

Professional Development Practices and Work Performance of Teachers in Public Secondary Schools

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Abstract

This study investigated the professional development practices and work performance of teachers in public secondary schools in the Binangonan District, Schools Division Office of Rizal, during the School Year 2025–2026. Specifically, it examined the extent of teachers' professional development practices in terms of school engagement, research development, and community involvement, and their relationship to work performance. A descriptive survey research design, complemented by documentary analysis, was employed. The respondents consisted of 400 teachers, representing 50% of the total population, selected through simple random sampling. A researcher-made questionnaire-checklist was used to assess professional development practices, while documentary analysis of the Individual Performance Commitment and Review (IPCR) for School Year 2024–2025 served as the basis for evaluating work performance. Findings revealed that the majority of respondents were aged 31 and above, predominantly female, married, and pursuing graduate studies. Most held Teacher I and II positions, had more than 15 years of service, and participated in division- and district-level trainings. Teachers demonstrated a very high extent of professional development in school engagement and a high extent in research development and community involvement. Significant differences were found in professional development practices when grouped according to age, position title, and in-service trainings attended, while no significant differences were observed in terms of sex, civil status, educational attainment, and length of service. Teachers' work performance was rated very satisfactory and showed a significant relationship with their professional development practices. The study concluded that professional development practices significantly influence teachers' work performance. It is recommended that school administrators continuously support professional growth initiatives, encourage participation in trainings, and promote institutional linkages. Implementation of the proposed action plan and further studies on related variables are also suggested.

Keywords: Professional Development, Teacher Performance, School Engagement, Research Development, Community Involvement, Public Secondary Schools

Introduction

Education is widely regarded as a lifelong process that serves as a fundamental foundation for human development and a critical driver of national progress. It is often viewed as a key indicator of development, as it equips individuals with the competencies necessary to overcome socio-economic challenges and contribute meaningfully to society. One of its primary purposes is to produce competent and skilled human resources capable of addressing the developmental needs of a nation. In this context, the teaching profession plays a pivotal role, as teachers serve as the backbone of the educational system and are instrumental in shaping learners' knowledge, skills, and values. Recognizing this, governments prioritize educational initiatives that promote teacher welfare and continuous professional growth.

In the Philippines, the Department of Education (DepEd) underscores the importance of teacher development through policies such as DepEd Memorandum No. 50, s. 2020, which outlines professional development (PD) priorities for teachers and school leaders. This policy emphasizes continuous upskilling and reskilling to improve teaching effectiveness and learner outcomes. Anchored on frameworks such as the Philippine Professional Standards for Teachers (PPST) and supported by institutions like the National Educators Academy of the Philippines (NEAP), professional development is positioned as a mechanism for enhancing teachers' competencies, career progression, and overall work performance.

Teaching, by nature, is a dynamic and evolving profession that demands continuous adaptation to emerging trends, technologies, and diverse learner needs. Effective teaching encompasses not only mastery of subject matter but also competencies in instructional planning, classroom management, learner engagement, and the integration of innovative strategies. In the 21st century, educational practices have increasingly emphasized collaboration, critical thinking, and technological integration, further reinforcing the need for sustained professional development. Consequently, continuous professional development has become essential in improving teacher effectiveness, fostering commitment, and ensuring responsiveness to the demands of a rapidly changing educational landscape.

Existing literature highlights the significance of professional development as an ongoing process that enhances teachers' knowledge, skills, and professional attitudes. Adlit et al. (2023) describe professional development as a continuous learning process that enables educators to remain aligned with best practices and evolving responsibilities. Similarly, Asiyah et al. (2021) emphasize its role in equipping teachers with competencies necessary for adapting to technological advancements and diverse learning environments. Anorma (2024) further conceptualizes teacher development as a process of active participation in teaching practice, leading to deeper professional understanding. Supporting this, Cortez (2021) and Padillo (2021) assert that professional development strengthens teacher competence and promotes sustainability in the profession, while Banderlipé (2022) highlights the need for reflective and research-based strategies that can be applied in classroom contexts. Moreover, Laurel (2022) and Saleem et al. (2021) emphasize that continuous professional development not only enhances teaching effectiveness but also increases teacher motivation and engagement.

Despite these established benefits, challenges in the implementation of professional development persist. Teachers often encounter constraints such as limited access to relevant training opportunities, insufficient time due to heavy workloads, and lack of sustained institutional support and mentoring. These barriers may hinder their ability to fully engage in professional growth activities, ultimately affecting their instructional effectiveness and work performance. Furthermore, while numerous studies have explored professional development in general, there remains a need for localized and contextualized investigations that examine how specific professional development practices influence teacher performance in public secondary schools.

Thus, a research gap exists in understanding the extent to which professional development practices—particularly in terms of school engagement, research development, and community involvement—relate to teachers' work performance within the public secondary school context. Additionally, limited studies have examined how these practices vary when teachers are grouped according to demographic and professional characteristics. Addressing these gaps is essential in developing targeted interventions and policies that will strengthen teacher development programs.

In view of these considerations, the present study was undertaken to determine the professional development practices and work performance of teachers in public secondary schools, with the end goal of proposing an action plan that supports continuous teacher growth and enhances educational outcome

Material and methods

2.1 Research Design

This study employs a descriptive research design utilizing questionnaire-checklist.

2.2 Locale of the Study

The study was conducted in public secondary schools in Binangonan District, Schools Division Office of Rizal. These schools include Don Jose Ynares National High School, Guronasyon Foundation Inc. National High School, Mahabang Parang National High School, Margarito A. Duavit Integrated School, Pag-asa National High School, Rizal Science High School and Vicente Madrigal Integrated School. These schools offer complete junior high school education from Grade 7 to Grade 10.

2.3 Respondents of the Study

The respondents of the study consisted of four hundred (400) public secondary school teachers from the Binangonan District, Schools Division Office of Rizal, representing fifty percent (50%) of the total population of eight hundred (800) teachers. The participants were described according to their demographic and professional profiles, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. These variables were considered essential in analyzing differences in professional development practices and work performance among teachers.

2.4 Sample and Sampling Procedure

This study employed a simple random sampling technique to ensure that each teacher in the population had an equal chance of being selected as a respondent. From the total population of 800 teachers, 400 respondents were randomly chosen using an appropriate randomization method. The use of simple random sampling minimized selection bias and enhanced the representativeness of the sample, thereby increasing the reliability and generalizability of the findings.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as a tool in gathering the needed data. Part I of the questionnaire-checklist deals with the personal data of the respondents in terms of their age, sex, civil status, educational attainment, position title, length of service and in service trainings attended. Part II of the questionnaire-checklist deals with the extent of professional development practices of teachers with respect to school engagement, research development

and community involvement. Each aspect consists of 10 items with a total of 30 items. To determine the level of work performance of teachers, the latest ratings in their Individual Performance Commitment and Review (IPCR) were obtained. The validation and checking of the questionnaire-checklist and contents were done thoroughly and patiently by the researcher's adviser, dean, statistician, master teacher, principal and professorial lecturers. Suggestions and comments to be given were considered by the researcher for the improvement of the questionnaire. After the finalization, the research instrument was administered to the teacher-respondents.

2.6 Data Gathering Procedure

The study was guided by the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem and title. Upon the approval of the research title, the researcher prepared the formulation of chapters 1-3 for the proposal defense. After the proposal defense, the researcher proceeded to the revision of the manuscript for the conduct of the study. Validation of the questionnaire checklist was done. After the validation of the questionnaire checklist the researcher sought for a permission from the concerned authorities for the conduct of the study. Upon approval of the concerned authorities to conduct the study, the administration of the questionnaire to the teachers-respondents was done. Guidelines in the Data Privacy Act of 2022 were considered in gathering the needed data. After the retrieval of the questionnaire checklist, data gathered were encoded, and was processed using the Statistical Package for Social Sciences (SPSS). Based on the interpreted data a summary of findings, conclusions, and recommendations were formulated. After the oral defense, the manuscript was revised based on the comments, suggestions, and recommendations of the panelist. The study was also subjected to anti-plagiarism test. After the final revision, final copies of the manuscript were submitted to the Office of Graduate Studies and other offices.

2.7 Data Analysis Techniques

The study employed various statistical tools to analyze and interpret the data collected. Frequency, percentage, and rank distribution were used to describe the profile of the respondents based on selected variables. The weighted mean was utilized to determine the extent of teachers' professional development practices across different aspects. To examine whether significant differences existed in these practices when grouped according to respondents' profiles, one-way analysis of variance (ANOVA) was applied. The level of teachers' work performance, based on their Individual Performance Commitment and Review (IPCR) ratings, was analyzed using mean, frequency, and percentage distribution. Finally, correlation analysis was used to determine the presence of a significant relationship between teachers' professional development practices and their level of work performance.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As reflected in the table, out of 400 respondents, in terms of age, 33.5 % have ages 31-40 years old, 32.5 % have ages 21-30 years old and the rest belong to age bracket 41-50 years old and 51 years old and above with 19% and 15 % respectively. In terms of sex, there are more females than males with 67% females and 33% males. With regard to their civil status, most of them are married with 52%. With regard to their educational attainment, 39% have earned units in the Masters' degree, 34.5% have finished their masters' degree and 21% are still in their Bachelor's degree. Only 4 % and 1.5% have Doctorate units and Doctorate degree respectively. As to their position title, 50% are Teacher II, and 28.5% are Teacher I. The remaining percentage are Teacher III and Master Teacher with 16.5% and 5% respectively. In terms of length of service, 33.5% have been in the service for 15-19 years while 20.5% have been in the service for 10-14 years. As regard to in-service trainings attended, 39 % have attended in-service trainings in the district level, 34.5 % in the division level, 9% have attended in the school level and the rest have attended in the regional, national and international level.

Table 1
*Frequency, Percentage and Rank Distribution of the Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
51 years old and above	60	15.0	4
41 – 50 years old	76	19.0	3
31 – 40 years old	134	33.5	1
21 – 30 years old	130	32.5	2
Total	400	100.0	
Sex			
Male	132	33.0	2
Female	268	67.0	1
Total	400	100.0	
Civil Status			
Single	174	43.5	2
Married	208	52.0	1
Separated/Annulled	10	2.5	3
Widow/Widower	8	2.0	4
Total	400	100.0	
Educational Attainment			
Doctorate Degree	6	1.5	5
Masters' Degree with Doctoral Units	16	4.0	4
Masters' Degree	138	34.5	2
With MA units	156	39.0	1
Bachelor's Degree	84	21.0	3
Total	400	100.0	
Position Title			
Master Teacher I	20	5.0	4
Teacher III	66	16.5	3
Teacher II	200	50.0	1
Teacher I	114	28.5	2
Total	400	100.0	
Length of Service			
25 years and above	44	11.0	4
20 - 24 years	38	9.5	5
15 - 19 years	134	33.5	1
10 - 14 years	82	20.5	2
5 - 9 years	70	17.5	3
Below 5 years	32	8.0	6
Total	400	100.0	
In-Service Trainings Attended			
International Level	12	3.0	6
National Level	32	8.0	4
Regional Level	26	6.5	5
Division Level	138	34.5	2
District Level	156	39.0	1
School Level	36	9.0	3
Total	400	100.0	

3.2 Extent of Professional Development Practices of Teachers as Perceived by Themselves with Respect to the Different Aspects

As reflected in the table, the composite weighted mean of 4.28 indicates a high extent of professional development practices among teachers. Among the three dimensions, school engagement ranked first with a weighted mean of 4.74, interpreted as a very high extent, while community involvement and research development ranked second and third with weighted means of 4.15 and 3.96, respectively, both interpreted as high extent. These results suggest that teachers perceive themselves as highly active and committed in school-related activities, demonstrating strong involvement in instructional and institutional responsibilities. However, although still rated high, research development and community involvement

appear to receive comparatively less emphasis. This implies a need for targeted interventions and professional development programs that will further strengthen teachers' competencies in research and community engagement. Enhancing these areas may contribute to more holistic professional growth and improved educational outcomes. The strong performance in school engagement further indicates teachers' dedication to their profession, which can be leveraged to support continuous improvement initiatives. These findings support the assertion of Dalton (2022) that professional development is a continuous process of growth that emphasizes practical application and skill enhancement through activities such as workshops and training sessions focused on instructional strategies and classroom management.

Table 2

Extent of Professional Development Practices of Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	W $\bar{X}$	Verbal Interpretation	Rank
School Engagement	4.74	Very High Extent	1
Research Development	3.96	High Extent	3
Community Involvement	4.15	High Extent	2
Composite W$\bar{X}$	4.28	High Extent	

3.3 Significant Difference on the Extent of Professional Development Practices of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As depicted in the table, significant differences were found across all three aspects—school engagement, research development, and community involvement—when respondents were grouped according to age, position title, and in-service trainings attended. Conversely, no significant differences were observed in any of the aspects when grouped according to sex, civil status, educational attainment, and length of service. These findings indicate that teachers' engagement in professional development practices varies depending on their age, rank, and participation in training programs, suggesting that experience level and access to professional learning opportunities influence their level of involvement. In contrast, personal and static characteristics such as sex, marital status, educational attainment, and years of service do not significantly affect their engagement. This implies the need for differentiated and targeted professional development programs that are responsive to teachers' career stages, positions, and training exposure to further enhance their participation and effectiveness. Moreover, the results highlight the importance of considering teachers' professional profiles in designing development initiatives to ensure relevance and impact. However, these findings partly contradict the study of Lozada (2024), which reported no significant differences in professional development practices across most profile variables except educational attainment, suggesting that contextual factors may influence variations in results.

Table 3

Significant Difference on the Extent of Professional Development Practices of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	f-value	p-value	Decision	Verbal Interpretation
Age				
School Engagement	4.729	.002	Rejected	Significant
Research Development	2.784	.042	Rejected	Significant
Community Involvement	3.597	.015	Rejected	Significant
Sex				
School Engagement	.419	.518	Accepted	Not Significant
Research Development	.214	.644	Accepted	Not Significant
Community Involvement	.000	.990	Accepted	Not Significant
Civil Status				
School Engagement	.679	.566	Accepted	Not Significant
Research Development	.871	.457	Accepted	Not Significant
Community Involvement	1.343	.262	Accepted	Not Significant
Educational Attainment				
School Engagement	.868	.459	Accepted	Not Significant
Research Development	1.083	.358	Accepted	Not Significant
Community Involvement	1.091	.328	Accepted	Not Significant
Position Title				
School Engagement	2.600	.027	Rejected	Significant
Research Development	5.191	.007	Rejected	Significant
Community Involvement	2.527	.030	Rejected	Significant
Length of Service				
School Engagement	.204	.816	Accepted	Not Significant

Research Development	.569	.567	Accepted	Not Significant
Community Involvement	.083	.920	Accepted	Not Significant
In-service Trainings Attended				
School Engagement	3.743	.002	Rejected	Significant
Research Development	6.538	.008	Rejected	Significant
Community Involvement	4.245	.041	Rejected	Significant

3.4 Level of Work Performance of Teachers as Revealed in Their Individual Performance Commitment and Review (IPCR)

As shown in the table, the majority of teachers, 344 or 86%, obtained a “Very Satisfactory” rating in their Individual Performance Commitment and Review (IPCR), while 38 or 9.5% achieved an “Outstanding” rating and only 18 or 4.5% were rated “Satisfactory.” The overall mean rating of 4.449, interpreted as “Very Satisfactory,” along with a standard deviation of 0.795, indicates that teachers generally demonstrate a high level of performance with relatively consistent ratings across respondents. These findings suggest that most teachers are effectively fulfilling their roles as facilitators of learning and contributors to student development, particularly in areas such as instructional delivery and classroom management. The low variability further implies a degree of uniformity in performance levels among teachers. Moreover, the results highlight that teachers are able to carry out their professional responsibilities efficiently, contributing positively to student learning outcomes and the overall quality of education. This finding is consistent with the study of Anorma (2024), which also revealed that teachers attained a “Very Satisfactory” level of work performance based on their IPCR results..

Table 4

Level of Work Performance of Teachers as Revealed in Their Individual Performance Commitment and Review (IPCR)

Adjectival Rating	Numerical Rating	Frequency	Percent	Rank
Outstanding	4.51 – 5.00	38	9.5	2
Very Satisfactory	3.51 – 4.50	344	86.0	1
Satisfactory	2.51 - 3.50	18	4.5	3
Unsatisfactory	1.51 - 2.50	-	-	-
Poor	1.50 and below	-	-	-
	Total	400	100.0	
Highest Rating			4.60	
Lowest Rating			3.40	
Mean Rating			4.449 (VS)	
Standard Deviation			.795	

3.5 Significant Relationship Between the Extent of Professional Development Practices and Level of Work Performance of Public Secondary School Teachers

The table reveals that the computed r-values indicate strong positive correlations between professional development practices and teachers’ work performance across all three aspects—school engagement, research development, and community involvement. Since all probability values are less than 0.05, the null hypothesis is rejected, confirming that the observed relationships are statistically significant and not due to chance. These findings suggest that as teachers’ engagement in professional development increases, their level of work performance correspondingly improves. This underscores the critical role of continuous professional learning in enhancing teaching effectiveness and overall performance. The results imply that strengthening professional development initiatives can significantly contribute to improving teacher competencies and student outcomes. Educational leaders and administrators are therefore encouraged to invest in relevant and sustained professional development programs that foster growth in key areas such as school engagement, research capability, and community involvement. However, these findings contradict the study of Padillo (2021), which reported no significant relationship between teaching competencies and professional development activities, suggesting that differences in context and implementation may influence the outcomes of such relationships.

Table 5

Significant Relationship Between the Extent of Professional Development Practices and Level of Work Performance of Public Secondary School Teachers

Variables		r-value	p-value	Ho	Verbal Interpretation
Level of Work Performance	School Engagement	.876	.004	Rejected	Significant
	Research Development	.754	.009	Rejected	Significant
	Community Involvement	.832	.038	Rejected	Significant

Conclusions & Recommendations

Based on the findings of the study, it is concluded that teachers actively participate in various professional development activities regardless of sex, civil status, educational attainment, and length of service. However, age, position title, and in-service trainings attended were found to have significant influence on their professional development practices. Furthermore, the study established that teachers' professional development practices have a direct influence on their level of work performance, indicating that continuous engagement in professional growth activities contributes to improved teaching effectiveness and overall performance outcomes.

In light of these conclusions, several recommendations are offered. School administrators are encouraged to continuously support and strengthen teachers' involvement in professional development activities to enhance teaching and learning outcomes. Teachers are likewise advised to allocate sufficient time for personal and professional growth through active participation in seminars, trainings, and related learning opportunities. Establishing linkages with other institutions and organizations is also recommended to promote the sharing of best practices in teaching and learning. The implementation of the proposed action plan is strongly recommended, and further studies may be conducted considering other variables to broaden the scope of findings and strengthen future research.

Compliance with ethical standards

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