

## A correlational study between professional development programs and teachers' self-efficacy

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### ***Abstract***

Professional development programs aim to enhance teachers' instructional skills, content knowledge, and confidence in applying these strategies in the classroom. This study evaluated the impact of professional development programs on the teachers' self-efficacy at one of the private colleges in Cebu. The design used was the descriptive-correlational method of research with an adapted questionnaire as the main tool for gathering data. There were 124 teacher participants in this study. Percentages were used to analyze the data in terms of background information; the weighted mean determined the distribution of perceptions of the effectiveness of the professional development programs in teaching provided by the school and of self-efficacy in teaching. On the other hand, Pearson's product-moment correlation  $r$  determined the significant relationship between the respondents' perceptions of the effectiveness of the professional development programs provided by the school and their self-assessments of their self-efficacy in teaching. The study revealed that the  $p$ -value is greater than the significance level of  $\alpha = 0.05$ , the null hypothesis is not rejected, indicating no significant relationship between the two variables, particularly in the significant relationship between the respondents' perceptions of the impact of the professional development programs on teaching provided by the school and self-assessments of their self-efficacy in teaching. Hence, the researchers recommend applying the output of the study because it provides evidence-based recommendations for improving professional development (PD) programs in ways that directly enhance teachers' self-efficacy.

***Keywords:*** administration and supervision, professional development programs, descriptive correlational, action plan

## **A correlational study between professional development programs and teachers' self-efficacy**

### **1. Introduction**

Professional development programs are designed to provide teachers with new strategies, instructional techniques, and content knowledge. These initiatives also aim to strengthen teachers' confidence in applying newly acquired skills in the classroom. Effective professional development enhances teachers' self-efficacy by improving mastery experiences, which are essential for building self-efficacy beliefs (Bandura, 1997). Gutierrez (2019) noted that participation in professional development is perceived by teachers as a means of enhancing their professional identity and instructional practices, facilitated by shared ownership and reflective learning. Teachers who become more competent and knowledgeable after engaging in high-quality professional development programs are more likely to report increased confidence in their teaching abilities. Training and development are essential for cultivating effective, productive, and qualified educators. Training serves as a process for acquiring subject-specific skills and improving instructional techniques. Teacher preparation remains a fundamental requirement for all educational activities, including the creation of supportive learning environments, curriculum implementation, and assessment.

Training is a primary strategy for achieving institutional objectives. An enhanced workforce with advanced capabilities, knowledge, and skills constitutes a significant source of competitive advantage in the global market. Teacher training programs provide employees with knowledge, new skills, and opportunities for professional growth. Saragena et al. (2024) emphasized that improving teachers' competence in planning, teaching, and assessment can positively affect their self-efficacy, underscoring the importance of targeted institutional interventions to ensure effective instructional processes and improved educational outcomes. Similarly, Padohinog et al. (2024) found that teachers with higher self-efficacy are more receptive to new teaching methods and demonstrate strong planning and problem-solving abilities, especially when confronted with challenging objectives. Investment in human resources is increasingly recognized as a strategy for enhancing organizational competitiveness. Institutions such as the Department of Education acknowledge that human resource development is essential for improving organizational effectiveness. Various training techniques can enhance performance and, consequently, organizational effectiveness. Therefore, the impact of training methods on institutional performance warrants further investigation.

Regardless of the country's efforts in revising its curriculum, implementing differentiated learning modalities, and the like, the researchers believe that teachers still encounter numerous barriers to their school performance. Garma and Sim (2026) argue that there is a lack of comprehensive evidence on how professional development models influence instructional practices in varied educational settings. In the local context, one significant challenge is the limited availability of time and resources dedicated to professional development. Teachers often face heavy workloads and time constraints that make it difficult to engage in sustained and meaningful professional learning. The need for adequate time and resources to support teacher development and the importance of valuing professional learning as an essential part of teachers' work. Conflicting demands also pose challenges to teacher development. Teachers often face numerous responsibilities, including lesson planning, grading, and administrative tasks, which can detract from their ability to fully engage in professional development activities. Balancing these competing demands requires careful attention to prioritizing professional learning within the school schedule.

The findings of this study may provide a feasible and practical action plan grounded in national standards and ongoing professional development programs, support, and the principle of lifelong learning. The study is committed to supporting teachers and recognizes substantial evidence of the critical role of effective teachers in enhancing learner achievement, with a particular focus on a private college in Cebu.

## 2. Methods

The study utilized a descriptive-correlational method. Specifically, it aimed to evaluate the effectiveness of teachers' professional development programs at one of the private colleges in Cebu for the school year 2024-2025, as a basis for a proposed action plan, with 124 teacher-respondents. Also, the respondents were purposively selected to facilitate the study's administration. The study utilized a research-based questionnaire. An adapted questionnaire from Tominez and Cruz (2014) was used by the researchers to gather relevant information for the study. The questionnaire had three (3) parts: general information about the respondents; respondents' perceptions of the effectiveness of the professional development programs provided by the school; and respondents' self-efficacy in teaching. Before administering the research instrument, the researcher sought permission from the school director of the identified private college and the research adviser's recommendation for approval. After permission was granted, the preliminary data-gathering (research questionnaire) was administered to the learner respondents on hand. The researcher assisted the respondents in filling out the questionnaires.

## 3. Results and Discussion

This section presents the gathered data, analysis, and interpretation of the respondents' perceptions of the impact of the professional development programs on teaching provided by the school; the respondents' self-assessments of their self-efficacies in teaching, particularly as to personality, lesson planning, learning mastery, teaching methods, and classroom management; and the test of significant relationship between the respondents' perceptions of the impact of the professional development programs on teaching provided by the school and self-assessments of their self-efficacies in teaching.

**Table 1**

*Respondents' perceptions of the impact of the professional development programs on teaching provided by the school*

Indicators	Mean	Verbal Description
With training and development programs, my job knowledge increases.	4.45	Strongly Agree
Training and development programs teach me the technique of performing my teaching job.	4.50	Strongly Agree
I consider the training and development programs vital for my teaching job.	4.79	Strongly Agree
The training and development programs are done fairly and are availed of by all teachers.	4.45	Strongly Agree
The training and development programs are worth participating.	4.53	Strongly Agree
The pacing of this experience gave me enough time to understand the content.	4.42	Strongly Agree
This experience provided opportunities for interactive learning.	4.54	Strongly Agree
I was able to interact with many different colleagues through this experience.	4.66	Strongly Agree
I learned something about children's learning and development that will change my instructional practice.	4.40	Strongly Agree
This experience provided opportunities that build positive family and community relationships.	4.48	Strongly Agree
<b>Aggregate Mean</b>	<b>4.52</b>	<b>Strongly Agree</b>

*Legend:* 4.21-5=strongly agree; 3.41-4.2=agree; 2.61-3.4= neutral; ; 1.81-2.6=disagree; 1-1.8=strongly disagree

Table 1 summarizes respondents' perceptions of the impact of school-provided professional development programs on teaching, with an aggregate mean of 4.52, corresponding to the verbal description "Strongly Agree". The highest mean score reflects the belief that these programs are vital for the teaching profession (4.79), closely followed by the value placed on opportunities to interact with colleagues (4.66). These findings demonstrate that teachers prioritize professional growth and social collaboration, regarding these programs as essential for career sustainability and networking rather than merely administrative requirements. This observation aligns with Morales and Matriano (2023), who reported that senior high school teachers in the Philippines perceive a significant impact from professional development activities, as evidenced by their extensive utilization and high regard for these practices. The consensus indicates that training initiatives are viewed as high-value investments that strongly resonate with teachers' professional identities.

Operational indicators, such as interactive learning (4.54) and perceived value of participation (4.53), further

support the effectiveness of these programs in fostering engagement. Even the lowest-scoring indicators, including the impact on instructional practice regarding children's development (4.40) and the pacing of the experience (4.42), remain within the Strongly Agree range. Zeeshan et al. (2026) also found that many teachers perceive professional development programs as directly enhancing subject knowledge and aligning closely with the curriculum. This consistency suggests that while content delivery and pedagogical outcomes are highly valued and curriculum-aligned, there is a minor opportunity to refine pacing and the application of child development theories. Overall, the data indicate that the development programs are successfully implemented and perceived as fair, inclusive, and transformative for instructional practice.

**Table 2**

*Summary of respondents' self-assessments of their self-efficacies in teaching*

Instructional Practices	WM	Verbal Description
Personality	4.54	Very Efficient
Lesson Planning	4.46	Very Efficient
Learning Mastery	4.45	Very Efficient
Teaching Methods	4.32	Very Efficient
Classroom Management	4.34	Very Efficient
Grand Mean	4.40	Very Efficient

**Legend:** 4.21-5=very efficient;3.41-4.2=efficient;2.61-3.4= moderate;1.81-2.6=less efficient;1-1.8=never efficient

Table 2 collectively presents the self-assessment of respondents regarding their self-efficacy in various instructional practices, yielding a Grand Mean of 4.40, which corresponds to a verbal description of Very Efficient. Of the five indicators, personality received the highest weighted mean at 4.54, followed by lesson planning at 4.46 and learning mastery at 4.45. These elevated scores indicate that respondents demonstrated considerable confidence in their foundational traits and preparatory skills, suggesting that personal disposition and content organization are perceived as significant contributors to an effective learning environment. This finding aligns with Lazo (2025), who emphasized that strong teacher self-efficacy is fundamental to establishing positive learning environments and promoting student success.

Although classroom management (4.34) and teaching methods (4.32) received the lowest weighted means, both remain within the Very Efficient category. This minor decrease suggests that respondents perceive the technical implementation of diverse teaching strategies and the management of student behavior as slightly more challenging than lesson preparation or personal conduct. However, the narrow range between the highest and lowest scores demonstrates a consistently high level of self-efficacy across all instructional domains. This sustained confidence throughout various career stages supports the findings of Abubakari (2020), who demonstrated that professional development is crucial for maintaining significant improvements in teaching practices among both novice and experienced educators, providing insights relevant to policy and practice in developing nations and beyond.

**Table 3**

*Test of correlation between perceptions of the impact of the professional development programs on teaching provided by the school and self-assessments of their self-efficacy in teaching*

Variables	r-value	p-value	Decision	Remarks
Perceptions of the impact of the professional development programs on teaching provided by the school and self-assessments of their self-efficacies in teaching	0.015	0.891	Failed to Reject Ho	Not Significant

\*(alpha = 0.05)

Table 3 presents the results of a correlation analysis between respondents' perceptions of the impact of professional development (PD) programs and their self-assessments of teaching self-efficacy. The statistical test produced a p-value of 0.891, which greatly exceeds the conventional significance threshold of alpha = 0.05. Therefore, the null hypothesis cannot be rejected, indicating that there is no statistically significant relationship between these variables. The Pearson correlation coefficient is 0.015, suggesting that teachers' perceptions of school-provided training do not predict or correspond with changes in their self-confidence or self-efficacy. These findings indicate that the perceived effectiveness of institutional PD programs is independent of teachers' beliefs

in their instructional capabilities.

The results of this study are consistent with previous literature on professional development and teacher self-efficacy. Morales and Matriano (2023) highlighted that professional development is crucial for teachers in the Philippines, particularly in overcoming challenges in teacher education and meeting diverse educational needs. This study underscores the importance of designing PD programs that are responsive to both the instructional and contextual realities teachers face and the diverse needs of their students. These findings are echoed by Saragena et al. (2024), who recommend focused interventions in planning, teaching, and assessment to positively influence self-efficacy.

The absence of statistical significance carries important implications for both teaching staff and school administrators. For teachers, this finding suggests that classroom confidence and self-efficacy are shaped more by internal factors or external experiences, such as teaching tenure, content expertise, or student outcomes, rather than by institutional workshops. For administrators, these results underscore a potential misalignment between the existing professional development curriculum and teachers' practical needs. Addressing this gap necessitates moving beyond generic training modules and implementing comprehensive needs assessments to design targeted PD programs that effectively enhance teachers' professional confidence and instructional skills.

#### 4. Conclusion and Recommendations

Based on the findings, the conclusion reveals that the lack of statistical significance highlights a potential disconnect between existing PD curricula and teachers' practical needs. While training remains crucial, as emphasized in the literature, these results suggest that confidence and self-efficacy are more likely shaped by internal factors or direct classroom experience. School administrators should therefore move beyond generic workshops and conduct comprehensive needs assessments to design targeted PD programs that directly address teachers' professional growth. Anchoring future PD initiatives in both research findings and teachers' contextual realities will ensure these programs more effectively enhance instructional quality and teacher self-efficacy.

##### 4.1 Practical Educational Implications

The findings of this study carry several practical implications for the educational community. First, since teachers' self-efficacy appears to be shaped more by internal factors and direct classroom experience than by institutional training programs, schools should reconsider the design and structure of their professional development (PD) initiatives. Rather than offering generic, one-size-fits-all workshops, institutions should conduct systematic needs assessments to identify the specific instructional challenges and professional growth areas of their teaching staff. PD programs that are context-sensitive, reflective, and aligned with teachers' actual classroom realities are more likely to yield meaningful improvements in both instructional quality and professional confidence. Second, mentoring and peer-learning structures should be integrated into formal PD frameworks. Given that self-efficacy is often built through mastery experiences and vicarious learning (Bandura, 1997), providing teachers with opportunities to observe effective colleagues, co-teach, and engage in structured reflective dialogue can complement formal training and more directly strengthen teachers' belief in their instructional capabilities. Third, school leaders and curriculum coordinators should incorporate self-efficacy assessments as a regular component of teacher evaluation cycles. Tracking teachers' confidence across instructional domains; such as classroom management, lesson planning, and teaching methods, which can help institutions identify areas requiring targeted support and monitor the long-term impact of their professional development investments.

##### 4.2 Significance of Findings for Practitioners, Teachers, Students, and Schools

**For Teachers and Practitioners.** The results affirm that teachers in this study demonstrate consistently high levels of self-efficacy across all measured instructional domains, which is an encouraging indicator of professional readiness and resilience. At the same time, the absence of a significant correlation between perceived PD effectiveness and self-efficacy serves as an important prompt for teachers to reflect critically on the sources of

their professional confidence. Teachers are encouraged to actively seek out mastery experiences, engage in self-directed professional learning, and advocate for PD opportunities that are directly responsive to their pedagogical needs rather than passively participating in institutionally mandated programs.

**For Students.** Although the study does not measure student outcomes directly, the implications for learners are substantial. Teachers who possess high self-efficacy are generally more persistent in the face of classroom challenges, more creative in their instructional approaches, and more committed to fostering inclusive and supportive learning environments. By ensuring that teachers receive meaningful and targeted professional development, schools indirectly invest in the quality of instruction that students receive, thereby contributing to improved academic engagement and achievement.

**For Schools and Educational Administrators.** For school leaders, this study provides evidence-based justification for re-evaluating the current model of professional development delivery. The disconnect identified between teachers' positive perceptions of PD programs and their self-efficacy outcomes suggests that participation and satisfaction alone are insufficient indicators of a program's impact. Administrators should establish clearer linkages between PD content and instructional outcomes, build in mechanisms for follow-through and classroom application, and foster a school culture where continuous professional learning is valued, supported, and structurally embedded in teachers' daily work.

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