

Optimizing School-Based Teacher Training for Improved Teaching Performance

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Abstract:

This research determined the effectiveness of school-based teacher training programs in enhancing teachers' professional development in selected public schools in the Division of Mandaue City for the School Year 2025–2026. The findings served as the basis for developing a Comprehensive Teacher Training Enhancement Plan to strengthen teachers' instructional competence and professional growth. Specifically, the study examined the demographic profile of the teacher-respondents with respect to age, gender, marital status, highest educational qualification, length of service, position, and training attended. It also assessed the effectiveness of school-based teacher training programs in planning and needs assessment, quality of facilitation and training delivery, relevance of training content to instructional needs, opportunities for collaboration and professional dialogue, and monitoring, feedback, and follow-through mechanisms. Furthermore, the study evaluated the effects of teacher training on teachers' professional development in terms of content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. A descriptive–correlational research design was employed in the study. Data were gathered using a structured questionnaire administered to fifty (50) teachers. The collected data were analyzed using frequency, percentage, weighted mean, standard deviation, and Spearman's Rho correlation coefficient. The results revealed that the level of effectiveness of school-based teacher training programs was rated Outstanding, with an overall weighted mean of 4.56. Similarly, the level of teachers' professional development was also rated Outstanding, with an overall weighted mean of 4.55. The test of significant relationship showed that teacher training effectiveness was significantly related to teachers' professional development. These findings indicate that well-planned and effectively implemented teacher training programs significantly improve

teachers' instructional competencies and professional practices. The study recommends strengthening monitoring mechanisms and institutionalizing a comprehensive plan to enhance teacher training aligned with the Philippine Professional Standards for Teachers (PPST).

Keywords: Master of Arts in Education, School-Based Teacher Training, Teaching Performance, Professional Development, Engagement, Mandaue Cebu, Philippines.

Chapter 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Teachers play a critical function in shaping learner achievement; however, their effectiveness depends largely on continuous, relevant, and context-based teacher training programs. In the Philippine public elementary school setting, teachers are confronted with continuous curriculum reforms, inclusive education mandates, digital transformation, and increasing accountability requirements. These challenges require comprehensive teacher training structures that are sustained, practice-oriented, and directly connected to classroom implementation. Recent studies affirm that teacher training is most effective when it is school-based, ongoing, collaborative, and responsive to teachers' instructional needs [1].

To meet these demands, the Department of Education has strengthened teacher training through school-based INSETs, coaching and mentoring, professional learning communities, subject-focused workshops, peer collaboration, and classroom feedback systems. These structures promote reflective practice, collaborative inquiry, and continuous improvement. Research shows that well-designed programs significantly enhance pedagogical competence, instructional confidence, and adherence to professional standards when embedded in daily work and supported by instructional leadership [2], [3].

In Region VII (Central Visayas), secondary school teachers work in settings ranging from urban schools to remote, disaster-prone communities. These conditions increase instructional demands, such as addressing learning gaps, managing large classes, and implementing curriculum reforms. Literature highlights that regionally responsive, school-based teacher training is vital for supporting teachers in complex, resource-variable settings [4]. Comprehensive training programs offer accessible, context-sensitive ways for teachers to reflect on challenges, refine strategies, and align with educational priorities.

Strengthening teacher training in Region VII is important for improving learners' performance in literacy, numeracy, and critical thinking. Studies indicate that professional development initiatives grounded in local school contexts considerably increase teacher engagement, instructional coherence, and sustainability of reform efforts [5]. By examining the effectiveness of teacher training in the Central Visayas region, this study addresses the need for localized empirical evidence to guide school leaders and division officials in formulating targeted, effective professional development programs. Evidence-based improvement of teacher training systems is vital to ensure that professional development efforts translate into better teaching quality and measurable learner outcomes.

Despite many training programs, effectiveness varies across schools. Factors like leadership support, relevance, facilitation quality, follow-up, coaching, and time affect teacher engagement and growth. Research emphasizes moving beyond compliance seminars to sustained collaboration and application [6]. Fragmented or poorly monitored programs risk becoming routine instead of transformational.

Recent literature shows a shift from traditional, one-time workshops to integrated, teacher-driven professional development. Modern frameworks emphasize coaching, reflection, data-driven

decisions, and shared leadership [7]. Teachers in sustained, coherent programs show improved practices, a stronger identity, and more job satisfaction [8]. These findings affirm the need to evaluate and improve school-based training.

Anchored in Differential Perception Theory, this study acknowledges that teachers may perceive the effectiveness of training programs differently depending on their teaching experience, subject specialization, career stage, and professional needs. Such variations shape their levels of involvement and the extent to which training contributes to their training competence. Understanding these perceptions is essential in improving teacher training structures to guarantee inclusivity, relevance, and sustained participation among secondary school teachers [9].

Teacher training remains the key strategy for improving instructional quality and learner outcomes in the Philippine basic education. Despite intentions to enhance teachers' pedagogical competence through school-based professional development—such as in-service training, coaching, and joint planning—implementation faces persistent structural and organizational challenges, including fragmented planning, overlapping activities, and limited follow-through. These challenges undermine training coherence and prevent teachers from translating professional learning into classroom improvement. To achieve measurable gains in teaching practice, training programs must be coherent, well-coordinated, and clearly aligned with instructional priorities [10], [11].

School-based committees responsible for training and professional development commonly face difficulties in scheduling, identifying priority needs, and ensuring alignment with school improvement plans. Overlapping activities—such as simultaneous instructional tasks, administrative assignments, and multiple training requirements—frequently lead to teacher fatigue, reduced participation, and shallow engagement in professional development sessions. Research shows that excessive workload and poorly coordinated training schedules are among the most significant barriers to effective teacher professional development, particularly in resource-limited school environments. When teachers are required to attend numerous or redundant training activities, absent clear integration, the intended impact on instructional competence becomes diluted.

Teachers still face challenges applying training in the classroom. Monitoring reports often reveal gaps in coaching support, feedback, and post-training evaluation, limiting sustained professional learning. Research shows that training is most effective when combined with structured follow-up, mentoring, and collaborative reflection [12], [13]. Without these, professional development risks becoming mere compliance rather than having a meaningful impact on teaching.

Overlapping professional development activities are a systemic challenge that undermines the effectiveness of training in schools. Papay notes that fragmented structures disrupt instructional coherence and inhibit teachers' ability to integrate new strategies. Darling-Hammond [14] similarly argue that sustained, focused, and job-embedded learning is essential for effective teacher training, rather than isolated or redundant sessions. These findings highlight the need to streamline school-based training so activities are coordinated, purposeful, and directly tied to instructional goals.

Within the local school context, committee reports and teachers' feedback regularly highlight concerns, such as limited time due to teaching workload, duplication of training topics, insufficient quality of facilitation, and a lack of systematic monitoring of training outcomes. Such challenges create inefficiencies in the implementation of professional development and reduce teachers' motivation to engage constructively in training activities. Harris, Jones note that when professional development systems lack coordination and leadership support, teachers perceive them as additional tasks rather than chances for development. This perception weakens the potential of training initiatives to improve teaching performance.

Optimizing school-based teacher training is therefore essential for addressing these systemic and contextual challenges. Optimization entails aligning training plans with teacher needs, consolidating overlapping activities, strengthening facilitation and monitoring mechanisms, and guaranteeing

sustained application in classroom practice. Research demonstrates that well-optimized and coherent professional development systems considerably improve instructional quality, teacher efficacy, and student achievement. By improving training structures and addressing implementation gaps identified in committee reports and teachers' experiences, schools can maximize the impact of professional development on teaching performance.

Given these considerations, there is a need to systematically examine the effectiveness of school-based teacher training programs on teachers' instructional performance. Understanding how planning, coordination, facilitation, quality, relevance, and follow-through influence teaching practices will yield empirical evidence for improving professional development systems at the school level. The findings of this study are expected to inform the development of a Comprehensive Teacher Training Enhancement Plan that addresses overlapping activities, strengthens coordination among committees, and augments the overall impact of training programs on teachers' professional competence and classroom performance.

Given these premises, this study will examine the effectiveness of teacher training and its relationship to teachers' professional development among elementary school teachers during School Year 2025–2026. The findings seek to deliver empirical evidence to strengthen comprehensive school-based teacher training systems and support continuous improvement in teaching quality and learner outcomes across public elementary schools in Region VII.

Theoretical Background

Comprehensive teacher training programs serve as effective school-based professional development mechanisms because they are grounded in contemporary theories of adult learning, collaboration, and instructional improvement. These theoretical frameworks elucidate the processes by which teachers acquire knowledge, share expertise, engage in critical reflection, and transform classroom practices within structured professional development systems. In the Philippine context, teacher training initiatives such as INSETs, coaching and mentoring, collaborative planning sessions, classroom observations, and professional learning communities provide organized platforms that connect theoretical concepts with classroom practice. Analyzing these theoretical foundations clarifies how teacher training contributes to professional growth and enhances instructional effectiveness.

Adult Learning Theory, as revisited by Merriam, Baumgartner [15], asserts that adults learn most effectively when learning is self-directed, problem-centered, and directly relevant to professional responsibilities. Teacher training programs operationalize these principles by enabling educators to address authentic classroom challenges, share experiences, and collaborate to develop.

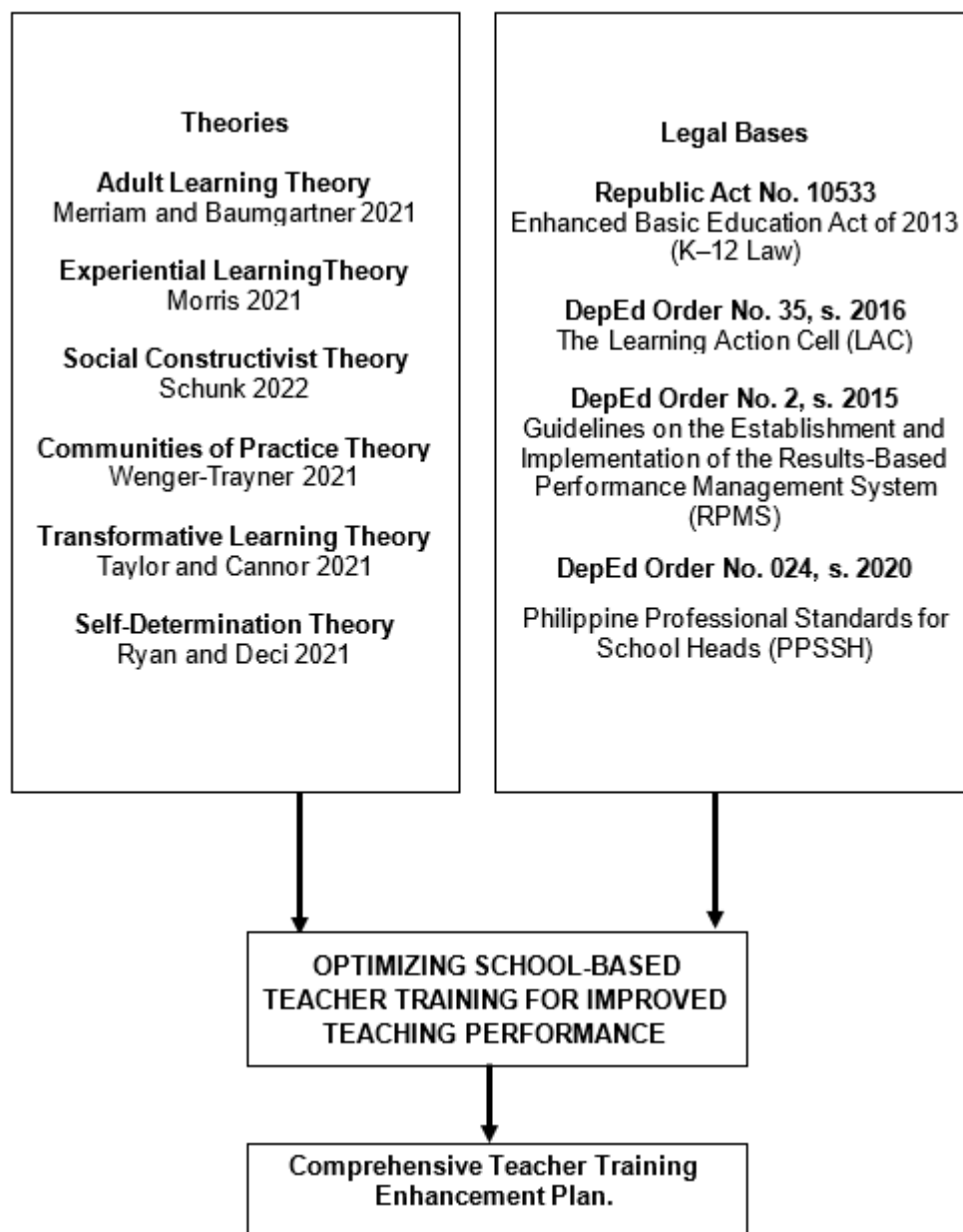


Figure 1. Theoretical Framework.

solutions. Such approaches facilitate the acquisition of practical skills, enhance teacher confidence, and promote the effective adoption of new instructional strategies. Consequently, a robust theoretical foundation not only informs the design of teacher training programs but also supports their sustained impact on classroom practice and student learning outcomes.

Kolb's Experiential Learning Theory, discussed by Morris [16], emphasizes learning through experience, reflection, conceptualization, and experimentation. Effective teacher training follows this cycle: teachers implement strategies, reflect on outcomes, conceptualize improvements, and test improved approaches. Structured coaching sessions, lesson study, and post-observation conferences exemplify experiential learning processes that transform practice into professional knowledge.

Social Constructivist Theory, articulated by Schunk, asserts that learning occurs through social interaction and shared meaning-making. Teacher training initiatives which promote collaborative planning, peer mentoring, and professional dialogue allow teachers to co-construct knowledge.

Instructional improvement, therefore, becomes a collective process rather than an isolated individual effort.

Wenger-Trayner, Wenger-Trayner [17] describe Communities of Practice as professional groups that learn together through sustained interaction. School-based teacher training structures function as formal communities of practice in which teachers address instructional problems together, share resources, and develop a shared professional identity. Sustained participation strengthens instructional coherence across grade levels and subject areas.

Professional Learning Community (PLC) Theory, reinforced by Stoll, Louis [18], underscores collaborative inquiry, shared leadership, and continuous improvement. Comprehensive teacher training programs reflect PLC principles through integrating learner data analysis, collaborative goal setting, and structured professional dialogue into training systems, therewith strengthening instructional effectiveness.

Reflective Practice Theory, expanded by Zeichner, Liston, underscores reflection as central toward professional growth. Teacher training initiatives that include structured reflection—such as coaching feedback meetings and joint lesson evaluations—encourage teachers to critically analyze their practices and align decisions with professional standards such as the PPST.

Instructional Leadership Theory, revisited by Hallinger [19], spotlights the vital role of school leaders in sustaining professional learning. Effective teacher training systems depend on leadership that focuses on instructional growth, allocates time for development activities, and guarantees alignment between training goals and school improvement plans.

Harris, Jones emphasize Distributed Leadership Theory, which promotes shared leadership responsibilities. Teacher training programs that empower master teachers, department heads, and instructional coaches to facilitate sessions foster collective ownership and sustainability of professional development efforts.

Organizational Learning Theory, as discussed by Argote, Miron-Spektor [20], claims that organizations improve as individual learning is institutionalized as organizational knowledge. Comprehensive teacher training systems enable the embedding of insights obtained from workshops, coaching, and peer collaboration in school practices, leading to long-term institutional improvement.

Transformational Learning Theory, revisited by Taylor, Cranton [21], explains how critical reflection reshapes professional beliefs and identity. Deep, reflective teacher training experiences encourage teachers to question assumptions, adopt innovative pedagogies, and revise their didactic roles.

Professional Capital Theory, discussed by Fullan [22], highlights human, social, and decisional capital as foundations of teacher effectiveness. Effective teacher training builds human capital through skill improvement, social capital through collaboration, and decisional capital through shared professional judgment.

Data-Informed Instruction Theory, as described by Schildkamp, stresses the use of learner data to guide instructional improvement. Modern teacher training programs incorporate data analysis workshops, assessment review sessions, and intervention planning to ensure that professional development is evidence-based and outcome-driven.

Self-Determination Theory, revisited by Ryan, Deci [23], states that autonomy, competence, and relatedness enhance intrinsic motivation. Teacher training programs that encourage joint decision-making, skill mastery, and collegial support increase teacher engagement and professional commitment.

Universal Design for Learning (UDL), supported by Meyer [24], emphasizes flexible instructional approaches to address learner diversity. Teacher training initiatives that center on inclusive practices train educators with strategies aligned with Philippine inclusive education mandates.

Systems Theory, revisited by Chen [25], views schools as interlinked systems. Developing teacher training affects instructional quality, leadership practices, school culture, and ultimately learner achievement, demonstrating the systemic impact of professional development reforms.

Behaviorism claims that learning occurs through observable changes in behavior resulting from stimulus–response associations and reinforcement. In the context of teacher training, behaviorist principles are reflected in demonstration teaching, skills drills, coaching feedback, and performance monitoring systems where desired instructional behaviors are reinforced through evaluation and assessment mechanisms. Contemporary applications of behaviorist approaches remain evident in competency-based teacher training and performance appraisal systems, where specific teaching behaviors are measured and improved through guided practice and reinforcement. The PPST integrates behaviorist principles by defining observable teaching indicators across domains such as content knowledge, pedagogy, and classroom management. Through structured training aligned with PPST indicators, teachers receive explicit expectations and feedback that reinforce effective teaching behaviors and improve instructional performance.

Cognitivism emphasizes internal mental processes such as understanding, memory, reflection, and problem-solving in learning. From a teacher training perspective, cognitivist theory emphasizes assisting teachers in understanding instructional concepts, pedagogical reasoning, and decision-making processes rather than merely replicating behaviors. Training programs that focus on lesson planning, assessment literacy, curriculum interpretation, and reflective analysis exemplify cognitive learning processes. Recent literature affirms that teacher professional development that engages mental processing—such as analyzing learner data and designing instructional strategies—leads to deeper instructional competence. The PPST supports cognitivist development by articulating professional knowledge standards and reflective competencies, particularly in Domains 1 (Content Knowledge and Pedagogy) and 5 (Assessment and Reporting). By coordinating training programs with these domains, teachers strengthen conceptual understanding and pedagogical decision-making, therewith improving teaching performance.

Constructivism asserts that learning occurs through the active construction of knowledge from experience and social interaction. In teacher training, constructivist approaches are reflected in collaborative learning, peer mentoring, lesson study, professional dialogue, and reflective practice. Teachers learn effectively when they analyze real classroom challenges, share experiences, and co-construct instructional solutions with colleagues. Research regularly shows that joint and job-embedded professional development significantly improves instructional practices and teacher efficacy. The PPST strongly embodies constructivist principles, particularly in Domain 7 (Self Growth and Professional Development), which emphasizes reflective practice, collaboration, and professional learning communities. School-based teacher training aligned with PPST therefore promotes experiential and joint learning processes that enable teachers to improve teaching strategies and adapt to learner needs.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 [26] (K–12 Law), emphasizes the need for competent, continuously trained teachers to successfully implement the reformed curriculum. The law emphasizes ongoing professional development to ensure teachers have the pedagogical content knowledge, assessment literacy, and instructional strategies required by the enhanced curriculum framework. Its impact on teacher training effectiveness lies in institutionalizing capacity building as a core component of curriculum reform. As curriculum standards evolve to include higher-order thinking skills, inclusivity, and 21st-century competencies, sustained teacher training becomes essential. This legal mandate makes certain that professional development programs are not optional but vital to upholding instructional quality and curriculum adherence across schools.

DepEd Order No. 2, s. [27], which institutionalized the Results-Based Performance Management System (RPMS), establishes an organized framework for performance monitoring, coaching, and

feedback. The impact of RPMS on teacher training effectiveness is apparent in its alignment of evaluation with career development. By structured observations, performance indicators, and development plans, teachers receive targeted feedback that identifies strengths and aspects needing enhancement. This system advances the embedding of coaching and mentoring into teacher training programs, making sure that professional development is data-driven and responsive to actual instructional needs. By linking evaluation results with professional development planning, RPMS transforms teacher training into a continuous improvement process rather than a one-time activity.

DepEd Order No. 024, s. [28], which introduced the Philippine Professional Standards for School Heads (PPSSH), defines clear leadership domains that emphasize instructional supervision, teacher development, and performance monitoring. The impact of PPSSH on teacher training systems is substantial, as it strengthens accountability among school leaders to promote a culture of professional learning. School heads are expected to demonstrate competencies in mentoring, coaching, and supporting teachers' instructional growth. This strengthens the institutionalization of structured training programs and makes certain that teacher development initiatives are guided by leadership standards. As a result, professional development becomes strategically planned, monitored, and evaluated within a framework of leadership excellence.

Civil Service Commission (CSC) policies on merit and promotion add further strength to performance- and competency-based career progression in the public education system. The effect of these policies on teacher training effectiveness rests in linking professional development participation and performance outcomes with advancement opportunities. Teachers are advised to participate in valuable training courses to improve their competencies, as career progression depends not only on tenure but also on demonstrated performance and career development. This merit-based system motivates teachers to actively participate in sustained and relevant training initiatives, therefore strengthening an atmosphere of continuous improvement and professional liability within schools.

The Philippine Professional Standards for Teachers (PPST) serves as the central professional framework guiding teacher competence, evaluation, and development in the Philippine education system. It defines seven domains of teacher quality, including content knowledge, learning environment, diversity of learners, curriculum planning, assessment, community participation, and career development. The PPST has important consequences for the effectiveness of teacher training because it provides a competency-based structure for identifying training needs, designing professional development programs, and evaluating instructional performance [29]. Through aligning school-based training programs with PPST indicators, professional development becomes systematic, standards-based, and directly connected to teaching performance expectations.

The impact of PPST on this study is substantial. First, it provides measurable indicators for assessing teachers' professional development domains such as content knowledge, pedagogy, assessment, and joint effort. Second, it makes certain that teacher training programs address nationally recognized competencies rather than fragmented or overlapping topics. Third, PPST alignment strengthens coherence between training, performance appraisal (RPMS), and instructional improvement, thereby optimizing training effectiveness. Recent studies show that professional development aligned with teacher standards frameworks leads to better instructional quality and sustained vocational growth. Thus, optimizing school-based teacher training through PPST alignment enhances relevance, reduces duplication of activities, and supports measurable improvements in teaching performance.

Furthermore, PPST reinforces the combination of behaviorist, cognitivist, and constructivist principles in teacher development. Observable teaching indicators reflect behaviorist reinforcement, professional knowledge standards reflect mental processing, and joint growth domains reflect constructivist learning. This integrated theoretical alignment explains how well-designed teacher training programs can systematically improve instructional competence. When school-based training

is aligned with PPST competencies, teachers receive structured guidance, conceptual understanding, and collaborative learning opportunities, leading to improved teaching performance.

To summarize, Behaviorism, Cognitivism, and Constructivism collectively explain how teacher training influences instructional behavior, knowledge development, and professional collaboration. The PPST operationalizes theoretical foundations within the Philippine educational context by defining standards for teacher competence and career development. Anchoring this study on these theories and the PPST framework gives a strong conceptual basis for examining and developing school-based teacher training programs to improve teaching performance.

Collectively, these legal foundations institutionalize teacher training as a strategic mechanism for improving instructional quality and learner outcomes. They ensure that professional development is not simply an auxiliary activity but a mandated, structured, and performance-linked component of the Philippine education system. Through aligning leadership accountability, curriculum reform, performance evaluation, and performance-based advancement alongside teacher development, these policies create an all-encompassing framework that improves the effectiveness, sustainability, and impact of teacher training programs in public secondary schools.

Recent local and international studies affirm that sustained, curriculum-aligned, and joint teacher training programs significantly improve instructional quality and learner outcomes. Additionally, Bandura's Teacher Efficacy Theory (1977), supported by Zee, Koomen [30], stresses the importance of teachers' belief in their instructional capability. Effective teacher training strengthens self-efficacy, encouraging innovation, resilience, and improved classroom performance.

THE PROBLEM

Statement of the Problem

This research aimed to assess the effectiveness of school-based teacher training program and their relationship to teachers' professional development among elementary school teachers of Subangdaku Elementary School, South District of the Mandaue City Division during School Year 2025–2026 as basis for crafting a Comprehensive Teacher Training Enhancement Plan.

Specifically, it sought to answer the following queries:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Highest Educational Qualification;
 - 1.5 Length of Service;
 - 1.6 Position, and
 - 1.7 Trainings and seminars attended related to professional development?
2. What are the school-based teacher training implemented?
3. As perceived by the teachers, what is the level of effectiveness of school-based teacher training programs in terms of:
 - 3.1 Planning and needs assessment of training programs;
 - 3.2 Quality of facilitation and training delivery;
 - 3.3 Relevance of training content to teachers' instructional needs;
 - 3.4 Opportunities for collaboration and professional dialogue; and

3.5 Monitoring, feedback, and follow-through mechanisms?

4. As perceived by the teachers, what is the perception of the teachers on the result of the effects of the school-based training on their professional development in terms of:

4.1 Content knowledge;

4.2 Pedagogical competence;

4.3 Assessment and feedback practices; and

4.4 Professional collaboration and reflective practice?

5. Is there a significant relationship between the effectiveness of teacher training programs and teachers' professional development across the identified domains?
6. What issues and concerns are encountered by teachers in the implementation of school-based training programs?
7. Based on the findings, what Comprehensive Teacher Training Enhancement Plan can be optimized?

Null Hypothesis

There is no significant relationship between the effectiveness of teacher training programs and teachers' professional development across the identified domains.

Significance of the Study

This study benefits several key groups:

Department of Education. The results of this study may inform improvements to school-based and division-level teacher training programs. The findings can guide the design of more responsive, needs-based, and data-driven training initiatives, including INSET, coaching and mentoring, collaborative planning, and professional learning activities. Strengthened teacher training systems were expected to enhance instructional quality, reinforce accountability mechanisms, and support continuous school improvement. When training programs were effective, they contributed to improved classroom practices and stronger overall school performance.

Policy Makers. This research provided empirical evidence on how the effectiveness of teacher training influences teachers' professional growth. Policymakers may use the findings to refine DepEd initiatives, including RPMS-PPST alignment, NEAP-recognized training programs, and School-Based Management (SBM) frameworks. The study can inform policy enhancements that ensure teacher training is sustained, competency-based, and aligned with national professional standards.

School Heads. The findings provided school heads with clear insights into the effectiveness of their teacher training initiatives. By identifying which training components most significantly contribute to professional growth, school leaders can improve planning, resource allocation, monitoring systems, and instructional support mechanisms. This strengthens their role as instructional leaders and enhances the overall quality of teacher development programs in their schools.

Teachers. Teachers benefited from improved and more relevant training programs that address their actual instructional needs. Effective teacher training provides opportunities for collaboration, coaching, reflective dialogue, and skill development. As a result, teachers may become more competent, motivated, confident, and professionally engaged.

Learners. Ultimately, strengthened teacher training effectiveness leads to improved instructional practices in the classroom. As teachers enhance their content knowledge, pedagogy, assessment literacy, and collaborative skills, learners are expected to experience higher-quality instruction, increased engagement, and improved academic achievement.

Researcher. This study enhanced the researcher's understanding of teacher training systems as mechanisms for professional growth. Through this research, the researcher gained deeper insights into how structured training programs, coaching, collaboration, and reflective practices influence instructional improvement. The findings strengthened the researcher's competence in educational research, program evaluation, and training design, providing a basis for developing a Comprehensive Teacher Training Enhancement Plan.

Future Researchers. This study may serve as a reference for future research on the effectiveness of teacher training and professional development systems. Researchers may replicate the study in different contexts or explore additional variables, contributing to a broader body of knowledge on sustainable school-based professional growth.

RESEARCH METHODOLOGY

This part contains the research methodology, including the method used, the study's flow, the research locale, the research respondents, the research instruments, the data-gathering procedures, the statistical treatment of the data, the scoring procedures, and the definitions of terms.

Design

A descriptive–correlational research design was utilized in this study to assess the effectiveness of school-based teacher training programs and their relationship to teachers' professional development. This design is appropriate because it allows the researcher to systematically describe the status of teacher training implementation, identify its strengths and areas for improvement, and examine the relationship between teacher training effectiveness and professional growth without manipulating any variables. By combining descriptive and relational analyses, the study presents a comprehensive understanding of how training practices influence teachers' content knowledge, pedagogical competence, assessment practices, and collaborative engagement. Ultimately, this design provides a sound empirical foundation for developing a Comprehensive Teacher Training Enhancement Plan to strengthen professional development initiatives in public schools.

Flow of the Study

A systematic data analysis procedure aligned with each research objective was employed in this study. In the first phase, descriptive analysis was conducted using frequency counts, percentages, weighted mean, and standard deviation to determine the demographic profile of the teacher-respondents and to assess the level of teacher training effectiveness. Specifically, teacher training effectiveness was examined with respect to planning and needs assessment, the quality of facilitation and training delivery, the relevance of training content, opportunities for collaboration, and monitoring, feedback, and follow-through mechanisms. This phase also measured teachers' professional development across key domains, including content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. Overall, this phase provided a comprehensive description of the status of teacher training implementation and professional development levels.

In the second phase, comparative analysis was performed using nonparametric statistical tests such as the Mann-Whitney U-Test and the Kruskal-

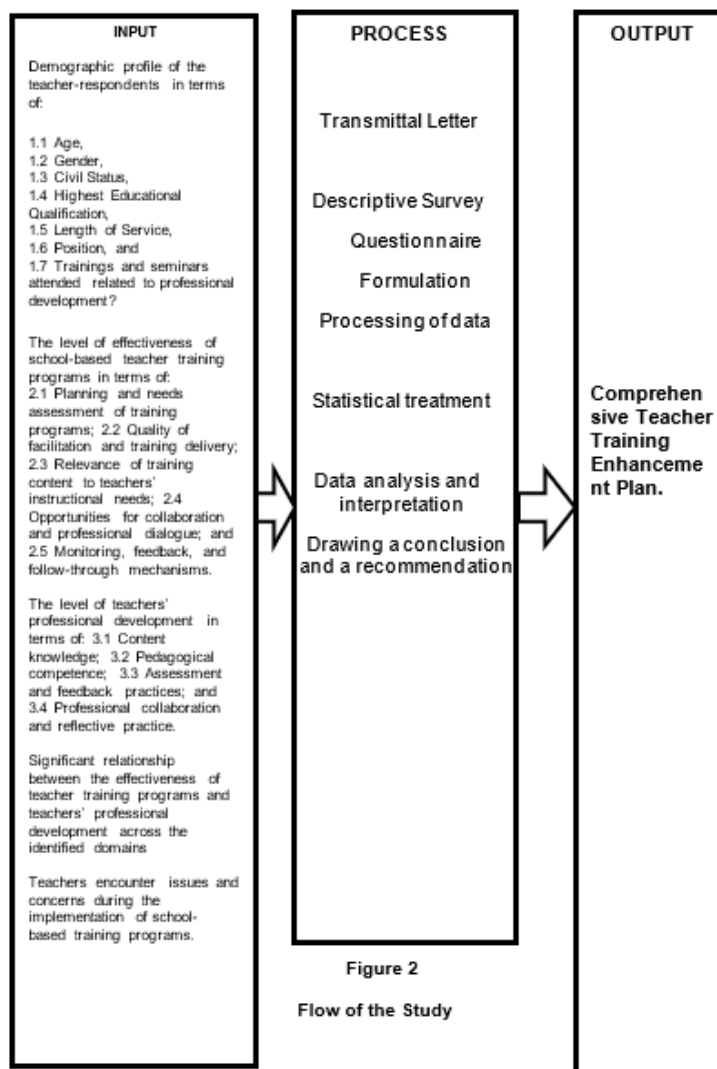


Figure 2

Flow of the Study

Figure 2. Flow of the Study.

Wallis H-Test to determine whether significant differences existed in teacher training effectiveness and professional development when respondents were grouped according to age, gender, highest educational attainment, and position. This phase helped identify whether demographic characteristics influenced teachers' perceptions of training effectiveness and their level of professional growth.

The third phase involved a relational analysis using Spearman's Rho correlation coefficient to assess the relationship between teacher training effectiveness and teachers' professional development across the identified domains. This analysis examined whether stronger and more effective training systems were associated with higher levels of professional competence among teachers.

In the fourth phase, descriptive statistics and mean scores were used to analyze the issues and concerns encountered during the implementation of teacher training programs. This analysis identified common systemic gaps, including limited time allocation, irrelevant training content, weak monitoring systems, and insufficient follow-up coaching.

Finally, based on the results of the descriptive, comparative, relational, and issue analyses, the study culminated in the development of a Comprehensive Teacher Training Enhancement Plan. The proposed plan aims to strengthen planning and needs assessment mechanisms, improve facilitation quality, enhance monitoring and evaluation systems, ensure alignment with PPST and RPMS

standards, and support sustainable and continuous professional development among secondary school teachers.

Environment

The study was conducted at Subangdaku Elementary School, located in the South District of the Mandaue City Division. The school has a rich historical background, tracing its roots to the post-World War II era. The area was reportedly a resting place for Japanese soldiers during the war. After the conflict, prominent residents of the barangay donated land for educational purposes. On January 20, 1922, Prescillano Ruelan, Isidro Velasquez, and Rafael Velasquez donated the site to the Municipality of Mandaue, Cebu, which was formally accepted by Municipal President Alejandro del Rosario through Resolution No. 6, series of 1922, on the condition that the land be used exclusively for school buildings. The school is located along Lopez Street in Subangdaku, the largest barangay in the city, with an area of 5,463 square meters. The campus features a skywalk in front of the school, ensuring safe access for students, parents, and teachers, while a nearby flyover with a traffic light helps manage road congestion during peak hours.

The school's location is strategic, being only 2.8 kilometers from Mandaue City Hall and 3.1 kilometers from the Division Office, making it highly accessible for administrative coordination. The surrounding area is a vibrant community hub, with establishments such as convenience stores, local eateries, hardware stores, bakeries, pharmacies, pawnshops, wet markets, and other small businesses catering to the needs of students, teachers, parents, and residents. Essential

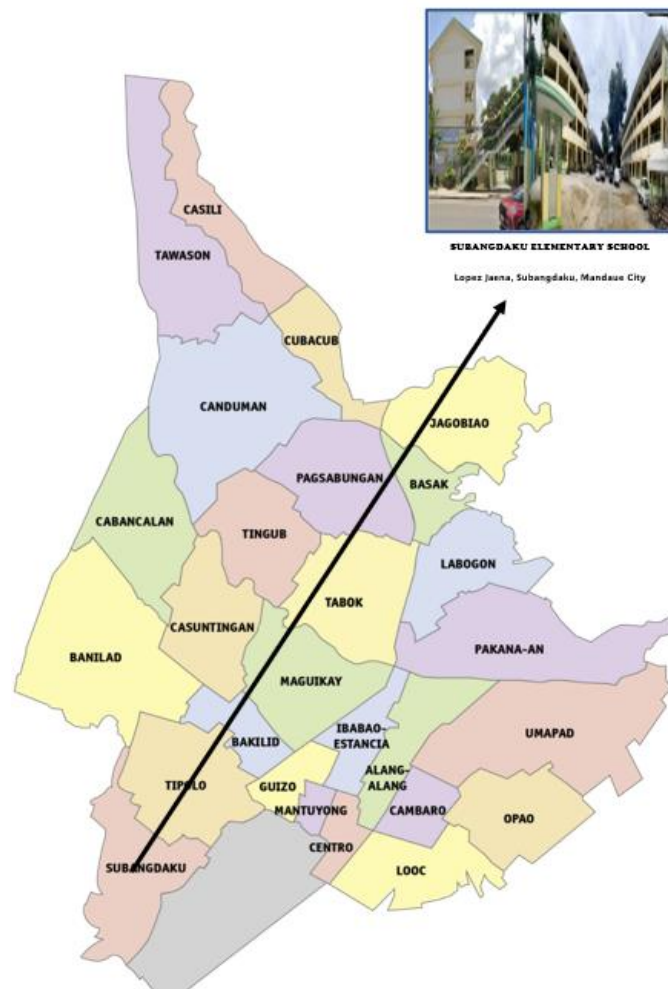


Figure 3. Research Environment.

public services, including the Subangdaku Barangay Hall, Police Station, Day Care Center, Parish Church, Covered Court, and Football Field, are within proximity, ensuring that the school remains a central hub in the neighborhood. Public transportation is widely available, facilitating easy access for learners, teachers, parents, and visitors from nearby areas.

Over the years, Subangdaku Elementary School has developed into a modern learning institution. It currently has 13 school buildings and is constructing a hybrid gymnasium to replace the old covered court. This ongoing flagship project is generously funded by Dynamic Casting Incorporated, a major stakeholder in the school. The school serves 1,978 learners, supported by 73 teachers with various designations, including Master Teacher II, Master Teacher I, Teacher III, II, I, and a SPED Teacher I. Administrative staff include 1 School Principal IV, 1 Head Teacher III, 1 Administrative Assistant III, and 1 Administrative Officer II.

The school is well-equipped with ancillary learning facilities to support holistic education. These include an E-Classroom, Speech Laboratory, School Learning Resource Center, Feeding Center, Science Laboratory, Guidance Room, Robotics Room, Industrial Arts Room, and Home Economics Room. All facilities are functional and maintained by respective coordinators. The school has three fire exits and an artesian well, along with 58 well-ventilated and well-lighted classrooms and 10 non-teaching classrooms, ensuring a safe and conducive learning environment. Maintenance and school programs are strongly supported by an active Parent-Teacher Association (PTA), whose officers actively participate in planning and implementing school projects.

In addition to infrastructure, the school implements programs and initiatives that enhance learner development. The feeding program ensures proper nutrition for students, while science and robotics activities foster critical thinking and problem-solving skills. The school also promotes sports and physical activities through its covered court and football field, encouraging holistic development. Teachers actively integrate technology and innovative teaching strategies in classroom instruction, reflecting the school's commitment to modernizing education.

Subangdaku Elementary School continues to produce graduates equipped with essential skills to meet the challenges of the 21st century. The management emphasizes quality education, ensuring that school operations, social services, and community involvement are integrated into overall learning objectives. Teachers demonstrate strong commitment, actively participating in school programs and projects, while various stakeholders, including parents, barangay officials, and community members—collaborate in the planning and support of activities that directly benefit the learners. This strong partnership between the school and its community ensures that Subangdaku Elementary School remains a progressive institution, fostering academic excellence, social responsibility, and holistic learner development.

Respondents

The study's research respondents were drawn from Subangdaku Elementary School, Mandaue City, comprising 10 Master Teachers and 40

Table 1. Distribution of Respondents

Respondents	Distribution	
	F	%
Master Teachers	10	20
Teachers	40	80
TOTAL	50	100

Teachers, for a total of 50 participants. These respondents were purposively selected to represent both instructional leadership and classroom-level teaching perspectives in evaluating the effectiveness of school-based teacher training programs and their relationship to professional development.

Master Teachers were included due to their roles in mentoring, coaching, instructional supervision, and facilitating professional development initiatives. Their insights provide valuable information regarding the planning, implementation, and monitoring of teacher training programs. Meanwhile, Teachers were included as primary beneficiaries of training initiatives, offering firsthand perspectives on the relevance, quality, and impact of professional development activities on their instructional practices.

Together, these groups provide a comprehensive understanding of the effectiveness of teacher training in the school context.

Instruments

This study utilized a structured survey questionnaire as the primary data-gathering instrument to assess the effectiveness of school-based teacher training programs and their relationship to teachers' professional development. The questionnaire was developed by the researcher based on established literature on teacher professional development and training effectiveness, adult and collaborative learning frameworks, and competency-based teacher standards. In particular, the instrument domains were anchored on the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS) indicators issued by the Department of Education. These frameworks provided validated constructs for measuring teacher competence, instructional practice, professional collaboration, and professional development outcomes.

The instrument was divided into four major sections. The first section collected respondents' demographic profiles, including age, gender, marital status, highest educational attainment, length of service, position, and the number of trainings and seminars attended for professional development. This section was based on common demographic variables used in teacher professional development studies to examine differences in perceptions of training effectiveness.

The second section assessed the effectiveness of school-based teacher training programs. The domains—planning and needs assessment, quality of facilitation and training delivery, relevance of training content, opportunities for collaboration and professional dialogue, and monitoring, feedback, and follow-through mechanisms—were adapted from established dimensions of effective professional development identified in international research. Respondents rated each statement using a five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree), enabling quantitative measurement of perceived training effectiveness.

The third section measured teachers' professional development across four domains: content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. These domains were directly aligned with PPST Domains 1 (Content Knowledge and Pedagogy), 4 (Curriculum and Planning), 5 (Assessment and Reporting), and 7 (Personal Growth and Professional Development) to ensure that the instrument reflected nationally recognized teacher competency standards. Alignment with PPST ensured construct validity and contextual relevance within the Philippine education system.

The fourth section identified issues and concerns encountered in the implementation of teacher training programs. The items were derived from common barriers to professional development identified in recent studies, including workload constraints, training relevance, facilitation quality, and lack of follow-through. An optional open-ended item was included to capture qualitative insights and contextual experiences of teachers.

To ensure validity and reliability, the questionnaire underwent content validation by experts in educational leadership, teacher training, and research methodology. Revisions were made in response

to their recommendations to improve clarity, alignment, and relevance. A pilot test was conducted among teachers not included in the main sample to determine internal consistency using Cronbach's alpha coefficient. The finalized instrument served as the primary tool for collecting quantitative data for descriptive, comparative, and correlational analyses in this study.

Data Gathering

A formal request for permission to conduct the study was submitted to the School Head. Upon obtaining approval, the distribution of questionnaires was coordinated with the respective teachers.

The teacher-respondents were provided with the questionnaires in person. Respondents were allotted 20–30 minutes to complete the instrument. Should respondents prefer to participate online, the questionnaire was made available electronically.

The completed questionnaires were collected, encoded, and forwarded to a statistician for statistical analysis. The results will be presented, analyzed, and interpreted with the guidance of the research adviser.

Statistical Treatment

The following statistical tools were used to analyze and interpret the data:

Frequency Count and Percentage. These were used to describe the demographic profile of the teacher-respondents in terms of age, gender, marital status, highest educational attainment, years of service, position, and number of training sessions attended. These tools provided a clear distribution of respondents according to selected profile variables.

Weighted Mean. This statistical tool was employed to assess the effectiveness of teacher training and the level of teachers' professional development across the identified domains. It was used to compute average responses across areas such as planning and needs assessment, quality of facilitation, relevance of training content, opportunities for collaboration, monitoring and follow-through, content knowledge, pedagogical competence, assessment practices, and professional collaboration.

Standard Deviation. This was used to assess the variability and consistency of responses relative to the computed mean. It helped determine the degree of dispersion in respondents' perceptions regarding teacher training effectiveness and professional development.

Mann–Whitney U-Test. This nonparametric test was employed to assess whether significant differences existed in teacher training effectiveness and teachers' professional development when respondents were grouped by selected binary profile variables, such as gender and position.

Kruskal–Wallis H-Test. This statistical tool was used to test for significant differences in teacher training effectiveness and professional development when respondents were grouped by variables with more than two categories, such as age, highest educational attainment, and length of service.

Spearman Rho Correlation Coefficient. This statistical measure was utilized to determine the significant relationship between the level of teacher training effectiveness and teachers' professional development across the identified domains. It examined whether stronger and more effective training programs were associated with higher levels of professional competence among teachers.

Scoring Procedure

The following scoring procedures were used to assess the effectiveness of teacher training and teachers' professional development.

A. Interpretation of Teacher Training Effectiveness and Professional Development

Weight	Scale	Category	Verbal Description
5	4.20 – 5.00	Outstanding	The teacher training program consistently demonstrates high effectiveness in all aspects.
4	3.40 – 4.19	Very Satisfactory	The teacher training program usually demonstrates effectiveness in most aspects.
3	2.60 – 3.39	Satisfactory	The teacher training program occasionally demonstrates effectiveness in some aspects.
2	1.80 – 2.59	Fair	The teacher training program seldom demonstrates effectiveness in limited aspects.
1	1.00 – 1.79	Poor	The teacher training program does not demonstrate effectiveness in any aspect.

These categories were used to interpret the computed weighted mean scores for both teacher training effectiveness and teachers' professional development domains.

B. Interpretation of Teacher Training Support Needs

Weight	Mean Range	Description	Training Support Category
4	3.26 – 4.00	Very High Need	Intensive Training Support
3	2.51 – 3.25	High Need	Strengthened Training Support
2	1.76 – 2.50	Moderate Need	Collaborative Training Enhancement
1	1.00 – 1.75	Low Need	Sustained Training Practices

This scale was used to determine the level of support required in strengthening teacher training programs based on identified gaps and issues.

DEFINITION OF TERMS

For better understanding and clarity, and to establish standard construction of meaning, the following terms have been given both conceptual and operational definitions:

Comprehensive Teacher Training Enhancement Plan. This refers to the proposed structured action plan, developed based on the study's findings, aimed at improving the design, delivery, monitoring, and sustainability of school-based teacher training programs to strengthen teachers' professional development.

Demographic Profile of Teacher-Respondents. This refers to the personal and professional characteristics of the teacher-respondents, including age, gender, civil status, highest educational qualification, length of service, position, and trainings or seminars attended.

Issues and Concerns in Training Implementation. These refer to the challenges teachers encounter in conducting and participating in school-based training programs, such as time constraints, limited resources, insufficient follow-up, and misalignment between training content and instructional needs.

Level of Effectiveness of School-Based Teacher Training Programs. This refers to the extent to which teacher training initiatives achieve their intended objectives in enhancing teachers' knowledge,

skills, and professional practices, as measured through respondents' perceptions using a structured questionnaire.

Monitoring, Feedback, and Follow-Through Mechanisms. This refers to the systems and processes established to evaluate the impact of training programs, provide constructive feedback, conduct coaching sessions, and ensure the application of learned strategies in classroom practice.

Opportunities for Collaboration and Professional Dialogue. This refers to the extent to which teacher training programs promote interaction, shared learning, peer mentoring, reflective discussion, and collective problem-solving among teachers.

Planning and Needs Assessment of Training Programs. This refers to the systematic process of identifying teachers' professional development needs, setting training objectives, designing appropriate activities, and aligning programs with school improvement goals and professional standards.

Quality of Facilitation and Training Delivery. This refers to the effectiveness of trainers, facilitators, or instructional leaders in delivering training sessions, including clarity of presentation, engagement strategies, expertise, organization, and responsiveness to participants' needs.

Relevance of Training Content to Teachers' Instructional Needs. This refers to the degree to which training topics and materials are aligned with teachers' classroom challenges, subject specialization, curriculum requirements, and learner needs.

School-Based Teacher Training Programs. These refer to structured professional development initiatives conducted within the school context, such as in-service training (INSET), coaching and mentoring sessions, collaborative planning meetings, workshops, and other capacity-building activities aimed at improving teachers' instructional competence.

Significant Relationship. This refers to a statistically significant association between teacher training effectiveness and teachers' professional development domains, as assessed using Spearman's rho at a specified significance level.

Teachers' Professional Development. This refers to the continuous process of enhancing teachers' competencies, skills, knowledge, and professional attitudes necessary for effective instruction and improved learner outcomes.

Assessment and Feedback Practices. This refers to teachers' ability to design, implement, and interpret formative and summative assessments, as well as provide timely and constructive feedback to support learner progress.

Content Knowledge. This refers to teachers' mastery of and understanding of subject-matter concepts, principles, and curriculum standards relevant to their teaching assignments.

Pedagogical Competence. This refers to teachers' ability to apply effective instructional strategies, classroom management techniques, differentiation practices, and learner-centered approaches in delivering lessons.

Professional Collaboration and Reflective Practice. This refers to teachers' engagement in collaborative activities, peer discussions, mentoring relationships, and self-reflection aimed at improving instructional practice and professional growth.

Chapter 2

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

Data presentation, analysis, and interpretation are provided in this chapter. This chapter factors that influence teachers' participation in training programs and their professional growth. Specifically, this section examines demographic variables such as age, gender, civil status, highest educational

qualification, length of service, position, and trainings and seminars attended related to professional development. These variables are important in understanding differences in teachers' experiences, professional needs, and engagement in professional development programs.

DEMOGRAPHIC PROFILE

Demographic characteristics play a significant role in shaping teachers' professional competencies, attitudes toward training, and instructional practices. Researchers emphasize that teachers' background characteristics often influence their readiness to adopt new teaching strategies and participate in professional learning activities. Understanding these demographic factors allows school leaders and policymakers to design professional development programs that are responsive to teachers' diverse needs and career stages. Examining teacher profiles also helps identify patterns that may affect the effectiveness of training programs and instructional improvement initiatives.

Age. Age is often associated with teaching experience, adaptability to innovation, and professional maturity. Younger teachers may be more open to new technologies and instructional approaches, while more experienced teachers bring deeper classroom experience and professional wisdom.

Table 2. Age of Teachers.

Age (Years)	Frequency	Percentage
41-50	23	46
31-40	17	34
21-30	10	20
Total	50	100%
Average		37.16
SD		6.68

Table 2 presents the age distribution of the teacher-respondents. The results show that the majority of teachers belong to the 41–50-year-old age group, comprising 23 respondents, or 46% of the total sample. This is followed by teachers aged 31–40 years old, representing 17 respondents or 34%, while 10 respondents or 20% belong to the 21–30 years old age group. The computed average age is 37.16 years, with a standard deviation of 6.68, indicating that the respondents generally fall within the early-to-mid-career stage of the teaching profession.

The findings suggest that the school's teaching workforce is largely composed of mid-career educators with substantial teaching experience who remain actively engaged in professional growth. Teachers within the 41–50 age bracket often demonstrate greater instructional maturity and classroom management expertise, which contribute significantly to instructional stability within the school. At the same time, the presence of younger teachers in the 21–30 and 31–40 age groups introduce innovation, adaptability, and openness to new teaching approaches, particularly in the integration of technology and modern pedagogical strategies. Research indicates that a balanced mix of experienced and younger teachers promotes professional collaboration and strengthens the effectiveness of professional development initiatives.

The relatively moderate standard deviation of 6.68 also indicates that the age distribution among teachers is consistent and not widely dispersed. This suggests that most respondents fall within a similar professional stage, which may influence shared experiences and training needs. Teachers in the mid-career stage are often more receptive to targeted professional development programs that focus on improving instructional strategies, assessment practices, and leadership roles in school-based initiatives. According to Darling-Hammond, teachers at this stage benefit greatly from sustained, collaborative professional development that builds on their existing classroom experience.

In terms of impact on the study, the respondents' age profile may influence their perceptions of teacher training effectiveness and professional development opportunities. Experienced teachers may draw on years of classroom experience when evaluating the relevance of training, while younger teachers may prioritize innovation and instructional support. Understanding the age composition of the teaching staff, therefore, provides valuable insight for designing professional development programs that address the varying needs of teachers at different career stages. Papay further emphasizes that effective teacher training programs must consider career-stage differences to maximize engagement and instructional improvement.

Overall, the results indicate that the school has a strong foundation of experienced teachers complemented by a group of younger educators who bring fresh perspectives to teaching practice. This demographic composition fosters collaborative learning, mentoring, and peer coaching, which are essential components of effective school-based professional development programs. As highlighted by Voogt, professional learning environments that combine experience-based expertise with innovative teaching practices contribute significantly to sustained instructional improvement and teacher growth.

Studies suggest that age influences teachers' perspectives on professional development and their willingness to participate in training programs. Understanding the age distribution of teachers, therefore, provides insight into the professional learning needs of the teaching workforce.

Gender. Gender is another demographic factor that may influence professional engagement and instructional practices. While teaching has historically been a female-dominated profession in many educational systems, gender differences in professional opportunities, leadership roles, and access to training may still exist.

Table 3. Gender.

Indicators	Frequency	Percentage
Female	47	94
Male	3	6
Total	50	100%

Table 3 presents the gender distribution of the teacher-respondents. The results reveal that the majority of respondents are female, with 47 teachers (94% of the total sample), while only 3 respondents (6%) are male. This finding indicates that the school's teaching workforce is predominantly female, consistent with trends observed in many educational systems, where teaching, particularly at the basic education level, is largely composed of female professionals.

The dominance of female teachers in the teaching profession has been widely documented in educational research. Studies indicate that teaching has historically attracted more female educators because it aligns with nurturing roles, communication-oriented work, and service-oriented responsibilities. According to Harris, Jones, gender composition in schools can influence collaboration dynamics and professional interactions among teachers. Female teachers are often recognized for demonstrating strong interpersonal communication and collaborative skills, which are essential in professional learning communities and school-based training programs.

The predominance of female respondents in this study may also have implications for teacher training and professional development initiatives. Since most participants are female, training programs should consider factors such as work-life balance, professional responsibilities, and leadership development opportunities that support the needs of female educators. Darling-Hammond emphasize that effective professional development programs must be inclusive and responsive to the demographic characteristics of the teaching workforce to maximize engagement and participation.

Furthermore, the presence of a small number of male teachers in the school highlights the importance of maintaining diversity within the teaching profession. Gender diversity contributes to a variety of teaching perspectives, classroom management approaches, and instructional styles that enrich the learning environment. Research suggests that diverse teaching staff can positively influence collaborative learning environments and provide broader role models for students.

Recent studies indicate that gender diversity among teachers can enrich collaboration and professional learning environments, contributing to varied teaching perspectives and approaches. Examining gender distribution in schools helps provide a balanced understanding of teachers' participation in professional development.

Overall, the results indicate that the school has a predominantly female teaching workforce, which reflects the common demographic trend in the education sector. This gender composition provides valuable insights for school leaders when planning teacher training and professional development programs, ensuring that activities remain inclusive, collaborative, and responsive to the needs of the teaching population. By understanding gender distribution, school administrators can better design training initiatives that strengthen professional growth and instructional effectiveness among teachers.

Civil Status. Civil status may also influence teachers' professional commitments and participation in training activities. Teachers who balance family responsibilities with professional duties may face different challenges in attending training programs and engaging in extended professional learning activities.

Table 4. Civil Status.

Indicators	Frequency	Percentage
Married	32	64
Single	15	30
Widowed	3	6
Total	50	100%

Table 4 presents the distribution of civil status among the teacher-respondents. The data reveal that the majority of the respondents are married, comprising 32 teachers or 64% of the total sample. This is followed by single teachers, with 15 respondents (30%), while 3 respondents (6%) are widowed. The results indicate that more than half of the school's teaching workforce is married, suggesting that many teachers balance professional responsibilities and family commitments.

The predominance of married teachers may have implications for their professional engagement and participation in training programs. Married educators often manage multiple roles, including family responsibilities, which may affect their availability and flexibility to attend professional development activities. However, research indicates that married teachers may demonstrate strong commitment and stability in their profession, contributing positively to school performance and instructional consistency. Their life experiences may also enhance their interpersonal skills, empathy, and ability to connect with learners and colleagues.

Meanwhile, single teachers, who represent 30% of respondents, may have greater flexibility to participate in professional development programs, extended training sessions, and collaborative school initiatives. Studies suggest that teachers at earlier career stages, many of whom are single, are often more receptive to new teaching strategies and innovations introduced through professional development activities. Their participation in training programs may introduce new ideas and practices within the school.

Although the percentage of widowed respondents is small, their presence also highlights the diversity of personal circumstances among teachers. Personal experiences and life situations may influence teachers' perspectives on professional growth and workplace support systems. According to Darling-Hammond, professional development programs should consider teachers varied personal contexts to ensure inclusive participation and sustained engagement.

Research indicates that personal and family responsibilities may affect teachers' availability for professional development opportunities, which may, in turn, influence their career progression and instructional practices. Therefore, examining civil status provides insights into the contextual factors affecting teachers' professional growth.

Overall, the civil status profile of the respondents suggests that teachers come from diverse personal backgrounds that may shape their professional commitments and learning needs. Understanding this demographic characteristic is important for school leaders when designing training programs, scheduling professional development activities, and providing support systems that accommodate teachers' personal responsibilities. By recognizing these differences, schools can create more responsive and inclusive professional development initiatives that promote teacher well-being and instructional effectiveness.

Highest Educational Qualification. The highest educational qualification is a critical factor in determining teachers' knowledge base and professional competence. Teachers who pursue advanced degrees often develop deeper content knowledge, improved pedagogical skills, and stronger research capabilities. Professional development literature highlights that higher educational attainment is associated with greater teaching effectiveness and increased participation in professional learning initiatives. Consequently, understanding teachers' educational qualifications helps determine the extent to which advanced academic preparation supports instructional performance.

Table 5. Highest Educational Qualifications.

Indicators	Frequency	Percentage
Doctorate Degree	4	8
Masters Degree	7	14
With units in Masters	28	56
College Graduate	11	22
Total	50	100%

Table 5 presents the highest educational qualifications of the teacher-respondents. The results show that most of the respondents, 28 teachers or 56%, have units in a master's degree program, indicating that many teachers are actively pursuing advanced studies to further enhance their professional competencies. This is followed by 11 respondents, or 22%, who are college graduates, while 7 teachers, or 14%, have already completed their master's degree. Additionally, 4 respondents, or 8%, have attained a doctoral degree, indicating a smaller group of highly qualified educators within the school.

The findings indicate that most teachers are engaged in continuing professional education, which is a positive indicator of their commitment to professional growth and instructional improvement. Teachers who pursue graduate studies often gain deeper understanding of pedagogical principles, instructional strategies, and research-based practices that enhance classroom teaching. According to Darling-Hammond, advanced academic preparation significantly contributes to teachers' instructional competence, critical thinking skills, and ability to apply innovative teaching strategies in the classroom.

Furthermore, the presence of teachers with master's and doctoral degrees can positively influence the professional learning environment within the school. These educators often serve as mentors, instructional leaders, and facilitators of professional development programs. Their expertise may support collaborative learning among teachers and strengthen school-based training initiatives. Harris, Jones emphasize that teachers with advanced educational qualifications often play a key role in leading professional learning communities and supporting the implementation of effective instructional practices.

The large proportion of teachers with units in a master's program also suggests that the teaching workforce is in a stage of active professional advancement. This indicates that many teachers recognize the importance of higher education in meeting professional standards such as the Philippine Professional Standards for Teachers (PPST) and improving teaching performance. Graduate education equips teachers with research skills, reflective practices, and leadership competencies that contribute to improved teaching quality and school development.

Overall, the results show that the school has a teaching workforce that values continuous learning and professional advancement. The relatively high number of teachers pursuing or holding graduate degrees provides a strong foundation for implementing effective professional development initiatives and instructional improvement programs. Understanding teachers' educational qualifications is therefore essential in designing training programs that build upon existing knowledge and further strengthen teachers' professional competencies.

Length of Service. Length of service is another important variable that reflects teachers' accumulated experience and exposure to professional development activities. Experienced teachers may have developed strong classroom management and instructional strategies over time, while newer teachers may require more structured training and mentoring support.

Table 6. Length of Service.

Indicators	Frequency	Percentage
21 years and above	11	22
16-20 years	9	18
11-15 years	7	14
6-10 years	9	18
1-5 years	14	28
Total	50	100%
Average		13.12
SD		8.29

Table 6 presents the length of service of the teacher-respondents. The results indicate that the largest group of respondents consists of teachers with 1–5 years of service, accounting for 14 teachers (28% of the total sample). This is followed by teachers with 21 years and above of service, comprising 11 respondents or 22%, while 9 teachers or 18% have 16–20 years of experience. Similarly, 9 respondents, or 18%, have 6–10 years of service, and 7 teachers, or 14%, have 11–15 years of teaching experience. The computed average length of service is 13.12 years, with a standard deviation of 8.29, indicating that the respondents represent a wide range of teaching experience, from beginning teachers to highly experienced educators.

The results suggest that the school's teaching workforce comprises both early-career and experienced teachers, creating a diverse professional environment. Teachers with 1–5 years of service are often in the initial stage of their teaching careers and may require greater support through mentoring,

coaching, and structured professional development programs. These teachers are typically more receptive to new instructional approaches and innovations introduced through teacher training programs. According to Darling-Hammond, early-career teachers benefit significantly from sustained professional development and mentoring systems that strengthen their instructional competence and classroom management skills.

On the other hand, teachers with longer years of service, particularly those with 16 years and above of teaching experience, contribute valuable expertise and professional wisdom gained through extensive classroom practice. These experienced teachers often serve as mentors, facilitators, and instructional leaders who support the professional development of their colleagues. Research highlights that experienced teachers play an important role in professional learning communities by sharing best practices, guiding less experienced teachers, and contributing to collaborative learning environments within schools.

The relatively high standard deviation of 8.29 indicates that there is considerable variation in the teaching experience among respondents. This variation reflects a balanced mix of novice, mid-career, and veteran teachers, which can positively influence professional collaboration within the school. Schools with diverse teaching experience often benefit from peer mentoring, knowledge sharing, and collaborative problem-solving, which contribute to more effective professional development programs.

The results suggest that the school has a diverse teaching workforce with varying levels of experience. This diversity provides opportunities for mentoring relationships, collaborative professional learning, and shared instructional expertise. Understanding teachers' length of service is important for designing professional development programs that address the needs of both beginning and experienced teachers, thereby enhancing teaching performance and promoting continuous professional growth.

Studies emphasize that teaching experience significantly affects teachers' instructional competence and engagement in professional learning communities. Analyzing the length of service, therefore, provides insight into teachers' developmental stages and training needs.

Teaching Position. Teaching position also plays a role in shaping teachers' responsibilities and professional influence within the school. Teachers holding higher positions, such as Master Teachers or instructional leaders, often take on mentoring, coaching, and facilitation roles in professional development programs. These positions require advanced instructional expertise and leadership skills, which influence the design and delivery of training initiatives within schools. Research indicates that teacher leaders contribute significantly to the effectiveness of professional learning communities and school-based training programs.

Table 7. Teaching Positions.

Indicators	Frequency	Percentage
Master Teacher I	5	10
Teacher III	22	44
Teacher II	4	8
Teacher I	14	28
Total	50	100%

Table 7 presents the respondents' teaching positions. The results show that the largest group of teachers holds the position of Teacher III, comprising 22 respondents or 44% of the total sample. This is followed by Teacher I, with 14 respondents (28%), while 5 respondents (10%) hold the position of

Master Teacher I. Additionally, 4 teachers or 8% are classified as Teacher II. These findings indicate that most of the teaching workforce comprises mid-level teachers who have already gained considerable teaching experience and professional advancement within the school system.

The predominance of Teacher III positions suggests that many teachers have advanced in their careers through years of service, professional development, and performance achievements. Teachers at this level typically possess stronger instructional competence and are more actively involved in school programs, curriculum implementation, and collaborative learning initiatives. According to Darling-Hammond, teachers who have progressed in their career stages often demonstrate higher levels of instructional expertise and are better positioned to contribute to school improvement efforts.

The presence of Teacher I and Teacher II positions, which together account for 36% of the respondents, indicates that the school also has a substantial number of teachers who are still developing their professional competencies. These teachers may require continued mentoring, coaching, and participation in professional development programs to strengthen their instructional practices. Research shows that early-career teachers benefit greatly from structured support systems and collaborative professional learning opportunities that enhance their teaching effectiveness and confidence.

Furthermore, the presence of Master Teacher I, although a smaller proportion at 10%, is particularly important in supporting teacher professional development within the school. Master Teachers often serve as instructional leaders, mentors, and facilitators of training sessions, helping other teachers improve their teaching strategies and classroom practices. Their expertise contributes to implementing school-based professional development programs and strengthening collaborative learning environments among teachers. Voogt emphasize that teacher leaders play a critical role in facilitating professional learning communities and supporting the continuous improvement of instructional practices.

The distribution of teaching positions reflects a balanced mix of early-career, mid-career, and instructional leadership roles within the school. This diversity in teaching positions provides opportunities for mentoring, collaboration, and shared leadership in professional development activities. Understanding respondents' teaching positions is important for designing targeted teacher training programs that address the varying professional development needs of teachers at different stages of their careers, ultimately improving teaching performance and enhancing learning outcomes.

Training, Seminars Attended. Training and seminars attended related to professional development represent teachers' exposure to formal learning opportunities that enhance their instructional competencies. Participation in workshops, seminars, conferences, and in-service training programs enables teachers to update their knowledge, improve their pedagogical practices, and adopt innovative teaching strategies. Professional development literature consistently emphasizes that sustained and relevant training opportunities are essential for improving teaching quality and student learning outcomes. Examining the number and types of trainings attended by teachers provides a clearer understanding of their professional development experiences.

Table 8. Training, Seminars Attended.

Indicators	Frequency	Percentage
National	3	6
Regional	8	16
Division	26	52
District	4	8
School	9	18
Total	50	100%

Table 8 presents the distribution of training and seminars attended by the teacher-respondents at different levels. The results reveal that 26 teachers (52%) attended division-level training and seminars. This is followed by school-level trainings (9 respondents, 18%) and regional-level trainings (8 respondents, 16%). Meanwhile, 4 teachers, or 8%, participated in district-level trainings, while only 3 respondents, or 6%, attended national-level training and seminars. These findings indicate that most teachers have greater exposure to professional development activities conducted within the division and school levels.

The predominance of division-level training suggests that professional development opportunities for teachers are primarily organized and implemented by the Division Office, which often focuses on curriculum updates, instructional strategies, and policy implementation relevant to the local educational context. Division-based trainings are generally more accessible to teachers and are designed to address specific needs within the division. According to Darling-Hammond, localized, context-based professional development programs tend to be more effective at improving teachers' instructional practices because they directly respond to the needs of teachers and learners within the school system.

The presence of school-level and regional trainings also highlights the role of schools and regional offices in supporting continuous teacher development. School-based trainings provide opportunities for collaborative learning, mentoring, and peer sharing among teachers, while regional trainings expose educators to broader educational policies, innovations, and instructional strategies. Harris, Jones emphasize that professional development programs conducted at multiple organizational levels help strengthen teachers' competencies and promote collaborative learning communities within schools.

However, the relatively small percentage of teachers who attended national-level trainings suggests limited access to higher-level professional development opportunities that often focus on national educational reforms, advanced pedagogical practices, and leadership development. National-level training sessions can provide teachers with broader perspectives on educational innovations and best practices across different regions. Voogt highlight that exposure to diverse professional development experiences contributes to teachers' ability to adopt innovative teaching strategies and improve instructional effectiveness.

The results indicate that teachers are actively participating in professional development activities, particularly at the division and school levels. This participation reflects a commitment to continuous learning and professional growth among the teaching workforces. Understanding the distribution of training and seminars attended by teachers is important in evaluating the reach and effectiveness of professional development programs. It also provides insights for school leaders and education authorities in planning more inclusive and balanced training opportunities that strengthen teachers' competencies and improve teaching performance.

TEACHER-TRAININGS ATTENDED

The teachers reported participation in a wide range of professional development activities conducted at the school, district, division, and regional levels. These trainings include Learning Action Cell (LAC) sessions, In-Service Trainings (INSET), MATATAG Curriculum orientation and implementation, Action Research training, Lesson Script Writing workshops, Early Language, Literacy and Numeracy Assessment (ELLNA/ELLN) training, Aral Program training and orientation, Alternative Delivery Mode (ADM) training, Braille reading and writing and sign language training, inclusive education workshops, and other school-based professional development activities. Several trainings also focused on Higher Order Thinking Skills (HOTS), revised K–10 curriculum implementation, values formation, child protection, mental well-being, Filipino Sign Language (FSL), and preparation for inclusive classrooms for learners with special needs. In addition, teachers

participated in midyear and year-end school-based INSET programs and division-level training related to curriculum reforms and instructional strategies.

The variety of training programs attended by teachers indicates strong engagement in continuous professional development aimed at enhancing instructional competence and adapting to current educational reforms. Many of the trainings are directly connected to the MATATAG Curriculum and the Revised K–10 Curriculum, which emphasize strengthening foundational skills, critical thinking, and learner-centered instruction. Participation in programs such as Action Research training and lesson script writing workshops also reflects teachers' efforts to improve their instructional practices through reflective teaching and evidence-based strategies. According to Darling-Hammond, sustained and job-embedded professional development activities—such as INSET, collaborative training, and research-based instruction—significantly contribute to improved teaching effectiveness and student learning outcomes.

Furthermore, training in inclusive education, Braille literacy, sign language, and child protection demonstrates teachers' commitment to addressing diverse learners' needs and creating inclusive learning environments. These initiatives align with national education policies promoting equitable and inclusive education. Harris, Jones highlight that professional development programs that focus on inclusivity and learner diversity help teachers develop adaptive instructional strategies and foster supportive classroom environments. Additionally, exposure to programs such as the Aral Program and Alternative Delivery Mode (ADM) equips teachers with strategies to support learners who require additional academic assistance or flexible learning approaches.

The wide range of training attended by teachers strengthens their professional competencies, including content knowledge, pedagogical skills, assessment literacy, and collaborative practices. Continuous participation in such professional development initiatives enables teachers to stay up to date on curriculum reforms, adopt innovative teaching methods, and address the diverse needs of learners. As emphasized by Voogt, effective professional development fosters collaboration among teachers and promotes sustained instructional improvement. Consequently, the extensive training experiences of teachers in this study provide a strong foundation for enhancing teaching performance and improving learner outcomes within the school.

Understanding the demographic profile of teacher-respondents provides essential context for analyzing the effectiveness of school-based teacher training programs and their relationship to teachers' professional development. These demographic variables help identify patterns and differences in teachers' professional experiences, which may influence their engagement in training initiatives and their overall teaching performance. The literature review on these variables establishes the foundation for examining how teacher characteristics interact with professional development programs in the school context.

EFFECTIVENESS OF SCHOOL-BASED TEACHER TRAINING PROGRAMS

This section presents results on the perceived effectiveness of school-based teacher training programs as reported by teacher respondents. Teacher training programs play a significant role in strengthening teachers' competencies, improving instructional strategies, and supporting continuous professional development. In this study, the effectiveness of school-based teacher training was examined across five key dimensions: planning and needs assessment of training programs, quality of facilitation and training delivery, relevance of training content to teachers' instructional needs, opportunities for collaboration and professional dialogue, and monitoring, feedback, and follow-through mechanisms. These dimensions were selected because they represent essential components of effective professional development programs that ensure well-organized, responsive training activities and improve instructional practices. By assessing these aspects, the study aims to determine the extent to which school-based training initiatives support teachers' professional growth and improve teaching performance.

Planning and Needs Assessment of Training Programs

Planning and needs assessment are essential components of effective teacher training programs. This domain examines how well school-based training activities are systematically planned and aligned with teachers' professional needs.

Table 9. Planning and Needs Assessment of Training Programs.

Indicators	WM	Average SD	Interpretation
Teacher training programs are conducted according to a clearly defined annual plan.	4.53	0.50	Outstanding
Training topics are identified through a proper needs assessment.	4.53	0.50	Outstanding
Teachers are consulted in identifying training needs.	4.44	0.59	Outstanding
Training objectives are clearly communicated before implementation.	4.47	0.49	Outstanding
Training schedules are well-organized and convenient for teachers.	4.38	0.50	Outstanding
Training plans are aligned with school improvement goals.	4.53	0.50	Outstanding
Over-all Mean	4.89	0.52	Outstanding

Legend:

4.21–5.00 = Outstanding 3.41–4.20 = Very Satisfactory 2.61–3.40 = Satisfactory
1.81–2.60 = Unsatisfactory 1.00–1.80 = Poor

Effective planning ensures that training objectives, schedules, and activities are designed based on identified competency gaps and school priorities. Needs assessment allows school leaders and training committees to identify areas where teachers require support, ensuring that professional development programs are relevant, timely, and responsive to instructional challenges. Evaluating this domain helps determine whether training initiatives are strategically organized to address teachers' professional development needs and improve instructional effectiveness.

Table 9 presents the level of effectiveness of school-based teacher training programs in planning and needs assessment. The results reveal that the respondents rated this domain as Outstanding, with an overall weighted mean of 4.89 and a standard deviation of 0.52. This indicates that the planning and organization of teacher training activities in the school are perceived to be highly effective, systematic, and aligned with teachers' professional needs. The high rating suggests that the school has established structured mechanisms to ensure that professional development activities are well-planned and responsive to instructional priorities.

Among the indicators, the highest-rated items include “*Teacher training programs are conducted according to a clearly defined annual plan,*” “*Training topics are identified through a proper needs assessment,*” and “*Training plans are aligned with school improvement goals,*” all with a weighted mean of 4.53, interpreted as Outstanding. These findings indicate that the school effectively integrates professional development activities into its annual planning processes. A clear annual training plan ensures that training programs are organized, purposeful, and strategically aligned with institutional goals and teachers' professional needs. Research highlights that professional development programs are most effective when they are guided by systematic planning and needs assessment processes that

identify teachers' competency gaps and instructional priorities. Such structured planning strengthens the relevance and impact of training programs on teachers' professional growth.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is *“Training schedules are well-organized and convenient for teachers,”* which obtained a weighted mean of 4.38 and a standard deviation of 0.50. This suggests that while teachers generally view training schedules positively, there may still be minor concerns related to scheduling conflicts with teaching responsibilities or workload demands. Time management and scheduling are common challenges in professional development implementation, particularly when teachers must balance instructional duties with training activities. According to Harris, Jones, effective professional development programs require careful coordination of schedules to ensure that teachers can participate meaningfully without compromising their instructional responsibilities.

The impact of these findings indicates that the school has a strong foundation in planning and organizing teacher training programs. Well-planned professional development initiatives help ensure that teachers receive relevant training aligned with their instructional needs, curriculum reforms, and school improvement goals. When teachers are actively consulted in identifying training needs and when objectives are clearly communicated, professional development activities become more engaging and meaningful. Studies show that teachers are more likely to apply newly learned strategies in their classroom practices when training programs are relevant, well-organized, and aligned with their professional responsibilities.

The implications of the findings suggest that maintaining and strengthening structured planning mechanisms is essential for sustaining the effectiveness of teacher training programs. School leaders and training committees should continue conducting systematic needs assessments and aligning training initiatives with school improvement priorities and teacher competency standards such as the Philippine Professional Standards for Teachers (PPST). Additionally, improving training schedules and ensuring flexibility in training implementation may further enhance teacher participation and engagement. As emphasized by Voogt, professional development programs that are strategically planned, collaborative, and responsive to teachers' needs significantly contribute to sustained instructional improvement and professional growth.

Overall, the outstanding results in this domain highlight the effectiveness of the school's training planning processes. By maintaining strong planning and needs assessment practices, the school can ensure that professional development initiatives remain relevant, well-coordinated, and impactful in improving teachers' instructional performance and supporting continuous professional development.

Quality of Facilitation and Training Delivery

The quality of facilitation and training delivery plays a crucial role in determining the success of professional development programs. This domain focuses on the competence of training facilitators, the clarity of presentation, and the effectiveness of instructional strategies used during training sessions. Effective facilitation promotes active participation, encourages professional dialogue, and enhances teachers' understanding of instructional practices.

Table 10. Quality of Facilitation and Training Delivery.

Indicators	Average		
	WM	SD	Interpretation
Facilitators demonstrate mastery of the training content.	4.47	0.50	Outstanding
Training sessions are well organized and structured.	4.53	0.55	Outstanding

Facilitators encourage active participation from teachers.	4.58	0.50	Outstanding
Training activities are interactive and engaging.	4.51	0.85	Outstanding
Facilitators provide clear explanations and practical examples.	4.47	0.55	Outstanding
Questions and concerns are addressed effectively during sessions.	4.49	0.59	Outstanding
Over-all Mean	4.51	0.54	Outstanding

Well-delivered training programs provide meaningful learning experiences that enable teachers to acquire new knowledge, refine their skills, and apply innovative teaching strategies in the classroom. Assessing this domain helps determine whether training sessions are conducted in ways that support teachers' learning and professional growth.

Table 10 presents the level of effectiveness of school-based teacher training programs in terms of quality of facilitation and training delivery. The results reveal that this domain was rated Outstanding, with an overall weighted mean of 4.51 and a standard deviation of 0.54, indicating that teachers generally perceive the facilitation and delivery of training sessions to be highly effective and well-implemented. This suggests that training facilitators demonstrate competence and deliver professional development activities in an engaging and organized manner.

Among the indicators, the highest-rated item is "*Facilitators encourage active participation from teachers,*" which obtained a weighted mean of 4.58 and a standard deviation of 0.50, interpreted as Outstanding. This finding indicates that facilitators successfully promote teacher engagement and participation during training sessions. Encouraging active involvement allows teachers to share experiences, discuss instructional challenges, and collaborate with colleagues, thereby enriching the learning experience. Research indicates that interactive and participatory professional development activities significantly improve teaching practices and deepen professional learning among educators.

Another indicator that received a high rating is "*Training sessions are well organized and structured,*" with a weighted mean of 4.53, also interpreted as Outstanding. This suggests that the training programs are carefully designed and delivered systematically, helping teachers understand the objectives and outcomes of the sessions. Well-structured training programs enable participants to follow the learning process effectively and apply the knowledge gained to their classroom practices. According to Harris, Jones, effective facilitation and clear organization of professional development activities are essential in maximizing teachers' engagement and learning outcomes.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is "*Facilitators demonstrate mastery of the training content*" and "*Facilitators provide clear explanations and practical examples,*" both of which have a weighted mean of 4.47. While these results still indicate high effectiveness, they suggest minor areas for improvement, including ensuring that facilitators consistently demonstrate deep mastery of training topics and provide more practical classroom-based examples. Studies indicate that facilitators with strong subject expertise and the ability to connect theory and practice significantly enhance the effectiveness of professional development programs.

The impact of these findings indicates that effective facilitation and engaging training delivery contribute positively to teachers' professional learning experiences. When facilitators encourage participation and deliver well-structured training sessions, teachers are more likely to actively engage in discussions, reflect on their teaching practices, and adopt new instructional strategies. Such interactive training environments promote collaborative learning and strengthen teachers' confidence in applying new knowledge in their classrooms. Papay notes that high-quality facilitation in

professional development programs significantly improves the likelihood that teachers will implement newly learned strategies in their instructional practices.

The implications of the results suggest that maintaining high standards in training facilitation is essential for sustaining effective professional development programs. Schools should continue selecting qualified facilitators who possess strong content knowledge, facilitation skills, and practical teaching experience. Providing additional facilitator training and incorporating more practical classroom examples may further enhance the effectiveness of training delivery. Moreover, fostering interactive and collaborative training environments can strengthen professional learning communities within the school. As emphasized by Darling-Hammond, well-facilitated, interactive, and practice-oriented professional development programs are more likely to produce sustained improvements in teaching performance and student learning outcomes.

Relevance of Training Content to Teachers' Instructional Needs

The relevance of training content is a critical factor that influences teachers' engagement and the overall effectiveness of professional development programs. This domain examines whether the topics and materials presented during training sessions address teachers' actual classroom challenges, curriculum requirements, and learner needs. Relevant training content ensures that teachers gain practical knowledge and strategies they can directly apply to their instructional practices. When training programs are aligned with curriculum reforms and school priorities, teachers are more likely to perceive them as valuable and beneficial for improving teaching performance. Evaluating this domain helps determine whether training programs are responsive to teachers' real instructional needs.

Table 11. Relevance of Training Content to Teachers' Instructional Needs.

Indicators	WM	Average SD	Interpretation
Training topics address actual classroom challenges.	4.51	0.59	Outstanding
Training content aligns with curriculum standards and learning competencies.	4.53	0.59	Outstanding
Training sessions help improve teaching strategies and methods.	4.51	0.59	Outstanding
Training programs address performance gaps among learners.	4.47	0.59	Outstanding
Training materials are practical and applicable in classroom settings.	4.44	0.62	Outstanding
Training contributes to continuous professional growth.	4.60	0.58	Outstanding
Over-all Mean	4.51	0.59	Outstanding

Table 11 presents the level of effectiveness of school-based teacher training programs in terms of the relevance of training content to teachers' instructional needs. The results indicate that this domain was rated Outstanding, with an overall weighted mean of 4.51 and a standard deviation of 0.59. This finding suggests that the training programs conducted in the school are highly relevant to teachers' instructional responsibilities and professional growth. The high rating indicates that teachers perceive the training topics, materials, and activities as meaningful and aligned with their classroom needs.

Among the indicators, the highest-rated item is “*Training contributes to continuous professional growth,*” which has a weighted mean of 4.60 and a standard deviation of 0.58, indicating Outstanding. This result indicates that teachers strongly believe that the training programs they attend significantly enhance their professional development and instructional competence. When training programs support teachers’ continuous learning and skill development, they are more likely to positively influence teaching practices and classroom performance. Research shows that professional development initiatives that focus on sustained teacher learning and skill improvement significantly enhance teaching effectiveness and student learning outcomes.

Another highly rated indicator is “*Training content aligns with curriculum standards and learning competencies,*” which obtained a weighted mean of 4.53, also interpreted as Outstanding. This suggests that the training programs are effectively aligned with curriculum requirements and educational reforms. Such alignment ensures that teachers receive up-to-date knowledge and strategies for curriculum implementation, enabling them to deliver lessons that meet learning competencies and national education standards. According to Harris, Jones, professional development closely aligned with curriculum implementation and classroom practice is more effective at improving instructional quality.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is “*Training materials are practical and applicable in classroom settings,*” which obtained a weighted mean of 4.44 and a standard deviation of 0.62. While this still reflects a high level of effectiveness, it suggests opportunities to further strengthen the practicality and classroom applicability of the training materials. Ensuring that training resources provide concrete examples, demonstrations, and classroom-ready strategies can enhance teachers’ ability to apply new knowledge directly in their teaching practices. Studies emphasize that professional development programs that provide practical and context-based materials are more likely to produce meaningful instructional improvements.

The impact of these findings indicates that the relevance of training content is crucial to improving teachers’ instructional performance. When training programs address real classroom challenges, align with curriculum standards, and provide strategies for addressing learner performance gaps, teachers are more motivated to participate actively and implement new teaching approaches. Relevant training content helps teachers refine their instructional strategies, respond effectively to learners’ needs, and enhance overall teaching effectiveness. Papay notes that professional development programs that directly address teachers’ instructional needs are more likely to produce sustained improvements in classroom practice.

The implications of the results underscore the importance of continuously reviewing and updating training content to ensure it aligns with teachers’ evolving instructional needs and curriculum reforms. School leaders and training coordinators should regularly conduct needs assessments and gather teacher feedback to ensure that training topics remain relevant and practical. Incorporating more classroom-based examples, instructional demonstrations, and collaborative learning activities can further enhance the effectiveness of training programs. As emphasized by Darling-Hammond, professional development programs that are relevant, practical, and closely connected to classroom practice significantly contribute to improved teaching performance and sustained teacher professional growth.

Opportunities for Collaboration and Professional Dialogue

Collaboration and professional dialogue are essential elements of effective teacher training programs. This domain focuses on the extent to which training activities encourage teachers to interact, share experiences, and learn from one another. Collaborative learning environments allow teachers to exchange ideas, discuss instructional challenges, and develop solutions collectively. Such opportunities also promote peer mentoring and professional support among teachers, which contribute to continuous learning and improvement. Assessing this domain provides insight into how training

programs foster teamwork, reflective discussions, and professional learning communities within the school.

Table 12. Opportunities for Collaboration and Professional Dialogue.

Indicators	Average		Interpretation
	WM	SD	
Training sessions promote collaboration among teachers.	4.62	0.58	Outstanding
Teachers are encouraged to share instructional experiences.	4.51	0.66	Outstanding
Professional dialogue and reflection are encouraged.	4.49	0.63	Outstanding
Peer mentoring and knowledge-sharing activities are integrated.	4.42	0.66	Outstanding
Teachers collaboratively solve instructional challenges.	4.47	0.63	Outstanding
Training fosters a supportive professional learning environment.	4.51	0.63	Outstanding
Over-all Mean	4.50	0.63	Outstanding

Table 12 presents the level of effectiveness of school-based teacher training programs in terms of opportunities for collaboration and professional dialogue. The results indicate that this domain was rated Outstanding, with an overall weighted mean of 4.50 and a standard deviation of 0.63. This finding suggests that school-based training programs effectively create opportunities for teachers to collaborate, exchange ideas, and engage in meaningful professional discussions. Such collaborative environments contribute to continuous professional learning and improvement in instructional practices.

Among the indicators, the highest-rated item is “*Training sessions promote collaboration among teachers*,” which obtained a weighted mean of 4.62 and a standard deviation of 0.58, interpreted as Outstanding. This result indicates that training activities strongly encourage teamwork and collaborative engagement among teachers. Collaborative professional development allows teachers to share teaching strategies, reflect on classroom experiences, and collectively develop solutions to instructional challenges. According to Darling-Hammond, professional development programs that emphasize collaboration among teachers promote deeper learning, strengthen instructional practices, and enhance student learning outcomes.

Another indicator with a high rating is “*Teachers are encouraged to share instructional experiences*” and “*Training fosters a supportive professional learning environment*,” both obtaining a weighted mean of 4.51, interpreted as Outstanding. These findings suggest that teachers feel comfortable exchanging ideas and discussing teaching practices during training sessions. A supportive learning environment encourages open communication and professional dialogue, which are essential for building strong professional learning communities. Harris and Jones highlight that collaborative learning environments enable teachers to develop shared knowledge, improve teaching strategies, and strengthen professional relationships within schools.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is “*Peer mentoring and knowledge-sharing activities are integrated*,” which obtained a weighted mean of 4.42 and a standard deviation of 0.66. While this still reflects a high level of effectiveness, it suggests that opportunities for structured peer mentoring and systematic knowledge-sharing activities could be

further strengthened. Integrating more mentoring programs, peer coaching sessions, and collaborative lesson planning activities may enhance teachers' professional learning experiences. Research indicates that peer mentoring and collaborative problem-solving significantly contribute to teachers' professional growth and instructional improvement.

The impact of these findings indicates that collaborative training environments contribute positively to teachers' professional development. When teachers engage in professional dialogue and collaborative learning, they gain new insights, reflect on their instructional practices, and learn from the experiences of their colleagues. Such interactions help teachers improve their teaching strategies, develop innovative approaches to instruction, and address classroom challenges more effectively. Papay notes that collaborative professional development programs enhance teachers' ability to implement effective instructional practices and foster continuous improvement in teaching performance.

The implications of the results highlight the importance of sustaining collaborative learning opportunities within teacher training programs. School leaders and training coordinators should continue promoting professional dialogue, peer mentoring, and collaborative problem-solving activities during training sessions. Encouraging structured collaboration among teachers can strengthen professional learning communities and foster a culture of continuous improvement within the school. As emphasized by Darling-Hammond, professional development initiatives that prioritize collaboration and shared learning experiences are more effective in improving teaching quality and supporting long-term professional growth among teachers.

Monitoring, Feedback, and Follow-Through Mechanisms

Monitoring, feedback, and follow-through mechanisms are vital in ensuring that training programs lead to meaningful improvements in teaching practice. This domain examines whether training activities are properly evaluated and whether teachers receive guidance and feedback on applying training outputs in their classrooms. Effective monitoring systems help track training initiative progress and identify areas that require further support. Feedback and follow-through activities, such as coaching and mentoring, reinforce the implementation of new strategies and sustain professional growth. Evaluating this domain helps determine whether training programs are supported by systematic processes that ensure their long-term impact on teaching performance.

Table 13 presents the level of effectiveness of school-based teacher training programs in terms of monitoring, feedback, and follow-through mechanisms. The results show that this domain was rated Outstanding, with an overall weighted mean of 4.41 and a standard deviation of 0.59. This indicates that the monitoring and evaluation processes implemented after training sessions are perceived by teachers as effective and supportive of the successful application of training outcomes. The high rating suggests that the school has established mechanisms to ensure that training programs do not end at the conduct of

Table 13. Monitoring, Feedback, and Follow-Through Mechanisms.

Indicators	WM	Average	
		SD	Interpretation
Training outputs are clearly documented.	4.42	0.58	Outstanding
Action plans are developed after training sessions.	4.33	0.56	Outstanding
Progress of training action plans is regularly monitored.	4.40	0.58	Outstanding
School leaders provide follow-up coaching after training.	4.40	0.62	Outstanding

Feedback is given on the application of learned strategies.	4.47	0.62	Outstanding
Training outcomes are evaluated to determine effectiveness.	4.44	0.59	Outstanding
Over-all Mean	4.41	0.59	Outstanding

sessions but continue through follow-up actions, monitoring, and feedback.

Among the indicators, the highest-rated item is “*Feedback is given on the application of learned strategies,*” which obtained a weighted mean of 4.47 and a standard deviation of 0.62, interpreted as Outstanding. This finding indicates that teachers receive constructive feedback from school leaders or facilitators regarding the implementation of strategies learned during training sessions. Providing feedback is an essential component of professional development because it allows teachers to reflect on their practices and refine their instructional strategies. According to Darling-Hammond, continuous feedback and coaching significantly strengthen the effectiveness of professional development by helping teachers apply newly acquired knowledge and skills in real classroom contexts.

Another highly rated indicator is “*Training outcomes are evaluated to determine effectiveness,*” with a weighted mean of 4.44, interpreted as Outstanding. This suggests that the school actively evaluates the results of training programs to determine whether they achieve their intended objectives. Evaluation processes enable school leaders to assess the impact of training activities and identify areas for improvement in future professional development programs. Harris and Jones emphasize that monitoring and evaluation systems are critical for ensuring that professional development initiatives lead to meaningful improvements in teaching practices and school performance.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is “*Action plans are developed after training sessions,*” which obtained a weighted mean of 4.33 and a standard deviation of 0.56. This result indicates that while action planning is generally practiced, there may still be opportunities to further strengthen the systematic development and implementation of post-training action plans. Establishing clear action plans ensures that teachers can translate training concepts into practical classroom strategies and instructional improvements. Research suggests that professional development programs that incorporate structured action planning and follow-through mechanisms are more likely to result in sustained improvements in teaching performance.

The impact of these findings indicates that effective monitoring, feedback, and follow-through mechanisms contribute significantly to the successful implementation of training programs. When teachers receive regular feedback and coaching, they are more likely to reflect on their teaching practices and apply newly learned strategies in their classrooms. Continuous monitoring also ensures that training outcomes are implemented consistently and aligned with school improvement goals. Papay notes that professional development initiatives that include systematic follow-up and coaching mechanisms are more effective in promoting long-term instructional improvement.

The implications of the results highlight the importance of strengthening post-training monitoring systems to sustain the impact of professional development activities. School leaders and training coordinators should continue implementing structured evaluation processes, coaching sessions, and feedback mechanisms to support teachers in applying training outputs. Additionally, enhancing the development and monitoring of post-training action plans may further improve the effectiveness of training initiatives. As emphasized by Darling-Hammond, professional development programs that incorporate continuous monitoring, coaching, and reflective feedback are more likely to lead to meaningful and sustained improvements in teaching performance and learner outcomes.

Summary of Results

Table 14 shows the summary of results for Level of Effectiveness of School-Based Teacher Training Programs.

Table 14. Summary of Results.

Indicators	WM	Average	
		SD	Interpretation
Planning and needs assessment of training programs	4.89	0.52	Outstanding
Quality of facilitation and training delivery	4.51	0.54	Outstanding
Relevance of training content to teachers' instructional needs	4.51	0.59	Outstanding
Opportunities for collaboration and professional dialogue	4.50	0.63	Outstanding
Monitoring, feedback, and follow-through mechanisms	4.41	0.59	Outstanding
Over-all Mean	4.56	0.57	Outstanding

Table 14 presents a summary of results on the effectiveness of school-based teacher training programs across the five identified domains. The findings reveal that all indicators were rated Outstanding, with an overall weighted mean of 4.56 and a standard deviation of 0.57, indicating that teachers generally perceive the school-based training programs as highly effective in supporting their professional development. This result suggests that the school has implemented structured, relevant training initiatives that significantly improve teachers' instructional competencies and professional practices.

Among the domains, the highest-rated indicator is planning and needs assessment of training programs, which obtained a weighted mean of 4.89 and a standard deviation of 0.52, interpreted as Outstanding. This indicates that the school effectively conducts systematic planning and needs assessment processes in designing teacher training programs. Such practices ensure that professional development initiatives are aligned with teachers' instructional needs, school priorities, and curriculum reforms. When training programs are carefully planned and based on identified professional development needs, teachers are more likely to benefit from relevant learning experiences that enhance their teaching practices. According to Darling-Hammond, professional development programs grounded in sound planning and needs assessment significantly improve teachers' instructional effectiveness and classroom performance.

The domains of quality of facilitation and training delivery, and the relevance of training content to teachers' instructional needs, both obtained a weighted mean of 4.51, followed closely by opportunities for collaboration and professional dialogue, with a weighted mean of 4.50, all interpreted as Outstanding. These results indicate that training sessions are effectively facilitated, interactive, and aligned with teachers' professional responsibilities. Teachers are provided opportunities to participate actively in discussions, share instructional experiences, and collaborate with colleagues to address classroom challenges. Research shows that professional development programs that encourage collaboration and practical learning experiences significantly enhance teachers' knowledge and instructional competence.

Meanwhile, the lowest-rated domain, although still interpreted as Outstanding, is monitoring, feedback, and follow-through mechanisms, which obtained a weighted mean of 4.41 and a standard deviation of 0.59. This suggests that while monitoring and evaluation processes are implemented effectively, there may still be opportunities to strengthen follow-up activities, coaching systems, and post-training support to ensure the consistent application of training outputs in classroom practice.

Continuous monitoring and feedback are important components of effective professional development programs because they help teachers reflect on their practices and apply new strategies learned from training. Papay emphasizes that ongoing coaching and feedback significantly enhance the long-term impact of professional development initiatives.

The impact of these findings indicates that the school-based teacher training programs provide meaningful support for teachers' professional growth and instructional improvement. Effective training initiatives help teachers enhance their content knowledge, adopt innovative teaching strategies, and respond more effectively to learners' needs. When teachers participate in relevant and collaborative training programs, they become more confident in implementing effective teaching practices that promote improved learner engagement and academic achievement. Voogt highlight that sustained and collaborative professional development programs contribute to improved teaching quality and stronger professional learning communities within schools.

The implications of the results suggest that school leaders and training coordinators should continue strengthening the planning and delivery of teacher training programs while enhancing monitoring and follow-through mechanisms. Sustaining effective facilitation, collaborative learning opportunities, and curriculum-aligned training content will help maintain the high effectiveness of professional development initiatives. Additionally, reinforcing post-training coaching, mentoring, and evaluation processes can further ensure that training outputs are successfully implemented in classroom practices. Strengthening these mechanisms will support continuous teacher development and improve teaching performance and learning outcomes for students.

EFFECTS OF SCHOOL-BASED TRAINING ON TEACHERS' PROFESSIONAL DEVELOPMENT

This section presents the findings on the effects of school-based training on teachers' professional development. Professional development is a continuous process through which teachers enhance their knowledge, skills, and teaching practices to improve learner outcomes. In this study, the impact of school-based training was examined across four professional development domains: content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. These domains reflect key competencies identified in the Philippine Professional Standards for Teachers (PPST) that guide teacher quality and professional growth in the Philippine education system. Evaluating the influence of training programs on these areas provides insights into how professional development initiatives contribute to strengthening teachers' instructional effectiveness and overall professional performance.

Content Knowledge

Content knowledge refers to teachers' mastery and understanding of the subject matter they teach. This domain examines how school-based training programs contribute to enhancing teachers' knowledge of curriculum concepts, instructional content, and subject-related developments.

Table 15. Content Knowledge.

Indicators	WM	Average SD	Interpretation
Demonstrates mastery of the subject matter taught.	4.53	0.59	Outstanding
Keeps updated with content-related developments.	4.49	0.59	Outstanding
Explains concepts clearly and accurately.	4.47	0.59	Outstanding

Integrates subject content across learning areas when appropriate.	4.53	0.59	Outstanding
Responds confidently to learners' questions.	4.67	0.59	Outstanding
Over-all Mean	4.50	0.59	Outstanding

Legend:

4.21–5.00 = Outstanding 3.41–4.20 = Very Satisfactory 2.61–3.40 = Satisfactory
1.81–2.60 = Unsatisfactory 1.00–1.80 = Poor

Professional development activities that focus on content knowledge enable teachers to present lessons more effectively and confidently. Improved content mastery also enables teachers to clarify complex concepts, respond accurately to learners' questions, and design meaningful learning experiences. Evaluating this domain helps determine whether training initiatives effectively strengthen teachers' subject expertise.

Table 15 presents the level of teachers' professional development in terms of content knowledge. The results reveal that this domain was rated Outstanding, with an overall weighted mean of 4.50 and a standard deviation of 0.59, indicating that teachers demonstrate a high level of mastery and understanding of the subject matter they teach. This suggests that the respondents possess strong subject expertise and can effectively communicate content knowledge to learners. High levels of content knowledge are essential in ensuring that teachers can deliver accurate, relevant, and meaningful instruction that promotes deeper understanding among students.

Among the indicators, the highest-rated item is "*Responds confidently to learners' questions*," which obtained a weighted mean of 4.67 and a standard deviation of 0.59, interpreted as Outstanding. This finding indicates that teachers are confident in addressing learners' inquiries and clarifying complex concepts during classroom instruction. Confidence in responding to learners' questions reflects a strong grasp of subject matter and the ability to facilitate meaningful discussions that support student learning. Research indicates that teachers with strong content knowledge are more effective in guiding students' understanding, promoting critical thinking, and addressing misconceptions in the classroom.

Another highly rated indicator is "*Demonstrates mastery of the subject matter taught*" and "*Integrates subject content across learning areas when appropriate*," both of which have a weighted mean of 4.53, interpreted as Outstanding. These results suggest that teachers not only possess strong subject-matter knowledge but also demonstrate the ability to connect concepts across different learning areas. Such integration enhances learners' understanding by showing the relationships between different subjects and promoting interdisciplinary learning. According to Harris, Jones, teachers who possess strong content mastery and the ability to integrate knowledge across disciplines are better able to design engaging and meaningful learning experiences for students.

Meanwhile, the lowest-rated indicator, although still interpreted as Outstanding, is "*Explains concepts clearly and accurately*," which obtained a weighted mean of 4.47 and a standard deviation of 0.59. This suggests that while teachers are generally effective in explaining subject matter, there may still be opportunities to further strengthen instructional clarity and communication strategies. An effective explanation of concepts is essential for ensuring that learners fully understand the content being taught. Studies highlight that teachers who continuously refine their instructional explanations and use varied teaching strategies can improve students' comprehension and academic performance.

The impact of these findings indicates that strong content knowledge among teachers contributes significantly to the quality of instruction delivered in the classroom. Teachers who possess mastery of subject matter are better able to design effective lessons, address learners' misconceptions, and

facilitate meaningful learning experiences. Such competence also enhances teachers' confidence in teaching and supports the implementation of curriculum standards. According to Papay, teachers' subject expertise is one of the most important factors influencing instructional effectiveness and student learning outcomes.

The implications of the results suggest that schools should continue supporting teachers' professional development through training programs, workshops, and advanced studies that strengthen subject expertise and interdisciplinary teaching approaches. Professional development initiatives aligned with the Philippine Professional Standards for Teachers (PPST) should continue emphasizing content mastery and instructional competence. Additionally, encouraging teachers to engage in continuous learning, research, and collaboration with colleagues can further enhance their content knowledge and instructional effectiveness. Strengthening teachers' subject expertise ultimately improves teaching performance and learning outcomes for students.

Pedagogical Competence

Pedagogical competence refers to teachers' ability to apply effective teaching strategies, manage classroom activities, and facilitate meaningful learning experiences. This domain assesses how training programs influence teachers' instructional methods and classroom practices. Professional development programs often introduce innovative teaching strategies, learner-centered approaches, and classroom management techniques that improve the overall quality of instruction. Evaluating this domain helps determine whether school-based training programs enhance teachers' ability to deliver lessons effectively and address diverse learning needs.

Table 16. Pedagogical Competence.

Indicators	Average		
	WM	SD	Interpretation
Uses appropriate teaching strategies to achieve lesson objectives.	4.44	0.66	Outstanding
Employs learner-centered instructional approaches.	4.60	0.54	Outstanding
Manages classroom activities effectively.	4.53	0.59	Outstanding
Adapts teaching methods to learners' needs.	4.53	0.63	Outstanding
Integrates technology and instructional materials effectively.	4.53	0.63	Outstanding
Over-all Mean	4.53	0.61	Outstanding

Table 16 presents the level of teachers' professional development in terms of pedagogical competence. The results reveal that this domain was rated Outstanding, with an overall weighted mean of 4.53 and a standard deviation of 0.61, indicating that teachers demonstrate a high level of competence in applying effective teaching strategies and instructional approaches in the classroom. This finding suggests that teachers can deliver engaging, learner-centered, and responsive lessons that meet the diverse needs of learners.

Among the indicators, the highest-rated item is "*Employs learner-centered instructional approaches*," which obtained a weighted mean of 4.60 and a standard deviation of 0.54, interpreted as Outstanding. This indicates that teachers prioritize teaching strategies that actively involve learners

in the learning process. Learner-centered instruction promotes student participation, critical thinking, and meaningful engagement in classroom activities. According to Darling-Hammond, learner-centered teaching approaches are essential in improving student understanding, motivation, and academic performance, as they encourage students to become active participants in their own learning.

Several indicators obtained a weighted mean of 4.53, including “*Manages classroom activities effectively*,” “*Adapts teaching methods to learners’ needs*,” and “*Integrates technology and instructional materials effectively*,” all interpreted as Outstanding. These findings indicate that teachers demonstrate strong classroom management skills, flexibility in instructional delivery, and effective integration of technology and learning resources. The ability to adjust teaching strategies according to learners’ needs reflects teachers’ awareness of diverse learning styles and instructional contexts. Research shows that teachers who effectively integrate technology and instructional materials into their teaching practices enhance learners’ engagement and improve instructional outcomes.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is “*Uses appropriate teaching strategies to achieve lesson objectives*,” which obtained a weighted mean of 4.44 and a standard deviation of 0.66. This suggests that while teachers generally apply appropriate instructional strategies, there may still be opportunities to further strengthen the alignment between teaching strategies and specific lesson objectives. Continuous professional development programs can help teachers refine their instructional planning and ensure that teaching methods consistently support learning goals. Harris, Jones emphasize that teachers’ ability to select appropriate teaching strategies significantly influences the effectiveness of classroom instruction and learner achievement.

The impact of these findings indicates that strong pedagogical competence among teachers significantly improves teaching performance and effective classroom instruction. Teachers who possess strong pedagogical skills are better able to design meaningful learning experiences, manage classroom interactions, and address the diverse needs of learners. Effective teaching strategies also enhance student engagement, promote critical thinking, and support a deeper understanding of lesson content. According to Papay, teachers’ pedagogical competence is a key factor influencing instructional quality and students’ academic success.

The results suggest that schools should continue supporting teachers’ professional development in pedagogy through training programs, workshops, mentoring, and collaborative learning opportunities. Professional development initiatives aligned with the Philippine Professional Standards for Teachers (PPST) should emphasize innovative teaching strategies, technology integration, and learner-centered approaches. Strengthening teachers’ pedagogical competence will enable them to respond effectively to evolving educational demands and enhance the quality of teaching and learning in the classroom.

Assessment and Feedback Practices

Assessment and feedback practices are essential components of effective teaching. This domain focuses on how school-based training programs help teachers improve their ability to design, administer, and interpret assessments that measure student learning. Training activities related to assessment literacy enable teachers to use varied assessment strategies and provide timely, constructive feedback to learners.

Effective assessment practices help teachers monitor student progress, identify learning gaps, and adjust instructional strategies accordingly. Evaluating this domain helps determine the extent to which training programs enhance teachers’ assessment competencies.

Table 17 presents the level of teachers’ professional development regarding assessment and feedback practices. The results reveal that this domain was rated Outstanding, with an overall weighted mean

of 4.56 and a standard deviation of 0.57, indicating that teachers demonstrate a high level of competence in assessing student learning and providing appropriate feedback. This suggests that teachers are effectively implementing assessment strategies to monitor learners' progress and improve instructional practices.

Table 17. Assessment and Feedback Practices.

Indicators	WM	Average	
		SD	Interpretation
Uses varied assessment strategies to measure learning.	4.58	0.58	Outstanding
Aligns assessments with learning objectives.	4.58	0.54	Outstanding
Provides timely and constructive feedback to learners.	4.48	0.66	Outstanding
Uses assessment results to improve instruction.	4.58	0.54	Outstanding
Monitors learners' progress regularly.	4.60	0.54	Outstanding
Over-all Mean	4.56	0.57	Outstanding

Among the indicators, the highest-rated item is *"Monitors learners' progress regularly,"* which obtained a weighted mean of 4.60 and a standard deviation of 0.54, interpreted as Outstanding. This finding indicates that teachers consistently track students' academic progress through various assessment tools and strategies. Regular monitoring of learners' performance allows teachers to identify learning gaps and provide appropriate instructional interventions. According to Darling-Hammond, effective assessment practices enable teachers to gather meaningful information about student learning, which can guide instructional decisions and improve student achievement.

Several indicators also received high ratings, including *"Uses varied assessment strategies to measure learning,"* *"Aligns assessments with learning objectives,"* and *"Uses assessment results to improve instruction,"* each obtaining a weighted mean of 4.58, interpreted as Outstanding. These results indicate that teachers can employ diverse assessment methods, such as formative and summative assessments, to evaluate student performance. Aligning assessments with lesson objectives ensures that evaluation methods accurately measure the intended learning outcomes. Additionally, using assessment results to guide instructional improvements reflects teachers' ability to adapt their teaching strategies based on learners' needs. Research highlights that data-informed assessment practices significantly improve instructional quality and student learning outcomes.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is *"Provides timely and constructive feedback to learners,"* which obtained a weighted mean of 4.48 and a standard deviation of 0.66. This suggests that while teachers generally provide feedback to learners, there may still be opportunities to further strengthen the timeliness and effectiveness of feedback practices. Providing timely feedback is essential in helping learners understand their strengths and areas for improvement. Studies indicate that constructive feedback plays a critical role in enhancing students' motivation, learning engagement, and academic performance.

The impact of these findings indicates that effective assessment and feedback practices significantly contribute to improved teaching and learning processes. When teachers regularly monitor student progress, align assessments with learning objectives, and use assessment data to guide instruction, they are better able to address learners' needs and enhance learning outcomes. Assessment practices

that are well-integrated into the teaching process also support the development of critical thinking and deeper understanding among students. Papay emphasizes that teachers who effectively utilize assessment data are better equipped to design responsive instructional strategies that support student achievement.

The implications of the results suggest that schools should continue strengthening teachers' assessment literacy through professional development programs, training workshops, and collaborative discussions on effective assessment strategies. Professional development initiatives aligned with the Philippine Professional Standards for Teachers (PPST) should emphasize the use of varied assessment methods, data-driven instruction, and effective feedback mechanisms. Enhancing teachers' competencies in assessment and feedback will enable them to better monitor learners' progress, refine instructional practices, and support improved student learning outcomes.

Professional Collaboration and Reflective Practice

Professional collaboration and reflective practice refer to teachers' engagement in continuous learning through interaction with colleagues and reflection on their teaching experiences. This domain examines how training programs encourage teachers to participate in collaborative activities, share instructional practices, and reflect on their performance to improve teaching effectiveness.

Table 18. Professional Collaboration and Reflective Practice.

Indicators	WM	Average	
		SD	Interpretation
Collaborates with colleagues to improve teaching practices.	4.60	0.58	Outstanding
Participates actively in professional development activities.	4.67	0.52	Outstanding
Reflects on teaching practices to improve performance.	4.85	0.62	Outstanding
Accepts feedback for professional growth.	4.64	0.53	Outstanding
Applies insights gained from collaboration to classroom practice.	4.64	0.53	Outstanding
Over-all Mean	4.62	0.56	Outstanding

Collaborative professional development environments promote knowledge sharing, peer support, and collective problem-solving among teachers. Reflective practice also allows educators to evaluate their teaching strategies and identify areas for improvement. Evaluating this domain helps determine whether training programs foster a culture of professional learning and continuous improvement within the school.

Table 18 presents the level of teachers' professional development in terms of professional collaboration and reflective practice. The results indicate that this domain was rated Outstanding, with an overall weighted mean of 4.62 and a standard deviation of 0.56, suggesting that teachers actively engage in collaborative professional learning and reflective teaching practices. These findings imply that teachers demonstrate a strong commitment to continuous improvement by collaborating with colleagues, participating in professional development, and reflecting on their instructional practices.

Among the indicators, the highest-rated item is "*Reflects on teaching practices to improve performance*," which obtained a weighted mean of 4.85 and a standard deviation of 0.62, interpreted

as Outstanding. This result indicates that teachers regularly evaluate their teaching practices and adjust and enhance their instructional effectiveness. Reflective practice is an important component of professional development because it allows teachers to analyze their teaching experiences, identify areas for improvement, and implement more effective instructional strategies. According to Darling-Hammond, reflective teaching helps educators refine their instructional methods and improve learning outcomes by continuously evaluating their classroom practices.

Another highly rated indicator is *“Participates actively in professional development activities,”* which obtained a weighted mean of 4.67 and a standard deviation of 0.52, also interpreted as Outstanding. This finding indicates that teachers are actively involved in training programs, workshops, and collaborative professional learning activities that contribute to their growth and development. Participation in professional development initiatives allows teachers to acquire new knowledge, share experiences, and improve their instructional practices. Research suggests that active engagement in professional learning activities strengthens teachers’ competencies and supports the development of effective teaching practices.

Additionally, the indicators *“Accepts feedback for professional growth”* and *“Applies insights gained from collaboration to classroom practice”* both had a weighted mean of 4.64, indicating that teachers are open to constructive feedback and can translate collaborative learning experiences into improved classroom instruction. These results demonstrate that teachers value professional dialogue and use feedback from colleagues and supervisors to enhance their teaching performance. Studies show that collaborative learning environments and feedback mechanisms significantly contribute to teachers’ professional growth and instructional improvement.

On the other hand, the lowest-rated indicator, although still interpreted as Outstanding, is *“Collaborates with colleagues to improve teaching practices,”* which obtained a weighted mean of 4.60 and a standard deviation of 0.58. While this still reflects a high level of collaboration, it suggests opportunities to further strengthen collaborative initiatives, such as peer mentoring, team teaching, and professional learning communities, within the school. Strengthening collaboration among teachers can enhance knowledge sharing and collective problem-solving in addressing instructional challenges.

The impact of these findings indicates that strong collaboration and reflective practices contribute significantly to teachers’ professional growth and instructional effectiveness. Teachers who actively reflect on their teaching practices and collaborate with colleagues are more likely to adopt innovative teaching strategies, improve classroom management, and address diverse learner needs effectively. According to Papay, collaborative professional learning and reflective teaching practices play a crucial role in improving instructional quality and fostering continuous professional development among teachers.

The implications of the results suggest that schools should continue fostering collaborative learning environments that encourage professional dialogue, peer mentoring, and reflective teaching practices. School leaders should support professional learning communities and provide opportunities for teachers to engage in collaborative lesson planning, classroom observations, and reflective discussions. Professional development initiatives aligned with the Philippine Professional Standards for Teachers (PPST) should emphasize reflective practice and professional collaboration as key components of teacher growth. Strengthening these practices will help sustain continuous professional learning and enhance teaching performance, ultimately contributing to improved learner outcomes.

Summary of Results

Table 19 shows the Effects of School-Based Training on Teachers’ Professional Development.

Table 19. Summary of Results.

Indicators	Average		Interpretation
	WM	SD	
Content knowledge	4.50	0.59	Outstanding
Pedagogical competence	4.53	0.61	Outstanding
Assessment and feedback practices	4.56	0.57	Outstanding
Professional collaboration and reflective practice	4.62	0.56	Outstanding
Over-all Mean	4.55	0.58	Outstanding

Table 19 presents the summary of results on the effects of school-based training on teachers' professional development across four key domains: content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. The findings show that all domains were rated Outstanding, with an overall weighted mean of 4.55 and a standard deviation of 0.58, indicating that school-based training programs significantly contribute to enhancing teachers' professional competencies. This result suggests that the professional development initiatives implemented in the school effectively strengthen teachers' knowledge, instructional skills, and collaborative practices.

Among the domains, the highest-rated indicator is professional collaboration and reflective practice, which obtained a weighted mean of 4.62 and a standard deviation of 0.56, interpreted as Outstanding. This finding indicates that teachers actively engage in collaborative professional activities and reflect on their teaching practices to improve instructional performance. Strong collaboration among teachers allows them to share experiences, exchange effective teaching strategies, and collectively address instructional challenges. Reflective practice also enables teachers to evaluate their instructional approaches and continuously improve their teaching methods. According to Darling-Hammond, professional collaboration and reflective teaching are essential elements of effective professional development, as they promote continuous learning and support the improvement of teaching quality.

The domain of assessment and feedback practices obtained a weighted mean of 4.56, followed by pedagogical competence with a weighted mean of 4.53, both interpreted as Outstanding. These results indicate that teachers demonstrate strong abilities in implementing effective assessment strategies, providing feedback to learners, and applying appropriate teaching methods to achieve lesson objectives. Teachers who possess strong pedagogical competence and assessment literacy are better able to monitor student progress and adapt instructional strategies to meet learners' needs. Research emphasizes that teachers' pedagogical skills and effective assessment practices significantly influence student engagement and academic achievement.

Meanwhile, the lowest-rated domain, although still interpreted as Outstanding, is content knowledge, which obtained a weighted mean of 4.50 and a standard deviation of 0.59. This result suggests that while teachers demonstrate strong mastery of subject matter, there may still be opportunities to further enhance their content expertise through continuous professional development, advanced studies, and subject-specific training programs. Studies highlight that teachers' deep understanding of subject content plays a critical role in improving instructional quality and facilitating meaningful learning experiences for students.

The impact of these findings indicates that school-based training programs contribute significantly to strengthening teachers' professional competencies across multiple domains. Through continuous professional development activities, teachers enhance their instructional strategies, improve assessment practices, and engage in collaborative learning with their colleagues. Such professional growth enables teachers to provide more effective instruction, respond to diverse learner needs, and foster higher levels of student engagement and achievement. Papay emphasizes that sustained

professional development initiatives play a crucial role in improving teacher effectiveness and promoting better learning outcomes.

The implications of the results suggest that schools should continue implementing comprehensive professional development programs that address multiple aspects of teacher competence, including content mastery, pedagogy, assessment literacy, and collaborative learning. School leaders should also encourage reflective practice and professional collaboration through mentoring programs, professional learning communities, and peer coaching activities. Aligning professional development initiatives with the Philippine Professional Standards for Teachers (PPST) will further ensure that teachers continuously develop competencies required for effective teaching. Strengthening these professional development efforts will support the sustained improvement of teaching performance and ultimately contribute to better educational outcomes for learners.

SIGNIFICANT RELATIONSHIP

Table 20 shows the significant relationship between the effectiveness of teacher training programs and teachers' professional development across the identified domains.

Table 20. Significant Relationship.

Variables	r-value	df	p-value	Interpretation	Remarks
The effectiveness of teacher training programs and teachers' professional development across the identified domains.	0.71	48	0.002	Significant	Reject H_0

Table 20 presents the test of the significant relationship between the effectiveness of school-based teacher training programs and teachers' professional development across the identified domains. The analysis yielded an r-value of 0.71, indicating a strong positive correlation between the two variables. The p-value of 0.002, which is lower than the 0.05 level of significance, indicates that the relationship is statistically significant. With a degree of freedom of 48, the findings confirm that the effectiveness of teacher training programs is significantly associated with teachers' professional development.

The result implies that as the effectiveness of teacher training programs increases, teachers' professional development improves. Effective training initiatives that include proper planning, high-quality facilitation, relevant training content, collaborative learning opportunities, and consistent monitoring contribute positively to teachers' professional competencies, including content knowledge, pedagogical competence, assessment practices, and professional collaboration. These findings suggest that school-based training programs play an important role in enhancing teachers' instructional capabilities and professional growth.

The impact of this finding highlights the importance of sustaining well-designed teacher training programs within schools. When teachers participate in structured and relevant professional development activities, they are more likely to improve their teaching strategies, classroom management skills, and assessment practices. According to Darling-Hammond, effective professional development programs significantly enhance teachers' instructional effectiveness and contribute to improved student learning outcomes. Similarly, Papay emphasizes that sustained professional development initiatives strengthen teachers' competencies and support continuous improvement in teaching performance.

The implications of this result suggest that school leaders and education administrators should continue investing in comprehensive and well-structured teacher training programs. Strengthening training planning, improving facilitation strategies, and ensuring consistent monitoring and feedback mechanisms can further enhance the effectiveness of professional development initiatives. Additionally, aligning training programs with the Philippine Professional Standards for Teachers (PPST) can ensure that teachers continuously develop competencies required for effective instruction. As emphasized by Harris and Jones, professional development programs that are collaborative, sustained, and responsive to teachers' needs significantly contribute to long-term instructional improvement and school development.

The findings therefore lead to the rejection of the null hypothesis, which states that there is no significant relationship between the effectiveness of teacher training programs and teachers' professional development. The results confirm that effective teacher training programs are strongly associated with improved professional competencies among teachers, highlighting the importance of continuous professional learning in enhancing teaching performance and improving learner outcomes.

ISSUES AND CONCERNS

Table 21 shows the issues and concerns encountered by teachers in the implementation of school-based training programs.

Table 21. Issues and Concerns Encountered in School-Based Teacher Training Programs.

Issues and Concerns	Rank	Percentage
Lack of sufficient time due to heavy teaching workload	1	58%
Insufficient instructional materials or resources	2	34%
Irregular scheduling of training programs	3.5	26%
Lack of follow-through on agreed action plans	3.5	26%
Limited participation of teachers during training sessions	6	16%
Repetitive or less relevant training topics	6	16%
Difficulty in applying training outputs to classroom practice	6	16%
Inadequate facilitation skills of trainers	8	14%
Poor documentation and monitoring of training outputs	9	10%
Limited support or guidance from school leadership	10	8%

The results indicate that the most common issue encountered by teachers is lack of sufficient time due to heavy teaching workload (58%), suggesting that teachers find it difficult to participate fully in training programs because of their multiple instructional and administrative responsibilities. This is followed by insufficient instructional materials or resources (34%), indicating that some training sessions may lack adequate materials to support learning and practical application. Meanwhile, irregular scheduling of training programs and lack of follow-through on agreed action plans (26%) were also identified as significant concerns, implying the need for more consistent training schedules and stronger monitoring systems to ensure that training outputs are implemented in classroom practice.

The least reported issue is limited support or guidance from school leadership (8%), suggesting that teachers generally perceive school leaders as supportive of professional development initiatives.

These findings imply that while teacher training programs are generally effective, addressing time constraints, improving resource availability, and strengthening monitoring and follow-through mechanisms could further enhance the effectiveness of school-based training initiatives.

Chapter 3

RESULT & DISCUSSION

Chapter 3 gives the summary, findings, conclusions, and recommendations.

SUMMARY

This study assessed the effectiveness of school-based teacher training programs in improving teachers' professional development in selected public schools in the Division of Mandaue City for the School Year 2025–2026. The results served as the basis for crafting a Comprehensive Teacher Training Enhancement Plan to strengthen teachers' competencies and improve instructional performance.

The study specifically sought to describe the demographic profile of the teacher-respondents in terms of age, gender, marital status, highest educational qualification, length of service, teaching position, and training and seminars attended for professional development. It also aimed to determine the level of effectiveness of school-based teacher training programs in terms of planning and needs assessment, quality of facilitation and training delivery, relevance of training content to teachers' instructional needs, opportunities for collaboration and professional dialogue, and monitoring, feedback, and follow-through mechanisms. Furthermore, the study assessed the effects of school-based training on teachers' professional development in terms of content knowledge, pedagogical competence, assessment and feedback practices, and professional collaboration and reflective practice. Lastly, it tested the significant relationship between the effectiveness of teacher training programs and teachers' professional development across the identified domains.

A descriptive–correlational research design was employed in this study. Data were collected using a structured survey questionnaire administered to 50 teachers, including Master Teachers and Teacher I–III, from selected schools. The collected data were statistically treated using frequency, percentage, weighted mean, standard deviation, and Spearman's Rho correlation coefficient to determine the relationship between the effectiveness of teacher training programs and teachers' professional development.

FINDINGS

The following are the essential findings of the study:

The demographic profile of the respondents revealed that most teachers were female, representing most of the teaching workforce. In terms of age, a large proportion of teachers were in the 41–50-year-old age group, indicating a group of experienced educators with significant teaching expertise. Most respondents were married, suggesting that many teachers balance professional responsibilities with family commitments. In terms of educational qualifications, the majority had units in a master's degree, while some had already completed their master's or doctoral degrees, reflecting a strong commitment to professional advancement. Regarding teaching experience, many teachers had 1–5 years of service, followed by those with more than 21 years of teaching experience, indicating a mix of beginning and experienced educators. Most respondents held the position of Teacher III, while a smaller number were Master Teachers, highlighting a workforce composed largely of mid-career educators. In addition, most teachers attended division-level trainings, demonstrating active participation in professional development initiatives.

The results revealed that the level of effectiveness of school-based teacher training programs was Outstanding, with an overall weighted mean of 4.56. Among the domains, planning and needs assessment of training programs received the highest weighted mean of 4.89, indicating that training activities are well-organized and aligned with teachers' professional needs. This was followed by the quality of facilitation and training delivery, and the relevance of the training content to teachers'

instructional needs, both with weighted means of 4.51, suggesting that training sessions are effectively facilitated and aligned with classroom practices. Opportunities for collaboration and professional dialogue also received a high rating of 4.50, indicating that teachers are encouraged to share experiences and collaborate with colleagues. Meanwhile, monitoring, feedback, and follow-through mechanisms received the lowest mean of 4.41, although still interpreted as Outstanding, indicating that monitoring systems are in place but could be strengthened to ensure sustained application of training outcomes.

Regarding the effects of school-based training on teachers' professional development, the results also revealed an Outstanding level, with an overall weighted mean of 4.55. Among the domains, professional collaboration and reflective practice obtained the highest weighted mean of 4.62, indicating that teachers actively engage in reflective teaching and collaborative learning. This was followed by assessment and feedback practices, with a weighted mean of 4.56, indicating that teachers effectively monitor learner progress and use assessment results to improve instruction. Pedagogical competence obtained a weighted mean of 4.53, suggesting that teachers effectively apply learner-centered strategies and manage classroom activities. Meanwhile, content knowledge received the lowest weighted mean of 4.50, although it was still interpreted as Outstanding, indicating that teachers possess strong mastery of the subject matter but may benefit from continued subject-specific professional development.

The results of the test of significant relationship revealed a significant relationship between the effectiveness of teacher training programs and teachers' professional development, with a p-value below 0.05. This indicates that effective training programs significantly improve teachers' professional competencies. The findings suggest that when training programs are well-planned, relevant, collaborative, and properly monitored, they positively influence teachers' instructional knowledge, teaching practices, and professional growth.

Furthermore, the findings identified several issues and concerns encountered by teachers in implementing school-based training programs. The most common issue reported was insufficient time due to heavy teaching workload, followed by insufficient instructional materials and resources, irregular scheduling of training programs, and lack of follow-through on agreed-upon action plans. Other concerns included limited participation during training sessions, repetitive training topics, inadequate trainers' facilitation skills, and poor documentation and monitoring of training outputs. These findings suggest that although training programs are generally effective, certain logistical and implementation challenges still need to be addressed to maximize their impact.

CONCLUSION

The study concluded that school-based teacher training programs are highly effective in enhancing teachers' professional development. Teachers demonstrated outstanding levels of competence in content knowledge, pedagogical practices, assessment strategies, and professional collaboration. The findings also confirmed that the effectiveness of teacher training programs significantly influences teachers' professional growth. When training programs are properly planned, well-facilitated, relevant to instructional needs, collaborative, and supported by monitoring mechanisms, they contribute positively to improving teaching performance.

However, the study also revealed that certain challenges, such as heavy teaching workload, insufficient training resources, irregular scheduling of training activities, and limited follow-through mechanisms, may hinder the full implementation of training programs. Addressing these concerns is essential to ensure that teacher training initiatives remain sustainable and impactful. Overall, strengthening school-based teacher training programs can significantly improve teaching quality, promote continuous professional development, and ultimately enhance learner outcomes.

RECOMMENDATIONS

Based on the study's findings and conclusions, several recommendations are proposed to further strengthen the effectiveness of school-based teacher training programs and enhance teachers' professional development. School administrators should strengthen planning and implementation of training programs by conducting regular needs assessments and ensuring that training activities align with teachers' instructional needs and the school's improvement goals. Training facilitators and school leaders should also enhance monitoring, coaching, and follow-through mechanisms to ensure that teachers effectively apply the strategies learned during training sessions in their classroom practices. In addition, schools should allocate sufficient time and resources for professional development activities to address challenges related to heavy teaching workload and limited instructional materials. Teachers should likewise be encouraged to actively participate in professional development programs and collaborative learning activities, such as mentoring, peer coaching, and reflective practice, to continually strengthen their professional competencies. Furthermore, the Department of Education and school administrators should institutionalize a Comprehensive Teacher Training Enhancement Plan that supports continuous professional development aligned with the Philippine Professional Standards for Teachers (PPST). Finally, future researchers are encouraged to conduct further studies on the effectiveness of teacher training, particularly its long-term impact on teaching performance, student learning outcomes, and overall school improvement initiatives.

CONCLUSION

The major output of this study is the **Comprehensive Teacher Training Enhancement Plan (CTTEP)**, which was developed based on the findings of the research. This intervention program is designed to strengthen the school's teacher training system by improving the planning, implementation, monitoring, and evaluation of professional development activities. The plan aims to ensure that teacher training becomes more organized, relevant, and responsive to teachers' professional needs.

The Comprehensive Teacher Training Enhancement Plan consists of several key components. These include the rationale, objectives, target beneficiaries, implementation period, areas of concern, implementation matrix, monitoring and evaluation plan, expected outputs, sustainability plan, and approval section. Together, these components provide a comprehensive framework that guides the effective implementation of school-based teacher training programs.

A major feature of the proposed output is the **Implementation Matrix**, which outlines the major activities to be conducted from **October 2025 to May 2026**. These activities include training needs assessment, training planning and scheduling, facilitator capability enhancement, instructional training workshops, collaborative mentoring, classroom coaching, monitoring and follow-through, program evaluation, sustainability initiatives, and final reporting. Each activity specifies the objectives, strategies, persons involved, budget, timeline, success indicators, and means of verification to ensure effective implementation.

The proposed plan also includes a **PPST-Aligned Competency Matrix**, which ensures that every professional development activity is aligned with the seven domains of the Philippine Professional Standards for Teachers. This alignment enables teachers to strengthen competencies in content knowledge, classroom management, differentiated instruction, curriculum planning, assessment, community engagement, and professional growth while supporting school improvement goals.

Another significant component of the output is the development of **nine teacher training modules**. These modules cover Content Knowledge and Pedagogy, Positive Learning Environment, Differentiated Instruction and Inclusion, Curriculum Planning and Alignment, Assessment and

Feedback Literacy, School–Community Partnership, Professional Reflection and Collaboration, Teacher Well-Being and Work-Life Balance, and Technology Integration in Teaching and Learning. Each module contains clearly defined objectives, content, learning activities, assessment methods, and expected outputs to support continuous teacher professional development.

Overall, the **Comprehensive Teacher Training Enhancement Plan** serves as the primary output of this study. It provides a structured and sustainable guide for enhancing school-based teacher training through systematic planning, effective implementation, continuous monitoring, and regular evaluation. It is expected that the implementation of this plan will strengthen teachers' professional competencies, improve instructional quality, and ultimately contribute to better learner outcomes and overall school performance.

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