



Teachers' Professional Development and Work Performance

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ABSTRACT

Professional development of teachers is viewed as a means of updating their knowledge and skills across different fields. The primary purpose of this study is to examine teachers' professional development and work performance in a public secondary school in a large division of the Negros Island Region for the school year 2026-2027. Descriptive research was conducted, and a 40-item survey questionnaire was used as a tool to gather data from ninety-two (92) teachers. The results revealed that most of the subject respondents were senior professional teachers with longer years of service in the teaching profession, and that they were evenly distributed across income brackets. The level of teachers' professional development in knowledge and skills enhancement, career growth and enhancement, collaboration, and mentoring was high, while research and innovation was moderate. When grouped by age, length of service, and family monthly income, the level of teachers' professional development in knowledge and skills enhancement, career growth and enhancement, collaboration, and mentoring was high, while research and innovation was moderate. The level of teachers' work performance, when grouped by age, length of service, and monthly family income, was very satisfactory. There was a significant difference in the level of teachers' professional development in collaboration and mentoring when comparing according to family monthly income. There was no significant difference in teachers' work performance when compared by their profile variables. Furthermore, there was no significant relationship between teachers' professional development levels and work performance. The study concluded that teachers' perceptions of professional development do not affect their work performance. Continuous implementation of professional development programs, encouragement for graduate studies, provision of incentives, and allocation of funds for research.

Keywords: Knowledge and Skills, Professional Development, Work Performance,

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INTRODUCTION

In the changing world of education, professional development is significant for improving educational practices. Amid ongoing educational reforms, teachers' professional development is a key to their success (Guzman & Aguilar, 2025). In addition, Sustainable Development Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," emphasizes the significance of ongoing professional development for educators. Teachers' work performance, on the other hand, is closely related to teacher quality. Teacher quality is one of the most important variables for improving the quality of education and the most important factor influencing student achievement (Eroglu & Kaya, 2021).

In the Philippine context, quality learning is contingent upon quality teaching; that is why the state recognizes the importance of continuing professional development and advancement of teachers. This policy is also in accordance with DepEd Order 35, 2016, stating that DepEd fully supports the continuing professional development of its teaching personnel as anchored on Republic Act No. 10533, Republic Act No. 10912, and DepEd Order No. 42, s: 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers.

However, in the present research setting, the researcher observed that most teachers face challenges that prevent them from participating in professional development programs. Some of these barriers include the structure of professional development and teachers' time constraints, the content of professional development, school and district factors, costs associated with high-quality professional development, and personal issues such as balancing work and personal life. DepEd has implemented several programs to support the professional development of teachers. Despite these efforts, many teachers still cannot participate in professional development programs.

Hence, the researcher was motivated to conduct this study to verify public secondary school teachers' impressions of professional development programs. It is designed to gather quantitative data to track teachers' progress in their professional development and advancement. The researcher hopes that this study establishes the progress of teachers in their efforts toward professional development and advancement, contributing to a more profound understanding of how training and seminars can enhance instructional effectiveness and provide meaningful insights to help schools and educational leaders create supportive systems that encourage teachers to grow professionally and perform at their best for the benefit of learners.

OBJECTIVES OF THE STUDY

The study aimed to determine the relationship between teachers' professional development and teaching performance in a public secondary school in a large-sized schools division in the Negros Island Region during School Year 2026–2027. Specifically, it sought to assess the level of teachers' professional development in terms of enhancement of knowledge and skills, career growth and enhancement, research and innovation, and collaboration and mentoring; determine whether significant differences exist in teachers' professional development and teaching performance when grouped according to the identified profile variables; and examine whether a significant relationship exists between teachers' professional development and teaching performance.

LITERATURE REVIEW

Teachers' professional development (TPD) is a continuous process of strengthening educators' knowledge, skills, and professional values to improve teaching effectiveness and student learning. Darling-Hammond et al. (2021) described professional development as organized learning activities that improve teaching practices and educational outcomes, while Ajani (2020) emphasized its role in refining instructional strategies. Similarly, Sims et al. (2022) stressed that effective professional development should be sustained, collaborative, and practice-oriented to help teachers respond to diverse learners and technological changes. In the Philippine context, Prudente et al. (2024) described professional development as organized in-service training aligned with national education reforms, while Mendoza (2024) highlighted the need for adaptive professional development that addresses both instructional improvement and teacher well-being.

Enhancement of knowledge and skills is a fundamental component of teachers' professional development because it strengthens instructional quality and improves teachers' capacity to address diverse learning needs. Saira et al. (2021) found that teachers equipped with innovative teaching strategies can improve student learning outcomes, while Wuryaningsih et al. (2019) reported that varied instructional approaches enhance both academic performance and student engagement. Karaikos et al. (2024)



further noted that well-designed training programs increase teachers' confidence in teaching and classroom management. In the Philippine setting, Perez et al. (2024) emphasized the role of seminars in developing teaching competencies, while Ulla (2018) and Padillo et al. (2021) highlighted the contribution of professional development activities to classroom management, instructional delivery, subject knowledge, and other teaching competencies.

Career growth and enhancement are likewise important dimensions of professional development. Graduate and continuing education provide teachers with opportunities to develop scientific thinking, research, communication, teaching, evaluation, leadership, and problem-solving skills. Sevim and Akin (2021) emphasized that graduate education supports teachers' personal and professional development and academic careers, while Çalışoğlu and Yalvaç (2019) and Balıkcı et al. (2018) found that advanced education strengthens teachers' critical and analytical thinking and their ability to connect theory with practice. In the Philippine context, Belmes and Paglinawan (2025) identified postgraduate education as a pathway for career advancement and pedagogical development, while Pentang et al. (2022) reported that professional growth and career advancement are among the reasons teachers pursue advanced education.

Research and innovation constitute another important dimension of professional development because they encourage teachers to examine educational practices, solve problems systematically, and develop innovative approaches to instruction. Satapathy (2021) emphasized the contribution of research and innovation to professional and societal development, while Gupta (2017) highlighted research-based practice as a means of making professional practice more effective and sustainable. In the Philippine context, Almonicar (2022) noted that educational research helps teachers address school-based problems systematically and objectively, while Mallari (2024) emphasized that professional development enables teachers to engage with current research and innovative teaching approaches. However, Gomez and Catan (2021) identified limited time, heavy teaching loads, lack of research expertise, and inadequate financial support as common barriers to teachers' research engagement.

Collaboration and mentoring also contribute significantly to teachers' professional growth by providing opportunities to share knowledge, instructional strategies, resources, and experiences. Yoon and Kim (2022) and Suryanti and Arifani (2021) reported that professional development seminars can improve classroom management, communication, and teachers' capacity to address learners' needs. Akinyemi et al. (2019) and Sandar and Kalman (2022) further emphasized that professional collaboration strengthens working relationships, supports organizational learning, and can contribute to improved student learning. Mentoring provides teachers with guidance, role models, and professional support (Susanto & Sawitri, 2022), while Segura and Latanga (2025) highlighted its contribution to instructional skills, classroom management, and overall teacher effectiveness. Local studies likewise reported that collaboration and mentoring foster professional learning and instructional improvement (Manegdeg & Paglinawan, 2024; Mallari, 2024).

Teachers' work performance refers to the quality, quantity, and timeliness of work accomplished in fulfilling professional responsibilities. Tabroni et al. (2022) described teacher performance as the work accomplished in educating, teaching, guiding, training, assessing, and evaluating learners, while Cheng (2016) recognized teacher performance as an important factor associated with student academic achievement. Research examining the relationship between professional development and teaching performance has produced generally positive findings. Sibomana and Ndayambaje (2024) found significant positive relationships between professional development activities and effective teaching, student performance, and teacher professional growth, while Kiran et al. (2022) reported relationships between professional development components and teaching performance. In the Philippine context, Alog and Oco (2025) found a positive relationship between teachers' professional development and teaching performance, Caldito and Guanzon (2025) reported a significant link between continuous professional development and teaching performance, and Sacote-Labadan and Tantiado (2025) found a strong positive correlation between professional development and teaching practices. These findings provide support for examining the relationship between teachers' professional development and teaching performance in the present study.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design



The study employed a descriptive research design to examine the relationship between teachers' professional development and work performance in a public secondary school in a large division of the Negros Island Region for the school year 2026-2027.

According to Manjunatha (2020), descriptive research is simply an attempt to determine, describe, or identify what something is and to establish why it is that way or how it came to be. Descriptive research aims to shed light on current issues or problems through data collection that enables a more complete description of the situation than would be possible without this method. In its essence, it describes various aspects of the phenomenon. Descriptive research, in its popular format, describes the characteristics and/or behavior of the sample population. Since the study aims to determine the current state of teachers' professional development in relation to their work performance, a descriptive research design is most appropriate.

Study Respondents

The study included 92 of 120 public secondary school teachers. Since the number of respondents was too large to handle, a stratified random sampling technique was used, with the Cochran formula to determine the sample size. The Cochran formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population. Cochran's formula is considered particularly appropriate for large populations (Andrade, 2020). After the appropriate sample size was determined, the researcher employed stratified sampling. Stratified sampling is a method of random sampling in which researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members, and then randomly select from these groups to form the final sample (Nickolas, 2021).

Instruments

The study utilized a researcher-made questionnaire consisting of two parts: the first gathered the teachers' personal profiles in terms of age, length of service, and monthly family income, while the second assessed their professional development across four areas—knowledge and skills enhancement, career growth and enhancement, research and innovation, and collaboration and mentoring—with 10 items per area, for a total of 40 items, rated using a five-point Likert scale from 5 (Always) to 1 (Almost Never). The instrument underwent face and content validation by three qualified education professionals using the criteria of Carter V. Good and Douglas E. Scates, with their suggestions and recommendations incorporated into the final questionnaire. The instrument obtained a validity index of ****5.00****, interpreted as ****excellent****, confirming its validity. Since the questionnaire was researcher-made, its reliability was tested through Cronbach's alpha using 30 teachers from another public secondary school who were not included as respondents, yielding a reliability coefficient of ****0.973****, interpreted as ****excellent**** and indicating high internal consistency.

Data Gathering Procedure

For the smoother conduct of the study, the researcher employed the following procedures: the researcher sent a letter of request to the school heads of the concerned schools for the conduct of the study, after receiving the letter of no objection from each school heads, the researcher sent a letter request to conduct a study to the Office of Schools Division Superintendent with the letters of no objection of the school heads, validity of the research instrument and data gathering instrument. As approved by the Schools Division Superintendent, the researcher distributed the research questionnaire to the teachers after receiving the go-signal from the school head and provided the respondents with a clear explanation of the study's goal. The researcher also included her contact number and Messenger account in the research instrument in case teachers encounter difficulty answering it. To ensure that every question in the questionnaire was addressed, the researcher gave the respondents a 4-week window. To ensure 100% retrieval of the checklists and questionnaires, the researcher personally collected them after the allotted period had passed. Moreover, a letter was sent to the head of the concerned school requesting approval to obtain copies of teachers' IPCRF results for the school year 2025-2026 as a basis for their work performance.

Data Analysis and Statistical Treatment

The study employed three analytical schemes based on the research objectives: descriptive, comparative, and relational. A descriptive-analytical scheme using the mean was employed for Objective 1 to determine the level of teachers' professional development. For Objectives 2 and 3, a comparative analytical scheme using the Mann-Whitney U test was utilized to determine whether significant differences existed in teachers' professional development and work performance, respectively, when grouped



and compared according to the identified variables. Meanwhile, Objective 4 employed a relational analytical scheme using Spearman's rho to determine the significant relationship between teachers' professional development and work performance.

Ethical Consideration

This research paper strives to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and ensuring their anonymity throughout the entire research process. At the onset, this researcher secures their free, prior informed consent and assures them of their right to withdraw from participation in the research if deemed necessary. No personal data that could compromise respondents' identities was collected, in accordance with the Data Privacy Act of 2012, particularly regarding access to the data by both the researcher and the analyst. The respondents are assured that no information that discloses their identity has been released or published without their consent, except when necessary. All collected materials were appropriately disposed of by machine shredding or by dissolving in water after the study was submitted. At the same time, soft copies of the data were deleted, leaving no chance of future retrieval.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Teachers' Professional Development in Enhancement of Knowledge and Skills, Career Growth and Enhancement, Research and Innovation, and Collaboration and Mentoring

Table 1

Level of teachers' professional development in Enhancement of Knowledge and Skills

Enhancement of Knowledge and Skills			
	Items	Mean	Interpretation
<i>As a teacher, I...</i>			
	1. attend seminars and training to deepen my mastery of the subject matter and learning content.	4.16	High
	2. involved myself in professional development, improving my confidence in instructional delivery and classroom management.	4.34	High
	3. participate in professional development to improve my efficiency in the utilization of learning resources.	4.33	High
	4. pursue professional development in order to enhance my ability to apply differentiated instruction.	4.20	High
	5. engage in professional development to improve my knowledge and skills in curriculum design and delivery.	4.27	High
	6. participate in professional development to improve my ability to align with the standards of instructional planning.	4.26	High
	7. engage in professional development to enhance my skills in developing flexible learning plans.	4.27	High
	8. attend professional development trainings to help me improve my competence in analyzing assessment data.	4.22	High



9. engage in professional development seminars to give me in-depth knowledge and understanding of the diverse types of assessment.	4.15	High
10. attend professional development programs to improve my ability to communicate assessment results clearly to parents, learners, and superiors.	4.18	High
Overall Mean	4.24	High

Table 1 presents the level of teachers' professional development in the area of enhancement of knowledge and skills. As shown in the table, an overall mean score obtained was 4.24, interpreted as a high level.

Upon further analysis, item No. 2, which states that I should engage in professional development to improve my confidence in instructional delivery and classroom management, received the highest mean score of 4.34, indicating a high level of agreement.

Nonetheless, the lowest score of 4.15, which is interpreted as a high level, was for item No. 9, which states that engaging in professional development seminars would provide in-depth knowledge and understanding of the diverse types of assessment. The finding implies that even if teachers have high expectations for training and seminars on diverse types of assessment, they infrequently engage in professional development related to learning assessment due to a lack of local training and seminar opportunities in this area, so this item ranks the lowest. Few teachers will take the initiative to attend training and seminars offered by private institutions to earn certificates and pay for them out of their own pocket, which could help deepen their knowledge and skills in various assessment techniques. This situation underscores the critical need for educational authorities to invest in accessible training programs to support teachers in developing their assessment practices.

The result aligns with Sharma (2018), who found that a lack of professional development is a major factor hindering teachers' careers by limiting their knowledge and skills in teaching practice. Moreover, Eroğlu & Kaya (2021) revealed that significant barriers to teachers' professional development include a lack of professional opportunities, financial problems, and unsatisfactory performance evaluations.

Table 2

Level of teachers' professional development in Career Growth and Enhancement

Career Growth and Enhancement		
Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. pursue postgraduate education related to my area of expertise.	3.46	Moderate
2. participate in professional development practices that lead to improved self-efficacy and confidence.	4.08	High
3. enroll in short courses/trainings such as computer literacy, artificial intelligence (AI), etc.	3.27	Moderate
4. pursue postgraduate education that may have chances to switch career lines (from teaching to administrative supervision).	3.12	Moderate
5. engage in professional development practices that lead to enhanced leadership skills and competencies.	3.75	High



6. participate in specialized training that is related to my subject area or inclusive education.	3.87	High
7. am involved in professional development to sustain my interpersonal and communicative competencies.	3.86	High
8. regularly attend DepEd-initiated or accredited trainings, webinars, and seminars.	4.25	High
9. am involved in programs under the National Educators Academy of the Philippines (NEAP).	3.62	High
10. complete the continuing professional development (CPD) units required by the Professional Regulation Commission (PRC).	4.45	High
Overall Mean	3.77	High

Table 2 shows the level of teachers' professional development in the area of career growth and enhancement. As shown in the table, the overall mean score is 3.77, which is interpreted as very high.

Deliberating the items further, respondents recorded the highest mean score of 4.45 on item No. 10, indicating completion of the continuing professional development (CPD) units required by the Professional Regulation Commission (PRC), interpreted as a high level. On the other hand, the lowest mean of 3.12, interpreted as a moderate level, was on item No. 4: pursuing postgraduate education that may offer opportunities to switch career lines (from teaching to administrative supervision).

The finding implies that most respondents prioritize other goals over pursuing postgraduate education to enhance their careers. The most common reasons for teachers not pursuing postgraduate studies were financial instability, heavy workload, time constraints, and being assigned to rural areas. Hence, some teachers are already satisfied with their current teaching positions because they believe that higher positions entail greater responsibilities. The finding supports Guzman and Aguilar's (2025) finding that financial constraints were the primary barrier to teachers' professional development, followed by time limitations and a lack of accountability.

Table 3

Level of teachers' professional development in Research and Innovation

Research and Innovation			
	Items	Mean	Interpretation
<i>As a teacher, I...</i>			
1.	conduct school-based action research to address teaching-learning challenges.	2.66	Moderate
2.	present research findings in school, district, and national forums.	2.43	Low
3.	utilize research findings to improve instructional practices.	3.01	Moderate
4.	participate in research capability-building workshops and training.	3.07	Moderate
5.	attend local and national research forums related to my field of expertise.	2.61	Moderate



6. engage in training opportunities related to innovative teaching strategies.	3.42	Moderate
7. participate in professional development that strengthens my capacity in implementing innovative interventions to improve learners' performance.	3.60	High
8. attend workshops that boost my confidence in the use of technology and digital resources in teaching.	3.58	High
9. engage in professional development to improve my innovative and responsive teaching practices.	3.61	High
10. develop and share my own innovative strategies and approaches in teaching.	3.40	Moderate
Overall Mean	3.14	Moderate

Table 3 exposes the level of teachers' professional development in the area of research and innovation. As shown in this table, the overall mean score is 3.14, which is interpreted as a moderate level.

Examining the items further, the highest mean score, 3.61, was for item No. 9, which states, "Engage in professional development to improve my innovative and responsive teaching practices," and was interpreted as a high level. On the contrary, the lowest mean of 2.43, interpreted as a low level, was on item No. 2, which concerned presenting research findings in school, district, and national forums.

The finding implies that respondents rarely volunteer to present research findings in school, local, or national forums. The primary reasons are that most respondents possess only fair research capabilities and have conducted limited research. In addition, heavy teaching loads, administrative tasks, research funding constraints, and the lack of specialized training leave most teachers with little time for research. The finding is supported by Abarro, Mariño, and Wilfredo (2016), who found that public secondary and elementary school educators demonstrated a moderate level of proficiency in both the technical aspects and the composition of essential research components. Many teachers exhibited limited familiarity with the American Psychological Association format (APA), commonly used in research writing.

Table 4

Level of teachers' professional development in Collaboration and Mentoring

Collaboration and Mentoring		
Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. engage in peer-classroom observation to observe others' teaching practices and provide feedback.	3.93	High
2. share best practices during school-based meetings.	4.00	High
3. collaborate with teachers in the same grade level in planning lessons and developing assessment tools.	4.12	High
4. actively participate in Learning Action Cell (LAC) sessions.	4.58	Very high



5. act as a coordinator or working committee in conferences, workshops, and/or training courses.	3.52	High
6. regularly conduct mentoring sessions.	3.30	Moderate
7. participate in DepEd induction programs for new teachers.	3.71	High
8. engage in professional development to enhance partnerships with peers and fellow educators.	3.97	High
9. engage as a mentor or mentee in formal mentoring programs (e.g., for beginning teachers or pre-service interns).	3.66	High
10. serve as a lecturer or resource speaker in school-based seminars and trainings.	3.15	Moderate
Overall Mean	3.79	High

Table 4 shows the level of teachers' professional development in the area of collaboration and mentoring. The respondents obtained an overall mean score of 3.79, interpreted as a high level.

Examining the data further, the teachers obtained the highest mean of 4.58 on item No. 4, which pertains to actively participating in Learning Action Cell (LAC) sessions. They were interpreted as a very high level. On the other hand, the lowest mean score of 3.15 was on item No. 10, which stated to serve as a lecturer or resource speaker in school-based seminars and trainings, interpreted as a moderate level.

The finding implies that most teachers hesitate to volunteer as lecturers or resource speakers in school-based seminars and trainings due to the lack of preparation time, professional anxieties, or criticism from their colleagues, and do not meet the new qualifications to be a resource speaker. This idea can hinder the overall growth and development of teachers, as sharing knowledge and experiences is critical to creating a collaborative learning environment in the school. The finding aligns with that of Manegdeg and Paglinawan (2024), who found that teachers who serve as resource persons and participate in collaborative practices are more likely to report improvements in their instructional effectiveness. Collaborative environments enable educators to share resources, ideas, and strategies, which fosters a culture of continuous improvement.

Comparative Analysis in the Level of Teachers' Professional Development in Enhancement of Knowledge and Skills, Career Growth and Enhancement, Research and Innovation, and Collaboration and Mentoring when grouped and compared according to Age, Length of Service, and Family Monthly Income

Table 5

Differences in the Level of teachers' professional development in Enhancement of Knowledge and Skills when grouped and compared according to variables

Enhancement of Knowledge and Skills							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	44	41.34	829.00	0.05	0.074	Not Significant
	Older	48	51.23				



Length of Service	Shorter	45	41.91	851.00	0.104	Not Significant
	Longer	47	50.09			
Family Monthly Income	Lower	46	43.74	931.00	0.317	Not Significant
	Higher	46	49.26			

Table 5 reveals a comparative analysis of the level of teachers' professional development in the area of enhancement of knowledge and skills according to profile variables.

The computed p-values for the variables age, length of service, and family monthly income are 0.074, 0.104, and 0.317, respectively, all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' professional development in the area of enhancing knowledge and skills when grouped and compared by age, length of service, and family monthly income is accepted.

The result implies that regardless of teachers' age, length of service, and family income, their level of professional development in enhancing knowledge and skills does not vary. Most teachers shared similar views on how they individually improve their knowledge and teaching skills. This indicates that teachers' profiles and backgrounds are not factors influencing their professional development perspectives on enhancing their knowledge and skills. The result is supported by Kiran, Arshad, and Rizwan (2022), who found no significant difference in teachers' age, teaching experience, or income with respect to professional development.

Table 6

Differences in the Level of teachers' professional development in Career Growth and Enhancement when grouped and compared according to variables

Career Growth and Enhancement							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	44	44.22	955.50	0.05	0.431	Not Significant
	Older	48	48.59				
Length of Service	Shorter	45	42.76	889.00	0.05	0.187	Not Significant
	Longer	47	50.09				
Family Monthly Income	Lower	46	45.40	1007.50	0.05	0.693	Not Significant
	Higher	46	47.60				



Table 6 discloses a comparative analysis of the level of teachers' professional development in the area of career growth and enhancement according to profile variables.

The computed p-values for the variables age, length of service, and family monthly income are 0.431, 0.187, and 0.693, respectively, all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' professional development in the area of career growth and enhancement when grouped and compared by age, length of service, and family monthly income is accepted.

The result implies that the level of teachers' professional development in terms of career growth and enhancement does not vary across age, length of service, and income. Most of the teachers have perceived the same views regarding their career growth opportunities. The majority of them were unable to pursue postgraduate studies due to heavy workloads, time constraints, and financial instability. The result agrees with that of Ramos (2025), revealing no significant differences in teachers' satisfaction with professional development when grouped and compared by age, sex, educational attainment, family income, and length of service.

In addition, Tabudlong and Alo (2025) found no significant difference in the extent of respondents' career advancement undertakings across demographic variables.

Table 7

Differences in the Level of teachers' professional development in Research and Innovation when grouped and compared according to variables

Research and Innovation							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	44	42.55	882.00	0.173	0.173	Not Significant
	Older	48	50.12				
Length of Service	Shorter	45	44.84	982.50	0.05	0.557	Not Significant
	Longer	47	48.10				
Family Monthly Income	Lower	46	43.98	942.00	0.364	0.364	Not Significant
	Higher	46	49.02				

Table 7 divulges a comparative analysis of the level of teachers' professional development in the area of research and innovation according to profile variables.

The computed p-values for the variables age, length of service, and family monthly income are 0.173, 0.557, and 0.364, respectively, all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' professional development in the area of research and innovation when grouped and compared by age, length of service, and family monthly income is accepted.

The result implies that teachers' professional development in research and innovation does not differ across age, length of service, or family income. This indicates that teachers' professional development in research and innovation is consistent across



different demographics. Most of the teachers lacked basic knowledge of how to conduct research. The result is supported by Abarro, Mariño, and Wilfredo (2016), who found no significant difference in the research capabilities of public elementary school teachers in developing research proposals and creating publishable research papers or articles by age, position, or highest educational attainment.

Table 8

Differences in the Level of teachers' professional development in Collaboration and Mentoring when grouped and compared according to variables

Collaboration and Mentoring							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	44	46.27	1046.00	0.938	0.938	Not Significant
	Older	48	46.71				
Length of Service	Shorter	45	41.88	849.50	0.104	0.104	Not Significant
	Longer	47	50.93				
Family Monthly Income	Lower	46	40.73	792.50	0.038	0.038	Significant
	Higher	46	52.27				

Table 8 reveals a comparative analysis of the level of teachers' professional development in the area of collaborating and mentoring according to profile variables.

The computed p-values for the variables age and length of service are 0.938 and 0.104, respectively, both greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' professional development in the area of collaboration and mentoring when grouped and compared according to age and length of service is accepted.

However, for variable family monthly income, the computed p-value is 0.038, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' professional development in the area of collaboration and mentoring when grouped and compared according to family monthly income is rejected.

The results imply that teachers' professional development in collaboration and mentoring varies based on their income. This is due to their differences in financial flexibility and networking opportunities. Collaborative workshops and mentoring programs often require personal registration fees, travel expenses, or material costs. Lower-income teachers' limited budgets are hindering their ability to afford professional development opportunities. In addition, the new qualifications for serving as a resource speaker during seminars and training sessions require financial stability, as you need to have a Master's Degree. The finding is supported by Guzman and Aguilar (2025), who revealed a significant difference in teachers' professional development when, according to family income, financial constraints were the primary barrier to teachers' professional development.



Comparative Analysis of the Level of Teachers' Work Performance when grouped and compared according to Age, Length of Service, and Family Monthly Income

Table 9

Differences in the Level of Teachers' Teaching Performance when grouped and compared according to variables

Teachers' Work Performance							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	44	51.68	828.00	0.075	0.075	Not Significant
	Older	48	41.75				
Length of Service	Shorter	45	42.90	895.50	0.05	0.206	Not Significant
	Longer	47	49.95				
Family Monthly Income	Lower	46	43.87	937.00	0.345	0.345	Not Significant
	Higher	46	49.13				

Table 9 presents a comparative analysis of the level of teachers' work performance across profile variables.

The computed p-values for the variables age, length of service, and family monthly income are 0.075, 0.206, and 0.345, respectively, all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in teachers' work performance when grouped and compared by age, length of service, and family monthly income is accepted.

This implies that the level of teachers' work performance does not vary when they are grouped and compared by age, length of service, and family income. This indicates that teachers' performance is influenced not by their personal backgrounds but by external factors. These external factors may include institutional support, especially during LAC sessions, available resources, and professional development opportunities. The result is supported by Española and Eslabon (2024), who find no significant difference in teachers' performance when compared by age, length of service, and family income.

Relational Analysis Between the Teachers' Professional Development and the Teachers' Teaching Performance

Table 10

Relationship Between the Teachers' Professional Development and the Teachers' Teaching Performance

Correlation	N	rho	Sig. Level	p-value	Interpretation
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Teachers' Professional Development	92	0.093	0.05	0.379	Not Significant
Teachers' Teaching Performance	92				

As shown in the table, the computed r was 0.093 with a p -value of 0.379, which is greater than the 0.05 level of significance; thus, it is not significant. Therefore, the hypothesis that there is no significant relationship between teachers' professional development levels and work performance was accepted.

The finding implies that the level of teachers' professional development is unrelated to work performance. Most teachers perform well, whether or not they receive professional development opportunities. Most teachers assume personal responsibility for their performance, career growth, and development, and do not rely solely on professional opportunities provided by education authorities. The finding supports Guzman and Aguilar's (2025) finding that there is no significant correlation between professional development and teachers' teaching performance.

CONCLUSION

Based on the results of the study, most respondents were 39 years old or older, had more than 10 years of service, and were evenly distributed across the identified family income brackets. Teachers' professional development was rated high in knowledge and skills enhancement, career growth and enhancement, and collaboration and mentoring, but moderate in research and innovation, with similar results when grouped according to age, length of service, and family income. Teachers' work performance was rated very satisfactory across the three demographic profiles. A significant difference was found in collaboration and mentoring when grouped according to family monthly income, while no significant differences were found in teachers' work performance across age, length of service, and family income. Furthermore, no significant relationship was found between teachers' professional development and work performance. The findings suggest that teachers had limited access to local training and seminars on assessment techniques, postgraduate opportunities were constrained by financial, time, and geographical factors, and teachers had fair research capabilities but limited exposure to diverse research projects. Some teachers were also hesitant to serve as resource speakers because of limited preparation time, qualification requirements, and fear of criticism. Despite these challenges, teachers generally held positive perspectives toward professional development opportunities regardless of their profiles. Their very satisfactory work performance was attributed to personal responsibility for performance, career growth, and professional development, while differences in family income may contribute to varying levels of participation in collaboration and mentoring. Overall, the findings indicate that teachers' work performance was influenced more by factors beyond their personal backgrounds and that professional development, as measured in this study, was not significantly related to work performance.

RECOMMENDATIONS

Based on the findings and conclusions of the investigation, it is recommended that the school conduct a series of training workshops on various assessment techniques and implement a continuous professional development program that considers appropriate schedules and venues to maximize teachers' participation. Education policymakers and government agencies are encouraged to provide more scholarship grants for teachers pursuing postgraduate studies, while teachers are likewise encouraged to continue their graduate education. A special district-wide research training and workshop may also be conducted to strengthen teachers' research competencies, complemented by school-based research writing activities under the close supervision of experienced teachers who can provide guidance and mentoring. Furthermore, incentives may be provided to teachers who serve as lecturers or resource persons in school-related activities. Regular team-building activities should be organized to strengthen collaboration and teamwork, while appropriate support should be extended to teachers who experience difficulties in their professional responsibilities. Finally, teachers who demonstrate outstanding performance and achievements should be given appropriate recognition and rewards to enhance their morale and encourage continued professional excellence.

Conflict of Interest



The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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