive leadership, teacher agency, and collaborative environments that help mitigate the impact of those challenges. This also implies the need for PD frameworks that are flexible and context-responsive rather than rigidly structured around ideal conditions.

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