



Professional Development, Classroom Management of Teachers and Engagement of Students

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Abstract

This study determined the influence of teachers' professional development on their classroom management and students' engagement and use this as basis in crafting a professional development intervention program for teachers of selected secondary schools, Pasacao District, Pasacao, Camarines Sur, School Year 2024-2025. Specifically, it looked into: (1) the profile of the respondents; (2) the level of professional development of teachers; (3) the level of classroom management of teachers; (4) the level of students engagement as perceived by the teachers; (5) the significant differences in the level of teachers' professional development when grouped according to their profile; (6) the significant relationship between professional development, classroom management and students engagement; (7) the extent of influence of teachers professional development on classroom management and student engagement; (8) propose intervention program to enhance teachers' professional development, classroom management and student engagement.

The study used a descriptive-comparative-correlational method. There 160 JHS teacher respondents of the study. A survey questionnaire was used to gather the data, which were treated statistically through Weighted Mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation of Coefficient, and Coefficient of Determination.

The findings were: (1) most were aged 31-40 years, with 37.5%, majority were female with 60%, single at 56.25%, most hold a Bachelor's degree at 53.12% have 6-10 years of experience at 46.88%, and live over 11 to 15 kilometers from the school at 52.5%; (2) the level of professional development of teachers obtained an overall average weighted mean of 2.31; (3) the level of classroom management of teachers obtained an overall average weighted mean of 3.63; (4) the level of students' engagement attained an overall average weighted mean of 2.55; (5) the differences in the level of teachers' professional development based on their profile, with sex the df was 3,4 with F-value of 82 and Tabular value of 6.59; age the df was 3,12 with F-value of 16.4 and Tabular value of 3.49; civil status the df was 3,8 with F-value of 6.83 and Tabular value of 4.07; educational attainment the df was 3,16 with F-value of 10.25 and Tabular value of 3.24; and distance of house from school the df was 3,12, with F-value of 18.22 and Tabular value of 3.49; (6) the correlations ranged from $r = 0.88$ to 0.99 , with seminars and trainings showing $r = 0.90$ to 0.96 , membership in professional organizations at $r = 0.91$ to 0.99 , advanced education at $r = 0.88$ to 0.98 , and research at $r = 0.90$ to 0.99 ; student engagement ranged from $r = 0.88$ to 0.99 , covering both curricular and extracurricular activities; (7) the influence of professional development on classroom management and student engagement ranged from $r^2 = 80\%$ to 99% , with seminars and training showing $r^2 = 80\%$ to 92% , membership in professional organizations at $r^2 = 84\%$ to 99% , advanced education at $r^2 = 90\%$ to 95% , and research at $r^2 = 80\%$ to 98% ; (8) the study identified weaknesses in professional development, classroom management, and student engagement.

The conclusions were: (1) the respondents were mostly middle-aged, female, and single, Bachelor's degree, had several years of teaching experience, and lived far from the school; (2) the professional development of teachers was at a low level; (3) level of classroom management in all aspect was high; (4) the level of students' engagement was moderately engaged; (5) the differences in the level of teachers' professional development when group according to their profile were significant; (6) the relationships between professional development, classroom management and students engagement were significant; (7) the influence of teachers' professional development on classroom management and student engagement was very strong and strong; (8) The HEAT Program can be adopted to address the gaps and enhance teacher growth.

Introduction

Education is a constantly evolving field, demanding that teachers remain adaptable and well-informed in their practice. Professional development serves as a vital tool in ensuring educators continue to refine their skills, integrate innovative teaching methods, and enhance the learning experience for their students. Through ongoing training, teachers not only expand their expertise but also gain new insights into effective instructional strategies that cater to diverse learners. By staying updated with modern pedagogies and technological advancements, they can foster an inclusive and dynamic educational environment that promotes meaningful learning.

One of the key challenges in education is classroom management, an essential component in maintaining a productive learning space. Effective classroom management requires teachers to develop strategies that encourage student participation, minimize disruptions, and create a structured yet flexible atmosphere. Without strong management skills, even the most well-planned lessons may fail to engage learners or maximize their academic potential. Professional development equips educators with evidence-based approaches

to maintain discipline, establish positive relationships, and facilitate learning in a way that ensures every student has the opportunity to thrive.

Equally important is student engagement, which directly influences motivation, comprehension, and overall academic success. Engaged students are more likely to develop critical thinking skills, explore creative problem-solving, and build a genuine interest in learning. However, fostering engagement requires teachers to understand their students' individual needs, backgrounds, and learning preferences. Professional development provides educators with tools to make lessons more interactive, culturally relevant, and intellectually stimulating, helping students take ownership of their education. As teaching methodologies continue to evolve, educators must embrace continuous learning to effectively manage classrooms and cultivate engaged, enthusiastic learners.

Globally, professional development programs serve as pillars for enhancing the teaching profession. According to the Organization for Economic Co-operation and Development (OECD), programs like the Teaching and Learning International Survey (TALIS) emphasize the need for teachers to engage in lifelong learning. TALIS findings reveal that ongoing training equips educators with modern techniques such as differentiated instruction, technology integration, and culturally responsive teaching, all of which enhance classroom management and boost student participation.

Aligned with global priorities, the Sustainable Development Goals (SDGs), also known as the Global Goals of 2015, offer a universal framework to eradicate poverty, protect the planet, and ensure peace and prosperity for all by 2030. Goal 4 of the SDGs specifically targets quality education, envisioning that by 2030, students will possess the knowledge and competencies to advance sustainable development. This includes education for sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship, and appreciation for cultural diversity. Professional development plays an essential role in equipping educators to nurture these transformative competencies among learners.

Goal 4 of the Sustainable Development Goals (SDGs) emphasizes inclusive and equitable quality education and lifelong learning opportunities for all, aligning with key aspects of professional development, classroom management, and student engagement:

SDG 4.7 underscores the need for teachers to be equipped with competencies that promote education for sustainable development, human rights, gender equality, and global citizenship. Ongoing training ensures educators can integrate innovative teaching strategies and foster critical thinking in learners.

SDG 4.c focuses on increasing the supply of qualified teachers through continuous education and professional growth. Well-trained educators implement effective classroom management techniques, creating inclusive, structured, and safe learning environments that accommodate diverse student needs.

SDG 4.1 highlights the importance of free, equitable, and quality primary and secondary education, fostering meaningful student participation. Active engagement is achieved through interactive learning, culturally relevant content, and the application of skills in real-world problem-solving, ensuring students contribute meaningfully to sustainable development.

These provisions reinforce the vital role of educators in shaping future generations, ensuring that students are empowered to think critically, act responsibly, and engage in global challenges.

In support of Sustainable Development Goal 4, the Department of Education (DepEd), through the Teacher Education Council (TEC), issued DepEd Order No. 42, s. 2017, titled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). This initiative highlights the Department's commitment to elevating the teaching profession by setting clear professional standards that foster lifelong learning and continuous professional development (CPD) for educators.

The commitment to CPD is further reinforced by the Enhanced Basic Education Act of 2013, or Republic Act No. 10533, Section 7, which states that:

“To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs, as specified”.

The DepEd, in collaboration with government agencies, academia, industry, and non-governmental organizations, is tasked with conducting teacher education and training programs. It is also supported by the Republic Act No. 10968 or the "Philippine Qualifications Framework (PQF) Act," which declares:

“The policy of the State to institutionalize the Philippine Qualifications Framework (PQF) to encourage lifelong learning of individuals, provide employees specific training standards and qualifications aligned with industry standards, ensure that training and educational institutions comply with specific standards and are accountable for achieving corresponding learning outcomes, and provide government with a common taxonomy and qualifications typology as bases for recognizing education and training programs as well as the qualifications formally awarded and their equivalents”.

It underscores the importance of lifelong learning for professionals. Additionally, the Magna Carta for Public School Teachers (Republic Act No. 4670) also supports the provision of free in-service training programs for public school teachers. Another critical

aspect of teaching and learning is classroom management, which encompasses the strategies and approaches teachers use to maintain order, engage students, and foster a supportive learning environment. Effective classroom management is essential for creating a conducive atmosphere where students can thrive academically and socially.

Professional development plays a crucial role in strengthening classroom management and student engagement, ensuring that educators can effectively address the evolving challenges in Philippine education. The Department of Education's Learning Action Cell (LAC) sessions, as highlighted by Prudente et al. (2024), provide Filipino teachers with a collaborative platform to refine their classroom management strategies using culturally relevant approaches. These initiatives empower educators to create structured, inclusive learning environments that support student success while fostering discipline and positive interactions.

It is in this light that the researcher, who is a school head, was motivated to determine the professional development of the teachers and its effect on their classroom management and student engagement in the secondary schools of Pasacao district, that can be used as a basis for the development of intervention program to enhance the identified weaknesses in the professional development of teachers affecting the quality delivery of learning.

Statement of the Problem

This study determined the influence of teachers' professional development on their classroom management and students engagement and use this as basis in crafting a professional development intervention program for teachers of selected secondary schools of Pasacao District, Pasacao, Camarines Sur, School Year 2024-2025

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:
 - a. age;
 - b. gender;
 - c. Civil status;
 - d. Educational attainment;
 - e. Years in teaching profession; and
 - f. Distance of house from school?
2. What is the level of professional development of teachers in terms of:
 - a. Seminars and trainings attended;
 - b. Membership in a professional organization;
 - c. Advance education; and
 - d. Research?
3. What is the level of classroom management of teachers along:
 - a. Classroom discipline
 - b. Students' attendance and punctuality;
 - c. Instructional delivery; and
 - d. Records reporting?
4. What is the level of students' engagement as perceived by the teachers along:
 - a. Curricular activities; and
 - b. Extra-curricular activities
5. Is there a significant difference in the level of teachers' professional development when grouped according to their profile?
6. Is there a significant relationship between professional development, classroom management, teachers' professional development, and student engagement?
7. To what extent does teachers' professional development influence the classroom management, and student engagement?
8. What intervention program may be proposed to enhance Teachers' professional development, classroom management, and student engagement?

Assumptions

This study was anchored on the following assumptions:

1. The profile of the respondents can be determined based on their attributes.
2. The levels of teachers' professional development can be assessed based on certain parameters,
3. The level of classroom management of teachers can be identified based on certain standards.
4. The level of students' engagement can be identified according to prescribed standards.
5. An intervention program may be crafted to enhance teachers' professional development, classroom management, and students' engagement.

Hypotheses

This study was anchored on the following hypotheses:

1. There is a significant difference in the level of teachers' professional development when grouped according to their profile.
2. There is a significant relationship between professional development, classroom management, and students' engagement.
3. There is an extent of influence of the teachers' professional development on the level of classroom management, and the level of teachers' professional development on student engagement.

Significance of the Study

This study is deemed beneficial to the following entities, agencies, or individuals cited.

Teachers. Through the study, the teachers will come to discern more about their field as they continue to improve themselves professionally. It can lead them to improve their teaching strategies and styles and their professional development as a whole.

School Administrators. The results of this study will help school administrators to guide and help teachers in improving professional development provision of seminars and training that could improve the teachers' knowledge, skills and talents in their professional fields. Furthermore, it will help them craft other learning venues and opportunities that could be effective in delivering high-quality teaching and the maintenance of academic standards.

Learners. This study will be of great help to learners who are of the beneficiaries of this study. The results will serve as a guide in improving their engagement and performance as a whole.

Camarines Sur DepEd Officials. Results of this study may encourage the DepEd officials to improve their technical assistance and implement some activities for the professional development of teachers. They may also intensify the technical and academic program services for teachers who identify challenges in their career.

Human Resource Development Division. The results of this study will help Human resource office to create programs and implement strategic Human Resource (HR) systems through improved professional competencies for teachers. Also, they may design and develop Learning/Professional Development Standards and Programs/Courses for teachers.

National Educator Academy of the Philippines. This study will serve as a reference for the NEAP to envision personnel who are effective and efficient by addressing their needs through the the creation of more training and activities for teachers related to improving their competencies.

Educational Policy Makers. The educational policy makers may benefit from the results of the study because it may serve as a guide or basis in crafting policy or a set of policies as regards to professional development content most suitable to the teachers.

Other Researchers. This study will serve as a guide on the teacher's professional development, classroom management, and students' engagement topics of interest.

Scope and Delimitation

This study determined the professional development of teachers and its effect on classroom management and student engagement in secondary schools of Pasacao district, Pasacao, Camarines Sur, School Year 2024-2025.

This study assessed the following: profile of the respondents in terms of age, gender, civil status, educational attainment, years in the teaching profession, and distance of the house from the school; the level of professional development of teachers in terms of seminars and trainings attended, membership and professional organization, advance education, and research; the level of classroom management of teachers along classroom discipline, students' attendance and punctuality, instructional delivery, and records reporting; the level of students' engagement as perceived by the teachers along curricular activities, and extra-curricular activities; the significant difference in the level of teachers' professional development when grouped according to their profile; the significant relationship between professional development, classroom management, teachers' professional development, and student engagement; the extent of teachers' professional development influence classroom management, and student engagement; and an intervention program proposed to enhance Teachers' professional development, classroom management, and student engagement. The respondents of the study were the 160 junior high school teachers of secondary schools in Pasacao district.

The teachers of the senior high school and the school administrative staff were excluded from the respondents. Other attributes of teachers, like teaching specialization, employment status, workload, socioeconomic background, health and well-being, and access to technology, were not included. Similarly, professional development aspects on mentorship, self-learning initiatives, leadership roles, publications, teaching innovations, and international exposure were excluded. Furthermore, on classroom management, parental involvement, classroom environment, conflict resolution skills, use of assessment tools, and support for diverse learners were not considered.

Definition of Terms

To have a clear and easy way of understanding this study, the following terminologies were conceptually and operationally defined.

Profile. Refers to the characteristics of a population that have been categorized by distinct criteria such as age, gender, and income as a means to study the attributes of a particular group (Longley, 2020). In this study, this refers to the characteristics of the secondary school teachers of Pasacao district in terms of age, gender, civil status, educational attainment, years in the teaching profession, and the distance of the house from the school.

Age. Age is a biological classification that specifies the time frame between birth and death in years (Mills, 2024). In this study, it refers to the length of time that a teacher respondent has been living.

Gender. Refers to the physical, social, or cultural characteristics relating to whether an individual identifies as male, female, or an identity that does not correspond with either male or female, such as non-binary (Mills, 2024). In this study, gender refers to the Pasacao secondary school teacher respondents as male and female, and non-binary identities.

Civil Status. Characteristics relating to whether an individual is in a relationship and, if so, what the legal status of that relationship is. Legal marital statuses include single, married, separated, divorced, and widowed, whereas social marital statuses include de facto partnerships or unmarried (Mills, 2024). In this study, it refers to the Pasacao secondary school teacher respondents' legal status.

Educational Attainment. Educational attainment refers to the highest level of education that an individual has completed, (Mills, 2024). Educational attainment in this study is used to refer to the level of education of the Pasacao secondary school teacher respondents.

Years in Teaching Profession. Refers to the time in years relating to whether an individual is currently employed in an occupation and may be further defined as full-time, part-time, casual, contracted, or ongoing/tenured (Mills, 2024). In this study, it refers to the number of years the secondary school teachers of Pasacao district have currently employed as teachers in DepEd Camarines Sur.

Distance of the House from School. Refers to the physical measurement of how far the house is from school in metric units (Olmo et al., 2018). In this study, it refers to the distance or route from the respondent's house to school in Pasacao district.

Professional Development. Professional development is education, training, or skill development engaged in for career progression (Mitchell, 2023). In this study, this refers to the range of education, training, or skills development of Pasacao secondary school teachers in their fields.

Seminars and Training. A seminar and training refer to an educational event where people come together to learn about a topic (Perez and Dela Cruz, 2024). Seminars and training in this study refer to the opportunities for teachers of Pasacao district schools to acquire new knowledge and skills related to professional development and effective teaching practices.

Membership in a professional organization. Refers to the relationship to the professional association or professional body that exists to advance a particular profession, support the interests of people working in that profession, and serve the public good (Breckon et al., 2019). In this study, it refers to the relationship or belonging of teachers in any professional organizations.

Advance Education. It refers to higher levels of learning that extend beyond the basic secondary education system, typically including post-secondary institutions like universities, colleges, and specialized training programs. This level of education plays a crucial role in enhancing individual skills and knowledge, contributing significantly to personal development and economic growth within societies (Breckon et al., 2019). In this study, it refers to the teacher's higher-level acquisition of education, such as units and courses related to their field of interest.

Research. This term is defined as a systematic and disciplined inquiry that aims to discover, interpret, and expand knowledge in a specific field of study (Sagar 2019). In this study, it refers to research conducted by the teachers of secondary schools in Pasacao district related to their profession.

Classroom Management. Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class (Franklin and Harrington, 2019). In this study, it refers to the teacher's techniques and strategies in managing classroom discipline, students' attendance and punctuality, instructional delivery, and records reporting.

Classroom Discipline. Refers to the strategies and techniques used by teachers to establish and maintain a positive and productive learning environment within a classroom (Lopes and Oliveira, 2017). In this study, it refers to the teacher's management of student behavior refers to creating a setting where students can focus on their studies, participate in class activities, and interact with their peers in a respectful and orderly manner.

Students' Attendance and Punctuality. Refers to the attribute of being able to come to school regularly and on time to complete a required task or execute an assignment at a formerly designated time (Lopes and Oliveira, 2017). In this study, it refers to the student's regular attendance to classes and events in school and being able to complete a required task or execute an assignment at a given time.

Instructional Delivery. It refers to the learning delivery where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and the socio-emotional development of learners (Paul, 2020). In this study, it refers to the strategies used by the teachers in the classroom to allow learners to actively engage in different learning opportunities.

Records Reporting. Refers to the presentation of facts, figures, dates, and other information in writing (Purcia and Velarde, 2022). In this study, it refers to the presentation and sharing of students' records in terms of personal, attendance, and academic performance.

Student Engagement. Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (Delfino, 2019). In this study, it refers to the student's engagement in co-curricular and extracurricular activities.

Curricular Activities. Refers to the school activities that take place outside the classroom but enhance students' learning in meaningful ways (Gutierrez, 2023). In this study, it refers to additional activities of junior high school students that work together with those inside the classroom to enhance students' learning. And other activities involving the learning areas, inside or outside the classroom, and at school.

Extra-Curricular Activities. Refers to the activities that take place outside the classroom and serve as add-ons to students' classroom learning, (Gutierrez, 2023). In this study, it refers to the activities of junior high school students that are not affiliated with the school or its curriculum. Perhaps the activities could showcase the talents of the learners that are not related to the curriculum.

Intervention Program. It is the act of interfering with the outcome or course, especially of a condition or process as to prevent harm or improve functioning (Versters, 2024). As used in this study, intervention refers to the proposed intervention of the researchers for teachers' professional development to improve classroom management and students' engagement.

Professional Development

Professional development studies for teachers focus on enhancing their skills, knowledge, and competencies to meet the evolving demands of education. These studies emphasize continuous learning through training programs, workshops, and advanced education, enabling teachers to adopt innovative teaching practices. They also explore the impact of professional growth on classroom management, instructional strategies, and student engagement. By investing in professional development, teachers are better equipped to create meaningful learning experiences and improve educational outcomes.

Professional development is the process through which teachers acquire new knowledge, skills, and expertise that enable them to enhance their effectiveness in the classroom. It is also essential for teachers because it enables them to improve their teaching practices and leads to better learning outcomes for their students (Postholm, 2018). Leaders need to create an environment that supports and promotes teacher learning and development. The study emphasizes the importance of workplace learning characterized by dynamic, on going interactive exchange between teachers, rather than isolated activities like workshops.

According to Haiyan, Walker, and Xiaowei's (2017) leadership for teachers' learning meant that principals continuously encouraged teachers' self-improvement and collective inquiry, provided ample staff training and development opportunities, and fostered teacher learning by providing professional support. The study offers valuable insights into the dynamics of creating a supportive environment for teacher learning. A positive teacher learning culture is crucial for fostering meaningful change in schools. A good school leaders should established and sustain such a culture.

Tait-McCutcheon and Drake (2016) mentioned that teachers' professional development does not necessarily acknowledge the fact that teachers are not a homogeneous population and that they rather represent diverse perspectives, experiences, expertise, receptiveness to new ideas, as well as the potential for leadership roles. PD cannot be considered a generic or a one-size-fits-all model; teachers' needs, experience, career stage, beliefs, students, and school context should be taken into consideration. Professional learning should begin with instigating reflection on teachers' needs and demands instead of imposing unified PD opportunities.

According to Steeg and Lambson (2015) stated that experiential professional development, collaborative Continuing Professional Development (CPD) engages teachers in both individual and group learning. They also designed reading-focused PD around five components: directed experiences/ demonstration lessons, book study, textbook/ curriculum explorations, "Try its", and case studies. Each of these allowed teachers to engage in individual reflection as well as group discussion around content and strategies. By having a direct connection between the PD and their classroom practice, teachers were able to grow in their knowledge, understanding, and classroom practice over time. Collaborative CPD had positive impacts for teachers, including enhancing pedagogical knowledge, greater commitment to changing practice, desire to work collaboratively, and willingness for observation and receiving feedback. Alongside an increase in 9 student performance, there were noticeable improvements in student motivation, responses to questions, and organization of work. Collaborative CPD was proven to positively influence student learning and reiterates the importance of collaboration and working in teams as it provides opportunities for everyone to offer input and advice during planning, implementation, and follow-up or reflection.

In addition, Cheng and Wu (2016) also mentioned that teacher collaboration, including observation and discussions, led to teachers reflecting more thoroughly; they became more willing to share their ideas with others. The study give emphasize the importance of collaboration for professional development and improved student learning outcomes. The collaboration helps teachers brainstorm ideas, share insights, and develop effective teaching practices. This can lead to more engaging and effective lessons, ultimately benefiting students.

Cravens and Wang (2017) agreed that the teachers learned to put their understandings into words as such, the collaboration processes can contribute to implicit knowledge becoming more explicit. Meanwhile, this knowledge can be brought into reflection processes and contribute to learning. The teachers' learning process need to be developed if they are to lead to school improvement. Collaboration in making learning materials is very effective to elicit the classroom participation of the students. Usually, in school setting, collaboration incorporate with the professional development through learning action cell.

However, Pehmer et al. (2018) argued that international research linked teacher PD with higher teacher efficacy. He added that teachers' increased knowledge as a result of PD enabled them to feel more confident and motivated as effective educators. Participants contended that PD had also helped them demonstrate their distinctive skills and attributes. Knowledge, confidence, and motivation were seen to be closely related to self-efficacy. Furthermore, some of the teachers who participated in the study asserted that taking part in PD increased their confidence, which in turn led to the validation of their content knowledge. Other teachers claimed to have become so confident that they started applying for promotions.

On the other hand, Killion (2018) discussed the different purposes of professional development evaluation. One purpose is to measure the overall effectiveness of the PD, including the merit, worth, and impact. Another is to facilitate improvements to an existing program. This looks specifically at the program's strengths and weaknesses as well as its benefits and problems. You may also use evaluations to generate knowledge or provide accountability within a system. The purpose of evaluation depends on the needs of the system, and be viewed as a critical, systematic component of the process.

In addition, Polly et al. (2017) propounded that teachers' content, practical, and personal knowledge had statistically significant effects on student learning outcomes. Generally, it is believed that teachers' enhanced knowledge is significant to fostering and scaffolding students' profound understanding through students' engagement in a productive classroom discourse that develops their higher-order thinking skills. According to Vygotsky's theory of Zone of Proximal Development, social interaction with adults and more

knowledgeable partners was seen to strongly influence the learning progress on the part of the learners; thus, teachers were found to contribute much to such interactions.

Meanwhile, Su and Wang (2022) said that professional development for educators is now deemed as a crucial element of guidelines to improve the standard of teaching and education in colleges. Therefore, there is prominent attention to studies that determine attributes of successful professional education. The essential functions of an educators could be attained through engaging in professional development. Therefore, every educator must be acquired deeply liable following the concept of quality education.

In addition, Czerniawski et al., (2017) said that an effective teacher educator needs to have enough knowledge of particular and efficient approaches to expose scholar-teachers to numerous diverse techniques of teaching. They are also capable of assisting them to collect a remarkable style of their own teaching. Thus, educator trainers must get acquainted with the knowledge of research and skills, and with the skills to monitor learner educators in conducting studies. Professional development practices were made to make them ready for it.

According to Lunenberg et al. (2017), teacher educators feel better equipped for the new tasks if they are provided with the opportunity to be present at PD tasks in authentic situations. There is a need to hold seminars and conferences as they are the main paths to PD for educator trainers. They are sometimes employed for bringing in new knowledge and activity. It is with aligned to the new guidelines in hiring permanent teachers in DepEd that the education must be at least acquired units in the graduate studies.

Moreover, Mohan, Chand, and Lingam (2017) mentioned that professional development situated in school is necessary to change teaching practices. Professional development needs differ slightly in rural and urban teachers, mostly because of the pupils' needs. The opportunity for teachers to collaborate to share ideas forms a strong foundation for professional development. That is why in the concept of school situation, teachers must encourage to have a learning action cell to address the issues and concerns in the learning process.

The study of Asiyahv et al. (2021) determined the effect of professional development, innovative work and work commitment on quality of teacher learning among elementary school teachers in Indonesia. Method The research sample comprised of 100 teachers of elementary schools sampled with the help of the Slovin formula. Structured questionnaires were used to collect data. Data analysis was carried out by Structural Equation Modeling (SEM) using the Smart PLS tool. Both measurement and structural models were calculated to understand the relationships between the variables of the study. The results of this study indicate that professional development had a significant positive effect on teachers' work commitment, and that work commitment affects the quality of teacher learning. It was further found that innovative work also affected the quality of learning. Implications for Research and Practice: It has been asserted in this study that professional development of teachers by improving work commitment and innovative work improved the quality of education and produced competitive quality human resources. This shows teachers and educational institutions can plan their strategies by taking advantage of these findings. By making use of innovation, teachers can devise various learning models to help students achieve their learning goals.

The study of Payne (2018), examines the characteristics of effective professional development (PD). It discusses the change process in a system and how it applies to an educational setting, including teacher practice and student achievement. This study used a survey, interviews, and student benchmark assessment data to assess the influence of PD on a district. Four main themes surfaced from the research in this study: past experiences mold beliefs and practices, coherence throughout a system clarifies expectations, individualized professional learning leads to authentic change in practice, and professional development influences the entire system

In addition, the study of AbdulRab (2023) investigates teacher professional development in the 21st Century in terms of the three theories: constructivism theory, adult learning theory, and transformational leadership theory. This theoretical paper draws from the three theories: constructivism theory, adult learning theory, and transformational leadership theory to outline approaches for teacher professional growth in the 21st century. Findings showed that continuing professional development of teachers helps them to become better teachers by acquiring new skills and improving their competencies. It also highlighted effective methods of teacher professional development for 21st century education and emphasized the positive impact of such methods and approaches on the growth and development of teachers in an era characterized by rapid technological advancements and changing educational paradigms.

Moreover, the study of Sims et al. (2023) documented small positive effects of teacher professional development (PD) on pupil test scores. However, the field lacks any validated explanatory account of what differentiates more from less effective in-service training. As a result, researchers have little in the way of advice for those tasked with designing or commissioning better PD. The remedy was set out by developing a new theory of effective PD based on combinations of causally active components targeted at developing teachers' insights, motivating change, developing teaching techniques, and then embedding these changes in teachers' practice. The important implications of the theory were identified using data from a systematic review and meta-analysis of 104 randomized controlled trials, finding qualified empirical support for the theory.

Furthermore, the study of Tantawy (2020) explored the relationship between a school environment and teachers' readiness for PD as well as how they perceive the impact of PD on their professional and personal qualities, students' performance, teachers' career progression, and commitment to the job and workplace. The author administered semi-structured interviews with three English as a Second Language (ESL) teachers who are in their mid-career stage and work for private, American curriculum-based schools in Dubai. The results showed that all three interviewees admit the positive influence of PD on their professional performance, personal qualities, students' outcomes, career progression, and commitment to the profession.

Schindler et al. (2021) investigated starting conditions and individual changes among 19 teachers who participated in teacher professional development programs on classroom discourse. Based on the interconnected model of teacher change, triangulated pre-test data depicted mostly positive teacher attitudes and student learning, which were accompanied by diverse initial dialogic teaching practices. Based on pre-test data analysis, teachers' individual zones of development were identified. The most observed changes throughout the program occurred within the initially identified developmental zones. Teachers' finishing conditions demonstrated the leverage of the programs in improving dialogic discourse, particularly when considering initial starting conditions.

The study of Gallagher et al. (2017) determined the effectiveness of The National Writing Project's (NWP) College-Ready Writers Program (CRWP) in providing professional development to improve teaching about argument writing at the secondary level. The program used a three-part approach that included collaborative professional development, support for the implementation of new curricular resources, and formative assessment. Teachers engaged in communities of practice that included analysis of student work; participated in mini units that positioned the teachers as learners; and co-planned and co-taught NWP's argument writing curriculum, observed demonstration lessons, and engaged in reflection on their practice with teacher consultants. Formative assessments provided rapid feedback and suggested next steps to improve teacher practice. The program provided approximately 90 hours of professional development over two years. NWP provided training and support for district leaders, including one-on-one phone calls and site visits, throughout the program.

In addition, May et al. (2016) determined the educator's participation in an intensive year-long graduate-level training course in order to teach Reading Recovery, an intervention targeted at struggling 1st-grade readers. In support of teachers receiving the PD are literacy coaches who conduct the training course and university faculty who support implementation. Training is designed to enhance a teacher's ability to identify students' strengths and needs, and to facilitate his or her learning by helping students develop a set of self-regulated literacy strategies that govern the use of meaning, structure, letter-sound relationships, and visual cues in reading and writing. Findings of the study showed that once trained, teachers provided students with individual, daily 30-minute lessons over the course of a 12- to 20-week period.

Also, Meyers et al. (2016) determined the impact results of the eMINTS professional development validation study on teachers' participation in the Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) professional development program. The goal of eMINTS is to help teachers develop student-centered, purposeful instruction fostered by technology utilization. While the comprehensive program involves whole-school PD elements, the bulk of the program is focused on the development of teachers. Specifically, teachers engaged in approximately 240 hours of PD over the course of two academic years through formal training sessions, a model school site visit, within-building communities of practice, and individualized coaching sessions. Some study schools also received an additional year of Intel Teach courses and online tools to support eMINTS learning. The researchers concluded that after 3 years, the eMINTS treatment group and an eMINTS treatment group with an additional year of Intel support resulted in changed teacher instructional behaviors and increased student achievement in mathematics.

Likewise, Taylor et al. (2017) described the effects of an analysis-of-practice professional development (PD) program on elementary school students' (Grades 4–6) science outcomes. The study design was a cluster-randomized trial with an analysis sample of 77 schools, 144 teachers, and 2,823 students. Forty-two schools were randomly assigned to treatment (88.5 hours) of integrated analysis-of-practice and content deepening PD (over the course of one year), while 35 schools were randomly assigned to receive an equal number of PD hours in science content deepening alone. Students' content knowledge, as measured by a project-specific test, was compared across treatment groups. The effect size for this comparison was 0.52 standard deviations in favor of students whose teachers participated in the PD that included analysis-of-practice. This effect compares favorably to that of other elementary school interventions whose effectiveness was studied with a narrowly focused outcome measure. Analysis of the demographics of the study schools suggests that the treatment effect could be relevant outside the local study context. Implications for future research include tests of mediation for teacher-level outcomes and efficacy tests of specific teaching strategies.

Classroom Management

Classroom management studies for teachers focus on equipping educators with strategies to create structured, positive, and engaging learning environments. These studies explore methods to address classroom discipline, student engagement, and efficient time management, ensuring productive educational experiences. By examining various management techniques, teachers can tailor their approach to meet the diverse needs of their students. Such research literature highlights the critical role of effective classroom management in fostering academic success and maintaining a harmonious atmosphere conducive to learning.

Management of students' behavior is one of the current issues frequently being faced by the school community. According to Panuelo (2016), according to her study on "Hidden Curriculum and pupils' learning behaviors," the teachers' characteristics are highly regarded by the pupils as they see them as models of good conduct in school. However, no matter how good their teachers are, there are times that teacher loses his/her temper in the classroom, even the most experienced classroom teachers tend to have difficulty handling students who present with tolerable to outrageous behavior problems. Teachers are the ones who observe students' behavior in school.

Classroom management is employed by the teacher to create discipline and motivation, and to attract students' cooperation along the learning process. If the teachers cannot manage their class by various teaching techniques, the teaching process will result in failure (Tan and Balasico, 2018). The study emphasizes that effective classroom management, including teaching, discipline, and parents' involvement, is crucial for creating a conducive learning environment. Therefore, it is essential for the teachers to know the strategies in coping up any situation in the classroom management.

Classroom management is a term that teachers use to guarantee a teaching process free of problems, even with the presence of the students' disruptive behaviors. As defined by Graham (2017), the term is defined as the prevention of the incidence of behaviors

that are probably the most difficult aspects of teaching for the teachers. It goes beyond simply maintaining order and discipline inside of the classroom.

In addition, Beaty and Green (2015) mentioned that classroom management, methodology, lesson planning, and students' motivation can be potential control of teachers to inhibit undisciplined atmosphere in their classroom. Motivation in classrooms is more than a way to develop students' interest. That is why it is about fostering a space where students feel safe, valued, engaged and motivated to learn. This is what we called child friendly classroom.

Discipline, according to Caballes and Narca (2020) known as behavioral classroom management, has added factors. Effective behavioral classroom management increases students' participation, lessens unacceptable behaviors, and makes classroom instruction effective. It is to encourage teachers to prevent misbehavior of the students before it started. The goal is to create a positive environment where students are less likely to act out.

The behavioral classroom management refers to the set of strategies used by the teacher to increase students' cooperation and engagement. It is also to decrease students' disruptive behaviors, thus keeping an appropriate learning environment (Caballes and Dapitan, 2020). It should build positive relationships with students and arranging the classroom environment effectively. Students are more likely to comply with rules and engage in learning connection with their teachers.

According to Flower, McKenna, and Haring (2017), most teachers feel that their preparation courses did not properly or effectively prepare them for the behaviors that they face every day. Multiple behavioral issues occur daily, whether in a mainstream or special education classroom. As a result, teachers feel overwhelmed and underprepared to handle these challenges. That is why there are many seminars and workshop offered to cope up with these challenges and to stretched out in any situation occurred inside of teaching and learning process.

Martinussen, Tannock, and Chaban's (2016) research also suggests that teachers need to understand behavioral management approaches to effectively promote academic engagement and achievement in all students. This can be achieved through collaborative activities, group work and teaching social-emotional skills. Involving students in the rule-making process can increase buy-in. Teachers should strive to be fair in their interactions with students.

Furthermore, Wienen, Reijnders, Agglen, Bos, Batstra, and de Jonge (2018) mentioned that school-wide behavior management also follows these guidelines: 1. Emphasize student expectations for behavior and learning; 2. Promote active learning and student involvement; 3. Identify important student behaviors for success, such as what behaviors are required to reach the learning goals. What are the student roles for a particular learning activity? How will the teacher prepare students to take on these roles?

Franklin and Harrington (2019) mentioned that teachers' role encompasses far more than just imparting curricula outcomes to their students: they need to equip students with the necessary tools to experience social and academic success both inside the classroom and beyond it. Teachers need to empower students with the means to critically analyze the world around them in order to develop into critical independent thinkers. Students need to be proficient in utilizing skills associated with higher levels of thinking, which will empower them with the ability to identify, analyze, and evaluate the infinite volume of information available through our rapidly changing digital world. Just as teachers need to take responsibility for the various methods of teaching and instruction in the classroom, it is essential for students to take ownership of the learning process, to ensure future success in university environments, where sustained personal effort and metacognitive skills are fundamental to academic success.

This study of Stueber (2019) examined the impact of Positive Behavior Interventions and Supports-based and evidence-based interventions to improve classroom and behavior management in schools all over the world. Additionally, this study also examined the factors and reasons why teacher burnout occurs in school communities. The studies used focused on the negative and positive outcomes of interventions, strategies, and trainings for teachers and how they impacted teachers, students, and other educators within a school community. Results showed that evidence-based supports and interventions made a positive and effective impact when used in classrooms. Results also highlighted that when teachers built positive and respectful relations with students, received enough support from administration and other educators, and received the correct and sufficient preparation and training to manage a successful classroom, stress levels reduced, and teacher burnout was reduced.

The study of Shah (2023) reviewed literature that discusses teachers' classroom management, self-efficacy, and the relationship between the two to explore these constructs theoretically. The findings from the literature show that there is a relationship between teachers' self-efficacy and classroom management practices. Teachers with higher self-efficacy are more effective in managing a classroom, resulting in improved academic achievements of students.

The study of Nafisah and Sri Marmoah (2023) assessed teachers' classroom management abilities in an activator programme and to identify any obstacles they face. The research method used was qualitative. The research design was a case study. The subjects of this research were six fifth-grade teachers at an activator programme elementary school in one of Indonesia's cities. Data collection techniques were interviews, observation and documentation. Data validity used triangulation techniques. Data analysis was carried out using Miles and Huberman interactive analysis, which consists of the process of data collection, data reduction, data display and conclusion. The results of this research show that teachers have done quite well in classroom management, which consists of establishing rules and routines, praising students, giving consequences for misbehaviour, and involving students in classroom learning. However, there are still obstacles in implementing classroom management.

Moreover, Herman et al. (2022) stated in their study that the teacher classroom behavior management training program caused enhancement in teacher classroom behavioral management implementation and students' social and academic outcomes. The advancement in the academic section was observed by the increased students' time on task. The study evaluated the efficacy of the CHAMPS classroom management program on the social, behavioral, and academic outcomes of a large, diverse sample of middle school students within an urban context. Participants included 102 teachers and 1,450 students in sixth to eighth grade. Two-level hierarchical linear models (HLM) were conducted to examine the overall treatment effects on student behavior and academic outcomes. In addition, mediation analyses examined a hypothesized putative mechanism for observed academic outcomes. Findings indicated that CHAMPS improved teacher ratings of student concentration problems and classwork completion, observed student time-on-task and student scores on broad English, and math problem solving academic achievement tests. Null effects were observed for student prosocial

and disruptive behaviors and self-regulation skills as well as reading comprehension and broad math achievement performance. Main effects on the English achievement test scores were partially mediated by student improvements in observed time-on-task. The practical significance of the findings and their implications for schools and policymakers are discussed.

In the study of Cox (2019), five (5) behavior management resources for teachers to increase a successful school year were cited, including behavioral management tips; 1. The turn-a-card method is used to monitor pupils and encourage them to achieve. 2. Introduce class rules during the first day of school 3. Think and design your own behavior management program long before the pupils enter the classroom. 4. Communicate your classroom discipline program with the pupils' parents. 5. Choose discipline techniques that will encourage positive behavior and arouse pupils to feel at ease about themselves and the decisions they make.

In similar vain, the study of Castino (2023) determined the child protection policy and behavioral management practices of a public elementary school in Rizal, Philippines in the year 2018-2019. It employed the quantitative descriptive correlational method of research which used questionnaires as the means to gather data. Results revealed that the practices observed by the respondents in child protection in terms of anti-bullying and discrimination are educating students on how to deal with bullying properly and strictly implementing the anti-bullying campaign.

The behavioral management practices observed by the respondents in terms of anti-bullying and discrimination are making it more concrete for everyone the difference between play and fight and delivering praise and rewards to increase appropriate behavior. The practices observed by the respondents in child protection in terms of abuse are giving opportunities to pupils to speak and express their views and opinions especially when it comes to social interactions, gaining the trust of students through one-on-one coaching. The practices observed in child protection in terms of violence and exploitation are educating students about their rights as children, informing pupils that there are different agencies that handle issues of violations against the rights of the youth, and giving special attention to the misbehaved pupils. Lastly, there is a significant difference between the respondents in the implementation of child protection policy and their behavioral management practices, and there is a positive correlation between the behavioral management practices of the respondents when grouped according to their profile.

According to the study of Janiola (2019), on "Video Clips Promoting 21st Century Education in the Department of Education" the themes of classroom management strategies of selected small, medium, and big elementary schools majority uses certain positive classroom discipline approaches; usage of claps and word praises, b. govern rules agreement, c. giving appreciation and recognition, d. stamp or point-system and giving incentives and make use of advantage reward and it was concluded that these approaches use the teachers as a classroom management strategy.

The study of Riden et. al (2021) described the state and quality of evidence-based reviews and meta-analyses of studies on classroom and behavior management interventions for students with emotional and behavioral disorders (EBD) and to summarize practices which can be deemed evidence-based. The study identified 50 meta-analytic or systematic reviews, encompassing 20 interventions implemented solely or in part with students with EBD. The study identified eight interventions classified as EBPs for supporting students labeled with EBD in the meta-analytic literature.

Furthermore, Parson (2021) reviewed a range of evidence-based strategies for teachers to apply to reduce disruptive and challenging behaviors in their classrooms. These include a number of antecedent strategies intended to help minimize the emergence of problematic behaviors and a range of those that provide positive consequences for appropriate student behaviors. The paper also included information on teacher feedback and a review of strategies for enhancing teacher-student relationships. The approaches covered by the paper are consistent with those of the Ministry of Education's Positive Behavior for Learning (PB4L) initiatives.

The study of Mittiga et. al. (2024) also conducted a systematic review aimed to identify and appraise research on the effectiveness of CBM apps for promoting positive behavioral and learning outcomes of elementary, middle, and high school students. A systematic search was conducted in the PsycINFO, ERIC, and EBSCOhost databases for articles published between 2007 and 2020. The 15 included studies provided some preliminary evidence for CBM apps. Apps were primarily used to facilitate the delivery of self-monitoring interventions (SCORE IT and I-Connect) or class-wide reinforcement systems (ClassDojo and the Classroom Behavior Management System). The result yielded with only 53% of the included studies meeting standards with or without reservations. In general, these studies showed limited risk of bias and moderate to strong effect sizes.

In consonance with the previous studies mentioned above, the study of Johnson et.al. (2017) also examined evidence for the effectiveness of family-centered, school-based, and integrated interventions. Literature reviews and individual studies published from 1995 through 2012 were identified by searching PubMed, PsycINFO, Applied Social Sciences Index and Abstracts, Sociological Abstracts, Social Services Abstracts, Published International Literature on Traumatic Stress, the Educational Resources Information Center, and the Cumulative Index to Nursing and Allied Health Literature. Authors chose from three levels of evidence (high, moderate, and low) based on benchmarks for the number of studies and quality of their methodology. They also described the evidence of service effectiveness. The result showed that the level of evidence for behavioral management was rated as high because of the number of well-designed randomized controlled trials across settings, particularly for family-centered and integrated family- and school-based interventions. Results for the effectiveness of behavioral management interventions were strong, depending on the type of intervention and mode of implementation. Evidence for school-based interventions as an isolated service was mixed, partly because the complexities of evaluating group interventions in schools resulted in somewhat less rigor.

Student's Engagement

Student engagement refers to the level of interest, participation, and enthusiasm that students exhibit in their learning process. It encompasses emotional, behavioral, and cognitive involvement in educational activities. Engaged students are more likely to retain information, develop critical thinking skills, and perform well academically. Effective engagement strategies can include interactive lessons, real-world applications, collaborative learning, and personalized teaching approaches.

According to Lei et al. (2018) student engagement involves students actively participating in their learning tasks and activities, fostering a deeper connection to their education. This involvement positively influences school dynamics, enhancing teachers'

professional identity and contributing to a supportive and motivating atmosphere. Engaged students often show significant academic improvement, particularly those who previously struggled with low grades. Additionally, high levels of engagement help reduce student dissatisfaction and dropout rates, leading to a more successful and fulfilling educational experience.

On the part of Moreira, Cunha, and Inman (2019), student engagement is classified into three categories: behavioral engagement, cognitive engagement, and emotional engagement. Student engagement positively and significantly affected academic achievement, with a stronger association in younger students. Thus, school-level interventions that improve or maintain student engagement may positively affect academic achievement.

In addition, Da Silva, Costa, and Costa (2019) also mentioned that student engagement had a positive and significant effect on learning outcomes, with a stronger association in higher education settings, moderated by factors such as class size, discipline, and instructional approaches. The authors concluded that pedagogies aimed at enhancing student engagement in higher education should consider these contextual factors.

As stated by Chen, Chang, Wang, and Niu (2021), participation in extracurricular activities was found to have a positive correlation with academic achievement among high school students in Taiwan, with students who engaged in creative and health-related activities showing the most improvement in academic performance, followed by those involved in leadership activities and team sports, therefore suggesting that encouraging extracurricular activities could prove beneficial to students.

Moreover, Yao et al. (2020) reported that student engagement was positively correlated with achievement in language arts, math, science, and social studies in Hong Kong students, finding that students who perceived their extracurricular activities to be meaningful had higher performance levels in these subjects. Students' online experiences were positively associated with better academic performance when positive activities emphasized fostering engagement through meaningful activities in digital learning environments. Student engagement in the learning process is crucial for effective learning success. That is why teachers should aware that motivation is the crucial part of learning process to earned the reaction of the students in discussion.

Similarly, Kim, Henderson, and Smith (2022) found that high rates of student engagement via active learning tools in digital and hybrid learning environments positively impacted student performance outcomes, particularly in math and reading. Digital learning materials can tailor content, pace and difficulty to individual student needs and learning styles. This allows students to progress at their own work, focus on areas where they have strength skills.

The study of Coates (2017), stressed that there is growing recognition of the importance of understanding student engagement and the problem of disengagement in tertiary institutions. Investigating factors affecting engagement and disengagement can provide insights into student performance, progression, and retention. Assessment of engagement is potentially useful when evaluating the quality of student learning experiences and making decisions about resource provision, course content, and delivery.

Furthermore, Bradley, Day-Vines, and Gable (2019) also reported that student engagement is positively linked with achievement growth in college and career readiness measures. This is also indicating the importance of engagement in achieving educational goals. Students are fully invested, interested, and motivated by the learning itself. They take ownership of their learning and of course enjoying the process.

In the same vein, Tosto, Teston, Stein, Maniscalco, and Franklin (2019) found that student engagement was positively and significantly associated with academic achievement in higher education, with a stronger relationship found in first-year students and cognitive engagement showing the most substantial effect. However, the students should have enthusiasm and passion for the subjects which give them encouragement to participate in the teaching and learning process. But most likely, teachers should clear first the expectations and conduct effective instruction to fully motivated the students to actively interact the discussions.

Lastly, Nguyen, Canata, and Miller (2018) emphasized how necessary the role of teachers and peers in strengthening a student's behavioral engagement during class discussions and how crucial it is to break down behavioral engagement into three parts: disengagement, active engagement, and passive engagement to discern various types of behavioral engagement and their differences to one another.

The study of Estrella et al. (2023) determined the relationship between student engagement and academic performance among 170 Accountancy, Business, and Management (ABM) students of Tacurong National High School. The study utilized a quantitative research design using the descriptive-correlational design. In terms of sampling method, the study employed a purposive sampling method.

The questionnaire on student engagement was adapted from Delfino's study (2019), while the grading scale on academic performance was patterned from the SF9 K-12 DepEd Curriculum. Data were analyzed using mean and Pearson Product Moment Correlation coefficients. Results showed that the level of student engagement among ABM students is high, which indicates that it is often observed. The level of academic performance is very satisfactory. Furthermore, there is no significant relationship between student engagement and academic performance among ABM students of TNHS.

According to Osborne et al. (2019), the professional development program was investigated to enhance elementary teachers' ability to engage their students in argument from evidence in science. Using a quasi-experimental approach, three versions were compared: Version A—a 1-week summer institute with a 2-week summer practicum experience and 8 follow-up days (four per year), Version B without the practicum experience, and Version C—a revision of Version A in Year 3. All teachers were videoed twice each

year, and the videos were rated using an instrument to measure the quality of discourse. All versions led to a significant improvement in teachers' facilitation of classroom discourse. Neither the practicum nor the revised program had an additional effect.

The study of Powers et al. (2016) examined whether the Freedom Writers Institute, a professional development program designed to improve teachers' skills in creating personalized learning environments, can increase student engagement. To measure the impact of the training on student engagement, student survey data from 19 secondary teachers randomly assigned to either a training or wait-list control group were analyzed using hierarchical linear modeling. Status variables such as race and disability were also considered. Results indicate that students of teachers who received the training reported higher levels of student engagement than students of teachers in the control group. The results suggest that teachers who participate in the Freedom Writers Institute professional development program may have a more significant positive impact on their students' school engagement than teachers who do not receive the training.

The study of Almahdi (2019) discussed the definition, characteristics, and models of teachers' professional development and outlined some ideas related to teacher professional learning communities (PLCs), communities of practice (CoPs), mentoring, and coaching. The paper focuses on action research as one of the widely used approaches in both research and teacher professional development. The result showed that action research has potential benefits in building teachers' professional capacity. The paper concludes with a discussion about the implications of utilizing action research in the educational development program for school principals in Bahrain Teachers College.

The study of Hintz et al. (2025) measured the PD participation and the students' outcomes and engagement. Higher education institutions commonly provide faculty professional development (PD) in teaching and learning, with the goal of enhancing student outcomes by improving instructional quality. Empirical evidence on the impact of PD on student performance in higher education, particularly in STEM (Science, Technology, Engineering, and Mathematics) education, is limited. Using a difference-in-difference approach, results indicate that both PD programs improved student grades, while only the STEM-specific PD improved DFW rates and addressed equity gaps. To explain the difference in results between the two PD programs, a theoretical model positing that to improve student outcomes, faculty PD must teach strategies known to improve student performance, it must teach that content in ways known to improve faculty learning, and it must support faculty as they implement new strategies.

The study of Dewi et al. (2024) explored the relationship between teacher professional development and student learning engagement and identified factors that influence the effectiveness of professional development programs. The method used in this research is a literature review that includes analyzing various studies related to teacher professional development and its impact on student learning outcomes. This study collected data from relevant articles, journals, and research reports. The results of the review show that teacher professional development contributes significantly to improving student learning outcomes through improving pedagogical competence, technology utilization, and classroom management. However, there are obstacles such as a lack of teacher motivation that affect the effectiveness of the program. This study provides important implications for stakeholders, showing the need for collaboration between the government, educational institutions, and teachers in creating a sustainable professional development system. With adequate support, it is expected that professional development can effectively improve the quality of education and student learning outcomes, as well as create a learning environment that is more inclusive and responsive to students' needs.

The study of Alshammari and Alshammari (2024) proposed a theoretical model that aims to examine the effects of external factors—emotional engagement and peer interaction—and two constructs of the technology acceptance model (TAM) on students' continuous intention to use asynchronous e-learning. A total of 259 students participated in a survey. The data were analyzed using two steps in SEM AMOS. Confirmatory factor analysis was conducted for assessing model measurement, and structural equation modelling was applied for assessing relationships among constructs and testing hypotheses. The results showed that emotional engagement had a significant effect on students' continuous intention to use asynchronous e-learning through the perceived ease of use of asynchronous e-learning and not through its perceived usefulness.

Another study by Li, Lu, and Huang (2021) investigated the impact of emotional engagement on college students' academic achievement by conducting a meta-analysis of 69 independent studies (196,473 participants). The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement; and (b) a moderator analysis revealed that the relationship between student engagement and academic achievement was influenced by the method of reporting engagement, cultural value, and gender. Furthermore, the relationships of behavioral, emotional, and cognitive engagement with academic achievement were influenced by the reporting method for engagement, cultural value, or gender.

The study of Rajabalee et al. (2020) determined the relationship between students' engagement in an online module and their overall performance by analyzing students' learning activities in an online module. Three measurable indicators were identified and considered relevant within the current research context and based on the available data, and from research literature for assessing learner engagement within the module. These were (i) the number of completed learning activities; (ii) importance level (as per course outcomes) of completed learning activities; and (iii) activities requiring platform presence. It was found that there is a significant but weak positive correlation between the engagement of students in the online module and their performance in the final learning activity. It was further observed that when continuous learning activities were considered, there was a very strong positive correlation between engagement and performance. In general, the average engagement level of students was significantly higher for good performers as compared to low performers. Similarly, the mean performance of highly engaged students was significantly better than that of those with low engagement levels.

Nguyen et al. (2016) reviewed two common approaches to measuring engagement and highlighted areas where new theoretical conceptualizations of engagement require new approaches to measurement. The authors analyze how student behavioral engagement changed depending on the context and demonstrate the need for a finer scale of engagement. The study found that there was no uniform association of higher behavioral engagement and student interaction with peers. However, it was the interaction with other students and the teacher that was predictive of increased engagement. Their work suggests that disaggregating behavioral engagement into disengagement, active engagement, and passive engagement has important research and conceptual implications.

Synthesis of the State-of-the-Art

The studies presented here have significance in the present study on account of the relevance of the topics about professional development, classroom management of teachers and student engagement.

The studies by Asiyahv et al. (2021), Payne (2018), AbdulRab (2023), Meyers et al. (2016), Sims et al. (2023), Taylor et al. (2017), May et al. (2016), Tantawy (2020), Schindler et al. (2021), and Gallagher et al. (2017) have collectively explored the power of professional development (PD) on teachers and students, providing valuable insights into its usefulness and influencing factors. Many researchers highlighted how professional growth directly contributes to better learning outcomes, reinforcing its importance in educational settings. While some focus on broad PD acquisition, others examine specialized interventions, such as programs aimed at refining instructional techniques. Additionally, some studies explored how school environments influence teachers' readiness for professional growth, shedding light on external factors that affect engagement. Others investigate the individual transformations teachers experience through PD programs, particularly in their approach to classroom discourse. Despite these varying perspectives, a shared understanding emerges, continuous professional development is essential for fostering effective teaching practices, which ultimately benefit students. The primary differences lie in their areas of emphasis, with some prioritizing direct student impact, others assessing contextual influences, and some focusing on specific professional learning initiatives. Together, these studies offer a comprehensive view of how PD shapes the educational landscape, integrating systemic and individualized perspectives.

On the other hand, the studies by Stueber (2019), Riden et al. (2021), Parsonson (2021), Mittiga et al. (2024), Shah (2023), Johnson et al. (2014), Nafisah and Sri Marmoah (2023), Herman et al. (2022), and Castino (2023) collectively examined classroom management strategies to enhance student behavior and teacher effectiveness. Many focus on the impact of Positive Behavior Interventions and Supports (PBIS) and other evidence-based approaches for fostering a structured and disciplined learning environment. While some studies assess systematic interventions designed to improve classroom behavior, others concentrate on teachers' management abilities, training programs, and behavioral practices. A shared understanding across these works highlights the importance of structured support systems and professional development in shaping effective classroom dynamics. Differences emerge in their approaches, some prioritize the evaluation of specific intervention strategies, whereas others emphasize teacher readiness and behavioral influences on student engagement. Together, these studies provide a holistic perspective on the role of classroom management in creating an optimal learning atmosphere.

Moreover, the studies by Osborne et al. (2019), Powers et al. (2016), Dewi et al. (2024), Estrella et al. (2023), Hintz et al. (2025), Almahdi (2019), Nguyen et al. (2016), Alshammari and Alshammari (2024), Li, Lu, and Huang (2021), and Rajabalee et al. (2020) collectively explored the interplay between student engagement and teachers' professional development. Several studies focus on professional development programs designed to enhance teachers' ability to create personalized learning environments, which, in turn, foster increased student engagement and critical thinking skills in areas such as science education. Others specifically examine the relationship between teachers' participation in PD programs and the measurable outcomes of student engagement and performance. Additionally, some research provides theoretical models that explore external influences on engagement, such as emotional involvement and peer interaction, while others review methodologies for assessing student engagement levels. Despite their common emphasis on the crucial role of engagement in shaping both teaching and learning experiences, differences emerge in their approaches—some prioritize practical interventions to boost engagement, while others develop theoretical frameworks or investigate online learning environments. Collectively, these studies contribute to a nuanced understanding of how student engagement and teacher development influence educational success.

Gap Bridged by the Study

The present study stands out by addressing the interconnected effects of professional development, classroom management, and student engagement, an area not fully explored in previous research. While prior studies have individually measured these aspects, they did not examine how professional development influences both classroom management and student engagement simultaneously. By first assessing the professional development of teachers and identifying specific areas of improvement, this study created a targeted intervention program to strengthen teaching strategies. This approach ensures that professional development was not only measured but also actively used to enhance classroom management and student engagement. The study's unique contribution lies in its development of an intervention model designed to address gaps in teacher competency, ensuring more effective classroom interactions and improved student engagement outcomes. Through this holistic framework, the research provided a structured and practical solution, distinguishing itself as an innovative approach in the field of education. These are the gaps that this present study bridged.

Theoretical Framework

This study was anchored on four theories. Bronfenbrenner's Ecological Systems Theory, as cited by McLeod (2024), Becker's Human Capital Theory as cited by dos Santos (2024), and Fayol's Theory of Effective Management as cited by Abdukhalilovich (2023). The interrelatedness of these theories is shown in Figure 1.

The Ecological Systems Theory by Bronfenbrenner, as cited by McLeod (2024), posits that an individual's development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings like family to broad societal structures such as culture. These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each representing different levels of environmental influences on an individual's growth and behavior. This theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate family and school settings to broad cultural values, laws, and customs. As applied in this study, teacher's professional development, their immediate environment and the interaction of the larger environment should be observed.

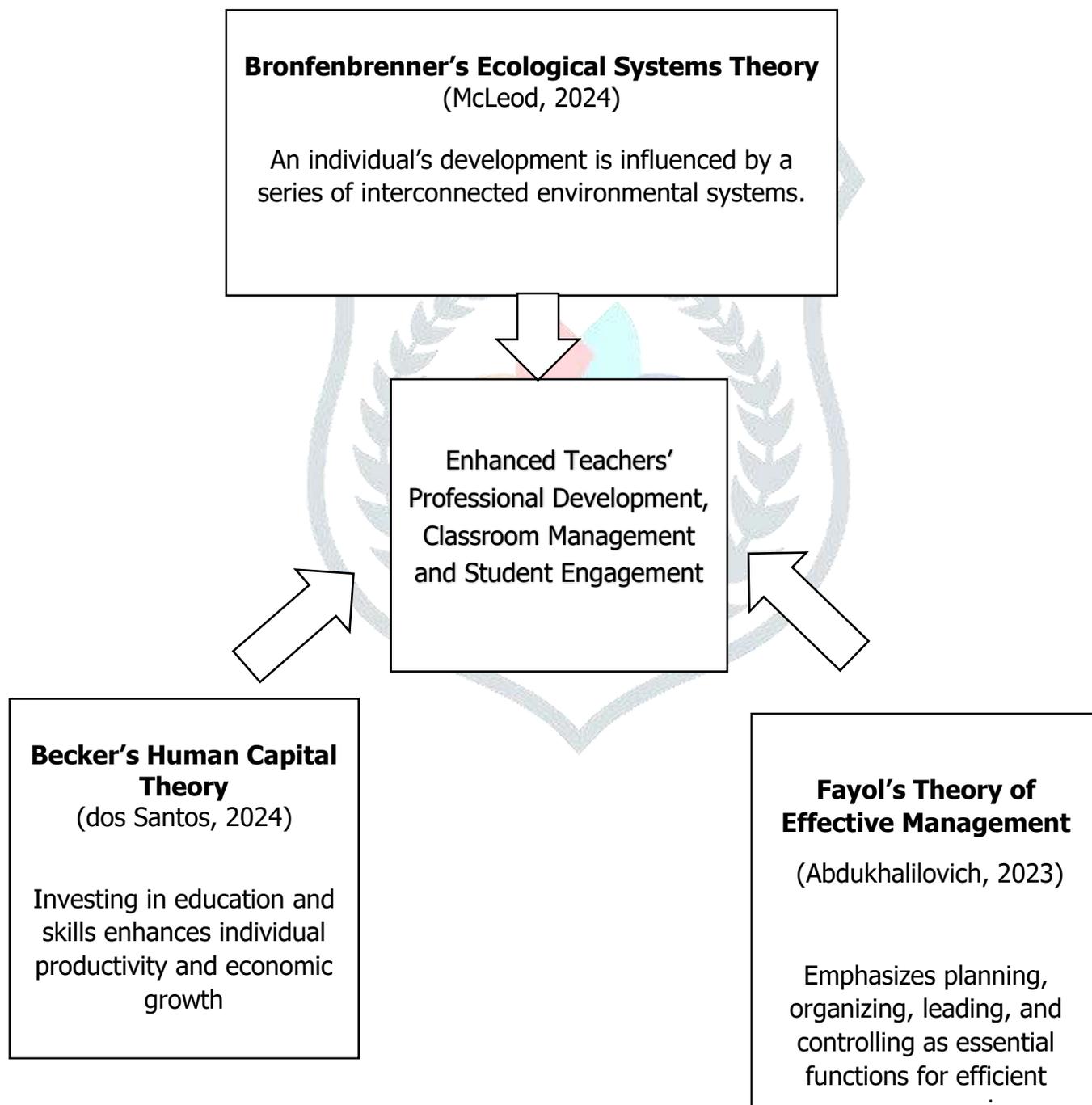


Figure 1
THEORETICAL PARADIGM
Diagram Illustrating the Interrelatedness of the Theories

The microsystem is the most influential level of the ecological systems theory, as it directly impacts an individual's development through their immediate interactions and relationships. This environment includes family, school, and professional organizations that shape a person's daily experiences, behaviors, and learning processes. Strong, supportive connections within the microsystem foster emotional well-being, academic success, and social growth, while negative influences can create barriers to development. The quality of interactions within the microsystem plays a critical role in shaping a person's perceptions, attitudes, and future relationships, making it a fundamental aspect of human development.

The supporting theory, Becker's Human Capital Theory, emphasizes that education, training, and experience are valuable investments that enhance an individual's economic potential. Just as businesses allocate resources to physical capital for increased output, individuals and societies invest in human capital to drive productivity and long-term success. This theory underscores the importance of education in reducing unemployment rates and equipping people with skills that improve their earning potential. By fostering a highly skilled workforce, human capital investment contributes to economic growth and social development. Ultimately, Becker's perspective highlights that continuous learning and skill development are essential for individual progress and societal prosperity.

This theory supports the present study, on students' behavior in the classroom and school as a whole is largely shaped by motivational factors within their immediate environment, aligning with the microsystem level of the ecological systems theory. Teachers play a critical role in this system, as their ability to provide effective stimulation and positive reinforcement encourages students to adopt constructive behaviors. When students consistently experience positive reinforcement, they internalize good behavior, eventually demonstrating it even in the absence of external rewards. Conversely, inconsistencies in behavioral management can result in students failing to regulate their inappropriate actions, preventing the development of expected discipline. This study underscores the importance of structured and consistent reinforcement strategies, demonstrating how the microsystem, comprising teachers, peers, and school culture, influences students' behavior and engagement. The findings helped create targeted interventions that strengthen teachers' ability to manage classrooms effectively while fostering a supportive and motivating learning environment.

Another supporting theory is, Henri Fayol's management theory is a cornerstone of organizational leadership, providing a structured framework for effective administration. He identified five essential functions—planning, organizing, commanding, coordinating, and controlling—that ensure efficiency and productivity in any organization. Additionally, Fayol outlined 14 management principles, including division of work, authority, discipline, and unity of command, which guide leaders in maintaining order and stability. His approach underscores the significance of clear communication, well-defined roles, and strategic decision-making in driving organizational success. By applying these principles, leaders can create a cohesive, goal-oriented environment that fosters growth and operational excellence.

This theory serves as a valuable foundation for research on classroom management and professional development by offering a structured leadership framework for educators. Teachers function as managers, applying Fayol's principles to establish organized, disciplined, and goal-driven learning environments that foster student success. Through effective planning, organization, and coordination, educators can create structured lessons that maximize student engagement and participation. Implementing clear communication and strategic decision-making allows teachers to maintain order while adapting to students' needs, ensuring an efficient and supportive classroom atmosphere. By embracing these management principles, schools can enhance instructional quality, optimize learning experiences, and promote long-term academic achievement.

Conceptual Framework

The conceptual framework's variables are presented in Figure 2. In the illustration, the three variables are professional development, classroom management, and student engagement. The former is the independent variable, while the latter is the dependent variable. The study deals with inputs, processes, and outputs, determining the professional development of teachers and its effect on classroom management and student engagement.

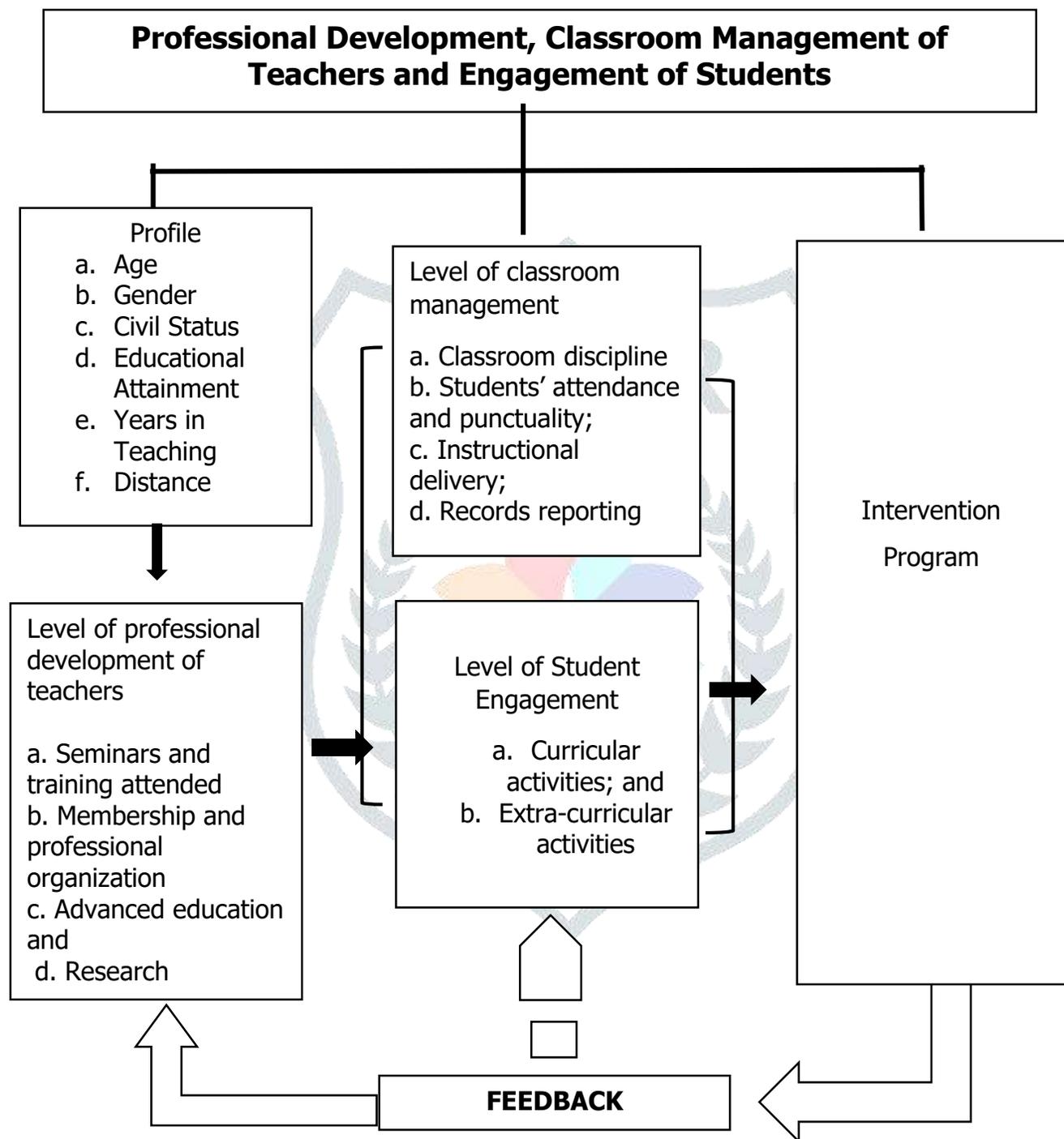


Figure 2

CONCEPTUAL PARADIGM

Diagram Illustrating the Interrelatedness of the Variables of the Study.

On the first box, the professional development of teachers encompasses various aspects that enhance their expertise and effectiveness in the classroom. Attending seminars and training programs allows educators to stay updated with modern pedagogical strategies, improve classroom management, and integrate technology into their teaching methods. Membership in professional organizations provides opportunities for networking, access to educational resources, participation in conferences, and engagement in policy-making discussions. Pursuing advanced education, such as graduate degrees, deepens their subject knowledge, equips them with research skills, and enables them to contribute to curriculum development and educational leadership. Additionally, conducting research fosters critical thinking, promotes evidence-based teaching practices, improves student outcomes, and advances the broader field of education through scholarly contributions. Collectively, these elements support the continuous growth of teachers, ensuring they remain innovative, adaptable, and effective in shaping the learning experiences of their students.

At the center of the paradigm, there were two boxes; on the upper part, the aspects of classroom management. Effective classroom management is essential for creating a structured and conducive learning environment that supports student engagement and academic success. At the center of this paradigm are four key elements: classroom discipline, student attendance and punctuality, instructional delivery, and records reporting. Classroom discipline involves establishing clear rules, expectations, and consequences to ensure order, respect, and cooperation among students. It helps minimize disruptions and fosters a positive atmosphere for learning. Student attendance and punctuality reflect the level of responsibility and commitment of learners, directly impacting their academic performance. Teachers play a crucial role in promoting regular attendance through motivation, communication with parents, and intervention strategies for at-risk students.

Instructional delivery encompasses the methods, techniques, and strategies used to present lessons effectively, catering to diverse learning styles while maintaining student engagement. Well-structured instruction enhances comprehension and retention, optimizing educational outcomes. Lastly, records reporting includes tracking student progress, maintaining attendance logs, documenting behavioral patterns, and assessing performance data. Accurate record-keeping supports informed decision-making, helps identify areas for improvement, and ensures accountability in the educational process. Together, these components create a balanced and well-managed classroom, enhancing both the teaching experience and student learning outcomes.

At the lower part, student engagement is a critical factor in learning, influencing motivation, academic performance, and overall development. At the center of this paradigm is the level of student engagement, which consists of two main components: curricular activities and extracurricular activities. Curricular activities refer to the structured academic experiences within the formal education system, such as classroom instruction, projects, assessments, and interactive discussions. Engaged students actively participate in these learning activities, demonstrate curiosity, and develop critical thinking skills that enhance their academic success. Effective instructional strategies, such as collaborative learning and technology integration, further boost engagement by making lessons more dynamic and relevant to students' interests.

Extra-curricular activities, on the other hand, offer opportunities for holistic growth beyond the classroom. These include sports, student organizations, volunteer work, arts and music programs, and leadership initiatives. Participation in such activities fosters teamwork, self-discipline, creativity, and interpersonal skills, making learning more enjoyable and meaningful. Students engaged in extra-curricular activities often develop a strong sense of belonging and confidence, which positively impacts their academic and personal lives.

The output of the study focused on a professional development intervention program, highlighting its impact on enhancing teaching effectiveness and student outcomes. Professional development ensures that educators continuously refine their skills through training, advanced education, and participation in academic organizations. These efforts lead to improved instructional methods, effective classroom management, and research-driven teaching strategies that foster a positive learning environment.

Meanwhile, intervention programs serve as targeted strategies designed to address specific educational challenges. These programs may focus on student engagement, academic support, behavioral management, or performance improvement initiatives. Through structured interventions, schools can identify struggling students, provide appropriate support, and implement corrective measures to bridge learning gaps. The study's findings likely emphasize the interconnected role of professional development and intervention efforts in strengthening the overall education system, leading to enhanced teacher competency, student success, and institutional growth.

Feedback plays a vital role in growth, improvement, and learning across various fields, including education, business, and personal development. It refers to the process of providing assessments, suggestions, or evaluations based on observed performance, behaviors, or outcomes. Effective feedback helps individuals recognize their strengths and areas for improvement, leading to positive changes and enhanced effectiveness. Feedback is essential for guiding students and teachers toward progress. Constructive feedback in the classroom supports student learning by clarifying misunderstandings, reinforcing correct practices, and motivating improvement. Teachers also benefit from feedback through performance assessments, peer evaluations, and student reflections, which help refine teaching strategies and classroom management. In professional settings, feedback is key to employee development, workplace efficiency, and leadership growth. Organizations use performance reviews and evaluations to provide structured feedback that enhances productivity, strengthens teamwork, and supports career progression.

Methodology

The study used a descriptive-correlational method of research. The descriptive method was used to describe the the following: profile of the respondents as to age, gender, civil status, educational attainment, years in the teaching profession and distance of house from school; level of professional development of teachers in along seminars and training attended, membership and professional organization, advance education and research; the level of classroom management of teachers along classroom discipline, student's attendance and punctuality, instructional delivery and records reporting; the level of student engagement as perceived by the teachers along curricular and extra-curricular activities; moreover, it was used to develop a professional development intervention program to enhance teachers' professional development, classroom management, and student engagement.

The comparative method was used to determine the significant difference in the level of teachers' professional development when grouped according to their profile.

The correlational method was used to measure the relationship between professional development, classroom management, teachers' professional development, and student engagement; and the extent of influence of the teachers' professional development on classroom management, and student engagement.

Respondents of the Study

The 160 respondents of the study were the Junior High School teachers of the secondary school in Pasacao District, Division of Camarines Sur, SY 2024-2025. Total enumeration was used, hence, no sampling technique was employed. Presented in Table 1 is the Distribution of Respondents.

Table 1
Distribution of the Respondents

School	Teachers		Total
	Male	Female	
A	6	10	16
B	7	18	25
C	11	30	41
D	10	28	38
E	7	10	17
F	8	9	17
G	2	4	6
Total	51	109	160

Table 1 shows the distribution of the respondents. The 160 teacher respondents were composed of 51 males and 109 females.

Data Gathering Tools

This study utilized a researcher-made survey questionnaire and an unstructured interview.

Survey Questionnaire. A primary data-gathering tool was used in the study, composed four parts. Part I- for the profile of the respondents as to age, gender, civil status, educational attainment, years in the teaching profession and distance of house from school; Part II- level of professional development of teachers in along seminars and training attended, membership and professional organization, advance education and research; Part III- the level of classroom management of teachers along classroom discipline, student's attendance and punctuality, instructional delivery and records reporting; and Part IV- the level of student engagement as perceived by the teachers along curricular and extracurricular activities.

To ensure the validity and reliability of the survey questionnaire, it was submitted for validation to the school heads. It selected master teachers from the senior high schools within the district. The review and validation focused on its clarity, relevance, and comprehensiveness while also conducting pilot testing with a small group of respondents to identify any ambiguities. Furthermore, reliability testing helped assess response consistency, and content validity was checked to ensure that all questions aligned with the objectives of the study.

For the dry run, a small sample group of teachers was engaged, and the questionnaire was administered with clear instructions so participants could respond accurately. The response patterns were observed and monitored to see how respondents interpreted the questions, and gathered feedback, which identified unclear items that needed adjustments. Finally, revisions were made based on feedback, and the questionnaire was refined. The updated version was re-evaluated before full implementation.

The following scale was used to range the level of professional development and classroom management of teachers: 4-High, 3-moderate, 2-low, 1-very low; and the level of student engagement: 4-highly engaged, 4-moderately engaged, 2-less engaged and 1-least engaged.

Unstructured Interview. To clarify the unclear responses of teacher respondents, the researcher prepared an unstructured interview, allowing for a more flexible and open-ended discussion while ensuring that participants could elaborate on their answers in greater detail.

Procedures of Investigation

To realize the objectives of the study, the following steps were considered.

Conceptualization of the research problem. The problem was conceptualized with the help of the researcher's adviser. The focus of the research was conceptualized based on the professional development of Junior high school teachers and the intervention program that was crafted appropriately for them.

Approval of the Research Title. The study was subjected to evaluation by the thesis committee. The suggestions and recommendations of the panel were considered in the finalization of the proposal.

Secure Permit to Conduct the Study. A request letter to conduct the study was addressed to the Public Schools District Supervisor of the Pasacao District. After the approval, the researcher personally sought permission from the school heads and principals to conduct the study and identify the respondents.

Development and Validation of the Instrument. The research Instrument used in the study was prepared by the researcher using various reference materials. A questionnaire was the main instrument in obtaining the data needed. An unstructured interview was also used to follow up on responses to the survey questionnaire for a clearer understanding of their answers. The questionnaire underwent validation through a set of qualified validators as prescribed by the research panel.

Administration of the questionnaire. The researcher personally administered the distribution of the questionnaire. Before the distribution, the researcher introduced himself to the respondents and guaranteed their confidentiality. The questionnaire was completed by the respondents within the given time. The process was repeatedly observed in all the schools.

Processing the Data Gathered. The data was tallied, statistically analyzed, and interpreted to answer the study's problems.

Writing the Research Report. The narrative report was prepared and ready for submission.

Defense of the Thesis. To further fulfill the study's aim, findings, results, and technical formal write-ups, the researcher presented the thesis for finalization to the panel of research experts through an oral defense. After the suggestions and recommendations, the researcher worked to improve the thesis output.

Submission of the Final Thesis Copy. The researcher then submitted the manuscript after the revisions were made and presented it to the thesis committee for their approval.

Preparation of the IMRAD format for Journal Publication. After the final defense, the paper was condensed into IMRAD for publication in an international refereed journal.

Statistical Tools

To achieve the objectives of this study, the following statistical tools were employed:

Frequency and Percentage Technique. This was used to get the percentage of the profile of the respondents in terms of age, gender, civil status, educational attainment, years in teaching profession; and distance of house from school

Weighted Mean. This was employed to compute the average rating of teachers' levels of professional development, classroom management, and student engagement.

Analysis of Variance (ANOVA). This was used to examine the differences in the level of teachers' professional development when grouped according to profile.

Pearson Product-Moment Correlation of Coefficient. This was used to compute the significant relationship between the level of teachers' professional development, classroom management, and student engagement.

Coefficient of Determination. This was used to compute the extent of the influence of teachers' professional development on classroom management and student engagement.

Profile of the Respondents

The profile of respondents provided insights into their backgrounds and experiences. The factors considered, such as age, gender, civil status, educational attainment, years in the teaching profession, and the distance of their home from school, we can better appreciate how these elements shape their perspectives and daily lives. This information provides a foundational context for analyzing patterns, identifying challenges, and formulating strategies that cater to their specific needs. Table 2 shows the profile of the respondents.

Age. The table shows that most of the teacher respondents belong to the age bracket 31-40 years old, with 60 or 37.5%; this was followed by 20-30 years old with 52 or 32.5%; next was 41-50 years old with 36 or 22.5; while the least number were aged 51-60 years old and above, with 12 or 7.5%. The data indicates that a substantial number of teachers were in the early to mid-stages of their careers. This suggests that the teaching profession in this group was composed largely of educators who were still developing their expertise while bringing fresh perspectives and enthusiasm to their roles.

Table 2
Profile of the Respondents

Characteristics	Frequency	Percentage
Age		
20-30 years old	52	32.5
31-40 years old	60	37.5
41-50 years old	36	22.5
51-60 years old	12	7.5
Gender		
Male	64	40
Female	96	60
Civil status		
Single	90	56.25
Married	60	37.5

Widowed	10	6.25
Educational attainment		
Bachelors degree holder	85	53.12
Bachelors degree with MA units	55	34.38
Masters Degree Graduate	16	10
Masters Degree with PhD units	4	2.5
Years in the Teaching Profession		
1-5 years	40	25
6-10 years	75	46.88
11-15 years	30	18.75
16-20 years above	15	9.37
Distance of the house from the school		
1km and below	28	17.5
1-5 km	24	15
6-10 km	24	15
11-15 km and above	84	52.5
Total	160	100

The presence of younger teachers indicated recent hiring trends, possibly driven by educational reforms or workforce demands. Meanwhile, the relatively lower number of teachers in older age brackets reflects factors such as retirement, career shifts, or movement into administrative roles. This distribution highlights a balance between experienced educators and newer professionals, shaping the dynamics of mentorship, innovation, and continuity in the teaching profession.

Gender. In terms of gender, most of the teachers were female, with 96 or 60%, while the remaining 40% were male, totaling 64 teachers. This suggests that the teaching profession in this group was predominantly female, which reflects broader trends in education where women often constitute a larger share of educators. The presence of male teachers, though lower in number, still plays a vital role in ensuring diverse perspectives and experiences within the teaching workforce.

The gender distribution of teachers, with a higher percentage of females, reflects a common trend in the education sector, where women often make up the majority of the workforce. This could be influenced by various factors, including societal norms, career preferences, and historical patterns in education. The lower proportion of male teachers suggests that men are either less inclined to pursue teaching as a profession or that other career paths attract more male professionals. Additionally, this gender imbalance has implications for classroom dynamics, mentorship opportunities, and student role models. The presence of male teachers, though fewer in number, remains essential in contributing to diversity in teaching styles, leadership representation, and fostering varied educational perspectives.

Civil Status. For civil status, more teachers were single, with 90 or 56.25%; married had 60 or 37.5%; while there were 10 or 6.25% who were widowed. The data shows that the majority of teachers were single, making up more than half of the respondents. This implies that many educators were in the earlier stages of their careers and were prioritizing professional growth before settling down. It also suggests that younger individuals were more inclined to enter the teaching profession.

The second-largest group consists of married teachers, which indicates a substantial number who were managing both family life and professional responsibilities. Their presence highlights the balance between career commitments and personal life, potentially reflecting job stability that allows them to sustain their households. The small percentage of widowed teachers suggests that fewer older individuals remain in the profession or that retirement trends align with life changes. It also reflects social or demographic factors affecting the number of widowed educators in the workforce. Overall, this distribution provides insight into how different civil statuses relate to career progression, work-life balance, and personal priorities within the teaching profession.

Educational Attainment. As to educational attainment, the data shows that the majority of teachers, 85 or 53.12%, hold a Bachelor's degree, indicating that most teachers have completed the basic academic requirements for teaching. This suggests that a significant portion of the workforce has foundational training but may not have pursued advanced studies. Following this, 55 or 34.38% have Bachelor's degrees with Master's units, showing that a considerable number of teachers have begun postgraduate education, likely to enhance their qualifications, teaching strategies, and career prospects. This implies a growing interest in professional development and specialization in the field.

Meanwhile, 16 or 10% have Master's degrees, indicating that a smaller but still notable group has attained full graduate-level education, which may lead to opportunities in leadership roles, curriculum development, or specialization. At the higher academic level, only 4 or 2.5% possess Master's degrees with PhD units, showing that very few teachers pursued doctoral-level studies. This suggests barriers such as financial constraints, career demands, or limited institutional support for advanced education. The absence of Doctoral degree graduates indicates that there was minimal encouragement or necessity for teachers to attain the highest level of academic achievement in their profession.

Years in the Teaching Profession. For the years in the teaching profession, the data reveals that nearly half of the teachers, 75 or 46.88%, have been in service for 6-10 years, indicating a strong presence of mid-career educators. This suggests that a significant

portion of the teaching workforce has developed a solid foundation of experience while still being in an active phase of professional growth. Following this, 40 or 25% have served for 1-5 years, showing a substantial inflow of new teachers entering the profession, possibly due to recent hiring trends or increased interest in education-related careers. Meanwhile, 30 or 18.75% fall within the 11-15 years bracket, reflecting a group of teachers who have accumulated considerable expertise but may be reaching points where career shifts or further specialization are considered. Lastly, only 15 or 9.37% have been teaching for 16-20 years or more, indicating that fewer educators remain in the profession for extended periods, which could be due to factors like retirement, career progression into administrative roles, or shifts to different fields.

The distribution of teaching years implies several important trends within the workforce. The strong representation of mid-career educators suggests a stable group that contributes both experience and adaptability to evolving educational demands. The presence of many newer teachers highlights an ongoing effort to replenish the profession, ensuring a steady flow of fresh perspectives and skills. However, the lower number with longer service durations suggests potential challenges in retention, such as workload pressures, financial considerations, or professional burnout. The data underscores the importance of career support mechanisms, such as mentorship, professional development programs, and incentives for long-term engagement, to sustain a balanced teaching workforce. Encouraging experienced teachers to remain in service while fostering growth among newer teachers can help maintain a dynamic and effective educational system.

Distance of the House from the School. As to the distance of the school from the house, the data on the distance between teachers' homes and their schools showed that a majority, 84 or 52.5%, live 11-15 km or more away from their workplace. This suggests that a large number of educators face lengthy commutes, which could influence their daily routines, productivity, and work-life balance. Long travel distances may indicate limited housing availability near schools or personal preferences, such as proximity to family, better living conditions, or affordability. Meanwhile, 28 or 17.5% of teachers reside within 1 km of their school, benefiting from reduced travel time, lower transportation costs, and increased accessibility. This implies that some educators prioritize convenience, allowing them more time for professional responsibilities and personal activities. The remaining teachers are relatively evenly distributed between 1-5 km (24 or 15%) and 6-10 km (24 or 15%) distances, suggesting a mixed trend in housing choices. Moderate commutes may indicate a balance between accessibility and lifestyle preferences, such as neighborhood selection and affordability.

The overall distribution of distances has implications for teacher well-being, financial constraints, and local infrastructure. Longer commutes may contribute to exhaustion, impacting job satisfaction and performance, while closer proximity may foster stronger engagement with students and the school community. Addressing transportation concerns through support programs, incentives, or local housing initiatives could help improve teachers' efficiency and overall job satisfaction. By ensuring educators have reasonable access to their schools, institutions can enhance professional commitment and promote a more stable teaching workforce.

It could be noticed that the majority of the teachers were within the young and middle-aged adults, while the least number of teachers were in the retirement age bracket. On gender, there were more females than males. More than 50 percent of the teachers were single, while the least number were in a widowed status. As to educational attainment, most of the teachers were bachelor's degree holders and with master's degrees, while the least of them had PhDs. In terms of teaching experience, the majority have been in the profession for 6 to 10 years. Additionally, most teachers are assigned to schools located 11 to 15 kilometers from their residences. These demographic characteristics are crucial factors in shaping pedagogical innovations and enhancing the delivery of quality instruction, highlighting their importance in the development of an effective educational system.

The study of Crawford (2017) emphasized that maturity develops through experience, shaping a deeper understanding of lessons learned throughout life. This perspective suggests that teachers grow professionally and personally as they encounter various educational challenges, refining their ability to connect with students effectively. One effective approach teachers use is sharing personal stories or real-life situations related to the subject matter, helping students conceptualize and localize lessons for better comprehension. By integrating relatable experiences, educators not only enhance understanding but also inspire and motivate learners to engage more actively in the learning process.

In terms of gender, Christopher and Redempta (2016) provided strong evidence regarding gender-related performance in the personal attributes of teachers. Their study highlighted the common classroom dynamics where male teachers are perceived as more effective in maintaining discipline and authority, while female teachers often excel in nurturing relationships and fostering emotional connections with students. These distinctions suggest that gender-related teaching styles may influence classroom management approaches, contributing to the overall learning environment. A balanced teaching workforce that embraces both disciplinary structure and nurturing engagement can create a more holistic educational experience for students.

For the academic qualifications, a study by Katz (2017) affirmed that academic qualifications significantly contribute to the enrichment and promotion of professional standards and competency among educators. Their research supported the idea that ongoing professional development enhances teaching effectiveness by broadening subject knowledge and introducing innovative strategies. Engaging in continuous learning allows teachers to stay updated on the latest educational trends, research, and instructional methods, leading to better student outcomes. Investing in teacher development fosters a dynamic and adaptive teaching workforce, ensuring quality education and sustained professional growth.

For the length of service, the study of Asio (2020) validated the claim that the length of service directly impacts student academic achievement, reinforcing the idea that experience plays a crucial role in effective teaching. Teachers with more years in service tend to develop refined instructional strategies, deeper subject mastery, and stronger student engagement techniques. Their expertise allows them to adapt to diverse learning needs and implement methods that enhance knowledge retention and academic success. The study suggests that prioritizing teacher retention and encouraging long-term service can positively influence the overall quality of education provided to students.

Bronfenbrenner's Ecological Systems Theory, as explained by McLeod (2024), sheds light on how various environmental systems interact with the demographic profile of teachers to influence their professional lives. Teachers' immediate environment, like their relationships with students and colleagues (microsystem), intersects with broader systems such as family responsibilities (mesosystem) and external factors like education policies or socioeconomic influences (exosystem). Cultural norms and societal

attitudes (macrosystem) further shape their experiences, while the dimension of time (chronosystem) reflects how shifts in their career or societal changes impact their teaching practices. Together, these layers highlight the intricate interplay between personal characteristics and environmental systems in shaping teachers' roles.

Level of Professional Development of Teachers

Professional development is essential for teachers to enhance their skills, stay updated with educational trends, and provide quality instruction to the learners. It involves continuous learning through workshops, seminars, advanced degrees, and collaboration with peers. Professional development helps teachers adopt innovative teaching methods, integrate technology into classrooms, and address diverse student needs effectively. The level of teachers' professional development was computed and ranked. Data in Tables 3a-3d present the indicators of professional development along with seminars and training attended, membership and professional organization, advanced education, and research.

Seminars and training attended. The level of professional development of teachers, along seminars and training attended, is reflected in Table 3a.

Table 3a
Level of Professional Development of Teachers along
Seminars and Training Attended

Indicators	WM	I	R
Attended training and seminars at the school level.	3.61	H	1
Attended training and seminars at the division level.	3.38	H	2
Attended training and seminars at the regional level	3.16	M	3
Attended training and seminars at the National level	3.13	M	4
Attended training and seminars at International level	2.81	M	5
Average Weighted Mean	3.22	Moderate	

Legend:

<i>Value</i>	<i>Interpretation</i>
3.26-4.00	High (H)
2.51-3.25	Moderate (M)
1.76-2.50	Low (L)
1.00-1.75	Very Low (VL)

The data indicate that the highest level of professional development among teachers, along seminars and training attended, was at the school level, with a weighted mean of 3.61, interpreted as high. This suggests that teachers are actively engaged in training and seminars within their schools, likely due to the accessibility and relevance of these programs to their immediate work environment. On the other hand, the lowest level of participation was observed in international seminars and training, with a weighted mean of 2.81, interpreted as moderate. This implies that fewer teachers attend international programs, possibly due to financial constraints, limited opportunities, or logistical challenges.

The average weighted mean of 3.22 was interpreted as moderate. This indicates that teachers engage in professional development opportunities at varying levels, with strong participation at localized seminars but lower attendance at national and international programs. This trend implies that accessibility, institutional support, and logistical constraints play a role in shaping the extent of teacher engagement in professional development. Encouraging more opportunities for participation in regional, national, and international training could further enhance educators' competencies and exposure to global educational advancements.

The data shows that teacher participation in training was strongest at the school and division levels, aligning with the microsystem, where direct interactions in familiar environments encourage active engagement. As training opportunities extend to regional, national, and international levels, attendance declines, linked to the exosystem, where external factors like policies, resources, and institutional barriers influence accessibility. Systemic challenges such as financial constraints, time limitations, and institutional support may prevent teachers from pursuing professional development beyond their immediate work setting. Despite moderate participation in broader-level training, the gap suggests that while localized programs are well-utilized, efforts to enhance accessibility and support for higher-tier training could improve overall professional growth. Addressing these challenges through funding initiatives, policy adjustments, and institutional backing may encourage greater participation in advanced development opportunities.

This trend can be attributed to the Department of Education's consistent provision of training and seminars at the local level throughout the year. Due to budget constraints and limited resources, the Department primarily focuses on organizing training sessions at the division level. Most of these sessions are conducted within schools, districts, or division-wide settings. Higher-ranking employees, however, often attend regional, national, and international training to serve as resource speakers for subsequent division- and school-based training sessions for teachers.

This aligns with findings from the study of Maguate et al. (2024) highlighted the challenges faced by teachers in the Philippines regarding limited resources and participation in in-service training programs. Their study emphasized that financial constraints, lack of institutional support, and logistical difficulties often hinder educators from engaging in professional development opportunities. This finding closely aligns with the current study, which shows that teachers predominantly attend school-level training but have lower participation rates at national and international levels. The connection suggests that accessibility and funding significantly influence teacher engagement in professional growth activities, pointing to the need for improved policies and support systems.

Additionally, the 11th International Conference on Teacher Education (ICTED) in 2024 reinforced the importance of professional development in helping teachers adapt to evolving educational demands. Discussions at the conference stressed that continuous learning enhances teachers' effectiveness in delivering high-quality education, especially in response to curriculum changes and technological advancements. This aligns with the findings of the current study, which indicate moderate engagement in training beyond the school level, suggesting room for improvement in expanding access to higher-tier development programs. The link between both studies underscores the necessity of structured initiatives that encourage broader teacher participation in professional learning opportunities.

Bronfenbrenner's Ecological Systems Theory provides a valuable framework for analyzing teachers' participation in training by examining the various environmental influences shaping their professional development. The microsystem, which includes direct interactions within the school, fosters strong engagement in localized training due to accessibility and relevance to daily responsibilities. However, participation declines at regional, national, and international levels, reflecting the influence of the exosystem, where external factors such as institutional policies, funding limitations, and logistical challenges indirectly impact access to training opportunities. Addressing these systemic barriers through supportive policies and resource allocation can enhance teachers' ability to engage in broader professional development, leading to more comprehensive educational growth.

Membership in a Professional Organization. The level of professional development of teachers along membership and professional organizations, is reflected in Table 3b.

Table 3b

Level of Professional Development of Teachers along Membership and Professional Organization

Indicators	WM	I	R
Active member of a professional organization.	3.13	M	1
Attend meetings and other assemblies/gatherings of a professional organization.	3.06	M	2
Attended activities conducted by the professional organization.	2.75	M	3
Performed duties as an officer of a professional organization.	1.88	L	4
Organized seminars and training for a professional organization.	1.81	L	5
Average Weighted Mean	2.53	Moderate	

The data indicates that the highest level of teacher engagement in professional organizations was as active members, with a weighted mean of 3.13, interpreted as moderate. This suggests that while many teachers are affiliated with professional organizations, their involvement may primarily be at a general membership level rather than in leadership or event coordination. Conversely, the lowest level was on organizing seminars and training for professional organizations, with a weighted mean of 1.81, interpreted as low. These results indicate that fewer teachers take on leadership roles or actively contribute to organizational activities beyond membership and participation.

The average weighted mean of 2.53, interpreted as moderate. This suggests that teachers engage in professional organizations at a functional level but may not assume responsibilities requiring extensive involvement. This pattern implies that while professional organizations provide important networking and development opportunities, barriers such as time constraints, leadership commitment, and organizational demands may limit deeper participation. Encouraging structured mentorship, leadership training, and incentives for higher involvement could strengthen teacher engagement and maximize the benefits of professional affiliations.

This can be attributed to several factors, including cost concerns, lack of awareness, perceived lack of value, and time constraints. Membership fees might be prohibitively expensive for some teachers, particularly those on limited budgets. Additionally, the extra costs associated with attending events, such as transportation expenses since Pasacao district is far from the city where most organizations are located, training sessions, or conferences, may further discourage participation. Another issue is the lack of awareness; teachers may be unaware of the organization's existence or the benefits it offers. Without a clear understanding of how membership could support their professional growth, they may not be motivated to join.

Furthermore, some teachers may perceive the benefits as insufficient compared to the financial and effort-based investment required, especially if the organization fails to actively engage members or address their specific needs. Lastly, time constraints, teachers may simply be unable to attend organizational events or participate in activities due to school tasks. The data reflects those teachers demonstrate a moderate level of professional development in their involvement with professional organizations because of the personal, social, and institutional factors affecting their membership.

The study of Krille (2020) examined the key barriers preventing teachers from actively participating in professional development programs, including financial constraints, time limitations, and a general lack of awareness about available opportunities. These factors align with the findings on teacher membership in professional organizations, where engagement was strongest at the membership level but declines significantly in leadership roles and event organization. The study suggests that improving accessibility, funding support, and structured awareness campaigns could encourage greater teacher involvement beyond passive participation. Addressing these challenges may lead to more meaningful engagement in professional organizations, fostering skill enhancement and career advancement.

The study of Darling-Hammond et al. (2017) emphasized the need for professional development programs to be accessible, well-structured, and engaging to encourage teacher participation. The study highlighted how financial and time-related obstacles often prevent educators from fully benefiting from training opportunities, which directly correlates with the lower involvement in organizing and leading professional organizations found in the current study. The research underscores the importance of institutional support,

such as flexible scheduling, sponsorships, and administrative encouragement, to help teachers take on more active roles within their professional organizations. By removing these barriers, schools and educational institutions can create a more inclusive and supportive environment for professional growth.

The findings can be supported by Becker's Human Capital Theory cited that expenditures on education, training, healthcare, and even good habits are not simply consumption but rather investments. Teachers' moderate engagement in professional organizations, such as attending meetings and activities, suggests that positive reinforcement may be in place for these behaviors, perhaps through recognition, rewards, or personal satisfaction gained from participation. However, their poor involvement in leadership roles, such as organizing seminars and performing officer duties, may indicate a lack of reinforcement or the presence of deterrents, such as insufficient support, time constraints, or lack of incentives.

Advance Education. The level of professional development of teachers along advance education is reflected in Table 3c. The data shows that the highest level of professional development among teachers in advanced education was through short-term certificate courses for specialization, with a weighted mean of 2.69, interpreted as moderate. This suggests that many teachers pursued additional training to enhance their expertise, likely due to the accessibility and flexibility of these programs.

Table 3c

Level of Professional Development of Teachers along Advance Education

Indicators	WM	I	R
Finished short-term certificate courses for specialization.	2.69	M	1
Took an advanced course for other career paths.	1.94	L	2
Graduated with a master's degree.	1.83	L	3
Took an advanced course for administrative roles.	1.50	VL	4
Graduated with a doctoral degree.	1.00	VL	5
Average Weighted Mean	1.79	Low	

Conversely, the lowest was doctoral degree graduation with a weighted mean of 1.00, interpreted as very low. This implies that very few teachers pursued education beyond the master's level. These low ratings suggest challenges such as financial constraints, time limitations, and institutional barriers preventing educators from furthering their academic credentials.

The average weighted mean of 1.79, interpreted as low, indicates that while some professional development was pursued, engagement in higher education remains limited overall. These findings highlight the need for stronger institutional support, scholarship opportunities, and incentives to encourage more teachers to seek advanced degrees and specialized training, ultimately improving their professional competencies and career growth. This suggests the importance of creating accessible learning pathways, such as flexible study schedules, financial aid, and structured career progression programs, to encourage participation in postgraduate studies. Strengthening these initiatives can lead to a more skilled and knowledgeable teaching workforce, ultimately improving student learning experiences and educational outcomes.

The low engagement in advanced education suggests that barriers such as financial limitations, workload pressures, and accessibility may discourage teachers from pursuing higher degrees. This could have long-term effects on educational quality, as fewer teachers attain specialized expertise that can enhance instruction, curriculum development, and leadership in schools. Without strong institutional initiatives to promote further studies, educators may struggle to keep up with evolving educational standards and innovations. Strengthening policies that provide funding, flexible study arrangements, and career advancement opportunities could significantly improve teacher participation in advanced education, leading to better student outcomes and a more skilled teaching workforce.

This is supported by the study of Tagapulot and Macalisang (2024), highlighted the persistent financial challenges faced by educators, including stagnant salaries and the rising costs of professional development programs. Their study found that many teachers struggle to afford further education, limiting their ability to enhance their skills and qualifications. Additionally, time constraints due to workload pressures often prevent teachers from engaging in additional training, making professional growth difficult despite its importance. Addressing these barriers through financial aid programs, institutional support, and workload adjustments could significantly improve teacher participation in advanced education.

Additionally, McLean and Connor (2024) examined professional burnout as a major factor affecting teachers' ability to pursue further studies, emphasizing the emotional and mental toll of the teaching profession. Their research revealed that constant stress and exhaustion often leave educators with little energy or motivation to engage in advanced education. Moreover, the lack of institutional support, such as financial assistance or designated time off, further discourages teachers from prioritizing professional development. To mitigate these issues, schools and educational organizations must implement policies that promote mental well-being, workload balance, and accessible learning opportunities.

Lastly, age and career stage influence teachers' decisions to pursue advanced degrees. According to Hanscom (2017), teachers' decisions regarding advanced education, particularly relevant concerning retirement planning. The study found that older teachers nearing retirement often view further studies as unnecessary due to their limited remaining time in the profession. Additionally, educators at later career stages may prioritize job stability and personal responsibilities over academic growth, leading to lower participation rates in graduate programs. This suggests that targeted incentives, mentorship programs, and flexible learning pathways could encourage more teachers, regardless of age, to pursue advanced education and professional development.

The findings can be supported by Bronfenbrenner's Ecological Systems Theory, which provides a useful lens for analyzing

teachers' engagement in professional development by considering the impact of various environmental influences. The microsystem, which includes direct interactions within the school and immediate professional settings, fosters moderate engagement in short-term certificate courses as they are more accessible and directly relevant to daily responsibilities. In contrast, poor participation in advanced academic pursuits can be attributed to barriers within the exosystem, such as institutional policies, financial limitations, and workload pressures that indirectly shape teachers' ability to pursue further studies. Addressing these systemic challenges through supportive policies, funding opportunities, and workload adjustments could enhance teachers' access to higher education, ultimately strengthening their professional competencies and career progression.

Research. Research plays a vital role in the professional development of teachers by fostering continuous improvement and innovation in teaching practices. It enables educators to stay informed about the latest developments in pedagogy, curriculum design, and student engagement strategies. Table 3d shows the level of teachers' research.

The data indicate that basic research at the school and district level has the highest level of engagement, with a weighted mean of 2.31, interpreted as low. This suggests that while some teachers conduct research within their immediate professional environment, overall participation remains limited. The lowest was at the national and international levels, where research engagement drops significantly, with both categories recording a weighted mean of 1.00, interpreted as very low. This highlights the lack of involvement in broader research initiatives. This low participation suggests that systemic challenges such as limited institutional support, lack of funding, and research opportunities may be discouraging teachers from conducting research beyond their local contexts.

Table 3d

Level of Professional Development of Teachers along Research

Indicators	WM	I	R
Conducted Basic Research at the school and district level	2.31	L	1
Conducted Action research at the division level.	2.25	L	1
Conducted regional research level.	1.88	L	3
Conducted National research level.	1.00	VL	4.5
Conducted International research level.	1.00	VL	4.5
Average Weighted Mean	1.69	Very Low	

The average weighted mean of 1.69, interpreted as very low, reveals that research engagement among teachers is generally weak, with little effort directed towards studies at higher organizational levels. The findings imply that structured research programs, mentorship initiatives, and institutional incentives could enhance teacher participation, fostering a stronger research culture within the educational system. Addressing barriers such as resource limitations, training gaps, and workload pressures may significantly improve teacher contributions to educational research and innovation. This could be inferred that teachers have many reasons for not engaging in research as professional development. First, the lack of time, they often have heavy workloads with teaching, grading, lesson planning, and administrative tasks, leaving little time for research. Second, some of the teachers have limited skills in writing research. Another is the lack of motivation or interest of the teachers who prioritize practical classroom management and teaching over theoretical or academic research. Lastly, the lack of sufficient funds for materials, technology, and training to conduct research.

The moderate engagement in short-term certificate courses for specialization, contrasted with poor participation in advanced academic pursuits and leadership roles, reflects the same barriers outlined in the interpretation. The lack of time due to heavy workloads is consistent with the low involvement in time-intensive activities like research and higher education. Limited skills in research writing parallel the poor engagement in advanced studies, which often require such competencies. Similarly, the lack of motivation or interest, as well as prioritization of immediate teaching responsibilities, explains why practical classroom activities are favored over academic research.

The study of Xerri (2021) emphasized that teacher-led research is a powerful tool for educators to critically assess and refine their teaching practices, ultimately leading to improved instructional effectiveness. However, the study identified key barriers, including heavy workloads, limited time, and inadequate research skills, which prevent teachers from actively engaging in research initiatives. Without institutional support, educators often struggle to balance their teaching responsibilities with research efforts, diminishing their ability to contribute to educational advancements. Addressing these challenges through targeted professional development, mentorship programs, and designated research funding can significantly enhance teacher participation in meaningful research activities.

In addition, Tarrayo et al. (2021) explored the advantages and obstacles teachers face in conducting research, highlighting how engagement in scholarly inquiry can foster professional growth and innovative teaching methods. However, similar to Xerri's findings, the study identified time constraints, excessive workload demands, and insufficient training in research methodologies as critical barriers to teacher participation. The study also stressed the importance of establishing a supportive academic environment where schools provide resources, guidance, and incentives for educators to pursue research. By creating structured research programs and promoting a culture of inquiry, institutions can encourage teachers to integrate research into their professional development, leading to improved educational practices.

The challenges teachers face in engaging in research can be linked to Bronfenbrenner's Ecological Systems Theory, as cited by McLeod (2024). The microsystem, such as the demands of teaching, grading, and lesson planning, directly affects their time and energy for research activities. The exosystem, including institutional policies, insufficient funding, and lack of training opportunities,

shapes the external barriers they encounter. Additionally, the macrosystem, reflecting societal or cultural attitudes toward the value of educational research, may influence teachers' motivation and priorities.

The summary of the level of professional development of teachers is presented in Table 3e. The level of professional development of teachers is a critical aspect of enhancing their skills, knowledge, and overall effectiveness in the educational field. This development can be assessed through their participation in seminars and training, active membership and leadership roles in professional organizations, pursuit of advanced education, and engagement in research activities. Understanding these dimensions offers valuable insights into the challenges and opportunities for advancing teachers' professional journeys.

Table 3e
Summary Table of the Level of Professional Development of Teachers

Aspects	AWM	I	R
Training and Seminars	3.22	M	1
Membership and Professional Development	2.53	M	2
Advance Education	1.79	L	3
Research	1.69	VL	4
Overall Average Weighted Mean	2.31	Low	

The level of professional development of teachers was highest on training and seminars, with an average weighted mean of 3.22, interpreted as moderate. It was followed by membership and professional development with an average weighted mean of 2.53, also interpreted as moderate, ranked second. Next was advanced education with an average weighted mean of 1.79, interpreted as low, ranked third. The lowest was on research, with an average weighted mean of 1.69, interpreted as very low. The overall average weighted mean of 2.31 revealed that the level of professional development of the teacher falls within the low category. This indicates that while teachers actively participate in training and seminars, their engagement in advanced education and research remains significantly low, suggesting the need for targeted support and interventions to enhance professional development in these areas.

The observed levels of professional development among teachers can be attributed to various factors. High participation in training and seminars may stem from accessibility and relevance to immediate teaching needs, while moderate engagement in professional organizations reflects a focus on practical collaboration. Poor involvement in advanced education and very poor participation in research were likely influenced by barriers such as time constraints, heavy workloads, limited resources, lack of research skills, and insufficient institutional support or incentives.

According to Rendal et al. (2016), research has established that the educational system within which PD occurs has implications for its effectiveness. Specifically, conditions for teaching and learning both within schools and at the broader, system level can inhibit the effectiveness of PD. Some are inadequate resourcing for PD, including needed curriculum materials, frequently exacerbates inequities and hinders school improvement efforts. Failure to align policies toward coherent practices is also a major impediment. Implementing effective PD well also requires responsiveness to the needs of educators and learners and to the contexts in which teaching and learning will take place.

The study of Alilio (2023) emphasized that effective professional development incorporates active learning, collaboration, and a strong content focus, ensuring that teachers engage meaningfully in skill-building and knowledge enhancement. His study highlights the importance of targeted support, particularly in areas such as research and advanced education, where specialized training can improve educators' competencies and career growth. Additionally, training and development opportunities should be adapted to local contexts, acknowledging that regional needs, institutional capabilities, and resource availability play crucial roles in shaping effective learning experiences for teachers. By integrating structured, locally relevant programs with interactive and research-driven methods, professional development can foster sustained improvements in teaching practices, leading to better educational outcomes.

These results can be supported by Becker's Human Capital Theory which emphasizes the fundamental idea is that these investments directly increase a worker's productivity. Teachers' high participation in training and seminars suggests the presence of positive reinforcement, such as immediate benefits like skill enhancement or recognition. Moderate engagement in professional organizations may indicate limited reinforcement or the absence of strong incentives. Poor and very poor involvement in advanced education and research could reflect a lack of reinforcement mechanisms, such as scholarships, rewards, or professional advancement opportunities.

Level of Classroom Management of Teachers

Classroom management is an essential aspect of teaching that ensures a positive and productive learning environment. Effective teachers establish clear rules and expectations, foster mutual respect, and use consistent strategies to maintain order. The respondents were surveyed on classroom management in terms of classroom discipline, student attendance and punctuality, instructional delivery, and records reporting. Tables 4a-4d show the level of classroom management of teachers.

Classroom Discipline. Classroom discipline refers to the strategies and practices teachers use to maintain order, promote positive behavior, and create an environment conducive to learning. Table 4a shows the data on the level of teachers' classroom discipline.

The data shows that the highest-rated classroom management strategy was recommending students for guidance counseling when they display aggressive and disruptive behavior, with a weighted mean of 4.00, interpreted as high. This suggests that teachers are proactive in addressing behavioral concerns by involving professional support to guide students toward positive behavior. At the lowest ranking, communicating with parents about students' behavior records a weighted mean of 3.81, still categorized as high but slightly lower than other strategies. While parental involvement remains a key aspect of classroom discipline, teachers may face

challenges such as time constraints, parental responsiveness, or institutional communication barriers.

Table 4a

**Level of Classroom Management of Teachers
along Classroom Discipline**

Indicators	WM	I	R
Recommend students for guidance counseling when they display very aggressive and disruptive behavior.	4.00	H	1
Give positive reinforcement for good behavior inside the classroom.	3.94	H	2.5
Establish classroom rules and policies at the start of the school year.	3.94	H	2.5
Do not single out a child or group of children for misbehavior	3.88	H	4
Communicate with parents about the positive and negative behaviors of their children in the classroom.	3.81	H	5
Average Weighted Mean	3.89	High	

Legend:

Value	Interpretation
3.26-4.00	High (H)
2.51-3.25	Moderate (M)
1.76-2.50	Poor (P)
1.00-1.75	Very Poor (VP)

The average weighted mean of 3.89, interpreted as high, indicates that classroom discipline strategies are effectively implemented, ensuring a well-managed learning environment. This suggests that teachers consistently apply structured discipline approaches that promote positive student behavior while minimizing disruptions. Strengthening collaboration between teachers, counselors, and parents could further enhance behavioral interventions, ensuring a supportive and inclusive learning atmosphere. A well-maintained classroom environment contributes to students' academic success, emotional well-being, and overall engagement in learning activities. The high level of discipline implementation reflects teachers' commitment to fostering respectful and orderly classroom dynamics, which in turn creates a space conducive to effective teaching and learning. Additionally, reinforcing positive behavior through rewards and encouragement helps establish a culture of responsibility and mutual respect among students.

Continuous professional development and shared best practices in classroom management can further empower educators to refine their strategies, ensuring long-term success in maintaining discipline. These findings could be attributed to the teacher's strategies and techniques that teachers use to manage student behavior, create a positive learning environment, and maintain order in the classroom. Effective classroom discipline helps teachers maximize instructional time, minimize disruptions, and create a respectful and productive atmosphere for learning. It was developed by the teachers over time through consistent rules and consequences they implement every year, and from the seminars and training conducted for the teachers in managing the classroom.

It could be inferred that teachers' strategies and techniques for managing student behavior play a key role in creating a positive learning environment and maintaining classroom order. Through consistent implementation of rules and consequences over time, teachers have developed effective classroom discipline practices. Additionally, the seminars and training attended by teachers have further enhanced their skills in classroom management, equipping them with the tools to handle challenges and maintain a well-structured environment.

In consonance with the result, the study by Larson et al. (2018) explored the relationship between proactive behavior management and culturally responsive teaching practices, emphasizing their influence on student behavior. Their findings suggest that teachers who integrate these approaches create positive learning environments, fostering respect, engagement, and improved classroom discipline. The study highlights the critical role of teacher training in equipping educators with the skills necessary to implement culturally sensitive and proactive strategies effectively. Strengthening professional development programs in behavior management can enhance student interactions, reduce disruptions, and promote a more inclusive educational experience.

In their study, Riden et al. (2018) conducted a comprehensive review of the use of Daily Behavior Report Cards (DBRCs) to support students facing academic and behavioral challenges. Their study found that DBRCs are highly effective in monitoring and improving both academic and social behavior, particularly for students with disruptive tendencies or identified disabilities. By providing structured feedback and reinforcement, DBRCs help educators and students track progress, recognize positive behaviors, and implement necessary interventions. The findings underscore the importance of integrating DBRCs into classroom management strategies, ensuring better behavioral outcomes and a supportive learning environment.

These findings can be supported by Becker's Human Capital Theory, that investment in education, training, health, and other factors that enhance an individual's skills and knowledge are analogous to investments in physical capital. Additionally, engaging in training fosters a positive psychological environment by equipping teachers with confidence, motivation, and innovative approaches to classroom instruction. Strengthening these opportunities ensures that educators remain effective, ultimately improving student engagement and learning experiences.

Student Attendance and Punctuality. The respondents were surveyed on the students' attendance and punctuality. Table 4b illustrates the data on students' attendance and punctuality of teachers.

Table 4b

Level of Classroom Management of Teachers along	Students Attendance and Punctuality		
	Indicators	WM	I
Check and record students' daily attendance to track performance.	4.00	H	1
Set a daily routine for students by establishing a class schedule.	3.94	H	2
Communicate to parents the status of student attendance of students.	3.81	H	3
Sets a time frame for tasks and activities.	3.63	H	4
Sets a time for students to come to school on time.	3.00	M	5
Average Weighted Mean	3.68	High	

The data showed that in terms of attendance and punctuality, the highest-rated indicator was checking and recording students' daily attendance to track performance with a weighted mean of 4.00, interpreted as high. This indicates that teachers consistently prioritize monitoring student attendance as a key strategy for assessing performance, engagement, and accountability in the learning process. The lowest was on setting time for students to come to school on time, with a weighted mean of 3.00, interpreted as moderate. This means that teachers consistently track student attendance as a key factor in monitoring engagement, participation, and overall academic performance.

The average weighted mean of 3.68 indicates a high level of classroom management in terms of students' attendance and punctuality. This suggests that teachers effectively implement strategies to ensure students arrive on time and attend classes regularly. Such practices contribute to a positive learning environment by maximizing instructional time and minimizing disruptions. Moreover, this level of management reflects the teachers' ability to establish clear expectations and consistent routines, fostering a culture of accountability among students.

It could be deduced that teachers manage well the student's attendance and punctuality as shown by the consistent attendance and arriving on time of students, which made them stay engaged with the tasks and activities, develop discipline, and form positive communication with the parents. The regular attendance and punctuality require a combination of clear policies, positive reinforcement, parental involvement, and student support from the teacher. When students understand the value of being present and on time, they are more likely to succeed academically and socially.

The study of Segovia et al. (2019) The results demonstrated the need for teachers and school administrators to monitor the tardiness of the Grade 12 ABM students as it affects their academic performance. The school administrators must provide training and seminars for their students to discuss the effects of tardiness on their academic performance. The student should also open their minds and change their insights because tardiness negatively affects their academic performance. They need to know how to manage their time and value their time for them to reach academic excellence. To the parents, they should motivate their children to be inspired to finish their studies.

The international study by Bijsmans and Schakel (2018) provided compelling evidence that attendance plays a crucial role in academic success, reinforcing the idea that consistent participation enhances learning outcomes. Their research in a problem-based learning environment demonstrated that students with higher attendance rates tend to achieve better academic performance, highlighting the importance of regular engagement in coursework and discussions. The study suggests that frequent attendance allows students to develop deeper conceptual understanding, actively engage with instructional materials, and benefit from collaborative learning experiences. These findings underscore the need for educational institutions to implement strategies that encourage attendance, such as fostering engaging learning environments and providing support systems to minimize absenteeism.

The high level of classroom management by the teachers can be supported by Fayol's Theory of Effective Management. This theory emphasizes directing and motivating employees to perform their task. Effective classroom management directly aligns with creating a positive psychological environment, where clear rules and expectations promote attendance and punctuality. Additionally, well-structured classroom management fosters a productive learning atmosphere, allowing students to remain focused, engaged, and motivated to participate in academic activities. By maintaining discipline and setting clear behavioral standards, teachers can minimize disruptions and create a supportive environment that enhances both learning efficiency and overall student success.

Instructional Delivery. The respondents were surveyed on instructional delivery. Table 4c illustrates the data on students' attendance and punctuality as perceived by the teachers.

The data indicates that the classroom management of teachers along student instructional delivery the highest was on answering learner's questions correctly and effectively and formulates questions effectively to elicit desired responses, both with a perfect rating of 4.00, interpreted as high. This suggests that teachers were highly effective in responding to students' questions accurately and formulating questions that elicit meaningful discussions. The lowest was on integrating ideas and information within and across subject matter, when necessary, with a weighted mean of 3.13, interpreted as moderate. This indicates that teachers show a moderate ability to connect ideas and information across different subjects when needed. The average weighted mean of 3.61 confirmed that the level of classroom management of teachers along student instructional delivery was high. This meant that teachers demonstrated a high level of effectiveness in managing the classroom and delivering instruction.

Table 4c

**Level of Classroom Management of Teachers
along Student Instructional Delivery**

Indicators	WM	I	R
Answer learner's questions correctly and effectively	4.00	H	1.5
Formulates questions effectively to elicit desired responses.	4.00	H	1.5
Explains concepts, ideas and principles clearly and comprehensively.	3.69	H	3
Give supplementary examples and applications when needed.	3.25	M	4
Integrate ideas and information within and across subject matter when necessary	3.13	M	5
Average Weighted Mean	3.61	High	

The data suggests that teachers excel in addressing learners' questions accurately and formulating effective questions to elicit desired responses. However, their performance is moderate in areas such as explaining concepts comprehensively, providing supplementary examples and applications, and integrating ideas across subjects. The average weighted mean indicates a generally high level of instructional delivery, though there is room for improvement in specific areas to enhance teaching effectiveness. This could be attributed to the teachers' experienced that develop questioning techniques and strategies over time, improving their ability to ask thought-provoking questions and participation in training programs, workshops, and seminars that enhance teachers' instructional skills, including formulating effective questions.

The study by Francisco and Celon (2020) explores how instructional strategies, such as effective questioning techniques and clarity in teaching, significantly influence students' academic performance. It highlights key attributes of effective teachers, including subject matter expertise, strong communication skills, and ongoing professional development, all of which contribute to student success. Additionally, the study emphasizes the importance of fostering a dynamic and engaging learning environment that supports critical thinking and comprehension. By integrating these instructional strategies, teachers can create meaningful learning experiences that enhance overall academic achievement.

According to Fayol's Theory of Effective Management, the process of monitoring performance, comparing it against established standards, and taking corrective action when necessary. Their participation in training programs, workshops, and seminars serves as an external reinforcement, providing them with new strategies and skills to enhance their instructional delivery. These professional development opportunities not only refine their teaching methods but also empower them to adapt to diverse learning needs and classroom dynamics. As teachers continue to apply these strategies, the cycle of reinforcement strengthens their ability to foster an engaging and effective learning environment.

Records and Reporting. Teachers' records and reporting are integral components of effective classroom management. Accurate record-keeping allows teachers to track student attendance, performance, behavior, and participation, ensuring that each learner's progress is monitored systematically. Teacher's level of records and reporting is shown in table 4d.

Table 4d

**Level of Classroom Management of Teachers
along Student Records and Reporting**

Indicators	WM	I	R
Make records safe and accessible only to concern individual and party for confidentiality and privacy purposes.	4.00	H	1
Track students' progress through good records of academic achievement.	3.63	H	2
Reflect on the strengths and weaknesses of students through the record.	3.50	H	3
Provide personalized support, adjusting lessons and activities based on individual student needs based on records.	3.31	H	4
Made students and parents participate to feedback process through reporting of student's performance.	3.19	M	5
Average Weighted Mean	3.33	H	

The highest-rated indicator was ensuring that student records remain confidential and accessible only to the appropriate individuals, with a weighted mean of 4.00 and interpreted as high. This highlights the strong emphasis teachers place on maintaining privacy and security in student records. The lowest-rated indicator was encouraging student and parent participation in the feedback process through reporting, with a weighted mean of 3.19 and interpreted as moderate. This suggests that while teachers engage in this

practice, it may require further improvement or support. The average weighted mean of 3.33, confirmed that the level of classroom management of teachers along student records and reporting was high.

This implies that teachers prioritize the protection and organization of student records while efficiently tracking academic progress and providing personalized support. However, efforts to enhance communication and engagement between students, parents, and teachers through reporting may be beneficial. It can be inferred that strengthening the feedback loop may lead to a more collaborative and responsive learning environment, further supporting student development and achievement. These practices ensure secure and systematic record-keeping, which supports informed decision-making. However, the lower score for personalized support indicates a gap in tailoring lessons to individual needs. Moderate engagement in feedback processes suggests room for improvement in fostering collaboration with students and parents.

The results suggest that teachers prioritize confidentiality and academic tracking, reflecting their commitment to ethical and organized record management. This dedication ensures the accuracy and security of sensitive student information, fostering trust within the educational community. It also highlights the teacher's adherence to institutional policies in record-keeping practices and overall accountability. Overall, while foundational practices are strong, there is a need to enhance personalized interventions and participatory feedback mechanisms to maximize student outcomes.

The study by Mallillin and Laurel (2022) emphasizes the importance of excellent record-keeping management in secondary schools to ensure accountability, consistency, and efficient educational processes. Proper record-keeping contributes to the smooth operation of schools, supporting organized data management and institutional reliability. It highlights the need for maintaining accurate records to improve administrative decisions and student tracking systems. By implementing strong record-keeping methods, schools can enhance transparency and educational effectiveness.

The study of Shou (2019) underscores the significance of proper documentation in educational settings, stating that record-keeping plays a crucial role in curriculum planning and stakeholder communication. It ensures accurate tracking of student attendance, assessment results, and academic progress, contributing to a well-structured learning system. Organized record-keeping allows educators to make informed decisions while providing students with personalized support based on documented data. Schools that prioritize record management foster a more efficient, data-driven, and responsive educational environment.

This result can be related to Fayol's Theory of Effective Management cited that harmonizing the activities of different departments and individuals to ensure that all efforts are aligned towards common goals. Teachers' prioritization of confidentiality and academic tracking reflects their awareness of ethical and professional standards, which are reinforced by institutional policies and expectations. Their commitment to organized record management is shaped by observational learning, as they model best practices from training, seminars, and experienced colleagues. This adherence to structured record management further demonstrates how teachers internalize professional norms and expectations, shaping their behaviors to align with institutional standards. As they continuously refine their practices through experience and external influences, they contribute to a more efficient and accountable educational environment that supports student development.

The summary of the level of classroom management of teachers is presented in Table 3e. Key areas include classroom discipline, students' attendance and punctuality, instructional delivery, and records and reporting. These dimensions reflect the teachers' ability to manage behavior, create structured routines, deliver quality instruction, and maintain organized and ethical record-keeping practices.

The level of classroom management among teachers is reflected in various aspects, with classroom discipline receiving the highest weighted mean of 3.88, interpreted as high, indicating that teachers are highly effective in maintaining order and fostering a structured learning environment. Students' attendance and punctuality follow with a weighted mean of 3.68, suggesting strong efforts to ensure students are present and timely, contributing to better learning outcomes. Instructional delivery, rated at 3.61, highlights teachers' proficiency in engaging students and delivering lessons effectively. Records and reporting, though the lowest among the aspects assessed, still holds a high rating of 3.33, showing that teachers maintain essential documentation to track student progress and provide feedback. The overall average weighted mean of 3.63, interpreted as high, confirms that teachers demonstrate strong classroom management skills across all aspects, ensuring a well-organized and efficient educational environment.

Table 4e
Summary Table of the Level of Classroom
Management of Teachers

Aspects	AWM	I	R
Classroom discipline	3.88	H	1
Students' attendance and punctuality	3.68	H	2
Instructional delivery	3.61	H	3
Records and Reporting	3.33	H	4
Overall Average Weighted Mean	3.63		High

The high level of classroom management demonstrated by teachers can be attributed to teachers accumulated experience, consistent implementation of rules, and participation in professional development programs, such as training and seminars. The strong instructional delivery could also be a result of exposure to various teaching techniques and continuous skill enhancement through workshops. The high performance in records and reporting reflects the influence of institutional policies that emphasize proper documentation and accountability, as well as the teachers' commitment to ethical practices and organization.

It could be inferred that the data demonstrates that teachers excel in classroom management, achieving a high level across all evaluated aspects. Their exceptional effectiveness in classroom discipline ensures a well-ordered learning environment, while strong

strategies for fostering attendance and punctuality promote regular student participation. Highly rated instructional delivery highlights their ability to communicate lessons effectively, and organized records and reporting reflect their commitment to accuracy and accountability.

In Cox's (2019) study, five key behavior management strategies for a successful school year are highlighted. These include using the turn-a-card method to monitor and motivate students, introducing class rules on the first day to set clear expectations, designing a behavior management program in advance, engaging parents by communicating the classroom discipline plan, and adopting discipline techniques that foster positive behavior and self-confidence in students. These strategies aim to create an organized and supportive learning environment.

The Fayol's Theory of Effective Management, emphasizes about setting objectives, defining strategies, and outlining the activities needed to achieve them. The teacher's high level of classroom management serves as a clear example of positive reinforcement, encouraging learners to improve by providing immediate feedback on their behavior. Introducing class rules on the first day and designing a behavior management program in advance align with Skinner's focus on consistent reinforcement and structured environments to promote desired behaviors.

Level of Students Engagement

Student engagement refers to the level of interest, participation, and emotional investment students exhibit in their learning process. It is a critical factor in achieving academic success and personal growth. The teacher's perception of students' level of engagement was surveyed regarding curricular and extracurricular activities. Table 5a-5b show the perceived curricular and extracurricular activities of students.

Curricular activities. Curricular activities are the structured academic programs and subjects offered by schools as part of the formal education system. These activities are designed to provide students with essential knowledge and skills across various disciplines, such as mathematics, science, language arts, history, and physical education. Table 4a shows the data gathered on curricular engagement of students as perceived by the teachers.

The highest indicator of student engagement in curricular activities was participation in physical development activities, with a weighted mean of 3.50, interpreted as highly engaged. This indicates that students are actively involved in sports, indoor and outdoor games, mass drills, parades, and scouting programs, which contribute to their overall physical growth and teamwork skills. The lowest engagement was observed in both Math and Science-related activities (science fairs, robotics clubs, and other science events) and academic subject-based activities (literary and cultural programs such as dramatics, study circles, and poetry symposiums), with a weighted mean of 2.25, categorized as less engaged. This suggests lower student participation in these intellectual and creative extracurricular pursuits. The average weighted mean of 2.71, interpreted as moderately engaged, reflects that students engage in curricular activities at a moderate level, with a stronger inclination toward physical and sports-related activities over academic-based programs.

Table 5a
Level of Students Engagement
along Curricular Activities

Indicators	WM	I	R
Students participate in Physical Development Activities such as indoor and outdoor games, athletics, mass drills, parades, and scouting program.	3.50	HE	1
Students participate in school sports activities such as basketball, track and field, swimming, soccer, and gymnastics.	3.13	ME	2
Students participate in school activities such as debate, speech choir in English.	2.44	LE	3
Student participate in Math fair, Science fair, robotics clubs, and other science activities.	2.25	LE	4.5
Students participate in other academic subjects' activities such as literary and cultural activities like dramatics, study circles, story writing, seminars, recitations, poetry symposiums, and library work.	2.25	LE	4.5
Average Weighted Mean	2.71	Moderately Engaged	

<i>Legend:</i>	<i>Value</i>	<i>Interpretation</i>
	3.26-4.00	Highly Engaged (HE)
	2.51-3.25	Moderately Engaged (ME)
	1.76-2.50	Less Engaged (LE)
	1.00-1.75	Least Engaged (LstE)

This result implies that students naturally gravitate toward movement-based activities that encourage social interaction and physical fitness, while academic extracurricular programs may require further encouragement and support. It can be inferred that strategies to boost student involvement in academic and subject-based activities, such as incentives, mentorship, or enhanced accessibility, could help balance curricular engagement across different domains. These results suggest that students are less inclined

to engage in academically focused and creative pursuits. This suggests that while physical and sports activities resonate strongly with students, there is significant room to improve participation in academic and cultural endeavors.

This could be inferred that the physical activities which often involve enjoyment, competition, and social interactions, making them naturally appealing to students. The physical activities offer visible and immediate results, such as fitness improvements or team victories, unlike academic progress, which may take longer to manifest. In addition, motivation, limited interest or struggles with academic subjects can lead students to gravitate towards activities they find more enjoyable and less challenging.

The result is supported by the study of Suguis and Belleza (2022) which explores how physical activity and intrinsic motivation positively impact student engagement, emphasizing the role of physical education and general attitudes. They underlined student developmental outcomes are influenced by the behavior of students as an individual. It is not exclusively reliant on the substance of the curriculum or the methods of instruction. The basis of student involvement was those premises.

This result aligns with Bronfenbrenner's Ecological Systems Theory which emphasizes the immediate environments with which the individual has direct, face-to-face interaction. The natural appeal of physical activities, fueled by enjoyment, competition, and social interactions, reflects the role of environmental factors in shaping behavior. Immediate results like fitness improvements or team victories serve as reinforcements that enhance students' self-efficacy, motivating continued participation. The struggles with academic subjects or limited interest highlight the influence of personal factors as students gravitate toward activities where they feel more capable and confident.

Extra-Curricular Activities. Extra-curricular activities refer to non-academic activities offered by schools that complement the formal curriculum. These activities, such as sports, arts, music, debate clubs, student government, and community service, provide students with opportunities to develop skills, explore interests, and build relationships outside the classroom. The level of extracurricular activities of students as perceived by the teachers is reflected in Table 5b.

The highest indicator of student engagement in extra-curricular activities was participation in aesthetic development activities, with a weighted mean of 3.44, interpreted as highly engaged. Showing strong student involvement in music, dance, drawing, painting, sculpture, and drama, which foster creativity and artistic expression. The lowest engagement, is observed in school publications seminars, workshops, and related activities with a weighted mean of 0.81, categorized as least engaged. This suggests minimal student participation in journalism and literary-focused extracurricular programs. The average weighted mean of 2.38, interpreted as less engaged. This indicates that, in general, students participate less actively in extra-curricular activities compared to curricular programs.

Table 5b

**Level of Students Engagement along
Extra-Curricular Activities**

Indicators	WM	I	R
Students participate in aesthetic development activities such as music, dance, drawing, painting, sculpture, and drama.	3.44	HE	1
Students participate in the organized youth organization activities such as sports, community service/community outreach.	2.66	ME	2
Students participate in environmental activities such as clean up drive and tree planting.	2.60	ME	3
Students participate in religious activities and join the Catechisms.	2.41	LE	4
Students participate in school publications seminar, workshops and other activities.	0.81	LstE	5
Average Weighted Mean	2.38	Less Engaged	

The data indicates varying degrees of student involvement in extracurricular activities, with the highest participation in aesthetic development activities such as music, dance, and drama, reflecting their strong appeal to students. Moderate engagement in youth organizations and environmental initiatives suggests some interest but highlights areas for potential growth. Conversely, poor participation in religious activities and very poor involvement in school publication seminars and workshops point to limited interest or accessibility in these areas.

The data convey that student are more inclined toward creative and aesthetic pursuits, possibly because these activities allow for self-expression and enjoyment. The lower participation in school publications and religious activities might reflect a lack of interest or limited opportunities for engagement in these areas. The findings highlight the need to encourage balanced participation across different types of activities by providing more accessible and appealing programs, particularly in areas with poor engagement. This can help ensure holistic development and foster diverse interests among students.

The study by Bond and Bergdahl (2022) highlights the growing importance of analyzing the complex connection between student engagement and their participation in curricular activities in the dynamic field of higher education. It emphasizes that active student involvement in academic programs fosters deeper learning experiences and improved educational outcomes. Their research suggests that institutions must develop strategies to enhance student participation, ensuring meaningful engagement that supports both academic success and personal growth. Additionally, the study underscores the role of interactive and well-structured curricular activities in shaping students' cognitive, social, and professional development. By continuously refining educational approaches, universities can create an environment that maximizes student engagement and cultivates a more enriching learning experience.

In addition, Li and Xue (2023) emphasize that student engagement plays a crucial role in shaping their participation and performance across academic and extracurricular activities. Their research suggests that highly engaged students tend to be more

proactive in seeking learning opportunities, fostering deeper intellectual growth and skill development. They highlight that engagement not only enhances academic achievement but also strengthens students' ability to collaborate, innovate, and adapt to challenges. By promoting meaningful involvement, educational institutions can create a supportive environment that maximizes student potential and overall success.

On the other hand, Padillo et al. (2020) explored the connection between student engagement and overall well-being, noting that students who actively participate in campus activities tend to experience greater academic success. Their findings indicate that engagement fosters a sense of belonging and motivation, leading to improved mental health and resilience in the university setting. They emphasize that institutions should encourage engagement through interactive learning, social events, and support systems to enhance students' personal and academic growth. By cultivating an environment that values student involvement, universities can contribute to higher retention rates and better overall student satisfaction.

The data on varying levels of student participation in extracurricular activities can be related to Bronfenbrenner's Ecological Systems Theory cited that the individual influences their environment, and the environment influences the individual. Moderate involvement in youth organizations and environmental activities reflects less consistent reinforcement, while poor participation in religious activities and very poor involvement in school publication seminars highlight limited motivation or rewards. Overall, the low general weighted mean suggests the need for strategies that provide meaningful reinforcement to enhance participation across all activities.

The summary of the level of student engagement is shown in Table 5c. Student engagement is a critical indicator of their overall involvement and development in both curricular and extracurricular activities. These areas reflect students' participation in academic tasks and additional pursuits that foster creativity, collaboration, and personal growth. Summarizing their engagement across these domains provides insights into their interests, motivation, and areas where support can be enhanced to optimize learning and holistic development.

Table 5c
Summary Table of the Level of Student Engagement

Aspects	AWM	I	R
Curricular	2.71	ME	1
Extra-curricular	2.38	LE	2
Overall Average Weighted Mean	2.55	Moderately Engaged	

The highest aspect of student engagement was curricular activities, with an average weighted mean of 2.71, interpreted as moderately engaged. This indicates that students participate at a moderate level in academic-related programs such as subject-based competitions, fairs, and classroom activities. The lowest aspect was extra-curricular activities with an average weighted mean of 2.38, categorized as less engaged. This suggests that students engage less frequently in non-academic programs such as environmental initiatives, youth organizations, and school publications seminars. The overall average weighted mean of 2.55, interpreted as moderately engaged. This signifies that students demonstrated a moderate level of participation in both academic and non-academic engagements..

The moderate level of curricular activities could be attributed to the structured nature of academic programs, such as scheduled classes, deadlines, and teacher guidance, which encourage consistent participation. However, the poor engagement in extracurricular activities may indicate that students are not finding these options as appealing or accessible. This could result from a lack of awareness, limited opportunities, or insufficient reinforcement such as recognition or rewards for participation. It could be inferred that the student engagement levels highlight the importance of addressing disparities between curricular and extracurricular involvement. While moderate participation in curricular activities reflects the structured and goal-oriented nature of academics, the poor engagement in extracurricular pursuits suggests potential barriers such as limited incentives, accessibility, or interest.

According to Nguyen et al. (2016) student behavioral engagement varied with context and that interactions with peers alone did not consistently predict higher engagement. Instead, interactions with both peers and teachers were more strongly linked to increased engagement. The study highlights the importance of categorizing behavioral engagement into disengagement, active engagement, and passive engagement, offering significant insights for research and theory development. Additionally, the study emphasizes the need for educational institutions to foster collaborative learning environments that encourage meaningful interactions between students and teachers, ultimately enhancing overall engagement and academic outcomes.

Bronfenbrenner's Ecological Systems Theory, underscores the interconnections and interactions between different microsystems in an individual's life. The theory posits that educational outcomes are influenced by factors such as peer relationships, teacher support, instructional quality, and institutional resources, which collectively impact a student's level of engagement. Findings reaffirm this framework by demonstrating that interactions with both peers and teachers significantly enhance engagement, supporting the idea that learning is a dynamic process driven by interpersonal and contextual influences. Furthermore, the theory highlights that psychological and social environments play a crucial role in fostering motivation, reinforcing the need for structured and collaborative learning settings. By applying Walberg's principles, educators can optimize student participation, ensuring that academic success is maximized through enriched learning experiences.

Differences in the Level of Teachers Professional Development when Grouped According to Profile

The analysis of teachers' professional development levels, categorized based on their profile characteristics, provides valuable insights into how factors such as age, gender, educational attainment, years of experience, and professional affiliations inspires their growth and engagement in continuous learning. Table 6 presents the difference in professional development across different teacher groups, highlighting the bearing in the classroom.

Table 6

Differences in the Level of Teachers' Professional Development when Grouped According to their Profile

Profile	df	F-value	Tabular value	Interpretation
Gender	3,4	82	6.59	Significant
Age	3,12	16.4	3.49	Significant
Civil Status	3,8	6.83	4.07	Significant
Educational Attainment	3,16	10.25	3.24	Significant
Distance of House from School	3,12	18,22	3.49	Significant

Computation: Appendix C

The differences in the level of teachers' professional development when grouped according to their profile reveal significant variations across all factors, as indicated by their F-values exceeding their respective tabular values. In terms of sex, the df was 3,4 with an F-value of 82, and Tabular value of 6.59, interpreted as significant. This result suggests that sex plays a substantial role in shaping professional development opportunities, indicating that male and female teachers may experience differences in training access, career advancement, or professional growth pathways. This implies that gender-related factors, such as institutional policies or societal expectations, may influence teachers' engagement in professional development. From this, we can infer that ensuring equal opportunities for all teachers, regardless of gender, may help bridge gaps and promote inclusive development programs.

As to age, the df was 3,12, with an F-value of 16.4, and a Tabular value of 3.49, also interpreted as significant. This suggests that teachers at different career stages engage in varying levels of professional growth, with younger and older educators possibly having differing priorities and training needs. This implies that newer teachers may seek foundational skills, while experienced educators may focus on advanced or leadership-oriented training. From this, we can infer that professional development programs should be tailored based on career stages to maximize their relevance and effectiveness.

Regarding civil status, the d was: 3,8 with an F-value of 6.83, and a Tabular value 4.07, likewise interpreted as significant. This suggests that personal circumstances, such as being single, married, or having family responsibilities, affect a teacher's ability to engage in professional development. This implies that educators with different family obligations may face varying challenges in accessing training opportunities. From this, we can infer that institutions should provide flexible learning programs to accommodate the unique needs of teachers based on their civil status.

Concerning educational attainment, the df was 3,16 with an F-value of 10.25, and a Tabular value of 3.24, still interpreted as significant. This indicates that teachers with higher degrees tend to engage more actively in training and career advancement opportunities. This implies that further education enhances a teacher's ability to participate in specialized development programs. From this, it can be inferred that promoting higher education among teachers can lead to improved professional growth and instructional expertise.

Moreover, the Distance of House from School, the df was 3,12 with an F-value of 18.22, and a Tabular value of 3.49, interpreted as significant as well. This suggests that proximity to the workplace plays a role in teachers' ability to access professional development activities. This implies that teachers living farther from the school may have logistical constraints that limit their participation in training sessions. From this, we can infer that institutions should consider accessibility solutions, such as online training or incentives for professional development, to ensure equal opportunities for all educators.

Overall, the findings imply that demographic factors substantially stimulate professional development levels, indicating the need for modified training programs that address diverse teacher profiles. From this, it can be inferred that providing equitable opportunities based on sex, age, civil status, educational attainment, and geographical accessibility can enhance professional growth and instructional quality. Furthermore, recognizing these differences allows educational institutions to implement targeted interventions that cater to the specific needs and challenges faced by various teacher groups. By fostering inclusive and accessible professional development opportunities, schools can empower educators to refine their skills, ultimately leading to improved classroom effectiveness and student outcomes.

According to the study of Kamara (2019) the personal and professional demographic characteristics of teachers found a significant relative contribution of the teacher's academic qualification, teachers' content knowledge, teacher's instructional quality, teachers' evaluation procedures, and teachers' job satisfaction to the academic performance of the participants. Also, the study revealed that the attributes of a teacher affect their skills. Additionally, the study suggests that teachers with higher academic qualifications and enhanced instructional quality are more likely to engage in continuous professional development, reinforcing the importance of targeted training programs that align with their expertise and career progression. These findings support the notion that demographic factors

such as age, civil status, and educational attainment significantly shape professional development opportunities, emphasizing the need for tailored interventions that address varying levels of experience and accessibility among educators.

Bronfenbrenner's theory highlights the interconnectedness of systems and emphasizes that development is a dynamic and ongoing process shaped by the continuous interactions between the individual and their evolving environment. It underscores the importance of considering the broader social and cultural context when understanding human development. This perspective aligns with the observed differences in teachers' professional development, as factors such as age, civil status, and educational attainment influence their engagement in continuous learning, much like environmental systems shape human growth. Bronfenbrenner's framework further suggests that institutional policies and societal expectations create varying opportunities for teachers to access training, reinforcing the need for adaptable and inclusive development programs that address diverse educator profiles.

Relationship Between Professional Development, Classroom Management and Students Engagement

The interconnected relationship between professional development, classroom management, and student engagement plays a crucial role in shaping effective teaching practices and fostering positive learning outcomes. Professional development enhances teachers' skills, equipping them with innovative strategies to manage classrooms efficiently and create dynamic learning environments. Effective classroom management ensures a structured and supportive space where students can engage actively in academic and extracurricular activities. In turn, high student engagement leads to improved academic performance, motivation, and overall school experience. By continuously refining teaching methods and management techniques, educators can strengthen the connection between these elements, fostering a productive and engaging learning atmosphere.

Professional Development and Classroom Management. Professional development and classroom management are deeply interconnected. Professional development equips teachers with the necessary skills, knowledge, and strategies to manage classrooms more effectively. Through seminars, training, advanced education, and research, teachers gain expertise in areas such as classroom discipline, instructional delivery, student engagement, and records reporting. Table 7 presents the data on the correlations of professional development of teachers and classroom management.

The relationship between seminars and trainings attended showed a very high correlation with classroom discipline at $r = 0.95$ and $p = 0.012$, while students' attendance and punctuality also exhibited a very high correlation at $r = 0.92$ and $p = 0.029$, emphasizing the significance of professional development in maintaining classroom order.

Table 7
Relationship Between Professional Development and Classroom Management

Professional Development	Classroom Management	r-value	Degree of Correlation	p-value	Int.
Seminars and Trainings Attended	Classroom Discipline	0.95	Very High	0.012	S
	Students' Attendance and Punctuality	0.92	Very High	0.029	S
Membership in Professional Organization	Instructional Delivery	0.90	Very High	0.039	S
	Records Reporting	0.96	Very High	0.010	S
	Classroom Discipline	0.91	Very High	0.029	S
	Students' Attendance and Punctuality	-0.17	Negligible	0.788	NS
Advanced Education	Instructional Delivery	0.99	Very High	0.000	S
	Records Reporting	0.87	High	0.126	NS
	Classroom Discipline	0.98	Very High	0.004	S
	Students' Attendance and Punctuality	0.11	Negligible	0.862	NS
Research	Instructional Delivery	0.88	High	0.048	S
	Records Reporting	0.95	Very High	0.014	S
	Classroom Discipline	0.90	Very High	0.037	S
	Students' Attendance and Punctuality	-0.19	Negligible	0.755	NS
	Instructional Delivery	0.99	Very High	0.000	S
	Records Reporting	0.85	High	0.065	NS

Legend:

Computation: Appendix C

r-value

Less than ± 0.20

± 0.20 to ± 0.39

± 0.40 to ± 0.69

± 0.70 to ± 0.89

± 0.90 to ± 1.00

Interpretation

Negligible Correlation

Low Correlation

Moderate Correlation

High Correlation

Very High (Perfect) Correlation

Instructional delivery was significantly related by seminars and trainings with $r = 0.90$ and $p = 0.039$, while records reporting displays the highest correlation at $r = 0.96$ and $p = 0.010$, highlighting the role of structured development programs in enhancing teaching practices. Membership in professional organizations was very highly correlated with classroom discipline at $r = 0.91$ and $p = 0.029$, whereas instructional delivery shows the strongest correlation at $r = 0.99$ and $p = 0.000$, indicating that professional affiliations improve teacher effectiveness.

Advanced education presents a very high correlation with classroom discipline at $r = 0.98$ and $p = 0.004$, while instructional delivery is highly correlated at $r = 0.88$ and $p = 0.048$, demonstrating that higher education levels positively influence teaching methods. Research participation also shows a very high correlation with classroom discipline at $r = 0.90$ and $p = 0.037$, while instructional delivery has the strongest link at $r = 0.99$ and $p = 0.000$, affirming that engagement in academic studies enhances classroom practices.

This implies that professional development significantly related with classroom management, as teachers who actively engage in training, seminars, and research tend to exhibited stronger discipline, better instructional delivery, and improved records reporting. The high correlations suggest that professional development enhances teachers' ability to structure learning environments effectively, reinforcing the importance of continuous learning and institutional support in fostering student success. Additionally, findings indicate that membership in professional organizations and advanced education contribute to improved classroom management, though some aspects, such as student attendance and punctuality, may require additional intervention beyond professional growth.

It can be inferred that investing in professional development programs for teachers leads to more structured and efficient classrooms, ultimately benefiting student learning experiences. Furthermore, it can be deduced that while research and education contribute to effective teaching strategies, the impact varies depending on the specific classroom management aspect, meaning targeted interventions may be needed to address weaker areas. This emphasizes the importance of professional development in enhancing various aspects of classroom management. Strong correlations suggest that attending seminars, pursuing advanced education, and participating in professional organizations significantly contribute to better classroom discipline, instructional delivery, and records management. However, the weak links with students' attendance and punctuality indicate a need for targeted strategies addressing these specific areas. Tailored professional development programs could strengthen teachers' capabilities in fostering student engagement and attendance.

In the study conducted by Nepal and Rogerson (2020), the results showed that teachers have mastery in ensuring a suitable learning environment, carrying out routine procedures effectively, maintaining discipline in class, and effectively managing time through activities and interactions. Educators can successfully manage all the classroom activities; students can accomplish full learning experiences. Maintaining discipline is necessary for learning. The teachers' teaching discipline and strategies must be matched with students' learning styles for positive academic results.

The study by Sunday-Piaroi (2018) highlights the significant positive correlation between classroom discipline and students' academic performance, demonstrating that a well-managed learning environment fosters better educational outcomes. The findings suggest that when teachers implement consistent disciplinary measures, students develop stronger focus, responsibility, and motivation to excel academically. Additionally, structured classroom management reduces disruptions, allowing for more effective instruction and productive student engagement. By reinforcing discipline as a core aspect of education, schools can create an environment that supports student achievement and overall academic success.

Bronfenbrenner's Ecological Systems Theory is a comprehensive model that it is highlights how experiences in one microsystem can affect experiences in another. One of these factors, is the psychological environment that give emphasis in the overall atmosphere of the classroom, including student-teacher relationship, peer interactions, and the sense of order and support, affects learning. It highlights the importance of focusing on aspects that directly impact the learner and the learning environment to enhance educational productivity.

Professional Development and Student Engagement. The correlation examines how professional development impacts student engagement in terms of curricular and extracurricular activities highlighting the importance of teacher training, organization, advanced education, and research in fostering active learning environments. Table 8 shows the correlation between professional development and student engagement.

Table 8
Correlation between Professional Development
and Student Engagement

Professional Development	Classroom Management	r-value	Degree of Correlation	p-value	Int.
Seminars and Trainings Attended	Curricular Activities	0.90	Very High	0.035	S
	Extra-Curricular Activities	0.98	Very High	0.003	S
Membership in Professional Organization	Curricular Activities	0.84	High	0.077	NS
	Extra-Curricular Activities	0.84	High	0.074	NS
Advanced Education	Curricular Activities	0.88	High	0.049	S
	Extra-Curricular Activities	0.99	Very High	0.000	S

Research	Curricular Activities	0.85	High	0.067	NS
	Extra-Curricular Activities	0.82	High	0.083	NS

The correlation between professional development and student engagement reveals strong and significant relationships in several areas. Seminars and trainings attended showed a very high correlation with curricular activities with $r = 0.90$, and $p = 0.035$, interpreted as significant; and an even stronger connection with extra-curricular activities had an $r = 0.98$, $p = 0.003$, also interpreted as significant, indicating that teacher participation in training directly enhances student involvement in both academic and non-academic pursuits. Advanced education also demonstrates a high correlation with curricular activities ($r = 0.88$, $p = 0.049$, S) and a very high correlation with extra-curricular activities ($r = 0.99$, $p = 0.000$, S), suggesting that educators with advanced qualifications contribute significantly to student engagement across different fields.

These findings imply that continuous professional development, particularly through structured training and advanced education, plays a crucial role in fostering student participation in curricular and extra-curricular activities. The results infer that investments in teacher development programs can create a more dynamic and engaging educational environment, enhancing students' learning experiences and involvement in school-related activities. The results highlight that professional development, especially through seminars, advanced education, and training, plays a pivotal role in fostering student engagement. Teachers equipped with advanced knowledge and strategies can enhance their effectiveness in organizing both academic and non-academic activities. The very high correlations for extra-curricular activities suggest that professional growth not only influences classroom teaching but also empowers educators to facilitate meaningful out-of-class experiences. However, the non-significant results in some areas may point to other influencing factors, such as institutional policies or the availability of resources, which should be further explored to maximize the impact of professional development on student engagement.

A similar result was revealed in the study of Annings (2020) showed that teacher professional development programs attended have improved teachers' research abilities and instructional methods. It has also improved students' outcomes significantly according to the teachers. However, it was found out that some factors prevented teachers from participating in the PD programs. Among other things, it emerged that there is a lack of employers' support and that there is a kind of friction between professional development and work schedule. Relevant suggestions have been given to address this challenge.

Bronfenbrenner's Ecological Systems Theory is a comprehensive model that it highlights how experiences in one microsystem can affect experiences in another. There are two factors affecting the performance of the learners, quantity of instruction and quality of instruction. The quantity of instruction pertaining to time wherein the amount of time students is actively engaged in learning tasks is crucial for achievement. It is obviously that when the teaching and learning process has limited time allotment, the learning is also limited, competencies are not all given therefore there is a learning gap. The quality of instruction give impact to the methods, strategies, and resources used by teachers to facilitate learning, including clarity, feedback and appropriate pacing.

Extent of Influence of Professional Development on Classroom Management and Student Engagement

Professional development equips teachers with advanced strategies for managing classrooms effectively, fostering a positive learning environment. It enhances their ability to address diverse student needs, implement innovative teaching methods, and maintain discipline. This, in turn, directly impacts student engagement by creating an atmosphere where learners feel motivated, supported, and actively involved in their education.

Influence of Professional Development on Classroom Management. Table 9 shows the extent of influence of professional development of teachers on classroom management.

Table 9
Extent of Influence of Professional Development
on Classroom Management

Professional Development	Classroom Management	r-value	r ² -value	Int.
Seminars and Trainings Attended	Classroom Discipline	0.95	90%	Very Strong
	Students' Attendance and Punctuality	0.92	84%	Very Strong
	Instructional Delivery	0.90	80%	Strong
	Records Reporting	0.96	92%	Very Strong
Membership in Professional Organization	Classroom Discipline	0.91	84%	Very Strong
	Students' Attendance and Punctuality	-0.17	2%	Very Weak
	Instructional Delivery	0.99	99%	Very Strong

	Records Reporting	0.87	76%	Strong
Advanced Education	Classroom Discipline	0.98	95%	Very Strong
	Students' Attendance and Punctuality	0.11	1%	Very Weak
	Instructional Delivery	0.88	78%	Strong
	Records Reporting	0.95	90%	Very Strong
Research	Classroom Discipline	0.90	80%	Strong
	Students' Attendance and Punctuality	-0.19	4%	Very Weak
	Instructional Delivery	0.99	98%	Very Strong
	Records Reporting	0.85	73%	Strong

Legend:

<i>r</i> ² -value	Interpretation
81% - 100%	Very Strong
61% - 80%	Strong
41% - 60%	Moderate
21% - 40%	Weak
00% - 20%	Very Weak

The extent to which professional development influences classroom management, with seminars and trainings attended exhibiting a very strong influence on classroom discipline with $r^2 = 90\%$, students' attendance and punctuality had $r^2 = 84\%$, and records reporting got $r^2 = 92\%$, signifying that continuous training enables teachers to maintain discipline, track student behavior, and document academic performance effectively. Similarly, membership in professional organizations had very strong influence on classroom discipline with $r^2 = 84\%$, and instructional delivery with $r^2 = 99\%$, suggesting that professional affiliations help educators refine disciplinary strategies and improve the way lessons are delivered.

Advanced education showed a very strong influence on classroom discipline with $r^2 = 95\%$, and records reporting with $r^2 = 90\%$, emphasizing that higher qualifications contribute significantly to structuring learning environments and maintaining accurate documentation of student progress. Research participation demonstrated a very strong influence instructional delivery with $r^2 = 98\%$, proving that engagement in academic research leads to better teaching methodologies and overall teacher effectiveness.

The data highlights that professional development strongly contributes to improving classroom discipline, instructional delivery, and records reporting. Teachers' participation in seminars, trainings, and advanced education equips them with essential skills for effective management, reflected in the results. However, the weak correlation with students' attendance and punctuality may indicate external factors such as school policies or students' personal circumstances that are beyond teachers' direct influence. These gaps underscore the need for targeted initiatives to address such challenges comprehensively.

According to Padillo et al. (2021), the quality of teaching is a function of a sound faculty development program that can enhance the teacher's knowledge and expertise. It can offer a successful and reasonable way to execute best practices and accomplish goals that are set. The intervening factors to effective instruction include teachers' qualifications and professional development activities. A teacher's professional outlook can play a considerable part in creating the ability to become proficient. The knowledge of a teacher and his/her enthusiasm in the teaching profession can gain students' interest and increase students' academic performance. Therefore, a teacher can still teach despite the little benefit they get from the professional development activities. It was found out that professional development activities have little effect on the teachers' performance though it has never been properly analyzed to cater to the needs of the teachers.

Bronfenbrenner's Ecological Systems Theory presents a holistic view of human development, highlighting the dynamic interaction between individuals and their surrounding environments. It underscores that development is influenced by multiple layers of environmental systems, including family, community, societal structures, and cultural contexts. The theory categorizes these influences into five interconnected systems, microsystem, mesosystem, exosystem, macrosystem, and chronosystem, each shaping an individual's growth in unique ways. By examining these complex relationships, the framework explains how external forces, such as educational settings, social interactions, and historical events, contribute to personal development over time. Ultimately, Bronfenbrenner's perspective reinforces the idea that human growth is not solely an individual process but a continuous interaction between people and their evolving environments.

Influence of Professional Development on Student Engagement. Table 10 shows the extent of the effect of classroom management of teachers on classroom Management.

Table 10
Influence of Professional Development
and Student Engagement

Professional Development	Classroom Management	r-value	r ² -value	Int.
Seminars and Trainings Attended	Curricular Activities	0.90	82%	Very Strong
	Extra-Curricular Activities	0.98	96%	Very Strong
Membership in Professional Organization	Curricular Activities	0.84	70%	Strong
	Extra-Curricular Activities	0.84	71%	Strong
Advanced Education	Curricular Activities	0.88	77%	Strong
	Extra-Curricular Activities	0.99	97%	Very Strong
Research	Curricular Activities	0.85	72%	Strong
	Extra-Curricular Activities	0.82	68%	Strong

Legend:

<i>r²-value</i>	<i>Interpretation</i>
81% - 100%	<i>Very Strong</i>
61% - 80%	<i>Strong</i>
41% - 60%	<i>Moderate</i>
21% - 40%	<i>Weak</i>
00% - 20%	<i>Very Weak</i>

The influence of professional development on student engagement is evident across various categories, with seminars and trainings attended showing a very strong influence on curricular activities with $r^2 = 82\%$, and extra-curricular activities with $r^2 = 96\%$, emphasizing that structured training significantly enhances student participation in both academic and non-academic programs. Similarly, advanced education demonstrates a very strong correlation with extra-curricular activities ($r^2 = 97\%$), suggesting that teachers with advanced qualifications play a crucial role in fostering student involvement beyond classroom instruction.

The result implied that professional development significantly contributes to effective classroom management. Activities such as attending seminars, maintaining professional memberships, advancing education, and conducting research positively impact both curricular and extra-curricular classroom activities. Particularly, advanced education and seminars/trainings appear to be the most influential factors, especially for extra-curricular activities, as shown by their exceptionally high correlation values. To further enhance classroom management, educational institutions should prioritize and incentivize professional development. Teachers should be encouraged to pursue advanced education, participate in seminars, training, and join professional organizations.

Providing resources and support for conducting research can also reinforce their classroom management capabilities. Tailored professional development programs focusing on both curricular and extracurricular engagement may yield even better results.

The study of Hirsch et al. (2021) explores how teacher professional development (TPD) programs enhance educators' skills, particularly in classroom management. It highlights that well-structured TPD can improve classroom environments by equipping teachers with effective strategies for managing student behavior and fostering a positive learning atmosphere. They also concluded that providing Professional learning Development increases classroom management practices while increasing student engagement. The findings suggest that sustained and well-implemented professional development initiatives not only improve classroom management but also contribute to long-term instructional effectiveness, fostering a more supportive and engaging learning environment for students.

Bronfenbrenner's Ecological Systems Theory is a comprehensive model that it is highlights how experiences in one microsystem can affect experiences in another. The application of this is to understand how students learn through observation, the role in academic achievement, and designing effective modeling strategies for teaching. The theory underscores that when educators model positive behaviors and effective learning strategies, students are more likely to adopt these approaches, enhancing both their academic performance and personal development.

Summary

This study determined the influence of teachers' professional development on their classroom management and students' engagement and use this as basis in crafting a professional development intervention program for teachers of selected secondary schools, Pasacao District, Pasacao, Camarines Sur, School Year 2024-2025. Specifically, it looked into: (1) the profile of the respondents; (2) the level of professional development of teachers; (3) the level of classroom management of teachers; (4) the level of students engagement as perceived by the teachers; (5) the significant differences in the level of teachers' professional development when grouped according to their profile; (6) the significant relationship between professional development, classroom management and students

engagement; (7) the extent of influence of teachers professional development on classroom management and student engagement; (8) propose intervention program to enhance teachers' professional development, classroom management and student engagement.

The study used a descriptive-comparative-correlational method. There 160 JHS teacher respondents of the study. A survey questionnaire was used to gather the data, which were treated statistically through Weighted mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation of Coefficient, and Coefficient of Determination.

Problem 1. What is the profile of the respondents in terms of age, gender, civil status, educational attainment, years in teaching profession; and distance of house from school?

Findings. The majority of respondents were aged 31-40 years or 37.5%, predominantly female with 60%, most were single or 56.25%, hold a Bachelor's degree with 53.12%, the largest group had served for 6-10 years or 46.88%, and most respondents with 52.5% live 11-15 kilometers away from the school.

Conclusions. The respondents were mostly middle-aged, predominantly female, and single. The majority held a Bachelor's degree, had several years of teaching experience, and lived relatively far from the school.

Recommendations. Create activities tailored to generational preferences, fostering collaboration through team-building and networking. Support professional growth with scholarships and incentives for advanced degrees. Establish mentorship programs and targeted training for newer teachers. Offer flexible work arrangements, wellness programs, and mental health support to ease commuting challenges and workload stress.

Problem 2. What is the level of professional development of teachers in terms of seminars and trainings attended, membership and professional organization, advance education and research?

Findings. The level of professional development of teachers revealed an overall average weighted mean of 2.31, with training and seminars had an AWM of 3.22, membership and professional development got an AWM of 2.53, advance education with an AWM of 1.79, and research made an AWM of 1.69.

Conclusions. The professional development of teachers was at a low level, training and seminars, and membership and professional organizations both at a moderate level, while advanced education and research were at a poor and very poor levels.

Recommendations. Improve training accessibility with more hands-on learning and advanced techniques. Professional organizations must encourage participation through engaging activities and leadership incentives. Support for teachers pursuing higher education should include scholarships, financial aid, and flexible schedules. School heads and research coordinators should promote a research-driven culture via workshops, mentoring, and funding opportunities.

Problem 3. What is the level of classroom management of teachers along classroom discipline, students' attendance and punctuality, instructional delivery and records reporting?

Findings. The level of classroom management of teachers obtained an overall average weighted mean of 3.63, with classroom discipline had an AWM of 3.88, students' attendance and punctuality with AWM of 3.68, instructional delivery got an AWM of 3.61, and records and reporting with an AWM of 3.33.

Conclusions. The level of classroom management of teachers in all aspect was high.

Recommendations. Maintain strong classroom management by sharing best practices and conducting refresher sessions. Encourage a positive environment to sustain student attendance and punctuality. Enhance instructional delivery with updated teaching methods and materials. Streamline records and reporting by adhering to standards and improving efficiency.

Problem 4. What is the level of students' engagement as perceived by the teachers along curricular activities and extra-curricular activities?

Findings. The level of students' engagement attained an overall average weighted mean of 2.55, with curricular aspect scored 2.71, while the extra-curricular aspect had 2.38.

Conclusions. The level of students' engagement as perceived by the teachers was moderately engaged.

Recommendations. Enhance student engagement in curricular activities with interactive strategies like project-based learning and literary content. Boost participation in extracurricular programs by making them more appealing and accessible, supported by incentives and awareness campaigns.

Problem 5. Is there a significant difference in the level of teachers' professional development when grouped according to their profile?

Hypothesis. There are significant differences in the level of teachers' professional development when group according to their profile.

Findings. The differences in the level of teachers' professional development based on their profile, with sex the F-value of 82 and Tabular value of 6.59; age the F-value of 16.4 and Tabular value of 3.49; civil status the F-value of 6.83 and Tabular value of 4.07; educational attainment the F-value of 10.25 and Tabular value of 3.24; and distance of house from school the F-value of 18.22 and Tabular value of 3.49.

Conclusions. The differences in the level of teachers' professional development when group according to their profile were significant.

Recommendations. Design inclusive support programs that address the unique challenges related to age, gender, civil status, education, distance, and experience. Tailored interventions must ensure equitable access to professional development, mentorship, financial aid, and work-life balance initiatives to enhance teacher effectiveness and well-being.

Problem 6. Is there a significant relationship between professional development, classroom management and students' engagement?

Hypothesis. There is significant relationship between professional development, classroom management and students' engagement.

Findings. Professional development and classroom management, on seminars and trainings had an r-value of 0.95 and p-value of 0.012 for classroom discipline, student attendance had $r = 0.92$ and $p = 0.029$, instructional delivery showed $r = 0.90$ and $p = 0.039$, with records reporting at $r = 0.96$ and $p = 0.010$; membership in professional organizations had $r = 0.91$ and $p = 0.029$ for classroom

discipline, instructional at $r = 0.99$ and $p = 0.000$; advanced education with classroom discipline at $r = 0.98$ and $p = 0.004$, instructional delivery showed $r = 0.88$ and $p = 0.048$; research with classroom discipline at $r = 0.90$ and $p = 0.037$, with instructional delivery at $r = 0.99$ and $p = 0.000$; professional development on student engagement, for seminars and trainings with curricular activities had $r = 0.90$, $p = 0.035$, extra-curricular activities got $r = 0.98$, $p = 0.003$; for advanced education with curricular activities got $r = 0.88$, $p = 0.049$; and with extra-curricular activities got $r = 0.99$, $p = 0.000$.

Conclusions. The relationships between professional development, classroom management and students engagement were significant.

Recommendations. DepEd should expand access to seminars, trainings, and advanced education while encouraging professional organization memberships. Teachers must implement initiatives to improve student attendance and punctuality. Increased participation in seminars, advanced education, and research should be promoted to strengthen curricular and extracurricular activities for holistic development.

Problem 7. To what extent does teachers' professional development influences classroom management and student engagement?

Hypothesis. Teachers professional development influences classroom management and student engagement.

Findings. The influence of seminars and training on classroom discipline, student attendance and punctuality, instructional delivery, and records reporting got $r^2=80\%-92\%$; membership in professional organizations on instructional delivery and classroom management had $r^2 = 99\%$; and with classroom discipline $r^2 = 84\%$; advanced education on classroom discipline $r^2 = 95\%$, and records reporting $r^2 = 90\%$; research on instructional delivery $r^2 = 98\%$ and classroom discipline $r^2 = 80\%$.

Conclusions. The influence of teachers' professional development on classroom management and student engagement was very strong and strong, thus, the alternative hypothesis was accepted.

Recommendations. Strengthen professional development through expanded seminars, trainings, advanced education, and research opportunities. Targeted interventions must be implemented to improve student attendance and punctuality, ensuring a well-rounded approach to teacher and student development.

Problem 8. What intervention program may be proposed to enhance teachers' professional development, classroom management and student engagement?

Based from the findings of the study a Holistic Engagement and Advancement for Teacher (HEAT) Program was proposed to enhance the identified low or weak area of professional development, classroom management and students' engagement of teachers. This program aims to empower teachers by providing targeted support and opportunities for growth, ultimately fostering a positive impact on their teaching practices and student outcomes. Secondary Schools of Pasacao district should adopt the program and integrate it into their professional development initiatives to address identified gaps in teacher growth, classroom management, and student engagement.

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DOR

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