

Unpacking the Gaps: Opportunities and Challenges in the Professional Development Programs of Public Senior High School Teachers in Bacoar City

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ABSTRACT: This study assessed the professional development programs of senior high school teachers in Bacoar City with reference to the domains of the Philippine Professional Standards for Teachers (PPST), namely: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning, Assessment and Reporting; Community Linkages and Professional Engagement; and Professional Growth and Professional Development. Specifically, it examined the extent of teachers' professional practices, determined significant differences when grouped according to age, sex, educational attainment, designation, and years of experience, and proposed an action plan to enhance professional development. A descriptive research design with quantitative analysis was employed, using survey questionnaires administered to public senior high school teachers in Bacoar City. Data were analyzed through frequency distribution, weighted mean, t-test, and one-way analysis of variance (ANOVA). Findings revealed that the domain of maintaining learning environments responsive to community contexts obtained the highest mean, while compliance with school policies and stakeholder partnerships received the lowest. The adoption of professional practices that uphold the dignity of teaching also showed a high rating. Statistical tests indicated that there were no significant differences in the professional development programs of teachers when grouped according to their demographic and professional profile variables. The results suggest that professional development opportunities are equitably distributed among teachers regardless of age, sex, educational attainment, designation, or years of service. An action plan was proposed to address areas requiring improvement, particularly in enhancing research utilization, community linkages, and compliance with school policies. The study concludes that while the professional development programs of senior high school teachers are effectively implemented, further enrichment is necessary to sustain professional growth and strengthen alignment with PPST standards.

KEYWORDS: professional development, senior high school teachers, PPST, Bacoar City, teacher competencies

I. INTRODUCTION

School performance refers to the educational quality of an educational system (UNESCO Institute of Statistics, 2024). According to Potocan et al. (2017), it results in the attainment of educational goals related to the acquisition of academic achievement and personal development of learners. In the Philippines, the school performance is measured through key performance indicators, namely access, efficiency, and ratio and proportion (Department of Education, 2022).

In the Philippines, teachers of the basic education system are trained to acquire effective skills through various professional development programs. As mandated in the framework for professional development of the Department of Education, teachers are given induction, career progression, and special programs that aim to improve their professional practices and delivery of emerging and non-pedagogical related activities. By the DepEd Memorandum No. 050, s. 2020, professional development priorities for teachers shall support the realization of long-term upskilling and reskilling of teachers, resulting in better learning outcomes. These professional development programs were in line with the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST) as stated in the DepEd Order No. 024, s. 2020. In this framework, the effectiveness in maximizing school and ensuring manpower effectiveness is stipulated in the five domains, namely content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, professional growth and professional development. These priorities also allow flexibility to address local needs and emerging developments in professional development.

However, despite these initiatives, the school leaders still encountered challenges. In the study of Tarraya (2023), some challenges encountered by teacher's public schools were a lack of leadership training and insufficient resources and assistance to

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carry out functions. Castañeros et al. (2023) also pointed out that newly promoted teachers faced challenges in supervising their teachers, balancing their work and personal life, managing schools, and dealing with the previous administration's legacy. In addition, it was found that these challenges have a significant relationship to the effectiveness of the school (Kilag et al., 2024). This apprehension led the researchers, educators, and educational policymakers to focus on upskilling the school leaders through professional development programs.

Given this challenge, the researcher analyzed the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City. It will be significant to the teachers as it will provide data that can be used to identify their professional needs and propose a plan to address these concerns.

In Bacoar City, one of the highly urbanized areas in Cavite, public senior high schools continue to expand in response to population growth and the demands of the K–12 curriculums. However, despite the presence of professional development initiatives, many teachers face barriers that hinder the full implementation and effectiveness of such programs. Limited resources, inconsistent program delivery, and context-specific challenges unique to urbanized school environments often affect the quality of professional growth opportunities. These realities suggest a need for a localized analysis of how professional development programs are implemented, what opportunities they present, and what challenges teachers face in Bacoar City.

While previous studies have examined teacher professional development and school leadership challenges at the national level (Tarraya, 2023; Castañeros et al., 2023; Kilag et al., 2024), limited empirical evidence exists on how these issues manifest in the specific context of Bacoar City. Most studies focus broadly on Philippine public schools, overlooking localized factors such as resource allocation, community involvement, and the urban school environment of Bacoar. This creates a knowledge gap on whether existing professional development initiatives are sufficiently addressing the professional needs of public senior high school teachers in the city.

Addressing this gap is vital, as it will provide data-driven insights into the opportunities and challenges of professional development programs in Bacoar City. Such findings may guide educational policymakers, school administrators, and teachers in crafting localized strategies that can enhance teacher competencies and improve school performance outcomes.

Theoretical Framework

Professional development programs have been widely examined in educational research and practice, as they are central to improving teacher competence, enhancing instructional delivery, and ensuring overall school effectiveness. In the Philippine context, the conceptualization of professional development aligns with the framework of the Department of Education (DepEd) for the advancement of teachers and school leaders. This framework is anchored in the Philippine Professional Standards for Teachers (PPST), which serve as the national guide in defining teacher quality and shaping professional development initiatives (DepEd Order No. 024, s. 2020).

The PPST framework organizes professional development into three major components: induction, career progression, and special programs. Induction programs are designed to equip newly hired or newly promoted teachers with the knowledge, skills, and dispositions necessary to become effective and efficient in their roles. Career progression programs, on the other hand, are intended to support the continuous professional growth of teachers by enhancing their pedagogical practices, curriculum planning, and engagement with diverse learners. Special programs extend beyond traditional pedagogy and provide targeted support for teachers in carrying out emerging responsibilities, including administrative, technological, and innovative instructional tasks.

From a theoretical perspective, these programs are underpinned by adult learning theory (Knowles, 1980), which emphasizes that professional growth is most effective when it is self-directed, experiential, and relevant to real-life contexts. In addition, the social learning theory of Bandura (1977) highlights the importance of collaborative and reflective practices in professional development, where teachers learn not only through formal training but also by observing, modeling, and engaging with colleagues in professional learning communities. Furthermore, the systems theory (von Bertalanffy, 1968) provides a lens to view professional development as an interrelated process wherein teacher competence, school leadership, resources, and community engagement function as interconnected components influencing overall school performance.

By integrating these theoretical foundations, the DepEd framework for professional development situates teacher growth as a dynamic and continuous process that not only addresses individual needs but also aligns with institutional goals and national education priorities. In this way, professional development programs are seen as critical interventions to improve the quality of instruction, strengthen school leadership, and ultimately raise the standards of educational outcomes.

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Research Question

The study was conducted to determine the opportunities and challenges in the professional development programs of public senior high school principals in Bacoar City.

Specifically, it sought to answer the following:

1. What is the demographic profile of public senior high school teachers in Bacoar City in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. highest educational attainment;
 - 1.4. designation; and
 - 1.5. years of experience?
2. What are the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City in terms of:
 - 2.1. content knowledge and pedagogy;
 - 2.2. learning environment and diversity of learners;
 - 2.3. curriculum and planning, and diversity of learners;
 - 2.4. community linkages and professional engagement; and
 - 2.5. professional growth and professional development?
3. Are there significant differences among the professional development programs of public senior high school teachers in Bacoar City?
4. Is there a significant difference between the professional development programs of public senior high school teachers in Bacoar City when grouped according to their demographic characteristics?
5. Based on the findings, what action plan can be proposed for public senior high school teachers in Bacoar City?

Scope and Limitation of the Study

This study focused on analyzing the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City. It specifically examines teachers' demographic profile—age, sex, highest educational attainment, designation, and years of experience—and how these may influence their participation in and perception of professional development initiatives. The study further evaluates professional development programs in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and professional development, in alignment with the Philippine Professional Standards for Teachers (PPST).

The scope of the study was limited to public senior high school teachers in Bacoar City. Private schools and elementary teachers are excluded, as the focus is on addressing the specific context of senior high school education within the public school system.

The data will be gathered primarily through survey questionnaires, which may restrict the depth of insights compared to qualitative approaches such as interviews or focus group discussions. Furthermore, the study is time-bound to the School Year 2024–2025, and findings may not fully capture changes that occur in succeeding years or in other localities.

This research aligned with Sustainable Development Goal (SDG) No. 4: Quality Education, which emphasizes inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all.

By examining the professional development programs of teachers and identifying both opportunities and challenges, the study contributes to improving teacher competencies and school leadership skills.

In doing so, it supports efforts to strengthen the education system, promote continuous teacher growth, and ultimately enhance the quality of learning outcomes for students in Bacoar City.

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Framework

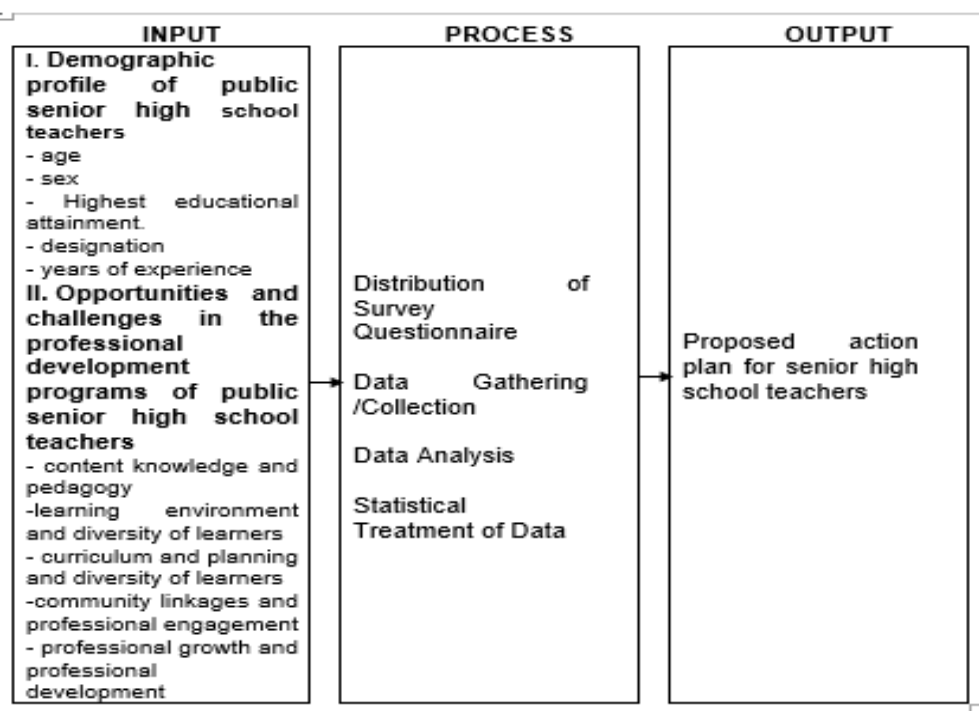


Figure 1. Research Paradigm of the Study

Following the Philippine Professional Standards for Teachers (PPST), the researcher developed a conceptual framework for the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City. The conceptual paradigm of the study is shown in Figure 1. This study is guided by the Input–Process–Output (IPO) model, which serves as a systematic framework in examining the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City.

For the input, the study considered two main components. The first input is the demographic profile of teachers, which includes their age, sex, highest educational attainment, designation, and years of teaching experience. These variables provide baseline information that may influence their participation and experiences in professional development programs. The second input is the identification of opportunities and challenges in professional development programs, particularly in the areas of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and professional development. These domains are aligned with the Philippine Professional Standards for Teachers (PPST), which serves as the national framework for teacher quality.

The process involves the research procedures employed to collect and analyze the data. This includes the distribution of survey questionnaires to public senior high school teachers in Bacoar City, systematic data gathering and collection, and careful analysis of the responses. Appropriate statistical treatments will be applied to interpret the data, ensuring reliability and validity of findings.

Finally, the output of the study is a proposed action plan that addresses the identified opportunities and challenges in the professional development programs of teachers. This plan will serve as a basis for school leaders, administrators, and policymakers in enhancing teacher professional growth, ultimately improving instructional practices and overall school performance.

Research Design

This study employed a qualitative research design using a This study employed a descriptive research design to investigate the opportunities and challenges in the professional development programs of public senior high school principals in Bacoar City. The use of this design was appropriate, as it provided a systematic means to describe existing conditions, examine patterns, and assess the degree of association between variables.

Guided by Creswell’s (2012) framework, the design enabled the researcher to generate empirical data that offered a comprehensive understanding of the current state of professional development practices and their implications for school leadership and management.

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Research Instrument

A survey questionnaire was utilized as the primary tool for data collection. It consisted of two main parts. The first part gathered the general demographic profile of the public senior high school teachers, including age, sex, educational attainment, designation, and years of experience.

The second part focused on measuring the opportunities and challenges in professional development through a researcher-made questionnaire, which was anchored on the Individual Performance Commitment and Review Form (IPCRF) for School Year 2024–2025 of Proficient Teachers.

Each item was rated using a four-point Likert scale with the following descriptors: strongly disagree (1), disagree (2), agree (3), and strongly agree (4).

Data Gathering

Prior to the distribution of the survey instrument, the researcher sought permission from the Schools Division Superintendent of the City Schools Division of Bacoor to conduct the study. The survey was administered over a period of two weeks to collect data on the demographic profile and professional development programs of senior high school teachers. All responses from the participants were carefully recorded.

To uphold ethical standards in research, informed consent was obtained from all participants before the completion of the survey. Furthermore, the confidentiality of all information provided was strictly observed, ensuring that the rights and privacy of the respondents were fully protected.

Statistical Treatment of Data

The mean and standard deviation of the data were calculated to determine the opportunities and challenges in the professional development programs of public senior high school principals in Bacoor City. Data were statistically analyzed using an independent t-test and one-way analysis of variance. The independent t-test will be used to identify the statistical difference between the professional development programs of senior high school teachers when grouped according to their sex. One-way analysis of variance was used to examine the significant differences among the professional development programs of senior high school teachers when grouped according to their age, educational attainment, and years of experience.

Ethical Considerations

The conduct of this study strictly adhered to the ethical principles of research, particularly respect for persons, beneficence, and justice. Prior to data collection, the researcher secured approval from the Schools Division Superintendent of the City Schools Division of Bacoor. Participation in the study was voluntary, and respondents were given the right to withdraw at any stage without any penalty or negative consequence.

Informed consent was obtained from all participants, ensuring that they were fully aware of the purpose, procedures, and scope of the research. Confidentiality and anonymity were maintained by keeping all personal and identifying information private and using the data solely for academic purposes. The researcher ensured that no harm would be inflicted on the participants and that their responses would be treated with the highest level of respect and integrity.

Statistical Treatment

The mean and standard deviation of the data were calculated to determine the opportunities and challenges in the professional development programs of public senior high school principals in Bacoor City. Data were statistically analyzed using an independent t-test and one-way analysis of variance. The independent t-test will be used to identify the statistical difference between the professional development programs of senior high school teachers when grouped according to their sex. One-way analysis of variance was used to examine the significant differences among the professional development programs of senior high school teachers when grouped according to their age, educational attainment, and years of experience.

III. RESULTS

This chapter presents the data gathered from the respondents through the survey questionnaire. The presentation includes tables and figures, followed by discussions that highlight the implications of the results. The analysis also integrates related literature and studies to provide a deeper understanding of the professional development programs of senior high school teachers in Bacoor City.

SOP 1: What is the demographic profile of the respondents in terms of age, sex, highest educational attainment, designation, and years of experience?

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Table 1. Demographic profile of the respondents

Features		f	%
Age	29 years old and below	12	24.0
	30 – 39 years old	14	28.0
	40 – 49 years old	8	16.0
	50 – 59 years old	11	22.0
	60 years old and above	5	10.0
Sex	Male	19	38.0
	Female	31	62.0
Highest Educational Attainment	with Bachelor's Degree	14	28.0
	with units in Master's Degree	18	36.0
	with a Master's Degree	10	20.0
	with units in Doctorate Degree	6	12.0
	with Doctorate Degree	2	4.0
Designation	Teacher I	12	24.0
	Teacher II	23	46.0
	Teacher III	15	30.0
Years of Experience	5 years and below	13	26.0
	6 – 9 years	12	24.0
	10 – 13 years	8	16.0
	14 – 17 years	10	20.0
	18 years and above	7	14.0
Total		50	100.0

Table 1 shows the demographic profile of the SHS teachers in Bacoar City. In the current study, 50 senior high school teachers were profiled. The age distribution revealed that a plurality (28.0%) are in the 30–39 years bracket, followed by those 29 years old and below at 24.0%. Middle-aged teachers (40–49) comprise 16.0%, while older cohorts (50–59 and 60+) make up 22.0% and 10.0% respectively. This suggests the teaching workforce is relatively young to mid-career, with a smaller number of older veteran teachers.

The gender split shows a female majority (62.0%), males being 38.0%. Regarding educational attainment, a substantial share is engaged in or have completed graduate-level education: 36.0% have units in a Master's degree, 20.0% have a Master's, 12.0% have units in a Doctorate, and 4.0% have a doctorate. Only 28.0% remain at the Bachelor's level.

In terms of rank or position, nearly half of teachers are in the Teacher II level (46.0%), followed by Teacher III (30.0%) and Teacher I (24.0%). Finally, years of experience are varied: about a quarter (26.0%) have five years or fewer, another 24.0% have six to nine years, mid-range of 10–13 (16.0%) and 14–17 (20.0%), and 14.0% have 18 years or more.

The literature underscores that teaching experience is positively associated with student outcomes, especially in the early years of a teacher's career. For instance, Does Teaching Experience Increase Teacher Effectiveness? (Learning Policy Institute) reviewed ~30 studies in the U.S. and found that gains are steep in initial years but continue through the second and often third decade of service.

In your study, about half the teachers are relatively early in their careers (≤ 9 years). This aligns with literature suggesting that novice teachers may undergo substantial professional growth during this period. It also means a sizable portion of your sample is in those critical years where support, induction, mentoring, etc., can have strong returns.

Studies in the Philippines and elsewhere show that higher educational qualifications often correlate with stronger self-efficacy, better pedagogic competence, more innovation, etc. For example, Examining Agricultural Teachers' TPACK Competencies: A Study of Demographic Influences in the Philippines found that professional development and higher education correlate with improved teacher technological and pedagogical content knowledge.

In your data, a good proportion are pursuing or have higher degrees—this may suggest potential for higher instructional quality or willingness to engage in innovation and professional development.

A recent study: Exploring the Influence of Socio-Demographic Factors on the Pedagogical Competence of Social Studies Teachers in Davao Occidental (2025) found that though many teachers had certain demographic profiles (female, in mid-age, etc.), there was no significant relationship between age, length of service, educational attainment and pedagogical competence.

This raises a point of caution: whereas higher education or more experience are often assumed to produce more competence, empirical findings sometimes show weaker or no direct relationships. It suggests that simply having more years or higher degrees may not guarantee higher competence unless mediated by other factors (e.g. mentoring, professional support, quality of training, resources).

The teaching force is relatively young and is in the phase where professional growth is likely rapid. Many are also investing in further education, which may indicate a commitment to improvement.

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However, having many young or early-career teachers means there is a strong need for induction, mentorship, supervision, and support for building competence—especially as literature shows experience matters most in early years, but its effects can taper or plateau unless reinforced.

The high educational attainment is promising, but as the Social Studies Teachers' study shows, the translation of educational qualifications into competence is not always automatic. Institutional supports, quality of programs, teaching load, school culture all play roles.

Gender skew: predominance of female teachers is also common in many contexts. Literature sometimes reports differences in perception or style (e.g. in technology self-efficacy, or classroom management), but many studies (like the induction one in Palawan) find gender does not strongly distinguish professional development outcomes.

The spread of experience (from novices to veterans) suggests that schools have a mix that could support peer learning (younger learning from experienced teachers), assuming that collaborative professional development practices are in place.

Since many teachers are relatively early in their careers and higher educational attainment does not guarantee pedagogical competence, formal induction, mentoring, peer observation, and coaching are essential. Schools or departments should ensure that new and early-career teachers receive support.

Given many are engaged in graduate studies, PD should be aligned not just to credentials but to practice—focus on classroom strategies, technology integration (especially given post-COVID demands), subject specialization, etc.

While advanced degrees are valuable, ensuring that the quality of those degree programs translates into classroom effectiveness matters. Accreditation, curriculum relevance, practicum quality, supervision during degree work should be ensured.

As the teacher workforce is majority female, PD and support systems should consider factors that may differentially affect female teachers (work-life balance, leadership opportunities, etc.), even though many studies do not find big differences in outcomes by gender, the lived experiences can differ. The presence of more experienced teachers is a strength. They can serve in mentoring, leadership roles, and in helping build institutional memory. Schools and districts should harness this.

Educational policy makers should look into staffing, promotion pathways (e.g., Teacher I → Teacher II → Teacher III), incentives for obtaining advanced qualifications, and ensuring that these are recognized in career progression and compensated appropriately. Given mixed findings in literature about demographic predictors of competence, more localized studies may help: e.g., examine how educational attainment interacts with school environment, resource availability, teacher motivation, etc., to affect educational outcomes.

SOP 2: What are the opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City?

The opportunities and challenges in the professional development programs of public senior high school teachers in Bacoar City are presented in Table 2.

Table 2. Opportunities and challenges in the professional development

Domain	Mean	Interpretation
Content Knowledge and Pedagogy	3.8	High
Learning Environment and Diversity of Learners	3.2	Moderately High
Curriculum and Planning and Assessment and Learning	3.1	Moderately High
Community Linkages and Professional Engagement	3.6	High
Professional Growth and Professional Development	3.3	High
Overall Mean	3.4	High

Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High

The study revealed that among the different domains of teacher competencies, content knowledge and pedagogy scored the highest with a mean of 3.8, indicating that senior high school teachers in Bacoar City possess strong mastery of subject matter and are able to apply effective teaching strategies. This was followed by community linkages and professional engagement (3.6) and professional growth and professional development (3.3), showing teachers' moderate strength in connecting with stakeholders and pursuing personal and professional growth.

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Meanwhile, the learning environment and diversity of learners domain obtained a mean of 3.2, suggesting that teachers demonstrate a fairly high level of classroom management and inclusivity. The lowest mean was recorded in curriculum and planning, assessment, and learning domain (3.1), reflecting an area where teachers may need more support, particularly in aligning learning plans and assessment practices to curriculum standards.

High Performance in Content Knowledge and Pedagogy (3.8): Teachers' strength in this domain suggests that they are confident in their subject matter expertise and pedagogy, which is consistent with Darling-Hammond (2021), who emphasized that mastery of content and effective teaching strategies are foundational to student achievement.

Community Linkages and Professional Engagement (3.6): This mean score indicates teachers' active efforts to build partnerships with parents and community members. Philippine Professional Standards for Teachers (PPST) also highlight this domain as crucial for contextualizing instruction and fostering collaboration.

Professional Growth and Development (3.3): The moderate level suggests teachers are engaging in training and higher studies but may face constraints such as time, resources, or institutional support

Learning Environment and Diversity of Learners (3.2): Teachers moderately perform in creating inclusive and well-managed classrooms. This aligns with Flores and Day (2020), who noted that while teachers often excel in content, addressing learner diversity remains a challenge globally.

Curriculum, Planning, and Assessment (3.1): The lowest rating implies difficulty in integrating lesson planning with assessment strategies, an issue also found in Tan and Reyes (2019), who noted that Filipino teachers often rely on traditional assessments rather than differentiated or outcomes-based approaches.

The findings suggest that Bacoar City's senior high school teachers are well-prepared in content knowledge and pedagogy but face challenges in curriculum planning and assessment, which are critical in ensuring that instruction is aligned with desired learning outcomes. Their moderate ratings in professional development and engagement point to an ongoing need for continuous capacity-building. Moreover, the relatively lower score in managing diverse learners indicates the need for enhanced training in inclusive education and differentiated instruction, especially given the heterogeneous nature of senior high school classes. Curriculum and Assessment Training: Teachers may benefit from intensive training in curriculum mapping, outcomes-based education (OBE), and authentic assessment to bridge the identified gaps. Inclusive Education Practices: The moderate score in handling diverse learners suggests that professional development should focus more on inclusive strategies, particularly for learners with special needs and varied learning styles.

Strengthening Professional Growth Opportunities: Institutions should provide more accessible programs (e.g., in-service training, scholarships, online modules) to encourage teachers' continuous improvement.

Community Engagement: Although teachers perform moderately well in this area, stronger collaboration with stakeholders can further enhance localized teaching strategies and student support systems.

Policy and Leadership Action: School leaders and the Department of Education (DepEd) may design intervention programs aligned with the PPST domains, targeting weaker areas such as curriculum planning and diversity of learners.

Table 3 shows the content knowledge and pedagogy of senior high school teachers.

Table 3. Content knowledge and pedagogy

Statement	Mean	Interpretation
1. Applies knowledge of content within and across curriculum teaching areas	3.7	High
2. Uses research-based knowledge and principles of teaching and learning to enhance professional practice	3.5	High
3. Ensures the positive use of ICT to facilitate the teaching and learning process	3.9	High
4. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	3.8	High
5. Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	3.9	High
Overall Mean	3.8	High

Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High

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As shown in Table 3, the use of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement garnered the highest mean of 3.9, indicating that senior high school teachers in Bacoar City excel in clear and engaging communication. This was followed by the use of a range of teaching strategies that enhance learner achievement in literacy and numeracy skills with a mean of 3.8, reflecting teachers' strong practices in applying varied instructional methods to develop core competencies. On the other hand, the use of research-based knowledge and principles of teaching and learning to enhance professional practice obtained the lowest mean score of 3.5, suggesting that while teachers are generally competent in applying pedagogical theories, they may have limited integration of updated research findings into their teaching practice.

Classroom Communication (3.9): The high score underscores teachers' strength in both verbal clarity and non-verbal cues (gestures, tone, facial expressions), which are crucial in creating an engaging learning atmosphere. According to Hattie (2019), teacher clarity and communication are among the most powerful factors influencing student achievement.

Teaching Strategies in Literacy and Numeracy (3.8): This reflects teachers' competence in applying varied pedagogical approaches to enhance learners' fundamental skills. Bernardo (2020) emphasized that strong literacy and numeracy foundations are essential in senior high school, and teachers' ability to employ diverse methods contributes directly to learner outcomes.

Research-Based Practice (3.5): The lowest rating indicates a relative gap in integrating educational research into classroom practice. Flores and Day (2020) highlighted that many teachers tend to rely on traditional methods and personal teaching experience rather than evidence-based strategies, which may limit innovation and adaptability in rapidly evolving learning contexts.

The findings suggest that senior high school teachers in Bacoar City are highly effective communicators and are able to implement a variety of strategies to promote student learning, particularly in literacy and numeracy. However, their relatively lower reliance on research-based teaching knowledge implies that while they are competent practitioners, there is a gap in bridging theory and practice. This could be due to limited access to research resources, lack of time for academic reading, or insufficient institutional emphasis on research-informed teaching. Schools may provide training workshops that focus on translating educational research into classroom practice, thereby strengthening teachers' evidence-based decision-making.

Strengthening Research Culture: Encouraging teachers to engage in action research or collaborative inquiry projects can help integrate research into everyday practice, in line with DepEd's Basic Education Research Agenda.

Sustaining Strong Communication Practices: Since teachers excel in communication, school leaders should continue to foster this strength by providing opportunities for peer mentoring and demonstration teaching.

Enhancing Pedagogical Innovation: Teachers should be exposed to updated frameworks such as Universal Design for Learning (UDL) and differentiated instruction to enrich their repertoire of strategies.

Policy Direction: DepEd and local divisions may consider embedding research engagement as part of performance appraisal and career progression under the Philippine Professional Standards for Teachers (PPST) to ensure that research-informed practice is institutionalized.

The learning environment and diversity of learners are exhibited in Table 4.

Table 4. Learning environment and diversity of learners

Statement	Mean	Interpretation
1. Maintains learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	3.5	High
2. Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.3	High
3. Designs, adapts and implements teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.1	Moderately High
4. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	2.7	Moderately High
Overall Mean	3.2	Moderately High
<i>Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High</i>		

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As shown in Table X, the highest-rated indicator under the learning environment and diversity of learners domain of senior high school teachers was the ability to maintain learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning, which obtained a mean of 3.5. This suggests that teachers are effective in fostering positive, engaging, and collaborative classroom atmospheres.

On the other hand, the lowest-rated indicator was the ability to plan and deliver teaching strategies responsive to the special educational needs of learners in difficult circumstances—such as those experiencing geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement, disasters, child abuse, or child labor—which obtained a mean of 2.7. This finding points to a significant challenge in addressing the needs of vulnerable and marginalized learners.

Strength in Nurturing Classroom Environments (3.5): Teachers demonstrate competence in creating positive and collaborative classrooms, which is essential for student motivation and engagement. According to Hattie (2019), classroom climate and teacher–student relationships rank among the strongest influences on student achievement.

Challenge in Addressing Learners in Difficult Circumstances (2.7): The relatively low score reveals a gap in inclusivity and equity. Many Filipino teachers face challenges in differentiating instruction for learners at risk, particularly those with special educational needs or those affected by social and economic vulnerabilities. Cervantes and Tan (2021) found that while teachers show strong classroom management skills, they often lack training and resources to effectively respond to learners in crisis situations.

This disparity suggests that while general classroom engagement is maintained, the more complex task of inclusive and crisis-responsive teaching remains underdeveloped.

The findings indicate that teachers are effective in maintaining nurturing environments but struggle with specialized interventions for learners facing difficult circumstances. This could be attributed to insufficient training in special and inclusive education, limited access to contextualized learning materials, and lack of institutional support. As DepEd Order No. 21, s. 2019 emphasized, teachers must adopt inclusive strategies to ensure no learner is left behind, particularly those in marginalized and crisis-affected communities. However, the low mean score highlights the gap between policy expectations and classroom realities.

Professional Development in Inclusive Education: There is a pressing need for capacity-building programs on differentiated instruction, Universal Design for Learning (UDL), and trauma-informed teaching to prepare teachers for handling learners in crisis and with diverse needs.

Provision of Support Systems: Schools should strengthen guidance and counseling programs, remedial classes, and psychosocial interventions to complement teachers' instructional efforts for at-risk learners. DepEd should intensify the implementation of inclusive education policies, particularly the Inclusive Education Act of 2022 (RA 11650), which mandates the provision of support services for learners with disabilities and those in difficult circumstances.

Community and Stakeholder Engagement: Collaboration with parents, social workers, and local government units can help teachers address non-academic factors (poverty, trauma, health concerns) that hinder learning. Encouraging teachers to conduct action research on inclusive practices and crisis-responsive strategies can provide context-specific solutions to the challenges identified.

The indicator for the curriculum, planning, and assessment of learning is demonstrated in Table 5.

Table 5. Curriculum and planning, and assessment of learning

Statement	Mean	Interpretation
1. Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	3.1	Moderately High
Overall Mean	3.1	Moderately High
<i>Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High</i>		

As indicated in Table 5, it was determined that adapting and implementing learning programs that ensure relevance and responsiveness to the needs of all learners was moderately high, with a mean of 3.1. Table 6 shows the community and professional engagement of senior high school teachers.

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Table 6. Community linkages and professional engagement

Statement	Mean	Interpretation
1. Maintains learning environments that are responsive to community contexts.	3.8	High
2. Reviews regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.6	High
3. Complies with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	3.4	High
Overall Mean	3.6	Moderately High

Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High

As reflected in Table 6, the findings on the Community Linkages and Professional Engagement domain of senior high school teachers revealed that maintaining learning environments responsive to community contexts obtained the highest mean rating of 3.8. This was followed by reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers, which garnered a mean score of 3.6. Meanwhile, compliance with and implementation of school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders was rated the lowest, also with a mean score of 3.6.

The data indicate that teachers are highly responsive to community contexts, suggesting that they actively adapt their teaching environments to suit the needs and circumstances of their learners. This highlights their role as facilitators who link classroom learning with real-world and community-based contexts. The relatively equal mean scores of 3.6 for reviewing professional practice and compliance with policies suggest that while teachers recognize the importance of ethical standards and institutional regulations, these areas are not as strongly emphasized compared to contextualized practices.

The results suggest that teachers in Bacoar City place greater importance on aligning their teaching practices with the community context, which aligns with the Department of Education's thrust on contextualization and localization of instruction under the K-12 curriculum. This indicates a strong commitment to culturally relevant and socially responsive teaching. However, the comparatively lower emphasis on strict policy compliance and ethical review may indicate gaps in integrating institutional guidelines into daily classroom practices. Teachers may see policies and regulations as secondary to learner-centered and community-linked practices. For Teachers, there is a need to strike a balance between contextualized teaching practices and consistent adherence to school policies and professional ethical standards. Professional reflection activities, such as learning action cells (LAC sessions), can help strengthen this alignment.

Foreign literature highlights that professional development programs focusing on inclusive practices improve teachers' ability to cater to diverse learners. For example, Darling-Hammond et al. (2020) emphasized that ongoing training in differentiated instruction equips teachers to address student diversity effectively. Similarly, Lee and Tan (2020) found that teachers who received training on inclusive education were more confident in handling learners with special needs and cultural differences.

In the Philippine context, Santos and dela Cruz (2021) revealed that public school teachers often face challenges in managing large, heterogeneous classes. Their study showed that professional development in classroom management and inclusive pedagogy significantly helped teachers improve learner participation and engagement.

Table 7 exhibits the professional growth and professional development of senior high school teachers.

Table 7. Professional growth and professional development

Statement	Mean	Interpretation
1. Adopts practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	3.3	High
Overall Mean	3.3	High

Legend: 1.00-1.75: Low; 1.76-2.50: Moderately Low; 2.51-3.25: Moderately High; 3.26-4.00: High

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The results revealed that the adoption of practices that uphold the dignity of teaching as a profession—by demonstrating a caring attitude, respect, and integrity—obtained a mean score of 3.3, which is considered high. This indicates that teachers generally uphold the ethical and moral standards expected of them as professional educators.

In addressing Sub-problem 3, which sought to determine whether there are significant differences among the professional development programs of public senior high school teachers in Bacoar City, the statistical analysis (e.g., ANOVA or t-test, depending on your study design) would clarify whether such differences exist based on variables like age, sex, educational attainment, years of experience, or teaching position.

The high mean score (3.3) on professional dignity suggests that teachers not only comply with but also internalize professional values. This is consistent with the Philippine Professional Standards for Teachers (PPST), which emphasizes professionalism, ethics, and lifelong learning as cornerstones of teaching practice. If the test of significant differences shows no significant differences, this implies that professional development programs are relatively consistent across demographic groups, suggesting that teachers share similar experiences regardless of their background.

If the test shows significant differences, this would mean that certain groups (e.g., younger teachers, those with higher educational attainment, or those in higher positions) may benefit more from or have better access to professional development opportunities than others. The findings suggest that public senior high school teachers in Bacoar City generally uphold professional ethics and values in their practice. This high regard for professionalism may reflect the strong influence of training programs, LAC (Learning Action Cell) sessions, and seminars that promote ethical practice in education.

However, depending on the results of the test for significant differences: No significant differences – indicates that professional development initiatives are fairly distributed and accessible. Significant differences – indicates possible inequities in access, participation, or effectiveness of professional development programs, which may need targeted interventions. For Teachers – The high score in professionalism should be sustained through continuous reflection, mentorship, and participation in ethical practice workshops.

For School Administrators – Professional development initiatives should be reviewed to ensure equitable opportunities for all teachers regardless of age, rank, or tenure. For Policy-Makers – If differences exist, the DepEd Division of Bacoar City may need to tailor-fit professional development programs, ensuring that they are inclusive, contextualized, and responsive to the varied needs of teachers. For Future Research – Further studies may investigate how specific professional development programs (e.g., research utilization, ICT integration, differentiated instruction) affect teacher competencies across different domains.

Table 8 shows the statistical variations among the professional development programs of public senior high school teachers in Bacoar City.

Table 8. Differences in professional development programs of senior high school teachers in Bacoar City using One-way Analysis of Variance

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Between Groups	0.725	4	0.181	0.552	0.699	2.690	NOT SIGNIFICANT
Within Groups	9.848	48	0.328				
Total	10.573	52					

The findings revealed that there were no significant differences among the five domains of the professional development programs of senior high school teachers in Bacoar City. This suggests that the teachers' performance ratings across the domains—namely Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Community Linkages and Professional Engagement, Professional Growth and Development, and Curriculum and Planning—are relatively consistent.

The absence of significant differences indicates that teachers demonstrate comparable levels of competency across the different domains of the Philippine Professional Standards for Teachers (PPST). This uniformity suggests that professional development initiatives offered to them are holistic, balanced, and provide equal opportunities for growth.

This finding aligns with the study of Clores and España (2023), which reported that the domains of the Key Result Areas (KRAs) of teachers in public schools showed no significant difference from one another, suggesting that teachers perform

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consistently across required domains of practice. The results imply that senior high school teachers in Bacoar City are not excelling in one domain at the expense of another, but rather are maintaining a balanced professional performance. This indicates that existing professional development programs may be effectively addressing the varied needs of teachers in an integrated manner. It also reflects that proficiency is being achieved across domains, which is critical for sustaining quality teaching and learning.

For Teachers – The finding reinforces the importance of maintaining consistency across all teaching domains. Teachers should continue to participate actively in professional development to sustain this balance and avoid over-reliance on strengths in a single domain.

For School Administrators – Since no single domain lags behind, administrators can focus on refining existing programs rather than restructuring them. Continuous monitoring can help ensure that training remains holistic and relevant.

For Policy-Makers (DepEd and Division of Bacoar City) – Policies on professional development may further highlight integrated approaches to teacher training, ensuring that future programs sustain balance across domains. This also suggests that evaluation frameworks such as the PPST are effective in promoting uniform growth.

For Future Research – Further studies may examine the factors contributing to this balance, such as the role of Learning Action Cells (LACs), mentoring, or school-based training. Comparative studies across divisions could also determine whether this pattern is consistent nationwide or unique to Bacoar City.

Sub-problem 4: Is there a significant difference between the professional development programs of public senior high school teachers in Bacoar City when grouped according to their demographic characteristics?

The statistical differences among the professional development programs of senior high school teachers in Bacoar City, when grouped according to their age, are shown in Table 9.

Table 9. Differences in professional development programs of senior high school teachers in Bacoar City when grouped according to age using One-way Analysis of Variance.

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Between Groups	0.725	4	0.181	0.552	0.699	2.690	NOT SIGNIFICANT
Within Groups	9.848	48	0.328				
Total	10.573	52					

A one-way analysis of variance (ANOVA) was employed to determine whether there were significant variations in the professional development programs of senior high school teachers when grouped according to age. The results showed that there were no significant differences among the teachers' professional development programs across different age groups.

This finding is consistent with the study of Aquino et al. (2021), which revealed that the professional development programs of teachers were not significantly different when grouped according to their age. Table 10 demonstrates the statistical variations between the professional development programs of male and female teachers of public secondary schools in Cavite using an independent t-test.

The absence of significant differences indicates that teachers, regardless of age, receive similar levels of support and opportunities for professional development. This suggests that schools and divisions provide equitable access to training and development initiatives across different generational groups of teachers.

The result also reflects the uniformity of the Department of Education's implementation of professional development programs under frameworks such as the Learning and Development (L&D) interventions, Learning Action Cells (LACs), and the Philippine Professional Standards for Teachers (PPST), which are designed to apply equally to all teachers.

The findings imply that age is not a determining factor in the professional growth of senior high school teachers in Bacoar City. Both younger and older teachers demonstrate comparable levels of engagement in professional development activities. This further suggests that experience or generational differences do not create disparity in training opportunities or effectiveness, reinforcing the idea of inclusivity in professional development programs.

The findings of this study emphasize that teachers, regardless of age, benefit equally from professional development programs. This aligns with the assertion of Darling-Hammond et al. (2020), who noted that continuous participation in professional learning activities enhances teacher competence and instructional quality throughout their careers.

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Similarly, Avalos (2021) emphasized that professional growth is not confined to a teacher's early years but remains critical across all stages of the profession, underscoring the value of lifelong learning.

In the Philippine setting, Flores (2021) revealed that both novice and experienced teachers improved their teaching practices after attending DepEd's Learning Action Cell (LAC) sessions, highlighting the inclusive impact of such initiatives.

Table 10. Differences in professional development of senior high school teachers when grouped according to their sex using an independent t-test

Sex	N	Mean	SD	df	t	t crit	Remarks
Male	19	3.78	5.388	49	0.252	1.650	NOT SIGNIFICANT
Female	31	3.81	5.520				

An independent t-test was employed to examine whether there were significant differences in the professional development programs of senior high school teachers in Bacoar City when grouped according to sex. The results revealed that there was no significant difference between male and female teachers.

This finding is consistent with the investigation conducted by Aquino et al. (2021), which pointed out that the professional development of teachers did not differ significantly when grouped according to sex.

The absence of significant differences suggests that both male and female teachers have equitable access to, and benefit equally from, professional development programs. This result implies that opportunities for professional growth are not influenced by gender, reflecting the Department of Education's inclusive policies and equal distribution of professional development initiatives across all teachers.

The findings imply that gender is not a factor that differentiates professional development outcomes among senior high school teachers. Both male and female educators engage in professional development at comparable levels, which demonstrates that schools uphold gender equity in training and capacity-building initiatives. This further supports the principle of equal opportunity in education, which ensures that both sexes can advance professionally without bias.

The statistical variations among the professional development programs of senior high school teachers when grouped according to their highest educational attainment are presented in Table 11.

Table 11. Differences in professional development programs of senior high school teachers in Bacoar City when grouped according to their highest educational attainment using One-way Analysis of Variance

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Between Groups	1.281	4	0.427	0.552	0.600	2.674	NOT SIGNIFICANT
Within Groups	88.759	48	0.683				
Total	90.040	52					

As indicated in **Table 11**, no significant differences were found among the professional development programs of senior high school teachers in Bacoar City when grouped according to their highest educational attainment, as determined using a one-way analysis of variance (ANOVA).

This result is supported by the study of Aquino et al. (2021), which also highlighted that there were no significant differences in the professional development programs of teachers with various levels of educational attainment.

The absence of significant differences implies that teachers with bachelor's degrees, master's units, master's degrees, doctorate units, or doctorate degrees are provided with similar access to and benefits from professional development opportunities. This suggests that professional growth initiatives are designed to be inclusive and are not dependent on teachers' formal academic backgrounds.

The findings reflect the standardized approach of the Department of Education (DepEd) in implementing professional development through programs such as Learning Action Cells (LACs), in-service training, and seminars that address the needs of all teachers equally, regardless of their educational level.

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The findings indicate that higher academic attainment does not necessarily lead to differences in professional development engagement or outcomes. Whether teachers have pursued postgraduate studies or remain at the bachelor's level, their professional development experiences are generally similar. This may reflect the practical, school-based nature of many training programs, which focus more on immediate teaching competencies than on academic qualifications.

For Teachers – Teachers at all levels of academic attainment can be confident that they are equally supported in their professional development. This ensures fairness in opportunities for growth, regardless of formal educational achievements.

For School Administrators – Training and seminars should continue to be designed inclusively, ensuring that both less- and more academically credentialed teachers find the content relevant and beneficial to their practice.

For Policy-Makers – The findings suggest that professional development programs should remain anchored in practice-based competencies under the Philippine Professional Standards for Teachers (PPST) rather than focusing heavily on formal academic qualifications.

For Future Research – Further investigation may explore whether the perceived relevance or application of training content differs across teachers with varying levels of educational attainment, even when statistical differences are absent.

Table 12 shows the significant variations among the professional development programs of school leaders when grouped according to their designation using a one-way analysis of variance

Table 12. Differences in professional development programs of senior high school teachers in Bacoor City when grouped according to their designation using One-way Analysis of Variance

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Between Groups	3.213	2	0.341	2.241	0.087	2.389	NOT SIGNIFICANT
Within Groups	55.712	48	0.182				
Total	58.925	50					

Results showed that there were no significant differences in the professional development programs of senior high school teachers in Bacoor City when grouped according to their designation.

Using a one-way ANOVA, the computed p-value exceeded the 0.05 significance level, indicating that teachers holding different designations—such as master teachers, subject group leaders, or classroom teachers—did not significantly differ in their access to or participation in professional development

This finding suggests that professional development opportunities in Bacoor City are generally uniform regardless of designation. It implies that the allocation of training, seminars, and other learning interventions is implemented equitably across various teacher roles, thereby promoting inclusivity in continuous professional growth.

The result is consistent with the findings of Aquino et al. (2021), who also reported that professional development programs did not vary significantly across different teacher classifications, emphasizing fairness in program delivery.

The statistical differences among the professional development programs of senior high school teachers, when grouped according to their years of experience, are presented in Table 13.

Table 13. Differences in professional development programs of senior high school teachers in Bacoor City when grouped according to their years of experience using One-way Analysis of Variance

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Between Groups	2.419	4	0.427	0.513	0.632	2.670	NOT SIGNIFICANT
Within Groups	87.621	48	0.683				
Total	90.040	72					

Using a one-way analysis of variance (ANOVA), it was revealed that there were no significant differences among the professional development programs of senior high school teachers in Bacoor City, regardless of their years of experience.

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The computed p-value was greater than the 0.05 level of significance, indicating that teaching experience—whether short or long—did not lead to variations in participation or access to professional development activities. This means that both novice and veteran teachers were provided with similar opportunities for professional growth

This outcome suggests that the professional development programs are uniformly designed and implemented, ensuring equal opportunities for teachers across varying levels of teaching experience. Such a practice promotes inclusivity and maintains a consistent standard of professional training within the school system.

The result aligns with the study of Aquino et al. (2021), which also found no significant differences in the professional development programs of teachers when grouped according to years of experience. Their findings emphasized that teacher development programs remain consistent across different stages of one's teaching career.

Subproblem No. 5: Based on the findings, what plan may be proposed for public senior high school teachers in Bacoar City?

Given the findings of the study, the current investigation recommends a plan that aims to improve the identified challenges in the professional development of senior high school teachers in Bacoar City.

Table 14. Proposed Action Plan for the professional development of senior high school teachers

Rationale

The proposed action plan for the professional development of senior high school teachers in Bacoar City is anchored on the need to sustain teacher growth across all domains of professional standards. Since results showed no significant differences in professional development when grouped according to age, gender, educational attainment, designation, and years of experience, this indicates that teachers are equally provided with opportunities but still require targeted and continuous capacity-building initiatives. By aligning objectives, strategies, and activities with the Philippine Professional Standards for Teachers (PPST), this action plan ensures that teacher competencies are enhanced in ways that directly improve instructional quality, learner engagement, and school-community collaboration. The implementation of this plan will also contribute to fostering a culture of research, inclusivity, integrity, and shared responsibility among educators.

Domain	Objectives	Strategies and Activities	Persons Involved	Time Frame	Budget Source	Indicators / Expected Output
Content Knowledge and Pedagogy	To improve the research-based knowledge and principles of teaching and learning to enhance professional practice	Capacitate teachers in research focusing on teaching and learning (workshops, mentoring, paper presentations)	School head, teachers	Semestral break	MOOE	At least one research will be produced by each department
Learning Environment and Diversity of Learners	To improve the teaching strategies that are responsive to learners with disabilities, giftedness, and talents	Conduct seminars and workshops on Special Needs Education and differentiated instruction	School head, teachers	First quarter of the school year	MOOE	At least one teaching strategy responsive to learners with special needs evident in lesson plans and resources
Curriculum and Planning and Assessment and Reporting	To implement learning programs that ensure relevance and responsiveness to the needs of all learners	Propose, design, and pilot-test a learning program addressing the diverse needs of learners	School head, teachers	One school year	MOOE	At least one program addressing learners' needs will be proposed and piloted
Community Linkages and Professional Engagement	To implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and stakeholders	Brainstorm and implement policies and mechanisms on stakeholder partnerships (PTA, LGU, NGOs)	School head, teachers	One school year	MOOE	At least one policy and mechanism on stakeholder partnership will be institutionalized
Professional Growth and Professional Development	To improve the practices of teachers in upholding the dignity of teaching as a profession	Conduct capacity-building on best practices of upholding dignity, integrity, and ethical standards	School head, teachers	One school year	MOOE	At least one capacity-building session will be conducted with positive teacher feedback

This chapter presented the summary of findings and conclusions based on the obtained data and results. Furthermore, recommendations for the further development and improvement of results in this research were also included in this chapter.

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Most of the participants were aged 30-39 years old, females, with units in master's degree, in Teacher II position, and had years of service of five years and below.

The professional development domains of senior high school teachers were high, with a mean of 3.4. Content Knowledge and Pedagogy obtained the highest mean, followed by Community Linkages and Professional Engagement, Professional Growth and Professional Development, Learning Environment and Diversity of Learners, and Curriculum and Planning, Assessment and Learning.

No significant differences were found among the professional development domains of senior high school teachers.

No significant difference was identified in the professional development domains of senior high school teachers when grouped according to their age, sex, highest educational attainment, designation, and years of service. Focusing on the least obtained mean, the action plan aims to improve the indicators that were considered as challenges in the professional development of senior high school teachers.

Based on the findings, it was identified that the professional development programs of senior high school teachers were high, wherein the content knowledge and pedagogy were found to be the highest. No significant differences were found among the professional development domains of teachers. It was also found that there were no significant differences among the professional development of teachers when grouped according to their demographic characteristics.

The study concludes that the professional development programs of senior high school teachers in Bacoar City are consistently implemented across all domains of the Philippine Professional Standards for Teachers (PPST). The absence of significant differences when grouped by age, sex, educational attainment, designation, and years of experience implies that teachers are given equitable access to training and growth opportunities. While the results demonstrate positive implementation, there remains a need to strengthen areas such as compliance with school policies and fostering stronger community linkages. Based on the findings and conclusions presented, the following recommendations were suggested:

For Teachers

Sustain the high level of professionalism by engaging in continuous reflection, mentorship, and participation in ethical practice workshops. Strengthen collaboration through peer coaching and research-based innovations in teaching and learning.

For School Administrators

Review and enhance professional development initiatives to ensure inclusivity and responsiveness to teachers' contextual needs. Institutionalize programs that address the lowest-rated domains, particularly school policies compliance and stakeholder engagement. Provide incentives or recognition for teachers who actively participate in research and innovative practices.

For Policy-Makers (DepEd and LGU)

Tailor-fit professional development programs to ensure they are contextualized, inclusive, and sustainable. Allocate sufficient budget to support research, seminars, and capacity-building activities aligned with the PPST. Strengthen monitoring and evaluation mechanisms to assess the long-term impact of professional development initiatives.

For Future Researchers

Investigate the effectiveness of specific professional development programs (e.g., ICT integration, differentiated instruction, research utilization) on teacher competencies. Conduct longitudinal studies to assess the long-term impact of professional development on teacher performance and student outcomes. Explore qualitative perspectives (e.g., interviews or focus groups) to capture teachers' lived experiences in professional growth.

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