

Professional Development of Teachers in Public Secondary Schools: A Documentary Analysis

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Abstract

This study examined the professional development of secondary school teachers in the Dupax Del Sur District through a documentary analysis of the Results-Based Performance Management System (RPMS) for School Year 2023–2024. Anchored on the Human Capital Theory and the RPMS-IPCRF framework, the study aimed to identify teachers planned professional development activities, determine the professional development programs they participated in, analyze the alignment and misalignment of implemented activities with the IPCRF competency domains, and develop a professional development action plan based on identified needs. The study employed a qualitative research design using document analysis of 67 Individual Performance Commitment and Review Forms (IPCRFs) from Carolotan National High School, Dupax del Sur National High School, and Ganao National High School, supplemented by researcher-made interview questions for validation. Thematic analysis was used to identify patterns, categories, and gaps in teachers' professional development experiences. Findings revealed that teachers planned and participated in various professional development activities related to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Most activities were aligned with IPCRF competency domains, demonstrating teachers' commitment to improving instructional practices, learner support, and professional competencies. However, gaps were identified due to unimplemented planned activities, limited access to professional development opportunities, and some activities that were not fully aligned with targeted competencies. The study concluded that a contextualized, competency-based, and strategically aligned professional development system is necessary to strengthen teacher effectiveness. A School-Based Professional Development Action Plan was proposed to address identified gaps and support continuous professional growth. The study contributes to Sustainable Development Goal 4 (Quality Education) by strengthening teacher capacity and promoting improved educational practices. Its sustainability impact is reflected in the enhancement of institutional professional development systems through evidence-based planning, collaboration, and responsive capacity-building initiatives.

Keywords: Documentary Analysis, IPCRF, Professional Development, Professional Development Action Plan, RPMS, Teacher Competency Domains, Teacher Professional Development, Qualitative Research

1. Introduction

Teacher professional development has become an essential priority in education systems worldwide. Globally, collaborative approaches such as Professional Learning Communities (PLCs), lesson study, coaching, and formal training programs remain common strategies for strengthening teacher capacity (Ventista & Brown, 2023). Lifelong learning opportunities and professional standards have also been emphasized as essential components of teacher preparation and continuous improvement across educational systems (Melnik et al., 2021). In low- and middle-income countries, teacher professional development plays a significant role in ensuring quality instruction; however, challenges remain due to limited opportunities, insufficient research evidence, and unequal access to effective professional learning experiences. Technology-mediated approaches, including virtual coaching, blended learning, social messaging, and subject-specific applications, provide potential pathways for expanding professional development opportunities (Hennessy et al., 2024). Similarly, professional development enables teachers to renew skills, improve instructional approaches, and respond effectively to evolving educational contexts (Juniper Education, 2022). (Avalos, 2011; Darling-Hammond et al., 2017; Parsons, 2022)

Studies have shown that professional development becomes more meaningful when it is collaborative, relevant, sustained, and connected to classroom practice. MacPhail et al. (2019) emphasized the importance of providing teacher educators with opportunities for professional learning, while Zhang et al. (2021) highlighted the influence of motivation, self-efficacy, and institutional support on teachers' participation in professional development activities. Likewise, Vadivel et al. (2021) found that professional development improves teachers' knowledge, skills, and perspectives, but effective implementation

requires supportive environments, appropriate resources, and needs-based planning. Despite the recognized value of professional development, concerns remain regarding its accessibility, relevance, and alignment with teachers' actual needs. Professional development opportunities are sometimes viewed as disconnected from classroom realities, inconsistent, or insufficiently practical (Schwartz, 2023). Herrmann and Grossman (2021) identified challenges including one-size-fits-all approaches, limited collaboration, irregular implementation, and weak connections between professional development and classroom application. These concerns highlight the need for more individualized and context-responsive professional development systems. (Desimone & Garet, 2015; Guskey, 2010; Opfer & Pedder, 2011)

Existing literature reveals several major themes related to effective teacher professional development. First, collaborative and continuous learning environments are essential in strengthening professional practice. Professional Learning Communities, peer collaboration, coaching, and lesson studies provide opportunities for teachers to share knowledge, reflect on practice, and improve instructional strategies (Ventista & Brown, 2023; Cirocki & Farrell, 2019). Second, professional development must be responsive to teachers' specific needs and educational contexts. Sadeghi and Richards (2021) emphasized that teachers engage in professional development for different purposes, including improving teaching competence and maintaining professional relevance. Vadivel et al. (2021) further stressed the importance of needs analysis in designing effective professional development programs. Third, technology has increasingly influenced professional development delivery. Fairman et al. (2023) noted that online and hybrid learning environments can support differentiated professional development, while Cross et al. (2022) highlighted the potential of digital platforms in expanding teacher learning opportunities. However, technology-based professional development requires adequate infrastructure, institutional support, and consideration of teachers' readiness. (Kennedy, 2016; Gore & Rosser, 2022; Zeichner & Liston, 2013)

Fourth, effective professional development requires alignment between programs and professional standards. Padillo et al. (2021) emphasized the importance of structured professional development frameworks that enhance teachers' knowledge and skills. Sancar et al. (2021) proposed that effective professional development should consider evaluation, context, collaboration, support, and sustainability. Similarly, Sims et al. (2023) emphasized that effective teacher professional development requires clear mechanisms that support long-term improvement in teaching and learning. In the Philippine context, professional development is supported through national frameworks such as the Human Resource Development Results Framework and the NEAP Professional Development Framework. These initiatives include induction programs, career progression programs, subject content development, master classes, and specialized learning opportunities aimed at improving teacher competencies (Padillo et al., 2021). The Philippine Professional Standards for Teachers (PPST), institutionalized through Department of Education (2017), provides a framework for assessing teacher competencies and guiding continuous professional development. (Department of Education - Philippines, n.d.; Philippine Business for Education, 2023)

Globally, educational institutions continue to strengthen teacher professional development as a means of improving educational quality. However, challenges related to accessibility, institutional support, resource limitations, and alignment between professional development programs and teacher needs remain evident across various contexts (Tyagi & Misra, 2021; El Islami et al., 2022). In the Philippines, teachers play a central role in achieving quality education through continuous improvement of classroom practices, instructional competence, and professional engagement. The Department of Education established professional standards and performance management systems to guide teacher development. DepEd Order No. 42, s. 2017 institutionalized the Philippine Professional Standards for Teachers (PPST) to establish expectations for teacher competency development and provide direction for professional learning programs. (Abakah et al., 2022; Belay et al., 2021) (Department of Education, 2017)

The National Economic and Development Authority's AmBisyon Natin 2040 also emphasizes inclusive and equitable quality education and lifelong learning opportunities. It highlights the importance of increasing the availability of qualified teachers and strengthening teacher preparation and development systems (Edillion, 2016). At the local level, public secondary schools in the Dupax Del Sur District face contextual challenges in accessing professional development opportunities. Geographic conditions, limited connectivity, delayed access to updates, and constraints in attending graduate studies, seminars, and training programs influence teachers' participation in professional learning activities. These conditions highlight the importance of developing professional development initiatives that are accessible, relevant, and aligned with teachers identified needs. (Batisla-ong, 2021; Childhope Asia Philippines, 2021)

This study is anchored on Human Capital Theory, which views education, training, knowledge, skills, and experiences as valuable investments that enhance individual and organizational productivity. Human capital represents the accumulated competencies and capabilities developed through learning opportunities and professional experiences. Within the context of education, professional development activities serve as investments in teachers' human capital. Through participation in training, seminars, continuing education, and other learning opportunities, teachers develop competencies that contribute to improved instructional practices, professional performance, and educational outcomes. The study is also guided by the Results-Based Performance Management System (RPMS) established through Department of Education (2015), which

provides a framework for assessing teacher performance, identifying developmental needs, and supporting professional growth. Through the Individual Performance Commitment and Review Form (IPCRF), teachers identify areas for improvement aligned with the seven domains of teacher practice: Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development. (Gillies, 2015; Hooley, 2020; Leoni, 2023; Wuttaphan, 2017)

Although extensive research has examined teacher professional development programs, challenges, and implementation strategies, limited studies have focused on the relationship between teachers' professional development activities and their individualized professional development plans. Existing literature frequently examines program implementation, policy frameworks, or general effectiveness of professional development initiatives but provides limited attention to how professional development plans respond to teachers' specific competencies, experiences, and professional needs. Previous studies identified barriers such as insufficient resources, limited institutional support, inadequate coordination, and difficulty accessing relevant professional development opportunities (Tyagi & Misra, 2021; El Islami et al., 2022). However, fewer studies have explored how professional development activities are aligned with competency standards and performance-based development plans within public secondary schools. This study addresses this gap by examining teachers' professional development activities through documentary analysis of RPMS and IPCRF documents. It seeks to determine the alignment between planned and implemented professional development activities and teacher competency domains, providing evidence for developing a contextualized professional development action plan. (Al Abbassi & David, 2021; Komba & Mwakabenga, 2019; Kusanagi, 2022)

This study aligns primarily with SDG 4 – Quality Education, as it focuses on strengthening teacher competencies, improving professional learning systems, and supporting quality teaching practices. By examining professional development alignment with teacher competency standards, the study contributes to educational sustainability through continuous improvement of instructional capacity. The study also relates to SDG 8 – Decent Work and Economic Growth, particularly through promoting professional growth, career advancement, and continuous skills development among educators. Supporting teachers' professional development contributes to a more capable and resilient education workforce. Additionally, the study supports SDG 17 – Partnerships for the Goals by emphasizing collaboration among teachers, school leaders, educational institutions, and professional development providers in creating responsive learning systems.

The study contributes to multidisciplinary sustainability through its focus on educational sustainability, institutional development, and human capacity building. Strengthening teacher professional development supports sustainable education systems by ensuring that educators continuously improve their knowledge, competencies, and instructional practices. From an institutional sustainability perspective, the findings may guide schools and educational administrators in designing professional development programs that are evidence-based, relevant, and aligned with identified competency gaps. Such initiatives may improve resource allocation, professional learning structures, and long-term teacher development strategies. From a social sustainability perspective, improving teacher capacity contributes to more inclusive and responsive learning environments. Professional development programs that address diverse learners, instructional innovation, assessment practices, and community engagement support equitable educational opportunities. Through a human capital perspective, the study recognizes teachers as essential contributors to sustainable educational transformation. Investing in teachers' professional growth strengthens institutional capability and supports continuous improvement in education quality. (NEDA, n.d.)

2. Material and methods

2.1 Research Design

The study utilized a qualitative research design through document analysis. This approach was used to interpret patterns, meanings, and insights embedded in textual data from teachers' RPMS documents. Document analysis systematically examines written materials to identify relevant themes and patterns within a research context (Hassan, 2024). The study analyzed teachers' intended and completed professional development activities reflected in the Results-Based Performance Management System (RPMS). Professional development activities were identified, categorized according to the PPST domains in the Individual Performance Commitment and Review Form (IPCRF), and examined to determine alignment or gaps between teachers' professional development activities and competency requirements. Semi-structured interviews were also conducted with selected participants to validate and deepen the interpretation of the documentary findings. (Department of Education, 2015)

2.2 Locale of the Study

The study was conducted in the public secondary schools of the Dupax Del Sur District in Nueva Vizcaya, specifically Carolotan National High School, Dupax del Sur National High School, and Ganao National High School. These schools

provide junior and senior high school education and served as the research setting for examining teachers' professional development activities and competency alignment.

2.3 Respondents of the Study

The participants of the study were secondary school teachers from Carolotan National High School, Dupax del Sur National High School, and Ganao National High School. The study utilized the 67 Individual Performance Commitment and Review Forms (IPCRF) of teachers for School Year 2023–2024 as the primary source of data. To maintain confidentiality and anonymity, participants were assigned codes from P1 to P67 during data presentation and analysis.

2.4 Sample and Sampling Procedure

The study used the complete set of available teachers IPCRF documents from the identified public secondary schools in the Dupax Del Sur District. A total of 67 teacher records were examined, consisting of documents from Carolotan National High School, Dupax del Sur National High School, and Ganao National High School. The selection of documents was based on their relevance to the study's purpose of analyzing teacher professional development activities and their alignment with competency domains.

2.5 Research Instrument

The primary sources of data were the Individual Performance Commitment and Review Form (IPCRF) of secondary teachers and responses from semi-structured interviews regarding the reasons participants were unable to complete planned professional development activities. The IPCRF served as the basis for examining teacher performance and professional development needs. The IPCRF contains seven Domains of Teacher Practice covering 37 strands that describe various dimensions of teacher competencies. These domains include Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. The documents were analyzed according to the study objectives, focusing on planned professional development activities, participated activities, alignment with competency domains, and areas requiring further development.

2.6 Data Gathering Procedure

The researcher obtained permission from the DepEd Nueva Vizcaya Schools Division Superintendent to access the teachers' IPCRF results for School Year 2023–2024. Upon approval, the principals of Carolotan National High School, Dupax del Sur National High School, and Ganao National High School provided the required documents. The researcher reviewed the RPMS and IPCRF documents to identify planned and attended professional development activities. The identified activities were compared and categorized according to the PPST competency domains to determine alignment and gaps. Semi-structured interviews were conducted with selected participants to validate documentary findings and determine reasons for unmet professional development plans. The analyzed data were used to identify professional development needs and formulate a School-Based Professional Development Action Plan intended to address identified competency gaps and support teacher improvement. The findings were validated through expert review, teacher feedback, self-assessment, triangulation, and consultation with the research adviser to strengthen credibility and accuracy.

2.7 Data Analysis Techniques

The study employed thematic analysis as the primary method for analyzing qualitative data. Thematic analysis, as outlined by Braun and Clarke (2006), was used to identify, examine, and report recurring patterns or themes within the collected documents and interview responses. The analysis began through familiarization with the RPMS documents and interview data, followed by identification and coding of professional development activities. The coded data were organized into themes based on patterns related to teachers planned activities, attended professional development programs, alignment with IPCRF competency domains, and identified professional development gaps. The findings from the thematic analysis served as the basis for developing a School-Based Professional Development Action Plan aligned with teachers' needs and institutional goals. The validity of interpretations was strengthened through triangulation, peer review, and consideration of alternative explanations.

2.8 Ethical Considerations

The study followed ethical research principles throughout the data collection and analysis process. Informed consent was obtained from participants, who were informed about the purpose, procedures, and potential benefits of the research. Confidentiality and anonymity were maintained by assigning participant codes and ensuring that individual identities were not disclosed. All documents were securely stored through password-protected electronic files and restricted access storage. The researcher-maintained objectivity by avoiding misuse or misinterpretation of information and followed proper citation practices based on APA standards. After completion of the study, research materials were managed according to data protection principles while participants were given the opportunity to review a summary of the findings.

3. Results and Discussion

3.1 Planned Professional Development Activities Based on IPCRF Competency Domains

The document analysis revealed that teachers identified professional development activities aligned with different IPCRF domains. The planned activities reflected teachers' efforts to enhance pedagogical competence, classroom management, learner responsiveness, curriculum implementation, assessment practices, and personal professional growth. The findings showed that teachers prioritized activities related to content improvement, instructional strategies, ICT integration, differentiated instruction, assessment literacy, and professional development.

3.1.1 Enhancement of Content Knowledge and Pedagogical Practices

The findings showed that teachers planned professional development activities focused on improving teaching competencies, including seminars on higher-order thinking skills, professionalism and ethics, innovative teaching strategies, and ICT integration. These activities indicated teachers' intention to strengthen subject knowledge, improve instructional delivery, and adapt teaching practices to changing educational demands. The emphasis on pedagogical improvement demonstrates teachers' recognition that continuous learning is necessary for effective teaching practice. Professional development activities that encourage collaboration and reflection contribute to improving classroom practices and sustaining innovation. This supports Ventista and Brown (2023), who reported that collaborative professional development approaches such as Professional Learning Communities (PLCs) and lesson study are among the most common and effective forms of teacher development. (Fernandes et al., 2019; Fernandes et al., 2023)

3.1.2 Development of a Safe and Supportive Learning Environment

The findings revealed that teachers planned professional development activities related to establishing consistent classroom policies and procedures. These activities reflected their awareness of the importance of classroom management, learner safety, and creating a supportive environment conducive to learning. The planned activities suggest that teachers viewed classroom environment as an essential component of learner success. A structured and respectful learning environment helps reduce classroom disruptions, promotes student participation, and supports positive teacher-learner relationships. This finding is consistent with El Islami et al. (2022), who emphasized that professional development programs increasingly focus on collaborative learning environments, classroom management, and instructional improvement.

3.1.3 Promotion of Culturally Responsive Teaching Practices

The results showed that teachers included culturally responsive strategies in their professional development plans. Although fewer activities were identified under this domain, the inclusion of culturally responsive approaches indicated teachers' commitment to addressing learner diversity and considering students' cultural backgrounds in teaching practices. The integration of culturally responsive strategies reflects an effort to develop inclusive classrooms where learners' identities and experiences are recognized. Professional development that supports culturally responsive teaching allows educators to modify instruction according to learners' diverse needs. This supports El Islami et al. (2022), who highlighted the value of collaborative professional learning environments that allow teachers to explore improved instructional approaches.

3.1.4 Improvement of Curriculum Planning and Instructional Design

The findings indicated strong teacher interest in professional development activities related to curriculum implementation and instructional planning. Teachers prioritized seminars on teaching-learning processes, differentiated instruction, and instructional material development for literacy and numeracy improvement. The results demonstrate teachers' desire to strengthen lesson planning, respond to diverse learner needs, and develop appropriate instructional resources. Effective curriculum-focused professional development improves teachers' capacity to design meaningful learning experiences. Schwartz (2023) emphasized that professional development focused on instruction and connected with instructional materials has stronger potential to improve student learning outcomes. (Peleman et al., 2018; Phillips et al., 2016)

3.1.5 Assessment and Reporting Professional Development Activities

The findings showed that teachers participated in professional development activities aimed at strengthening assessment practices. A School-Based Continuing Professional Development (CPD) activity through Learning Action Cells (LAC) involved 56 teachers, focusing on improving teachers' ability to use assessment data, evaluate learner performance, and provide meaningful feedback. The participation of teachers in assessment-related professional development indicates their recognition of assessment literacy as an essential component of effective teaching. Strengthening teachers' assessment competencies enables them to design appropriate assessment strategies, interpret learner progress, and use evidence to improve instruction. This supports Juniper Education (2022), which emphasized that continuous professional development helps teachers respond to changing educational needs and improve teaching approaches and learning outcomes.

3.1.6 Community Linkages and Professional Engagement Activities

The findings revealed that teachers participated in activities related to professional engagement and community involvement. These included participation in the Division Sports Clinic and International Leadership Training, which reflected efforts to extend professional learning beyond classroom instruction and develop broader leadership and engagement competencies. These activities demonstrate that teacher professional development includes not only instructional improvement but also professional responsibility, collaboration, and engagement with wider educational communities. Professional engagement activities support teachers in developing leadership skills and strengthening their capacity to contribute to school programs and initiatives.

3.1.7 Personal Growth and Professional Development Activities

The findings showed that teachers engaged in various activities intended to support personal growth and career advancement. These included NC II programs in Bread and Pastry Production, Housekeeping, and Agriculture, SEAMEO training, Capacity Building for Edukasyon sa Pagpapakatao teachers, and guiding or mentoring activities. The participation of teachers in diverse professional learning opportunities reflects their commitment to lifelong learning and continuous improvement. Professional development activities that address personal competencies, leadership, and specialized skills contribute to teachers' professional identity and effectiveness. This aligns with Ancho and Arrieta (2021), who emphasized that professional and personal training encourages teachers to improve their teaching practices and become agents of transformation. (Matriano et al., 2019; Tantawy, 2020)

3.2 Alignment of Implemented Professional Development Activities with IPCRF Competency Domains

The findings revealed that most implemented professional development activities were aligned with the IPCRF competency domains. Activities related to Curriculum and Planning, Content Knowledge and Pedagogy, Assessment and Reporting, and Professional Growth and Development demonstrated clear connections between teachers' learning activities and expected professional competencies. The analysis showed that the majority of activities addressed identified teacher development needs and supported competency improvement. The alignment between professional development activities and competency domains indicates the importance of designing learning opportunities based on identified professional needs. When professional development is connected to teacher standards and classroom practice, it becomes more meaningful and applicable. This supports Padillo et al. (2021), who emphasized that teacher development initiatives are essential in expanding teachers' knowledge and skills necessary for quality instruction. It is also consistent with Sancar et al. (2021), who stressed that effective professional development requires proper alignment, support, context, and evaluation. (Jentsch & König, 2022; Sancar et al., 2021)

3.3 Misaligned Professional Development Activities and Identified Gaps

The document analysis identified some gaps between implemented professional development activities and IPCRF competency domains. While most activities were aligned with teacher competencies, some activities did not directly address the targeted performance indicators or developmental needs reflected in the IPCRF. The findings also showed that some planned professional development activities were not completed because opportunities were unavailable or inaccessible to teachers. The identified gaps suggest that professional development planning requires stronger consideration of teachers' actual needs, available opportunities, and contextual limitations. Professional development programs that are disconnected from teachers' experiences may have limited impact on improving practice. This supports Schwartz (2023), who noted that professional development is sometimes perceived as ambiguous, impractical, or irrelevant when it does not respond to teachers' instructional realities. Herrmann and Grossman (2021) similarly identified challenges such as one-size-fits-all approaches, weak classroom connection, irregular implementation, and limited collaboration as barriers to effective professional development. (Díaz-Sacco & Muñoz-Salinas, 2024; Makoa & Segalo, 2021)

3.4 Reasons for Unmet Professional Development Plans

The findings from the interviews indicated that the primary reason teachers were unable to complete some planned professional development activities was the lack of available professional development opportunities. Other contributing factors included accessibility concerns and limitations in participating in external learning activities due to contextual conditions. (Arenga & Bantolo, 2021; Aquino et al., 2021)

These findings highlight the need for professional development systems that are accessible, sustainable, and responsive to teachers' circumstances. Limited access to relevant learning opportunities may prevent teachers from achieving their intended professional growth targets. This supports Tyagi and Misra (2021), who identified institutional barriers, limited opportunities, time constraints, and scheduling concerns as challenges affecting teachers' participation in continuous professional development.

3.5 Proposed School-Based Professional Development Action Plan

Based on the identified alignment issues, unmet professional development activities, and competency gaps, the study developed a School-Based Professional Development Action Plan. The proposed plan was designed to address teachers

identified needs by aligning future professional development activities with IPCRF competency domains and priority areas for improvement. The development of a contextualized professional development plan emphasizes the importance of targeted and continuous teacher learning. A structured action plan allows schools to provide relevant opportunities that directly support teacher competencies and professional goals. This is consistent with Sims et al. (2023), who emphasized that effective teacher professional development requires mechanisms that support long-term improvement in teaching and learning, and with El Islami et al. (2022), who highlighted the value of collaborative and context-responsive professional development approaches. Overall, the findings demonstrate that teachers actively participate in professional development activities that support competency improvement; however, stronger alignment, accessibility, and systematic planning are necessary to maximize the impact of professional development initiatives. The results provide evidence for strengthening school-based professional development programs anchored on teachers identified needs, professional standards, and institutional goals. (Osias & Ladica, 2024; Panares, 2023)

4. Conclusion & Recommendations

The study revealed that teachers in the Dupax Del Sur District actively engaged in professional development activities reflected in their Results-Based Performance Management System (RPMS) and Individual Performance Commitment and Review Form (IPCRF). The identified activities focused on strengthening content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal growth and professional development. Most implemented professional development activities were aligned with IPCRF competency domains, particularly those related to content enhancement, curriculum improvement, assessment practices, and instructional development; however, gaps and mismatches were identified due to some uncompleted planned activities and limited alignment of certain professional development programs with specific competency needs. The findings served as the basis for developing a School-Based Professional Development Action Plan designed to address competency gaps, improve alignment of professional learning activities with teacher standards, and support continuous teacher growth. (Department of Education, 2015)

It is recommended that Carolotan National High School, Dupax del Sur National High School, and Ganao National High School, in collaboration with SDO Nueva Vizcaya, develop and implement school-based professional development programs aligned with teachers identified needs and IPCRF domains, particularly in areas such as ICT integration, inclusive education, culturally responsive teaching, higher-order thinking, interdisciplinary planning, and differentiated instruction. Schools may strengthen Learning Action Cells (LACs), integrate professional development planning into school improvement initiatives, conduct regular reviews of professional development activities, and establish monitoring mechanisms to ensure alignment, relevance, and effectiveness. The proposed professional development plan may be implemented through systematic planning, measurable objectives, and sustained mentoring to support teachers' professional growth toward achieving IPCRF competencies.

Compliance with ethical standards

The author declares no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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