

Professional Development on Teachers' Performance: Its Ability to Address Diverse Students

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ABSTRACT : Given the increasing diversity within classrooms, this study investigated the impact of professional development programs on teachers' abilities to address the needs of students in the District of Jiabong (2023–2024). Utilizing a descriptive-correlation design and a survey questionnaire, the study found that while teachers demonstrated competence in meeting student diversity based on national standards, there was room for improvement, particularly in integrating technology, diverse resources, and differentiated instruction strategies. Interestingly, the frequency of attending professional development did not directly correlate with improved skills in addressing diversity. However, teachers who actively participated in programs with a focus on diversity found them more effective. To enhance professional development in this area, the study recommended a multi-pronged approach. This included targeted workshops that address the specific needs of students from various backgrounds, regular needs assessments to tailor programs to current gaps, and the implementation of culturally responsive teaching programs. Additionally, fostering a culture of mentorship by pairing experienced educators with younger colleagues can promote knowledge sharing and best practices for addressing diversity in the classroom. By prioritizing these recommendations, the District of Jiabong can cultivate a culture of continuous learning and growth among teachers, ultimately leading to a more inclusive learning environment where all students can succeed.

KEYWORDS - Professional Development, Student Diversity, Culturally Responsive Teaching, Differentiated Instruction, Inclusive Learning Environment

I. INTRODUCTION

The performance of the teachers depends on how they regard their profession. Teachers influence so much on the performance of the learners and their personal growth too; hence, it is necessary that teachers undergo professional development (PD). The plans and activities the teachers engage in will somehow develop them professionally and therefore address diversity and improve learners' performance in the school.

According to Prieur [6], teacher professional development is any type of continuing education effort for educators. It is one way where teachers can improve their skills and, in turn, boost student outcomes. Both formal and informal environments can promote learning. Conferences, classes, seminars, retreats, and workshops are examples of formal settings. Independent research or investigation, peer learning initiatives, or even just chit-chatting with a colleague in the staff room are examples of informal opportunities for teacher professional development. There are various levels of professional development for teachers, including district-wide, among teachers at a specific school, and even in the classroom or one-on-one.

In addition, teacher professional development is important because it affects student learning. It goes without saying that effective teachers are better at instructing students. Teachers are better prepared to become effective teachers when they have access to ongoing learning opportunities and professional development materials, particularly if their students have learning needs or are performing below or above grade level. Student achievement should be the ultimate goal of any teacher's professional development activities. Likewise, PD is also important because it encourages success for new teachers. It is well known that teachers spend their entire careers learning new skills and overcoming obstacles. New teachers, however, frequently feel like leaving the profession because they cannot develop their own resources. Professional development can therefore aid both new and seasoned teachers in establishing career-long learning and acquiring the abilities needed to feel secure in the classroom. PD also promotes a growth mindset, while ensuring that both teachers and students are eager to learn, professional development for teachers can encourage them to become active participants in their own learning spheres. Leaders communicate the school's values and how they want their teachers to develop while providing learning support to them [5].

Furthermore, active participation in problem-solving exercises and the reciprocal sharing of ideas and experiences are common components of teacher professional development. The positive effects of PD on teachers' knowledge and practices were clearly seen in many study findings. It was claimed that professional development had improved teachers' knowledge of academic subjects like reading comprehension and social subjects fostering students' learning. Teachers' increased self-efficacy and self-satisfaction were influenced by knowledge gains [1].

According to Coldwell [2], research from other countries shows a correlation between increased teacher efficacy and professional development for teachers. He continued by saying that teachers felt more motivated and self-assured as effective teachers as a result of their increased knowledge gained through PD. Participants in Coldwell's study claimed that PD had also assisted them in showcasing their unique skills and qualities. Self-efficacy was observed to be closely related to knowledge, confidence, and motivation. Additionally, some of the teachers who took part in Coldwell's study claimed that participating in PD boosted their confidence, which in turn helped validate their subject-matter expertise. Other teachers claimed to have become so confident that they started applying for promotions and mediating outcomes such as improved classroom practices and increased job satisfaction.

Moreover, a number of studies claimed that high-quality PD improved teachers' implemented instructional practices and increased their content knowledge, both of which had a positive effect on the academic achievement of their students. As teachers frequently modify their teaching strategies to meet the needs of specific students, Avalos [1] highlighted the effects of PD on student outcomes in his review of publications on teacher professional development. Teachers' practical knowledge and instructional strategies help students develop their reflective, critical thinking, and independent thinking abilities. It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional activities such as instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills. Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance.

According to Knight et al. [3], in the study entitled Professional Development for Teachers of Diverse Students, they recommended that little evidence exists for determining the effectiveness of various professional development approaches. Therefore, there is a need to enhance the professional development of teachers to impact outcomes of diverse students.

The Department of Education Order No. 42, s. 2017, entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), aims to set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice, engage teachers to actively embrace a continuing effort in attaining proficiency and apply a uniform measure to assess teacher performance, identify needs and provide support for professional development. Furthermore, paragraph 5 of this issuance states that the PPST shall be used as the basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals of teachers shall be based on this set of standards [4].

In the District of Jiabong, Schools Division of Samar during the School Year 2021–2022, there were 152 elementary teachers and only about 7 percent or 10 of them were able to attend professional development at the national level, 35 percent or 45 at the regional and division levels, and almost all of them were able to attend in the district and school-based professional development. In School Year 2022–2023, there were 144 elementary teachers and only about 10 percent or 14 of them were able to attend professional development at the national level, 55 percent or 79 at the regional and division levels, and almost all of them were able to attend in the district and school-based professional development activities. In terms of performance rating, 5 percent or 7 of them had satisfactory performance, 80 percent or 115 had very satisfactory, and 15 percent or 21 had outstanding performance. In School Year 2023–2024, 12 percent or 17 were able to attend national-level PD, 40 percent or 59 at the regional and division levels, and most were able to attend school and district-based professional development.

It is in this context that the researcher determined the effects of professional development on the teachers' performance from the teachers of the District of Jiabong during the School Year 2023–2024.

II. RESEARCH QUESTIONS

This study determined the effects of professional development on teachers' performance and the ability to address diverse students from the schools of the District of Jibong during the School Year 2023-2024. Specifically, the study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 gross monthly family income;
 - 1.4 highest educational attainment;
 - 1.5 teaching position;
 - 1.6 number of years in teaching;
 - 1.7 relevant in-service training; and
 - 1.8 attitude toward attendance in professional development?
2. What are the effects of professional development on teachers' performance along with the following parameters:
 - 2.1 instructional planning skills;
 - 2.2 instructional skills;
 - 2.3 knowledge of the subject matter;
 - 2.4 rapport with the students; and
 - 2.5 classroom management?
3. What is the performance of the teacher-respondents based on their latest IPCRF rating?
4. What is the career stage of the teacher-respondents in terms of addressing the diversity of learners based on PPST along:
 - 4.1 learners' gender, needs, strengths, interests, and experiences;
 - 4.2 learners' linguistic, cultural, socio-economic, and religious backgrounds;
 - 4.3 learners with disabilities, giftedness, and talents;
 - 4.4 learners in difficult circumstances; and
 - 4.5 learners from indigenous groups?
5. Is there a significant relationship between the professional development along with the afore-cited parameters and the following:
 - 5.1 teacher-respondents' personal profile;
 - 5.2 frequency of attending professional development activities;
 - 5.3 performance rating based on the latest IPCRF; and
 - 5.4 addressing the diversity of learners?
6. What intervention program may be proposed based on the findings of the study?

III. CONCEPTUAL FRAMEWORK

Figure 1 presents the conceptual framework of the study. The base of the schema is the research environment and the respondents of the study. The respondents were the elementary grade teachers in the District of Jibong, Schools Division of Samar.

The base frame is connected to a bigger frame containing the research processes. The right box is the teacher-respondents' profile in terms of their age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, relevant in-service training and attitude toward attendance in professional development.

Likewise, the effects of professional development on the teaching performance of the teacher-respondents along with instructional planning skills, instructional skills, knowledge of the subject matter, rapport with the students, and classroom management would be included in this study as shown in the middle box of the schema. This would be correlated with the teachers' performance rating based on their IPCRF, career stage on the diversity of learners, and their personal profile as shown by the two-way arrows. The findings and implications of the study served as the basis for proposing intervention program. A feedback mechanism was provided to the respondents for a possible improvement in the performance of elementary grade teachers in the District of Jibong, Schools Division of Samar.

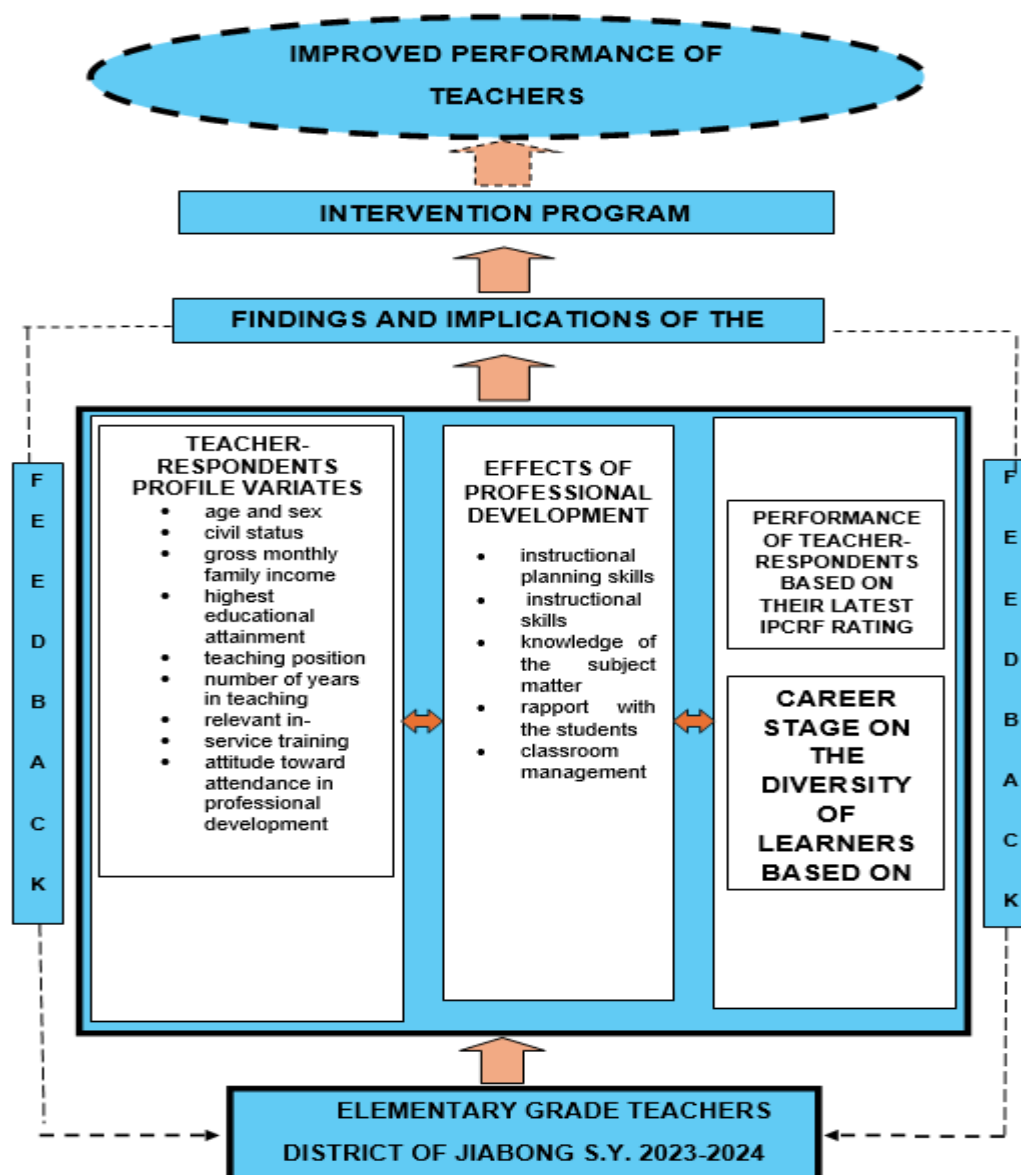


Figure 1. the paradigm of the study

IV.METHODOLOGY

Research Design

The study employed a descriptive-correlation design which determined the effects of professional development on the teachers' performance and address the diversity of learners in the District of Jiabong. The profile of the teacher-respondents such as age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, number of years in teaching, and attitude toward attendance in professional development formed part of the study. Likewise, this also elicited the frequency of the teacher-respondents' attendance to the professional development activities, the effects of professional development on the teaching performance along with instructional planning skills, instructional skills, knowledge of the subject matter, rapport with the students, and classroom management.

A correlation between the teachers' performance rating based on their IPCRF, career stage on the diversity of learners and their personal profile will be explored in this study. Several descriptive and inferential statistical tools were used in the treatment of the data to be gathered such as Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Locale of the Study

The study was conducted in the District of Jiabong, Schools Division of Samar, covering 28 elementary schools in the said District (see figure 2).

The schools in the District of Jiabong is headed by a District Supervisor, assisted by the principals and head teachers of the different schools. These schools were found in different barangay in Jiabong, Samar. Some of the schools in District of Jiabong were found in the far-flung barangay while others were near in the carline.

Schools in the far-flung barangays were composed of Bawang ES, Bugho ES, Camarubo-an ES, Candayao ES, Casapa ES, Cristina ES, Dogongan ES, Garcia ES, Hinaga ES, Jidanao ES, Lulugayan ES, Macabetas ES, Malino ES, Malogabo ES, Mercedes ES, Nagbac ES, Parina ES, Salvacion ES, San Andres ES, San Fernando ES, San Miguel ES, and Victory ES, Cantontong ES, Catalina ES, FMMES, Jia-an ES, Jiabong CES and Tagbaya-on ES were schools near in the Carline.

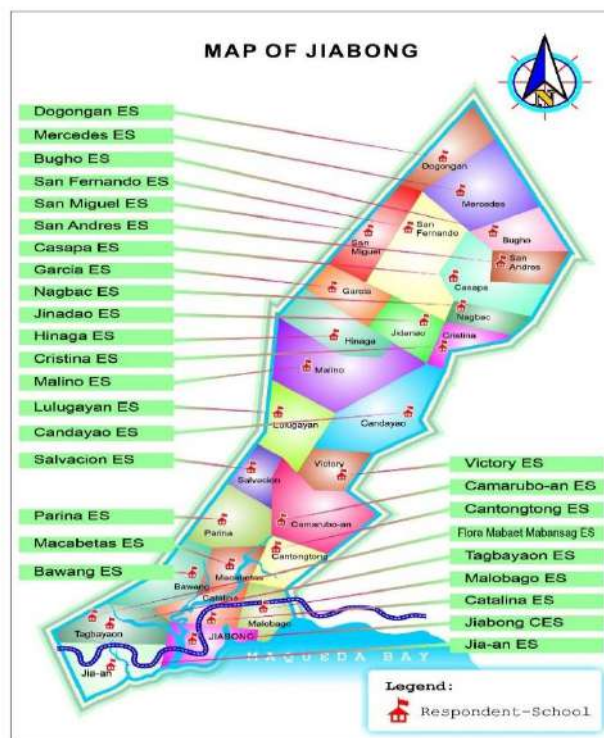


Figure 2. the map showing the locale of the study

Instrumentation

The researcher used a survey questionnaire as the main instrument in the collection of pertinent data for this study.

The researcher prepared one set of questionnaires only for the teacher-respondents. This was composed of four parts. Part I of the teacher-respondent questionnaire was on personal profile which includes age and sex, civil status, gross monthly family income, highest educational attainment, teaching position, and number of years in teaching, including the frequency of the attendance in the professional development activities while part II was on the attitude toward attendance in professional development activities which will be rated using a 5 point-Likert scale: 5 for Strongly Agree (SA), 4 Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD). Part III of the questionnaire captured the data regarding the effects of professional development on teachers' performance along with instructional planning skills instructional skills, knowledge of the subject matter, rapport with the students, and classroom management. This was rated using a five-point Likert scale: 5 for Extremely Proficient (EP), 4 for Highly Proficient (HP), 3 for Moderately Proficient (MP), 2 for Slightly Proficient, (SP) and 1 for Not Proficient (NP).

Part IV of the questionnaire will capture the responses of the teacher-respondents on the career stage in terms of addressing the diversity of learners based on PPST along with the learners' gender, needs, strengths, interests, and experiences, learners' linguistic, cultural, socio-economic, and religious backgrounds, learners with disabilities, giftedness, and talents, learners in difficult circumstances, and learners from indigenous groups. This will be rated based on the PPST as career stage 1 for Beginning Teacher (BT), career stage 2 for Proficient Teacher (PT), career stage 3 for Highly Proficient Teacher (HPT), and career stage 4 for Distinguished Teacher (DT).

The teacher-respondents' performance rating based on the IPCRF was elicited through document analysis since the data was taken from the Enhanced Basic Education Information System (EBEIS).

Validation of Instrument

The questionnaire developed by the researcher was validated through expert validation. The suggestions of the panel members during the pre-oral defense were considered and incorporated before the final draft is reproduced. The items in the questionnaire, particularly for Parts III and IV, were based on standards; hence, the required validation was on construct and face validity.

Data Gathering Procedure

The researcher sought a letter of approval from the Schools Division Superintendent of the Schools Division of Samar to conduct this study and asked for assistance from the Public Schools District Supervisors and school heads for the fielding of the questionnaires.

The researcher personally administered the fielding of the questionnaire to the respondents. After gathering the survey questionnaires, the data that culled out from the survey questionnaire were tabulated and fed to a computer for machine processing using MICROSOFT Excel.

During the data collection process, the researcher faced significant challenges in both the distribution and retrieval of the survey questionnaires. One major issue was the indifference displayed by some of the teachers, who were either unresponsive or showed a lack of interest in completing the surveys. This apathy led to delays and a lower initial response rate.

In order to ensure a 100% retrieval rate, the researcher took extra measures, including conducting home visits to certain respondents. This personal approach proved necessary to encourage participation and complete the data collection process successfully.

This was conducted during the School Year 2023-2024 in the District of Jibong, Schools Division of Samar.

V.SUMMARY OF FINDINGS

1. The majority of the respondents, at 23.61 percent, fell within the 27–31-year-old range. However, there was also a substantial presence of experienced teachers with significant portions in the 42–46-year-old range or 18.75 percent and 37–41-year-old range or 17.36 percent. The median age of 40 years old provided a central point, but the spread of data was noteworthy. The mean absolute deviation of 7.7 years signifies a relatively wide distribution of ages. Finally, the survey included considerably more female respondents (122) compared to males (22).

2. The majority of teacher-respondents, at 74.31 percent, were married. Single teachers comprised the next largest group at 21.53 percent, while a much smaller proportion, only 4.17 percent, were widowed.

3. The survey results on teacher income revealed that the majority, at 33.33 percent, fall within the 30,000 – 34,999 brackets. A substantial number of teachers also reported income in the 25,000 – 29,999 or 23.61 percent and 35,000 – 39,999 or 17.36 percent brackets. Smaller portions fell into the 45,000 and above or 15.28 percent and 40,000 – 44,999 or 6.94 percent income brackets. Only a very small percentage of teachers reported income in the 20,000 – 24,999 or 2.78 percent and 10,000 – 14,999 or 0.69 percent brackets.

4. The survey results on teacher qualifications reveal that the most common educational attainment is a Baccalaureate degree with MA units, held by 47.92 percent of respondents. There are also substantial numbers of teachers with a straight Baccalaureate degree 30.56 percent and a Master's degree 19.44 percent. However, doctorates are less common, with only 1.39 percent holding a Ph.D. or Ed.D., and 0.69 percent holding an MA with doctoral units.

5. The survey results on teacher positions showcase a workforce heavily concentrated in the mid-career stage. Half of the respondents or 50.0 percent hold the Teacher III position. This is followed by teachers in the Teacher I position or 20.83 percent and Teacher II position or 20.83 percent. A smaller, but notable, number of teachers have already reached Master Teacher positions, with 6.25 percent holding Master Teacher I and 2.08 percent holding Master Teacher II.

6. The majority of teacher-respondents, at 38.89 percent, have been teaching for 6-10 years. This is followed by a substantial portion with 11-15 years of experience or 29.17 percent. There are also teachers at various stages of their careers, with a smaller percentage having less than 5 years of experience or 11.81 percent and others falling into more experienced categories like 16-20 years or 9.72 percent, 21-25 years or 6.94 percent, and 26-30 years or 3.47 percent.

7. A large majority of respondents, at 68.75 percent, achieved a rating of "Very Satisfactory" which falls within the 3.50-4.49 range. This indicates a strong showing of accomplishment among the teacher participants. It's also worth noting that a substantial number of respondents, 31.25 percent, received the highest rating of "Outstanding" (4.50-5.00). This suggests a presence of exceptional performance within the teacher workforce.

8. The survey results reveal an interesting trend in teacher participation in professional development opportunities. While teachers reported attending in-service trainings "oftentimes" at the school and district level (weighted mean of 3.29), the frequency of attendance decreased significantly for trainings held at higher levels. In-service trainings at the division level were attended "sometimes" with a weighted mean of 2.36. Attendance for regional, national, and international trainings dropped even further, all falling into the "sometimes" or "never" categories (regional - 1.56, national - 1.19, international - 1.21).

9. The survey results indicate a very positive attitude among teachers towards professional development. The overall weighted mean score of 4.57, interpreted as "strongly agree," suggests a strong endorsement of the value of these programs. This is further supported by the highest weighted mean of 4.70 for the statement "I like attending professional conferences," which also falls within the "strongly agree" range. However, the findings also reveal a nuance in teacher preferences. While they generally value professional development, the weighted mean for "I volunteer to facilitate SLAC" (School Learning Action Cell) is the lowest at 4.38, which falls within the "agree" range.

10. The survey results point to a strong connection between professional development and teachers' instructional planning skills. The overall weighted mean score of 4.45, interpreted as "highly evident," suggests that professional development programs have a significant positive impact on how teachers plan their lessons. This positive influence is further emphasized by the highest weighted mean of 4.51 for the statement "Prepares a comprehensive, organized, and well-thought-of learning plan that includes varied instructional techniques and class activities." It's interesting to note that the lowest weighted mean, at 4.35 ("highly evident"), belongs to the statement "Incorporates the use of different resources, technology or instructional materials to facilitate learning."

11. The results suggest that professional development programs have a strong positive impact on teachers' performance, particularly in terms of instructional skills. The overall effect, measured by the grand weighted mean of 4.35, falls under the category of "highly evident." This indicates that teachers who participated in these programs demonstrated significant improvement in their instructional abilities. Breaking down the results further reveals that the most impactful area was motivating students, with a weighted mean of 4.61, which is considered "extremely evident". On the other hand, the area with the least improvement was summarizing lessons comprehensively. While the weighted mean of 4.13 is still categorized as "highly evident", it was the lowest score compared to other aspects.

12. The results indicate that professional development programs have a significant positive impact on teachers' subject matter knowledge, with an overall effect of 4.38, which is categorized as "highly evident". This suggests that teachers who participated in these programs demonstrated considerable improvement in their understanding of the subject matter they teach. Breaking down the results further reveals that the most impactful area was demonstrating concepts and principles within the subject (weighted mean of 4.51), which is considered "extremely evident". On the other hand, the area with the least improvement was integrating the subject matter with other subjects (weighted mean of 4.30), although still categorized as "highly evident".

13. The findings demonstrate that professional development programs have a strong positive effect on teachers' rapport with students, with an overall weighted mean of 4.45, which is categorized as "highly evident". This suggests that teachers who participated in these programs showed significant improvement in building positive relationships with their students. Looking deeper at the results, the most impactful area was showing respect for students' ideas and opinions (weighted mean of 4.51), which is considered "extremely evident". However, the area with the least improvement was reducing student anxiety by fostering trust (weighted mean of 4.33), although still categorized as "highly evident".

14. The results indicate that professional development programs have a strong positive impact on teachers' classroom management skills, with an overall effect of 4.43, which is categorized as "highly evident". This suggests that teachers who participated in these programs demonstrated significant improvement in managing their classrooms. Further analysis reveals that the most impactful area was effectively managing time through engaging activities and interactions (weighted mean of 4.47), still considered "highly evident." On the other hand, the area with the least improvement was ensuring all students complete tasks (weighted mean of 4.39), although still categorized as "highly evident".

15. The survey result suggests that the teacher-respondents, on average, are at "career stage 2" or considered proficient teachers when it comes to addressing student diversity based on the Philippine Professional Standards for Teachers (PPST). This means they can independently apply skills to design lessons that cater to a variety of learners. This proficiency is consistent across all PPST strands related to diversity. Teachers demonstrate this by using differentiated instruction based on students' gender, needs, strengths, interests, and experiences (3.1.2). They also create learner-centered environments that acknowledge students' linguistic, cultural, socio-economic, and religious backgrounds (3.2.2). Additionally, they can design and adapt lessons for students with disabilities, giftedness, and talents (3.3.2). Furthermore, they can plan and deliver lessons that address the specific needs of students in difficult circumstances (3.4.2), and adapt their teaching strategies to be culturally appropriate for learners from indigenous groups (3.5.2).

16. The survey results shed light on the relationship between teacher characteristics and their experiences with professional development programs. Two key factors emerged as significantly correlated with how teachers perceive the effectiveness of these programs: Latest IPCRF Rating. This metric, likely representing a teacher's performance evaluation, has a statistically significant correlation (p -value = 0.012) with perceived program effectiveness. However, the strength of this correlation is weak (Spearman's ρ = 0.210). This suggests that teachers with higher IPCRF ratings tend to perceive professional development as having a slightly more positive impact on their skills, but the relationship isn't very strong. For attitude towards professional development, this

factor, likely measured through survey questions about attendance or engagement, shows a much stronger and significant correlation ($p\text{-value} = 0.000$) with perceived program effectiveness. The strength of this correlation is moderate (Spearman's $\rho = 0.534$). This indicates a clearer link: teachers who have a more positive attitude towards attending professional development programs are more likely to report that these programs have a significant impact on their instructional skills, knowledge, and classroom management.

17. The remaining teacher-respondents' profiles, such as age, sex, civil status, gross monthly family income, highest educational attainment, teaching position, and number of years in teaching, showed no significant relationship to the teachers' perceived effects of professional development along with the afore-cited parameters.

18. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with instructional planning skills and the frequency of attending professional development activities," was accepted. This is because the computed $p\text{-value}$ is 0.882, which is higher than the significance level of 0.05.

19. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with the instructional skills and the frequency of attending professional development activities," was accepted. This is because the computed $p\text{-value}$ is 0.579, which is higher than the significance level of 0.05.

20. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with knowledge of the subject matter and the frequency of attending professional development activities," was accepted. This is because the computed $p\text{-value}$ is 0.391, which is higher than the significance level of 0.05.

21. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with rapport with the students and the frequency of attending professional development activities," was accepted. This is because the computed $p\text{-value}$ is 0.498, which is higher than the significance level of 0.05.

22. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with classroom management and the frequency of attending professional development activities," was accepted. This is because the computed $p\text{-value}$ is 0.087, which is higher than the significance level of 0.05.

23. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with the instructional planning skills and addressing the diversity of learners," was accepted. This is because the computed $p\text{-value}$ is 0.082, which is higher than the significance level of 0.05.

24. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with instructional skills and addressing the diversity of learners," was accepted. This is because the computed $p\text{-value}$ is 0.680, which is higher compared to the significance level of 0.05.

25. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with knowledge of the subject matter and addressing the diversity of learners," was accepted. This is because the computed $p\text{-value}$ is 0.793, which is higher compared to the significance level of 0.05.

26. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with rapport with students and addressing the diversity of learners," was accepted. This is because the computed $p\text{-value}$ is 0.603, which is higher compared to the significance level of 0.05.

27. The null hypothesis, which states that "there is no significant relationship between the perceived effects of professional development to teachers' performance along with the classroom management and addressing the diversity of learners," was accepted. This is because the computed $p\text{-value}$ is 0.513, which is higher compared to the significance level of 0.05.

VI. CONCLUSION AND RECOMMENDATION

1. The teacher population exhibits a diverse age range with a significant presence of both younger and experienced educators. The teaching workforce in this sample is predominantly female, reflecting a common trend in the education sector.

2. A substantial portion of teachers have significant teaching experience (6-10 years and 11-15 years).

3. The majority of teachers fall within a moderate-income bracket, with a significant proportion earning between 30,000 and 34,999. A high percentage of teachers are married, suggesting potential family responsibilities.

4. The majority of teachers hold at least a Baccalaureate degree with MA units. Moreover, a large proportion of teachers hold the Teacher III position, indicating a concentration of the workforce in the mid-career stages.

5. A significant number of teachers received "Very Satisfactory" or "Outstanding" performance ratings.
6. Teachers strongly value professional development opportunities. Participation in in-service trainings is most frequent at the school and district levels. Participation in regional, national, and international trainings is significantly lower.
7. Teachers demonstrate a strong preference for attending professional conferences. However, there is some reluctance among teachers to volunteer to facilitate School Learning Action Cells.
8. Professional development programs significantly enhance teachers' instructional planning skills. Teachers demonstrated strong improvements in preparing comprehensive and well-thought-out lesson plans. However, incorporating diverse resources and technology into lesson plans may require further emphasis in professional development programs.
9. Professional development programs have a strong positive impact on teachers' overall instructional performance. Teachers who participated in these programs showed significant improvements in motivating students. While overall performance improvements were evident, summarizing lessons comprehensively may require additional focus in future professional development initiatives.
10. Professional development programs effectively enhance teachers' subject matter knowledge. Teachers demonstrated significant improvement in demonstrating concepts and principles within their subject areas. Integrating subject matter across disciplines may require further attention in professional development programs.
11. Professional development programs significantly improve teachers' rapport with students. Teachers demonstrated significant improvements in showing respect for student ideas and opinions. While building trust and reducing student anxiety is evident, further emphasis on these areas in professional development may be beneficial.
12. Professional development programs significantly improve teachers' classroom management skills. Teachers demonstrated improvements in managing time effectively through engaging activities. Ensuring all students complete tasks may require further attention in future professional development initiatives.
13. Teacher-respondents, on average, demonstrate proficiency in addressing student diversity, aligning with "career stage 2" of the PPST. Teachers effectively demonstrate skills in: a) Differentiating instruction based on learner needs, strengths, interests, and experiences, b) Creating inclusive learning environments that acknowledge and respect student diversity, and c) Adapting teaching strategies to cater to the specific needs of diverse learners, including students with disabilities, giftedness, and those from challenging circumstances.
14. While statistically significant, the relationship between teachers' latest IPCRF rating and their perceived effectiveness of professional development is weak.
15. Teachers with a more positive attitude towards professional development are more likely to perceive these programs as having a significant impact on their skills. This relationship is moderate and statistically significant.
16. Other teacher characteristics, such as age, sex, civil status, income, educational attainment, teaching position, and years of teaching experience, showed no significant relationship with their perceived effectiveness of professional development.
17. Based on the provided p-values, there is no statistically significant relationship found between the perceived effects of professional development on teachers' performance in various areas (instructional planning, skills, subject matter knowledge, rapport, and classroom management) and the frequency of attending professional development activities. This suggests that simply increasing the frequency of participation may not necessarily lead to a stronger perception of its effectiveness. These findings suggest that the focus should shift from simply increasing the frequency of professional development to improving the quality and relevance of these programs.
18. Similarly, no significant relationship was found between the perceived effects of professional development on teachers' performance in these areas and their ability to address the diversity of learners. This suggests that the effectiveness of professional development in enhancing teachers' skills in addressing diversity may not be directly linked to the frequency of participation. Factors such as the design, delivery, and content of professional development programs may play a more crucial role in determining their effectiveness in enhancing teacher performance and their ability to address student diversity.

The paper recommends the following:

1. Cultivate a positive culture of professional growth. Actively foster a positive and supportive environment that values and celebrates professional growth. Regularly communicate the value and impact of professional development to teachers, highlighting success stories, sharing testimonials from colleagues who have benefited, and demonstrating how professional development has contributed to improved student learning outcomes. Create opportunities for teachers to share their experiences, discuss best practices, and provide feedback on professional development programs.

2. Prioritize quality and relevance in professional development. Shift the focus from simply increasing the frequency of professional development to improving the quality and relevance of these programs. Align professional development programs with identified teacher needs and school improvement goals. Incorporate experiential learning activities, such as simulations, case studies, and collaborative projects, to enhance learning and transfer of knowledge to the classroom. Effectively integrate technology to enhance access, delivery, and engagement in professional development programs.

3. Institutionalize the SLAC at the school level. Make SLACs a regular and integral part of the school's professional development plan. Allocate dedicated time and resources for SLAC meetings and activities. Provide ongoing support and recognition for SLAC facilitators and participants. Provide comprehensive training and ongoing support to teachers who volunteer to facilitate School Learning Action Cells (SLACs), including workshops on effective facilitation techniques and mentorship programs. Recognize and reward the time and effort invested by teachers who facilitate SLACs through public acknowledgment, incentives, or professional development credits. Foster a supportive and collaborative environment within the school community to encourage peer learning and support for teachers involved in SLACs.

4. Address specific areas for improvement. Prioritize professional development programs that address specific areas for improvement identified in the data analysis, such as: incorporating diverse resources and technology into lesson planning, enhancing skills in summarizing lessons comprehensively, integrating subject matter across disciplines, building trust and reducing student anxiety in the classroom, and ensuring all students complete tasks effectively.

5. Strengthen the link between professional development and teacher performance. Develop clear performance expectations and goals that align with professional development objectives. Provide opportunities for teachers to apply learning from professional development programs directly in their classrooms. Regularly evaluate the impact of professional development programs on teacher practice, student learning outcomes, and overall school improvement. Use data from these evaluations to inform future professional development planning and make necessary adjustments.

6. For future researchers, conduct further research to investigate the factors that contribute to the effectiveness of SLACs in improving teacher practice and student learning outcomes. Explore the relationship between the frequency, quality, and relevance of professional development and other factors such as teacher motivation, job satisfaction, and retention. Conduct longitudinal studies to examine the long-term impact of professional development on teacher growth and development.

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