

Teachers' Professional Development and Teaching Performance: Basis for an Intervention Plan

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ABSTRACT: When teaching is improved, students received high quality of education. This study examined the level of teachers' professional development and their teaching performance, determined their correlation and investigated which of the teachers' professional development influenced their teaching performance in order to have the basis for an intervention plan. Descriptive correlational research method was utilized in this study. An adapted questionnaire that passed the validity and reliability tests was used. A total of 100 respondents were selected through purposive sampling. The gathered data underwent analysis using different statistical methods that includes Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient. Findings revealed that teachers' overall professional development was Very High. While the teaching performance was Very Satisfactory. There is low to moderate positive correlation between teachers' professional development and teaching performance. It can be concluded that engaging professional development programs improve teaching performance. Thus, an intervention plan is created to improve teaching performance from very satisfactory to an outstanding level.

KEYWORDS: Learning Action Cell (LAC), professional development, teachers' teaching performance

I. INTRODUCTION

When teaching is improved, learners receive a higher quality of education. One of the features under the word MATATAG of DepEd Order No. 10, s. 2024 on the Policy Guidelines on the implementation of the MATATAG Curriculum, that is to give support to teachers to teach better. In connection, the quality of education is elaborately linked to the effectiveness of its teachers, making the professional development of educators a critical area of focus in educational research. On the other hand, the diverse learning environments and evolving educational standards present unique challenges. Understanding the relationship between teachers' professional development and their teaching performance is essential.

Professional development encompasses a range of activities designed to improve teachers' knowledge, skills, and practices. Effective professional development is characterized by sustained engagement, collaborative learning, and a focus on content-specific strategies. Programs that integrate reflective practices, such as Quality Teaching Rounds, have shown promise in fostering deeper professional growth and instructional improvement (Patfield et al., 2023).

Moreover, the impact of professional development on teaching performance is multifaceted. Teachers who engage in continuous learning are better equipped to adapt to diverse classroom dynamics, implement innovative teaching strategies, and address the varying needs of students. Thus, professional development can lead to increased teacher satisfaction and retention, as educators feel more competent and supported in their roles.

Subsequently, Chen and Mohammed (2024) stressed that ensuring the promotion of high-quality teaching and the learning process is the main goal of education at all levels. Teachers receive training with the goal of imparting their knowledge and abilities to pupils in order to help them develop unique personalities that can blend in with the diverse global society. In this sense, teacher performance has continued to be a crucial component in assessing teachers' professional development and their ability to fulfill their primary goals.

Furthermore, the Continuing Professional Development Act of 2016, also known as Republic Act No. 10912, aims to sustain and encourage advancement in one's career. After being first registered and admitted to the field, professionals' continuing education is known as continuing professional development, or CPD. This initiative mandates that educators be conscious and proactive of the new developments in instructional approaches, learning methodologies, content, and standards to

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ensure learner success. Although several factors contribute to learner success, teachers' continuing professional development is vital to this endeavor.

Simonson et al. (2022) pointed out a multidimensional framework made up of the following four components: learner-centeredness, scholarly teaching, course design, and professional development. It also demonstrates how these four components of effective teaching interact with each other in terms of beliefs, attributes, tasks, dimensions, and criteria. Professional development is seen as critical for teaching practitioners to prepare for the educational changes and the challenges that come with them. Exemplary teachers are self-reflective professionals who regularly hone their teaching skills and knowledge using feedback from a range of sources.

Moreover, the Department of Education (2023) specifically DepEd Memo No. 008, S. 2023, upholds the value of professional standards for teacher development, which enhances learner achievement. The department has increased its support for ongoing professional development because it understands how crucial it is to produce highly qualified teachers to achieve high-quality learning, growth, and promotion for educators. Furthermore, the department's commitment to a structured and responsive professional development framework ensures that teacher training is aligned with current educational demands and learner needs. This initiative not only aims to raise the bar of teaching quality but also reinforces accountability and lifelong learning among educators.

Subsequently, teachers, as the front line in education, it is essential to keep abreast of the continuously changing roles, practices, and learner needs. In these activities, teachers are expected to be active learners and innovators. They must come up with relevant ideas, techniques, and skills set to enhance their methods of instruction, enhance the learning outcomes of their learners.

This study aimed to examine the level of teachers' professional development and its correlation with teaching performance. By identifying areas for improvement and proposing targeted interventions, the research aims to contribute to the enhancement of educational quality and the professional growth of educators. A quantitative research method was used in this study. This study helps to assess how different professional development activities help teachers improve their teaching performance.

The study was anchored on Professional Development System Theory for Quality Education as formulated by Mallillin and Laurel (2022). This theory identifies the contribution of professional development faculty in the educational system and setting. It develops a system approach for faculty skills in various theories such as reflection theory, effectiveness theory, implementation theory, knowledge theory, and acquiring theory. It shows how to develop simple processes, knowledge, and application of learning. It provides an understanding knowledge instruction process in teaching. It contributes to faculty professional development in classroom teaching and organizes system implementation. It focuses on the process of effective communication skills for both lecturers and learners. It equips and accesses the privilege of learning outcome support and mindset of learners as the centers of learning. It adopts professional development standards for effective guidance and designs for teaching and learning processes. It evaluates and describes tools for lecturers learning observed processes. It reflects faculty thoughts in analyzing, collecting, and observing the teaching process. It provides quality education and concepts for faculty development formation.

Subsequently, the role that professional development system theory and teacher skills play in attaining knowledge theory skills, standard requirement theory skills, observed model theory skills, implementation theory skills, effectiveness theory skills, and reflection theory skills in the pursuit of high-quality education. The contribution of professional development system in acquiring knowledge theory skills demonstrates how to build information and skills in a straightforward process and application of learning and gives knowledge and skills to understand the teaching and learning process. Observe model theory skills demonstrates the importance of effective communication since it gives people the means and capacity to listen while concentrating on their proper behavior and thoughts, while implementation theory skills shows that it provides learners learning and teaching effectively to access and equip continuous opportunity for learning, and promotes opportunities and professional development for the mindset growth and outcome to support the learning process.

Furthermore, the contribution of professional development system in the effectiveness theory skills demonstrates how well it implements professional development standards, design, and guidance for professional learning, and how it attends to the demands and opportunities in the educational environment as well as the collaboration for professional development system, while reflection theory skills shows that it describes tools for teachers to evaluate and observe the learning process and reflects systematic teaching process, recording, collecting, and analyzing the observation and thoughts of teachers.

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II. METHODOLOGY

The study utilized the descriptive-correlational research design with content analysis. According to Canonizado (2020) that the aim of descriptive-correlational method is to understand and assess the statistical relationship between the two variables with no influence from any extraneous variable. Canonizado added that descriptive-correlational studies are useful to establish a link or influence of one variable from another variable. On the other hand, content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, you systematically collect data from a set of texts, which can be written, oral, or visual. Thus, it can be both quantitative and qualitative (Lou, 2023).

Similarly, Mustieles (2020) cited that a descriptive correlational study is one in which the primary objective of the researcher is to characterize the connections between variables, without attempting to prove causation. The method of research which concerns itself with the present phenomena in terms of conditions, practice beliefs, processes, relationships or trends invariability is termed as a descriptive survey study. The survey maybe qualitative or quantitative in the verbal or mathematical form of expression; such studies are factual and hence supply practical information. The survey research employs applications of the scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalizations and prediction.

The following statistical techniques were utilized in the study: Problems 1 and 2 used Mean and Standard Deviation to present the level of teachers' professional development and teaching performance. For Problem 3, Pearson-Product Moment Correlation was used to ascertain a significant relationship between the teachers' professional development and teaching performance.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of the teachers' professional development in terms of:

- 1.1 in-service training; and
- 1.2 school learning action cell?

Table 1. In-Service Training

Indicators	Mean	SD	Description	Interpretation
In-service training...				
1. has improved my ability to plan effective lessons.	4.21	0.52	Strongly Agree	Very High
2. has enhanced my instructional techniques.	4.20	0.52	Strongly Agree	Very High
3. has made me more confident in classroom management.	4.27	0.51	Strongly Agree	Very High
4. as helped me engage my learners more effectively.	4.25	0.51	Strongly Agree	Very High
5. has made me observed a positive change in my learners' performance.	4.17	0.54	Agree	High
6. has equipped me with effective techniques to incorporate assessment for learning into my teaching practices.	4.19	0.53	Agree	High
7. has provided me with new tools and resources for effective teaching.	4.22	0.52	Strongly Agree	Very High
8. has helped me develop new ways to foster critical thinking and problem-solving skills in learners.	4.25	0.51	Strongly Agree	Very High
9. has encouraged me to adopt more learner-centered teaching approaches.	4.21	0.52	Strongly Agree	Very High
10. has provided me with strategies to better differentiate instruction for learners with varying learning abilities.	4.26	0.51	Strongly Agree	Very High
Overall Mean	4.22	0.52	Strongly Agree	Very High
Note: 4.20 – 5.00 Veery High 3.40 – 4.19 High 2.60 – 3.39 Moderate 1.80 – 2.59 Less 1.00 – 1.79 Least				

Table 1 presents the level of teachers' professional development in terms of In-Service Training (INSET). It reveals that it has an overall Mean of 4.22 with SD=0.52, described as Strongly Agree and interpreted as Very High. The data imply that In-Service

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Training has very high attendance. Teachers consider it as their avenue to grow professionally and improves teaching performance. The finding further implies that teachers who are engaged in an in-service training have improved them in a way to plan effective lessons, enhanced their teaching delivery and better equipped with effective teaching approaches and strategies which cater learners different learning styles and improved learners' outcomes.

The study of Msamba (2023) revealed that In-service training serves as a vital tool that help teachers to improve their content and general knowledge. Acquiring multiple dimensions of knowledge facilitates smooth teaching and learning, boosts their confidence, and allows teachers to enhance learners' performance through engaging them in different learning activities. Thus, these improvements empower educators to adapt to evolving curricula and effectively address diverse student needs. However, the study also notes areas requiring further development, such as grammar instruction, suggesting that continuous professional development is essential for sustained teaching excellence.

Also, Honore et al. (2022) pointed out that In-service teacher training activities are regarded as the backbone of teacher performance throughout the educational process and the quality of education with learner academic attainment. In conclusion, their research underscored the critical role of In-service teacher training in fostering professional growth and improving educational quality. By investing in targeted and contextually relevant training programs, educational institutions can empower teachers to meet the challenges of contemporary education and positively influence student success.

On the same table, the indicator 3, *In-service training has made me more confident in classroom management*, has the highest Mean of 4.27 with SD=0.51, described as Strongly Agree and interpreted as Very High. The data imply that teachers become more confident in classroom management as they are engaged in an INSET program whether it is conducted in school based or district based. This further implies the importance of In-set towards building confidence among teachers to effectively manage the classroom environment and ensuring that teaching delivery best suits the interest of the learners to better acquire quality learning.

The finding supports the study of Casinillo (2024), that school-based li-set was helpful and useful for the teachers and administrators for them to be able to perform their jobs better. It has been concluded that a well-designed school-based In-set program that takes into consideration the contextual reality in which the teachers work, can make a difference in the lives of the teachers in school, specifically in the classroom and help enhance their ability and capacity on the different pedagogical principles and teaching techniques. In conclusion, well-structured and contextually relevant In-set programs, coupled with strong instructional leadership, are essential for the sustained professional development of educators. Such initiatives not only improve teaching practices but also positively influence student outcomes and contribute to the overall effectiveness of educational institutions.

On the other hand, indicator 4, *In-service training has helped me engaged my learners more effectively*, while indicator 8, *In-service training has helped me develop new ways to foster critical thinking and problem-solving skills in learners*, both have a Mean of 4.25 with SD=0.51, described as Strongly Agree and interpreted as Very High. The data imply that In-service trainings help teachers adapt instructional techniques and provide quality learning that learner deserves. Teachers engage learners in an active teaching and learning process. Teachers as well foster learners critical thinking and problem-solving skills by imploring new techniques in teaching when attended. Additionally, it is important to incorporate effective teaching strategies that cater 21st century skills that further enhanced learners' ability.

The finding supports the study of Callo and Quilapio (2022), that teachers' subject knowledge and application both within and beyond curriculum areas, as well as their methods for encouraging reading and numeracy and cultivating critical and creative thinking; teaching and learning resources, including ICT; and learners' gender, needs, strengths, interests, and experiences have significantly improved after attending a number of In-sets.

Table 2 on the next page presents the level of teachers' professional development in terms of the school Learning Action Cell (LAC). It reveals that it has an overall Mean of 4.23 with SD=0.52, which is described as Strongly Agree and interpreted as Very high. The data imply that LAC is such a great help for teachers to grow professionally. It helps them share with colleagues the best practices during teaching and learning process as well as provide intervention to practices that needs further improvement which translates to learners' outcomes. Thus, it is easy to provide solutions on a certain challenges, issues and problems encountered in school when there is collaboration among teachers, and it is discussed accordingly with the experts.

According to the study by Antiola and Fernal (2024) that by participating in the LAC program, teachers receive valuable support in adapting to learning which is becoming increasingly common in education. Moreover, teachers excel in their teaching skills by employing various strategies and techniques to promote learners' understanding and engagement by attending the LAC program. In conclusion, their findings align with broader research indicating that LAC programs are instrumental in enhancing

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teachers' professional growth. By fostering collaboration, reflection, and continuous learning, LACs contribute significantly to the overall improvement of teaching quality and learner success.

In addition, Culajara (2023), emphasized that sharing trends, being inventive and creative, and adjusting to the 21st-century skills that all individual needs are all stressed in this group learning session. LAC is such of great help and advantage for teachers for their growth and even socialization with their colleagues as they get to share their experiences and also hear valuable lessons from others. Furthermore, LACs align with the principles of collaborative learning, which emphasize the importance of shared knowledge and collective problem-solving. By participating in LACs, teachers engage in a community of practice that fosters mutual support and shared responsibility for learner success. This collaborative approach not only enhances individual teaching practices but also contributes to the overall improvement of the school's educational quality.

In the same table, indicator 10, *LAC program allows experienced teachers' guide and assist newer colleagues or less experienced peers*, which has the highest Mean of 4.28 with SD=0.51, described as Strongly Agree and interpreted as Very High. The data imply that school Learning Action Cell empowered experienced teachers to mentor the newer teachers. Experienced teachers are more equipped with different techniques that enhance teaching delivery and learner outcomes. This indicates that collaborating to a common goal among colleagues makes teaching more effective and learning becomes more interesting to learners.

The study of Cabral and Millando (2019) declared that it is evident from the results that the LAC sessions has a significant positive impact on teachers' professional growth. It is essential to have systems in place that encourage ongoing innovation and development in schools, given the always-changing nature of the educational world. Moreover, school Learning Action Cell (LAC) sessions significantly enhance teachers' professional development by fostering collaboration and addressing shared challenges such as learner diversity, pedagogy, assessment, and ICT integration. In conclusion, their study underscores the importance of LAC sessions in supporting teachers' professional growth. By fostering collaboration, addressing shared challenges, and promoting continuous professional development, LAC sessions play a crucial role in enhancing teaching practices and improving learners' learning outcomes.

Table 2. Learning Action Cell (SLAC)

Indicators	Mean	SD	Description	Interpretation
<i>The LAC Program...</i>				
1. recognizes teachers who actively assist their colleagues, fostering a supportive environment.	4.23	0.53	Strongly Agree	Very High
2. helps teachers combines teaching efforts in which they share their knowledge to co-teach classes.	4.24	0.52	Strongly Agree	Very High
3. helps teachers in sharing learner performance data on regular basis to identify trends and modify teaching approaches accordingly.	4.16	0.54	Agree	High
4. promotes teachers continued professional development, including workshops and training opportunities.	4.27	0.51	Strongly Agree	Very High
5. helps teachers communicates openly to their colleagues where they feel comfortable discussing challenges and seeking advice from one another to improve teaching practices.	4.25	0.52	Strongly Agree	Very High
6. helps teachers access a common collection of instructional materials.	4.19	0.54	Agree	High
7. helps teachers in conducting peer observations and offering helpful criticism to one another so that they can both enhance their methods of instruction.	4.22	0.53	Strongly Agree	Very High
8. let the teachers meet on a regular basis to exchange teaching and learning-related ideas, materials, and experiences.	4.21	0.53	Strongly Agree	Very High

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9.	allows teachers to participate in a collaborative expertise where they may discuss teaching strategies, approaches and lesson plans.	4.26	0.52	Strongly Agree	Very High
10.	allows experienced teachers' guide and assist newer colleagues or less experienced peers.	4.28	0.51	Strongly Agree	Very High
Overall Mean		4.23	0.52	Strongly Agree	Very High
Note:	4.20 – 5.00 Veery High	3.40 – 4.19 High	2.60 – 3.39 Moderate	1.80 – 2.59 Less	1.00 – 1.79 Least

Subsequently, the study of Almonicar and Padasas (2022) defined the program as self-directed learning, continuous cooperative learning or problem-solving within a common professional interest domain, a reflective practice that results in action and self-evaluation, and a common interest (DO No. 35, s. 2016). Since the DepEd is committed to enhancing teachers' ability for professional accomplishment and lifetime learning, this policy actively fosters the continued professional development of its teaching professionals.

On the other hand, indicator 3, *The LAC program helps teachers in sharing learner performance data on regular basis to identify trends and modify teaching approaches*, accordingly, got the lowest Mean of 4.16 with SD=0.54, described as Agree and interpreted as Very High. The data imply that by attending school Learning Action Cell (LAC) enabled teachers to pinpoint areas where learners require extra support, allowing for targeted interventions and improved learning outcomes. Moreover, teachers can refine their instruction strategies, leading to more effective teaching and enhanced learner achievement. Thus, LAC is an avenue to refine teaching and learning practices among teachers and achieve desirable outcomes of learning among learners.

The study of Floreno and Fegil (2021) declared the conduct of LAC sessions may be sustained to keep everyone updated in the new teaching pedagogy and to immediately address the challenges in the teaching and learning process. As a result, organizing LAC sessions in school benefits both the teachers and the learners, who gain from this kind of learning experience. Furthermore, their study highlighted that LAC sessions significantly enhance teachers' management skills and readiness in implementing topics and processes.

Table 3 presents the overall level of teachers' professional development. It reveals that it has an overall Mean of 4.22 with SD=0.52, described as Strongly Agree and interpreted as Very High. The data imply that based on in-service training, and school learning action cell have been attended very high by the teachers, that helps them grow professionally. When teachers are actively engaged themselves in such professional development programs as stated, this would lead to equipping with new skills, strategies, and approaches that are beneficial in improving their teaching practices and performance.

Table 3. Overall Teachers' Professional Development

Variables	Mean	SD	Description	Interpretation
In-Service Training	4.22	0.52	Strongly Agree	Very High
School Learning Action Cell	4.23	0.52	Strongly Agree	Very High
Overall Mean	4.23	0.52	Strongly Agree	Very High
Note: 4.20 – 5.00 Veery High 3.40 – 4.19 High 2.60 – 3.39 Moderate 1.80 – 2.59 Less 1.00 – 1.79 Least				

The finding is supported by the study of Dayagbil and Alda (2024), who stressed that teachers should constantly improve their skills throughout their careers, and continuing professional development (CPD) guarantees that learning is a continual process. Teachers engaged in a variety of professional development activities that help to enhance their instructional techniques, and which help them grow professionally.

Meanwhile, *School Learning Action Cell (SLAC)* has the highest Mean of 4.23 with SD = 0.52, described as Strongly Agree and interpreted as Very High. The data imply that LACs are well attended by teachers since it is school based, which directly impacts teachers' professional growth, especially in improving teaching practices and performance of the teachers. Teachers can easily talk about what went well and what went wrong during the teaching delivery and provide necessary interventions on certain problems encountered.

The study by Floreno and Fegil (2021) declared the conduct of SLAC sessions may be sustained to keep everyone updated in the new teaching pedagogy and to immediately address the challenges in the teaching and learning process. As a result, organizing LAC sessions in school benefits both the teachers and the learners, who gain from this kind of learning experience. Furthermore, their study highlighted that LAC sessions significantly enhance teachers' management skills and readiness in implementing topics and processes.

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Problem 2. What is the level of the teachers' teaching performance?

Table 4. Teaching Performance

Indicators	Mean	SD	Interpretation
1. Applied knowledge of content within and across curriculum teaching areas.	4.16	0.52	Very Satisfactory
2. Used a range of teaching strategies that enhance learner achievement in literacy skills.	4.10	0.54	Very Satisfactory
3. Used a range of teaching strategies that enhance learner achievement in numeracy skills.	4.13	0.53	Very Satisfactory
4. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.05	0.55	Very Satisfactory
5. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.11	0.53	Very Satisfactory
6. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.10	0.54	Very Satisfactory
7. Maintained learning environments that promote fairness, respect and care to encourage learning.	4.15	0.52	Very Satisfactory
8. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural and socio-economic and religious backgrounds.	4.19	0.51	Very Satisfactory
9. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.16	0.52	Very Satisfactory
10. Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.18	0.51	Very Satisfactory
Overall Mean	4.13	0.53	Very Satisfactory
Note: 4.20 – 5.00 Outstanding 3.40 – 4.19 Very Satisfactory 2.60 – 3.39 Satisfactory 1.80 – 2.59 Unsatisfactory 1.00 – 1.79 Poor			

Table 4 on the next page presents the level of teaching performance. It reveals that it has an overall Mean of 4.13 and SD=0.53, interpreted as Very Satisfactory. The data imply that teachers performed well as they have attended the different professional development activities that help improve the teaching and learning process specifically on their teaching performance that is based on the COT for Teacher I-III, captured last school year 2023-2024. Teachers performed better as they are able to apply the knowledge gained from the Professional Development activities attended and translated the knowledge to actual classroom instruction.

This finding supports the study of Reños and Pontillas (2024), that classroom observation helps teachers enhance their knowledge, skills and teaching practices. Engaging through professional development opportunities contributes to their overall growth. Through this activity, the teachers and their school heads get the chance to sit down and talk about things that are considered their strengths as well as those that needs to be improved. Moreover, this process not only fosters self-awareness but also promotes a culture of continuous growth within the educational environment.

Indicator 8, *Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural and socio-economic and religious backgrounds*, has the highest Mean of 4.19 with SD=0.51, interpreted as very satisfactory. The data imply that most of the response of all teachers have established activities that is learner centered. Teachers applied concepts learned from attending the Professional Development activities which is to create activities that focus on improving the skills and knowledge of the learners. Thus, teachers must need to design activities which are learner-centered which show how to positively achieve learners' outcomes.

According to Lazo (2024) stressed that teaching methods that highlight understanding rather than memorization directly link to positive learner attitudes toward learning, suggesting that learning is not just about innate ability. This indicates a need for teachers to enhance their teaching methods using various approaches and platforms. The study emphasized the importance of teaching methods that focus on understanding concepts rather than simply memorizing information, and how this approach leads

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to positive learner attitudes toward learning. It also suggests that teaching strategies should go beyond traditional methods, requiring teachers to adopt various approaches and utilize multiple platforms for effective learning.

On the other hand, Indicator 4, *Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills*, is the lowest with the Mean of 4.05 with SD=0.55, interpreted as very satisfactory. The data imply that teachers have applied different teaching strategies that helps enhance learners critical and creative thinking ability. This shows that teachers have equipped with teaching strategies, acquired from different professional development activities which they have attended that focused on developing learners to think critically and creatively. Thus, imploring a range of teaching strategies caters the different learning needs of learners.

Bekkouch (2024) who pointed out that, as a way to help learners acquire the increasingly sophisticated abilities required for post-secondary education and employment in the twenty-first century, teacher professional development is garnering more and more attention. One of the strategies required to increase teachers' performance is providing teachers quality professional development activities. Having a quality professional development activity for teachers is essential in equipping them with the skills and strategies needed to foster learners' critical thinking, creativity, and collaboration key competencies for success in the twenty-first century. Such professional development should be ongoing, interactive, and tailored to teachers' specific contexts, allowing them to engage with new pedagogical techniques and technologies. It also involves the opportunity for teachers to collaborate, share insights, and receive constructive feedback, thereby enhancing their instructional practices. By investing in comprehensive professional development, educators are better positioned to guide learners in navigating the complexities of post-secondary education and the evolving job market, ultimately leading to improved learner outcomes.

Problem 3. Is there significant relationship between the level of teachers' professional development and teaching performance?

Table 5. Test of Correlation Between Professional Development and Teaching Performance

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
In-Service Training	0.308	0.053	Low Positive Correlation	Reject Ho	Significant
School Learning Action Cell	0.531	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

Table 5 presents the test correlation on teachers' professional development and teaching performance. The independent variables pertain to in-service training, and school learning action cell while the dependent variable was on the teaching performance.

For *In-Service Training*, it registered as computed r-value of 0.308 with computed p-value of 0.053. The computed p-value is greater than the critical p-value of 0.05 level of significance. The data imply that low positive association between In-service training and teaching performance was registered. This means that the teachers' attendance in in-service training is significantly correlated with the teachers' teaching performance. Thus, the null hypothesis is rejected. Teachers who actively attended the in-service training most likely become more abreast with new trends and knowledge. Thus, it becomes a venue to teachers to improve professionally specifically focusing on improving their teaching performance through applying different teaching strategies.

Msamba (2023) revealed that In-service training serves as a vital tool that help teachers to improve their content and general knowledge. Acquiring multiple dimensions of knowledge facilitates smooth teaching and learning, boosts their confidence, and allows teachers to enhance learners' performance through engaging them in different learning activities. Thus, these improvements empower educators to adapt to evolving curricula and effectively address diverse student needs. However, the study also notes areas requiring further development, such as grammar instruction, suggesting that continuous professional development is essential for sustained teaching excellence.

For *School Learning Action Cell*, it registered as computed r-value of 0.531 with computed p-value of 0.001. The computed p-value is lower than the critical p-value of 0.05 level of significance. The data imply that moderately association was registered between school learning action cell and teaching performance. This shows that school learning action cell is significantly correlated with the teachers' teaching performance. Thus, the null hypothesis is rejected. School Learning Action Cell is the best avenue to discuss matters that needs to be addressed in school among teachers. Teachers can share their thoughts regarding on issues that

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may face or have faced by their colleagues and provide necessary actions that would improve the teaching quality and performance and translates to learners' quality learning.

According to Culajara (2023) sharing trends, being inventive and creative, and adjusting to the 21st-century skills that all individual needs are all stressed in this group learning session. LAC is such of great help and advantage for teachers for their growth and even socialization with their colleagues as they get to share their experiences and also hear valuable lessons from others. Furthermore, LACs align with the principles of collaborative learning, which emphasize the importance of shared knowledge and collective problem-solving. By participating in school LACs, teachers engage in a community of practice that fosters mutual support and shared responsibility for learner success. This collaborative approach not only enhances individual teaching practices but also contributes to the overall improvement of the school's educational quality.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. Teachers' participation to various training and seminars improved their professional development.
2. Teachers performed best as observed in their teaching performance.
3. Teachers' professional development improved their performance.
4. There is a need for an Intervention plan on INSET and LAC.

V. RECOMMENDATIONS

Based on the findings and conclusions presented, the researcher has formulated the following recommendations:

1. Teachers may maintain their religious attendance in various trainings and seminars. This is to improve their professional growth that is very crucial in providing quality education to learners.
2. Teachers may retain or even aim for the highest level of teaching performance. They must improve on the indicators where they received low rating.
3. Teachers may engage in different professional development that further enhance the level of teacher's professional development and teaching performance.
4. Intervention plan must be made and implemented by the school administrators to further improve the teachers' skills that needs improvement.

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