

Teachers' Professional Development and Practices

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ABSTRACT: Professional development is the cornerstone of enhancing teachers' practices and overall effectiveness in the ever-evolving landscape of education. This study explored the level of teachers' professional development and teaching practices, their significant relationship and identify which of the professional development such as trainings, seminars, coaching and mentoring influence the teachers' practices like teaching strategies and classroom management. A correlational and causal research design were employed with validity and reliability tested, researcher-made questionnaire. Survey was conducted to 123 elementary school teachers, taken through stratified random sampling using Slovin's formula. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were the statistical tools used. Results revealed that teachers' professional development was at very high level, and teaching practices were very high. There was a strong positive correlation between professional development and classroom management. Moreover, teachers' professional development influence teachers' practices. It can be concluded that teachers' professional development is essential in teachers' best practices. Thus, a regular or continuous trainings and seminars, coaching and mentoring be given to teachers.

KEYWORDS: coaching and mentoring, professional development, teachers' practices, trainings and seminars

I. INTRODUCTION

Professional development is the cornerstone of enhancing teachers' practices and overall effectiveness in the ever-evolving landscape of education. It acts as a mechanism to equip educators with updated methodologies, innovative strategies, and tools that help foster an engaging and productive classroom environment. This study sought to understand the impact of such initiatives on improving instructional effectiveness and their broader implications for educational outcomes, focusing on public elementary school settings.

Professional development has grown to be a major determinant of teachers' performance in the field of education, often associated with better students' results. Teachers' efficiency is shaped by the ongoing learning and skill augmentation teachers obtain from different professional development initiatives. From seminars and certificates to peer cooperation and online courses, these initiatives—which range in scope—help teachers acquire the tools they need to handle the varied issues in the classroom. But the success of these initiatives is sometimes hotly contested, particularly in relation to their long-term effects on students' learning and teaching strategies. Focusing on their experiences and viewpoints, this paper investigated how professional development programs are associated with their teachers' practices to assess if this is true in the public schools setting (Sokel, 2019).

Professional development initiatives are meant to increase teachers' abilities, thereby giving them chances to change their teaching strategies, update their knowledge in relevant fields, and practice introspection. These initiatives, which all seek to encourage teachers' ongoing learning and adaptation, may take the following forms: seminars, online training, peer partnerships, and certifications (Padillo et al., 2021). The Philippine Department of Education (DepEd) estimated that in 2023 over 70% of public-school teachers are engaged in professional development activities. Notwithstanding these initiatives, though, there are still gaps in the alignment of professional development with the actual requirements of teachers, especially with regards to the variety of learning contexts and personal teacher issues.

Among other critical teaching abilities, teachers' effectiveness is teachers' capacity to promote students' achievement and classroom management. It covers several facets, including classroom leadership, instructional practices, and the capacity to change them to fit students' needs. Studies revealed that students' success is much associated with teachers' effectiveness; thus,

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teachers who participate in professional development usually exhibit better degrees of efficacy (Felix et al., 2024). Still, the precise components of professional growth most influencing efficacy are not well known. There was no significant difference in the Philippines' performance in PISA 2022 compared to 2018, with the country's average score in all categories changed by just single digits. The Philippines' scores were also still below the OECD average and the Philippines scored two points better in Mathematics.

Although professional development initiatives abound, one of the main problems is their practices depending on the educational level and setting. Hobbs & Porsch (2021) posited that programs sometimes lack variation; the same training is given to elementary and secondary teachers despite their varying requirements. Moreover, little research existed on which delivery strategies—such as peer partnerships, online courses, or in-person seminars—are most successful in promoting long-term changes in instructional strategies. Hobbs & Porsch added that concentrate on short-term learning without enough assessment of their effect on classroom performance or follow-up. This discrepancy emphasized the necessity of more study to pinpoint the components of professional development that result in continuous teachers' efficiency in different learning environments.

Investigating the experiences and viewpoints of teachers on professional development programs on their effectiveness to improve the teaching practices especially on classroom management and teaching strategies. Personal desire to raise educational quality by means of better teachers' practices steered this study. As a teacher, the researcher has seen the differences in professional development chances and the different degrees of their success in improving classroom performance. Thus, this study aimed to provide insightful analysis of how various professional development models could be best used to enhance teaching practices.

This study was grounded in Kolb's Experiential Learning Theory (ELT), created by David Kolb in 1984. Such theory is increasingly applied in professional development and education as a means of comprehending personal learning from experience. Learning, according to this cyclical process with four main stages—concrete experience, reflective observation, abstract conceptualizing, and active experimentation—is especially pertinent in contexts of professional development and adult education where practical skill and competency improvement depends much on learning by experience.

Kolb's Experiential Learning Theory claimed that personal experience shapes knowledge acquisition always. Starting with a concrete experience which is engaging in a task, the theory describes a learning cycle that follows reflective observation which is the thinking about the experience then, abstract conceptualization, which is drawing conclusions from the experience, and last, active experimentation which is using fresh knowledge to future events. According to the standpoint, education is a continuous process of transformation wherein experiences become knowledge rather than only the acquisition of abstract ideas. Kolb's approach has been modified in many disciplines, including education, where it is used to improve teaching strategies and professional development initiatives meant to support ongoing teachers' excellence (Özer et al., 2020). his perspective is further supported by Kho et al. (2019), who emphasize that experiential learning enhances critical thinking and adaptability, allowing educators to refine their instructional methods through direct engagement and reflection.

Particularly with regard to professional development initiatives and teachers' efficiency, Kolb's theory fits the factors of this study. Professional development programs can be seen in the framework of this study as organized events whereby teachers participate in learning as concrete experience, consider their practices as reflective observation, conceptualize new teaching strategies as abstract conceptualization, and implement these in their classrooms as active experimentation (Kutsyuruba et al., 2019). This paper investigated how teachers' involvement in professional development cycles are related to their general teaching efficacy based on their practices by seeing Kolb's model as a prism. The theory supported the emphasis on professional development as an experience process that directly affects teaching practices, therefore connecting the theoretical foundations to the aim of the study—that of assessing how such programs are associated with teachers' effectiveness. This idea is reinforced by Wilkinson et al. (2020), who argues that reflective learning processes, as outlined in Kolb's cycle, are essential for professional growth, enabling educators to critically analyze their methods and continuously refine their teaching strategies.

II. METHODOLOGY

This study utilized a descriptive correlational and causal research design to examine the relationship between professional development programs and teachers' practices. A descriptive correlational research design is employed to gather data and provides insights into existing conditions and behaviors without manipulating the environment (Saro et al., 2023). This approach was used to assess how various professional development initiatives are associated with teachers' practices in areas such as classroom management and instructional strategies. Data were collected through surveys and interviews, capturing participants' perceptions and experiences. This method enabled the researcher to obtain a comprehensive view of how professional development influences teaching effectiveness.

The use of a descriptive research design is deemed appropriate for this study as allowed for an in-depth exploration of teachers' experiences with professional development. By gathering data on current practices, strategies, and its connections with

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training programs, this design helped identify patterns and relationships between the variables without altering participants' behaviors. The descriptive approach was chosen because it enabled the collection of detailed information, facilitating informed conclusions about the influence of professional development on teaching effectiveness. Causal design is a research approach employed to identify cause-and-effect relationships between variables. It seeks to determine if one variable (the independent variable) has a direct impact on another (the dependent variable). Causal design differs from descriptive or correlational research in that it attempts to identify why and how things happen.

The data collected in this study were analyzed using appropriate statistical methods to address the research questions and tested the hypotheses. These methods ensured accurate data interpretation and facilitated the identification of significant patterns and relationships between participation in professional development programs and teaching strategies. Mean and Standard Deviation were used for Problem 1 and 2. While Pearson Product Moment Correlation Coefficient was used for Problem 3 and Multiple Linear Regression were utilized in Problem 4.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' professional development based on:

1.1 trainings and seminars and

1.2 coaching and mentoring?

Table 1. Overall Teachers' Professional Development

Variables	Mean	SD	Description	Interpretation
Trainings and Seminars	4.55	0.64	Strongly Agree	Very High
Coaching and Mentoring	4.55	0.68	Strongly Agree	Very High
Overall Mean	4.55	0.66	Strongly Agree	Very High

Note: 4.50 – 5.00 Very High; 3.50 – 4.49 High; 2.50 – 3.49 Moderate; 1.50 – 2.49 Low; 1.00 – 1.49 Very Low

Table 1 shows the overall level of teachers' professional development based on trainings and seminars, as well as coaching and mentoring. It reveals that both areas have an overall Mean of 4.55, with SD = 0.66, described as Strongly Agree and interpreted as Very High. The findings indicate that teachers are highly engaged in professional development activities, recognizing the value of continuous learning opportunities. This suggests that trainings, seminars, coaching, and mentoring are well-integrated into their professional growth, allowing them to enhance their teaching skills and address classroom challenges effectively.

Furthermore, the strong agreement with these practices highlights the institution's commitment to fostering a culture of continuous improvement and collaboration among educators. While the overall engagement is very high, slight variations in standard deviation suggest that some teachers may require additional support or more personalized professional development opportunities. Strengthening these initiatives can lead to greater instructional effectiveness, increased teacher confidence, and improved student learning outcomes.

The findings indicate that teachers perceive professional development opportunities, including training, seminars, coaching, and mentoring, to be highly effective. This aligns with the study by Gafurov et al. (2019), which highlighted the importance of structured professional development in enhancing teaching effectiveness. Their research emphasized that well-designed programs provide teachers with the necessary skills and support to improve instructional strategies. Similarly, the consistency in teachers' responses suggests that professional development programs are well-implemented and widely accepted. This reinforces the idea that schools prioritize continuous learning, ensuring that educators receive adequate opportunities for growth.

Hauge (2019) emphasized that coaching and mentoring are essential for sustaining professional growth, as they enable teachers to apply new instructional techniques effectively. The findings strongly support this perspective, indicating that teachers highly engage in these practices and recognize their benefits. The very high rating suggests that mentoring relationships are well-integrated, allowing teachers to collaborate and refine their teaching approaches. Moreover, the study highlights how professional learning communities and peer support contribute to a culture of shared expertise. This aligns with the collaborative nature of coaching and mentoring, which ultimately enhances instructional effectiveness.

Brandisauskiene et al. (2020) argued that professional development should be measured in terms of its impact on teachers and student learning outcomes. The findings suggest that while overall engagement in professional development is very high, slight variations indicate that some teachers may require additional support. This supports Brandisauskiene et al.'s argument that professional development should be tailored to meet individual teacher needs rather than adopting a one-size-fits-all approach. Addressing these variations can help ensure that all educators receive consistent and meaningful training experiences.

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Strengthening coaching programs and mentoring structures will lead to greater instructional effectiveness, increased teacher confidence, and improved student performance.

Problem 2. What is the level of teachers' practices in terms of:

- 2.1 classroom management and
- 2.2 teaching strategies?

Table 2 shows the data on teachers' practices which reveals that overall, teachers strongly agree with their level of implementation, with a mean of 4.53, interpreted as very highly practiced. Teaching strategies received the highest mean score of 4.72, indicating that teachers consistently apply effective instructional methods in their classrooms. Meanwhile, classroom management scored slightly lower at 4.34, categorized as highly practiced, suggesting that while teachers generally manage their classrooms well, there may still be areas for improvement.

The standard deviation values indicate some variation in responses, particularly in classroom management, which has the highest SD of 0.80, implying that some teachers may face challenges in maintaining discipline or implementing consistent management strategies. These findings highlight the importance of continuous professional development, particularly in enhancing classroom management skills to ensure a balanced and effective teaching environment.

The results suggest that teachers prioritize the use of effective teaching strategies, leading to more engaging and productive learning experiences for students. The very high level of teaching strategy application aligns with research emphasizing the importance of innovative instructional approaches in improving student outcomes.

Table 2. Overall Teachers' Practices

Variables	Mean	SD	Description	Interpretation
Classroom Management	4.34	0.80	Agree	Highly Practiced
Teaching Strategies	4.72	0.48	Strongly Agree	Very Highly Practiced
Overall	4.53	0.64	Strongly Agree	Very Highly Practiced

Note: 4.50 – 5.00 Very Highly Practiced; 3.50 – 4.49 Highly Practiced ; 2.50 – 3.49 Moderately practiced ; 1.50 – 2.49 Less Practiced 1.00 – 1.49 Least Practiced

However, the slightly lower rating in classroom management indicates the need for additional support or training in handling diverse classroom dynamics. Providing targeted interventions, such as workshops or mentorship programs focused on behavior management and student engagement techniques, may help teachers strengthen this area. Overall, ensuring a strong balance between teaching strategies and classroom management practices is essential in maintaining high-quality instruction and fostering a positive learning environment.

Classroom management plays a crucial role in effective teaching, as it directly influences student engagement and learning outcomes. García-Holgado et al. (2020) emphasized that well-managed classrooms create an environment conducive to learning, allowing teachers to implement instructional strategies more effectively. Their study highlighted that teachers who establish clear rules, maintain consistent routines, and foster positive student-teacher relationships tend to have better academic performance in their classrooms. The findings suggested that while classroom management is highly practiced, variations in implementation may exist due to differences in teaching styles and student behaviors. Strengthening classroom management skills through continuous training can help ensure consistency and further enhance the learning experience.

The use of effective teaching strategies has been widely recognized as a key factor in improving student learning. Schwab and Alnahdi (2020) asserted that instructional strategies, such as differentiated instruction, active learning, and formative assessments, significantly impact student achievement. Their research indicates that teachers who adopt evidence-based strategies tend to create more engaging and student-centered classrooms. The findings support this idea, as teachers strongly agree that they apply effective teaching strategies in their practice. Ensuring that teachers continue to receive training on innovative teaching methods can further enhance their ability to meet the diverse needs of students.

Balancing teaching strategies and classroom management is essential for maintaining high-quality instruction. Wolf and Peele (2019) emphasized that successful teachers not only deliver effective lessons but also establish structured classroom environments that support learning. Their study underscores that integrating both strong instructional techniques and classroom management practices leads to better students' engagement and academic performance.

While teachers highly practice both areas, the slight gap in classroom management suggests that additional support may be needed in handling classroom discipline and student behavior. Providing professional development opportunities focused on

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both instructional strategies and management techniques can help teachers create a more holistic and effective learning environment.

Problem 3. Is there a significant relationship between the teachers' professional development and practices?

Table 3. Test of Correlation Between Teachers' Professional Development and Practices

Independent Variable	Dependent Variable Teachers' Practices			
	r-value	p-value	Description	Interpretation
Professional Development	0.607	0.022	SPC	Significant

Note: SPC = Strong Positive Correlation Significant when computed p-value <0.05

The table 3 shows Pearson's correlation test between teachers' professional development and practices. The test reveals a strong positive correlation between the variables, wherein, if the teachers' professional development changes its direction the practices of the teacher also change in the same direction.

The table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variables constant at a time. As can be seen from the same table, teachers' development and practices had a significant relationship at 0.05. In summary, taking it at the coefficient level, the professional development of the teachers is correlated to their teaching practices, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, strong positive correlation.

According to Thipatdee et al. (2019), effective professional development is directly linked to improvements in teaching practices, especially when it is aligned with instructional goals and focused on student learning outcomes.

This finding aligned with Wilkinson et al. (2020) framework, which emphasized the importance of content focus, active learning, coherence, duration, and collective participation in professional development activities. These key features are known to contribute to meaningful teacher learning, which in turn translates into better classroom practices. The significant correlation found in the study suggests that when these elements are present in professional development initiatives, teachers are more likely to apply what they have learned and modify their instructional strategies accordingly.

Furthermore, Walters et al. (2020) argued that professional development should not be viewed in isolation but as part of a complex, dynamic system of teacher learning. Their model stresses the interplay between individual teacher beliefs, school culture, and systemic support, all of which influence how professional development impacts practice. The correlation found in this study reinforces the idea that professional development, when situated within a supportive environment and matched to teachers' needs, can significantly enhance instructional effectiveness.

Problem 4. Which of the independent variables simply or in combination influence the teachers' practices?

Table 4 presents regression analysis with moderating variables that predict the teachers' practices. It is hypothesized that the predictor will be positively associated with teaching practices in terms of classroom management and teaching strategies factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of teachers' practices. Results show that the 36.2% of the variance is explained by the predictor, $F(1,100) = 52.249$. Moreover, professional development ($\beta = 0.635$, t-value = 7.566, p-value = 0.000) is positively has a relationship with the teachers' practices in terms of classroom management and teaching strategies. It can be concluded that if the teachers' professional development in terms of training and seminars and coaching and mentoring increases by 1% their teachers' practices in terms of classroom management will also increase by 63.5%.

Table 4. Regression Analysis Between Teachers' Professional Development and Practices.

Variables	UC		SC	t-value	Sig. (p-value)	Decision
	B	SE	β			
Constant (Teachers Practices)	2.248	0.304	2.852	7.393	0.000	
Professional Development	0.503	0.066	0.635	7.566	0.000	Reject H_0
	R	R ²	Adjusted R ²	f-value	Sig. (p-value)	
Model	0.607	0.369	0.362	52.249	0.000	Reject H_0

Note: p-value = Significant level $p < 0.05$

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This finding aligns with the study of Sokel (2019), which emphasized that professional development significantly enhances teachers' instructional practices and classroom management strategies. Sokel's research highlighted how continuous training enables teachers to adopt innovative pedagogical approaches, leading to improved student engagement and classroom efficiency. The positive correlation in this study further supports the notion that investing in teacher development directly impacts their ability to manage classrooms and implement effective teaching strategies. Taking it in the coefficient level, professional development factors are a good predictor of teachers' practices with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (Ho2) was rejected.

This result is consistent with the research of Thipatdee et al. (2019), who found that continuous professional training positively affects teachers' effectiveness and classroom strategies. Their study reinforces the idea that sustained training programs empower teachers to refine their instructional methods, adapt to new teaching techniques, and create more structured classroom environments. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation.

IV. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Teachers actively participate in professional development programs, particularly LAC sessions, In-Set and they are willing to have coaching and mentoring always.
2. Teachers are always trying to be at its best in teaching and classroom management to make their class more engaging.
3. Teachers implement the things they learned in their trainings, seminars and during their coaching and mentoring.
4. The more teachers improve in their classroom management and teaching strategies if they are regularly upskilling and updating themselves through professional development.

V. RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are proposed:

1. Educational institutions may continue to provide high-quality professional development programs, including trainings, seminars, coaching, and mentoring, since teachers actively participate in these initiatives.
2. Schools may maintain strong support for teachers in implementing effective classroom management and teaching strategies.
3. To enhance the application of professional development in the classroom, school administrators may sustain programs that ensure teachers effectively implement what they have learned. Encouraging post-training reflections, peer observations, and mentorship discussions will help bridge the gap between theoretical knowledge and practical classroom execution, leading to consistent instructional improvements.
4. School leaders may continue promoting a culture of continuous learning by encouraging teachers to regularly upskill through professional development opportunities. Since both classroom management and teaching strategies improve when teachers engage in ongoing learning, investing in specialized training sessions, subject-specific workshops, and innovative teaching methodologies will lead to more effective and engaging classrooms.

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