
Practices, Challenges and Perceived Impact of Professional Development Activities among Senior High School Teachers

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Abstract— Professional development is a critical aspect of education for teachers in the Philippines, who encounter various challenges in addressing the evolving needs of their students and the education system. Using the descriptive cross-sectional technique, the study aimed to identify the practices, challenges, and perceived impact of professional development activities among senior high school teachers. While there are similar studies on the subject, there are few to none which present the specific situation of senior high school teachers in the Philippines. The results showed that the respondents utilized professional development practices in terms of graduate/post-graduate studies to a great extent; FGDs, LACs, and other trainings to a very great extent; research and publication to a very great extent; education innovations to a very great extent; membership in professional organizations to a very great extent; and community service involvement to a very great extent. Of these practices, those in terms of community service involvement were utilized the most while those in terms of graduate/post-graduate studies were utilized the least. In addition, the respondents experienced professional development challenges in terms of teacher-related factors to a great extent; professional development availability, cost, and design to a great extent; and instructional supervision and assistance to a moderate extent. Of these challenges, those in terms of professional development availability, cost, and design were experienced the most while those in terms of instructional supervision and assistance were experienced the least. Furthermore, the respondents perceived the impact of professional development activities to a very great extent. The results also imply the need to underscore involvement in graduate/post-graduate studies in the proposed action plan and to improve the job satisfaction of teachers after engaging in professional development activities. Future researchers may conduct a similar study with the inclusion of the views and experiences of administrators and students as a means of validating the supposed impact of professional development activities as perceived by senior high school teachers.

Keywords— education, professional development, descriptive cross-sectional design, senior high school, Philippines

I. INTRODUCTION

Professional development for teachers is an integral part of education on a global scale. Van Den Bossche et al. (2020) assert in Europe the importance of personalized professional development plans that cater to individual teacher needs in keeping up with the changing educational landscape. Similarly, in America, Darling-Hammond et al. (2017) underline the significance of high-quality professional development in teacher retention and success. It should be ongoing, job-embedded, and aligned with student learning objectives. Moyo and Rughani (2020) discuss the challenges teachers face in Africa due to geographical and economic factors, limiting access to professional development opportunities. They suggest that digital technologies help bridge this gap. Teacher collaboration and collective learning experiences are also essential to effective professional development. In Europe, Klette et al. (2018) advocate for professional learning communities that offer teachers opportunities to reflect on their practice and learn from their peers. In America, Darling-Hammond and Richardson (2019) stress the significance of mentoring and coaching as practical means of supporting teacher growth and development, providing feedback and guidance to improve their teaching. In Africa, Alidou et al. (2018) highlight the need for partnerships between schools and universities to provide teachers with access to ongoing professional development opportunities. The impact of technology on professional development for teachers has been significant worldwide. Karsenti and Collin (2018) assert in Europe that technology provides teachers with access to online resources, collaborative learning opportunities, and personalized professional development plans. Means et al. (2014) suggest in America that online professional development provides teachers with flexible and convenient options for learning. In Africa, Baleni et al. (2019) highlight the potential of mobile learning to provide teachers with access to professional development resources in areas with limited access to traditional professional development opportunities. Finally, ongoing support and feedback are critical challenges faced by teachers globally. Kyriakides et al. (2018) in Europe emphasize the importance of formative assessment and feedback in supporting teacher learning and development. In America, Knight and Little (2018) highlight the potential of coaching to support teacher growth and development. Moyo and Rughani (2020) suggest in Africa that providing ongoing support and feedback can enhance teachers' professional development effectiveness. Jang and Kim (2019) assert that in South Korea, it is crucial to prioritize teachers' professional development to tackle the challenges of education in a rapidly evolving society. Kervin et al. (2018) underline the increasing emphasis on collaborative and inquiry-based professional development for teachers in Canada. In India, Singh and Chandra (2020) note that although teacher professional development has been centered on pedagogical content knowledge, there is a pressing need to focus on other areas, such as technology integration.

In ASEAN countries, teachers require professional development to tackle education challenges in a diverse and rapidly changing environment. Lam et al. (2019) highlight the primary challenge of access to relevant and quality resources for professional development, which must be aligned with teachers' needs and context. ASEAN countries must ensure that teachers have access to appropriate and up-to-date resources for their professional development to overcome this challenge. Pham and Nguyen (2018) emphasize the importance of personalized professional development opportunities considering teachers' diverse learning styles, interests, and skill levels. Collaboration is also vital in effective professional development, as Khoiri et al. (2018) suggest through communities of practice. Rofiq (2019) underscores the significance of creating a culture of trust and openness to ensure effective collaboration. Coaching is an effective means of supporting teacher growth and development, providing regular feedback and guidance for continuous improvement, according to Tuan and Nguyen (2020). Technology plays a crucial role in professional development for teachers in ASEAN countries. Htet et al. (2021) highlight the potential of online learning platforms to provide teachers with convenient and flexible options for professional development. Kim and Lee (2019) stress the importance of integrating technology into professional development programs to enhance teachers' skills and knowledge in technology-enhanced teaching. Online platforms also facilitate teacher collaboration and networking, as Thongmak and Siriphongpracha (2020) suggested. Effective leadership is also critical in supporting professional development for teachers in ASEAN countries. Loh et al. (2019) underscore the need for leadership to establish a culture of continuous learning and development within schools, promoting the importance of professional development for teachers. Schools' policies and support for professional development programs are essential, as noted by Anwar and Rosidin (2020). Lee and Wang (2020) highlight the importance of incorporating reflection and self-evaluation into professional development programs for teachers in ASEAN countries to facilitate continuous improvement and learning. Action research provides teachers with opportunities to explore new teaching methods and strategies as part of their professional development, as emphasized by Kim and Lee (2019). Tham and Ismail (2020) highlight the role of mentoring in supporting the professional development of teachers in

ASEAN countries, providing guidance, support, and feedback to help teachers improve their practice. Chen and Wang (2019) discuss the potential of project-based learning to support teacher development in ASEAN countries, providing opportunities for teachers to develop new skills and knowledge through practical, hands-on experiences. Incentives such as recognition, rewards, and career advancement can effectively motivate teachers to engage in professional development opportunities, according to Nguyen et al. (2021).

Professional development is a critical aspect of education for teachers in the Philippines, who encounter various challenges in addressing the evolving needs of their students and the education system. One of the primary challenges is the need for more access to relevant and quality resources, which hinders teachers' participation in training opportunities such as workshops, conferences, and seminars (Geron, 2018). The available professional development programs often need more coherence and alignment with the needs of teachers and the education system, resulting in a lack of motivation among teachers to engage in professional development (Nanquil, 2019). Additionally, professional development programs must be individualized and differentiated to cater to the diverse needs of teachers (Bandalan, 2017), who require customized programs to develop specific skills and knowledge needed to implement changes in the education system, such as the K-12 curriculum and the integration of technology in teaching (Lagmay, 2017). Collaboration and networking among teachers are also essential for effective professional development. Through collaboration, teachers can share their experiences, knowledge, and skills (Molina & Lopez, 2020). However, establishing a culture of trust and openness among teachers to facilitate collaboration and support can be challenging (Sambat & Belino, 2018). Ongoing support and coaching are crucial challenges for professional development among teachers in the Philippines, as teachers require regular feedback and guidance to improve their teaching practices continually (Catalan, 2019). Coaching and mentoring programs can effectively provide ongoing support to teachers and enhance their professional growth (Galeon, 2019). However, this approach demands significant investments in time and resources to provide individualized support to teachers (Bantugan & Tumibay, 2017). Furthermore, the Philippines has a diverse student population, and teachers face challenges in meeting the diverse needs of their students, including those with special needs (Capule & Miranda, 2018). Professional development programs must, therefore, include training on special education needs and the use of inclusive teaching practices (Garingan, 2018). Additionally, language barriers may challenge professional development, as some teachers need to be proficient in English, the primary medium of instruction in the Philippines (Ortiga & De Guzman, 2019).

While similar studies on teachers' professional development practices and challenges already exist, few present the predicament public senior high school teachers face in the Philippines. Furthermore, since public senior high school teachers in the Philippines undergo a different hiring & selection process and mostly hail from various industries, the practices they utilize and the challenges they face may greatly vary from their peers in public elementary and junior high schools. This study aims to determine the practices, challenges, and perceived impact of professional development activities among public senior high school teachers. With professional development for teachers remaining crucial today, the researcher chose to conduct this study after observing that some public senior high school teachers consistently take part in various forms of professional development while others do not. Through the findings of this study, an action plan on providing sufficient professional development opportunities for public senior high school teachers in a schools division may be formulated while also addressing the different challenges in the professional development process in order to ensure the delivery of quality education through quality teachers.

II. METHODOLOGY

A. Research Design

This study used the descriptive cross-sectional study technique. Descriptive research is a technique that provides a thorough and accurate description of a population, situation, or phenomenon (McCombes, 2019). Unlike experimental research, descriptive research identifies a study as what, where, when, and how but cannot explain why (Borg & Gall, 2019). The variables in descriptive research are not manipulated but instead observed and measured. Descriptive research is beneficial in identifying characteristics, frequencies, trends, and classifications in a study and is particularly beneficial when there is minimal knowledge of a topic or problem. Data in descriptive research involves organizing, tabulating, visualizing, and summarizing data through observation and survey methods (Glass & Hopkins, 2017). Visual aids such as graphs and charts are often used to help readers understand the data distribution. Describing natural or man-made phenomena, including their form, structure, activity, development through time, and connection to other phenomena, is essential for various

research initiatives (Krathwohl, 2018). The description often leads to scientific breakthroughs and anthropological information about events outside our daily lives (Galloway, 2016). Describing these phenomena helps to provide insight into the fundamental characteristics of these phenomena, leading to a deeper understanding of the world around us. Educational researchers, anthropologists, and astronomers use descriptive research to describe various phenomena, which leads to discoveries and a deeper understanding of other cultures and technologies. The research aims to describe, explain, and validate findings through inquiry, description, and verification (Krathwohl, 2018). Descriptive research plays a crucial role in the initial stages of research, where the researcher needs to gather preliminary information about a topic or problem. By utilizing descriptive research, the researcher can identify a study's characteristics, frequencies, trends, and classifications, which can then be further explored in future research. This inquiry, description, and verification process is necessary for researchers to make valid and reliable conclusions based on their findings.

B. Setting and Participants

The study was conducted at the Schools Division of Olongapo City. The Schools Division of Olongapo City is a local government unit responsible for managing and supervising the public schools in Olongapo City, Philippines. It is a division of the Department of Education and is headed by OIC-Schools Division Superintendent Imelda P. Macasapac, PhD. The division comprises several departments overseeing different education aspects, including curriculum development, teacher training and development, and student assessment. Its primary goals are to provide quality education to students, ensure that schools are properly managed and staffed, and promote the professional growth of teachers and administrators. The Schools Division of Olongapo City also works closely with local government units, non-government organizations, and other stakeholders to address the education sector's challenges and develop innovative solutions to improve education outcomes in the city. The Schools Division of Olongapo City consists of four integrated schools, 24 elementary schools, 10 junior high schools, and six senior high schools clustered into 10 school districts. In particular, the study shall be conducted in the six senior high schools in the Schools Division of Olongapo City, which are Barretto Senior High School, Kalalake Senior High School, Mabuyan Senior High School, New Cabalan Senior High School, Regional Science High School III, and Tapinac Senior High School. These senior high schools were established through the K-12 educational reform program introduced in 2016 which aimed to improve the country's education system by adding two years of senior high school to the existing ten-year basic education program. Before the reform, the primary education system only comprised six years of elementary school and four years of high school. Senior high school students can choose from various tracks or specialized fields of study, such as academic, technical-vocational, sports, and arts and design. The academic track focuses on preparing students for tertiary education by developing their critical thinking, research, and analytical skills. The track offers four strands, namely Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), and General Academic Strand (GAS). On the other hand, the technical-vocational track aims to equip students with specialized skills that they can use in various industries such as agriculture, tourism, and ICT. The track offers four strands: Agri-Fishery Arts, Home Economics, Industrial Arts, and ICT.

The participants in this study were the public senior high school teachers of the Schools Division of Olongapo City. Table 1 shows the distribution of teacher-respondents according to their respective schools. Table 1 further shows that the respondents included all the public senior high school teachers from the schools division. To ensure accuracy, the researcher opted for total population sampling. Glen (2018) defines total population sampling as a purposive sampling technique that involves studying the entire population of interest, where all members share a specific trait. This method is most appropriate when the entire population is feasible to investigate, especially when a small and well-defined segment of a larger population is involved. In practice, total population sampling is used when the target group is limited in size and has a unique and distinct attribute.

C. Instrumentation

A researcher-made survey questionnaire was used in identifying the practices, challenges, and perceived impact of professional development activities among public senior high school teachers in a schools division. Various DepEd issuances on teacher promotion, such as DepEd Order No. 42, s. 2007, DepEd Order No. 66, s. 2007, and MEC Order No. 10, s. 1979, served as bases in identifying criteria and indicators for professional development practices. The survey questionnaire comprised of three parts: (1) professional development practices, (2) professional development challenges, and (3) perceived impact of professional development

activities. The first part included descriptive statements pertaining to the extent of utilization of professional development practices in terms of graduate/post-graduate studies; FGDs, LACs, and other trainings; research and publication; education innovations; membership in professional organizations; and community service involvement. Meanwhile, the second part included descriptive statements pertaining to the extent to which the respondents experienced in terms of teacher-related factors; professional development availability, cost, and design; and instructional supervision and assistance. Finally, the third part included descriptive statements pertaining to the perceived impact of professional development among the teacher-respondents. The survey questionnaire was encoded and 2qZ

Before administering the questionnaires to the teacher-respondents, it is necessary to ensure the validity and reliability of the instrument. In this regard, the researcher undertook a content validation procedure, which involves submitting a copy of the survey questionnaire to the Head Teacher of the Languages Department and the Subject Group Head of the Humanities and Social Sciences Group of Regional Science High School III. The experts in the field of English language teaching reviewed the survey questionnaire and provided comments and feedback. Based on their recommendations, appropriate corrections were applied by the researcher in order to improve the clarity and relevance of the instrument with the approval of the thesis adviser. Furthermore, Dr. Eric A. Matriano provided items for inclusion in the survey questionnaire under professional development practices in terms of community service involvement and challenges in terms of teacher-related factors. After the content validation, the researcher conducted a pilot testing of the instrument to identify ambiguous items and enhance its reliability. The pilot testing involved a sample of teachers not part of the study. The feedback from the pilot testing was used to refine the instrument further. Once the final version of the survey questionnaire was ready, the researcher administered it to the public senior high school teachers of the Schools Division of Olongapo City to gather the necessary data. The survey questionnaire was distributed to the participants online.

D. Ethical Considerations

The researcher emphasized that participation in the research study is completely voluntary, and no coercion or any similar behavior will be used to compel anyone to participate without their informed consent. Participants were informed that they have the option to withdraw from the study at any time without any penalties or consequences, and they will not be required to give a reason for doing so. If participants feel uncomfortable or intimidated during the research procedure, they can choose to withdraw without providing any explanation. In terms of sampling, the study involved the entire population of public senior high school teachers from the Schools Division of Olongapo City. Total population sampling is the most suitable method for studies with a manageable population size. This method ensures that there is no bias in selecting respondents as the sample is representative of the entire population (Glen, 2018). The participating teachers were also informed that their identities and responses will be kept confidential to protect their privacy. Additionally, they will be assured that their involvement in the research carries no risks of harm.

E. Data Gathering Procedures

The researcher took several measures during the data collection process. First, the researcher sought approval from the Schools Division Superintendent to administer questionnaires to the public senior high school teachers of the Schools Division of Olongapo City through a letter of request signed by the Thesis Adviser and the Dean of the Graduate School. The letter was personally submitted to the Records Section of the Schools Division Office of Olongapo City. In preparation for administering the survey questionnaire to the public senior high school teachers, the researcher contacted their principals. Upon approval of the request, the teachers were sent a link to a Google Form that included the survey questions. They were also advised to contact the researcher if they had any questions or need clarification. Teacher-respondents were given ample time to complete the questionnaire, and required follow-ups were conducted if teachers did not complete the questionnaire within the allotted period. Because the survey questionnaire was delivered using Google Forms, the data gathering procedure was made considerably more straightforward for the researcher by this method, and the incidence of unreturned or unanswered questionnaires was eliminated.

F. Data Analysis Technique

The statistical methods utilized in the research include percentage, mean, and one-way ANOVA. The % symbol represents a commonly used unit of measurement in statistics, which means "per hundred." To determine the percentage, the total value is divided by 100. The arithmetic mean, the average, is the most

commonly used measure of central tendency in statistics (Glen, 2018). For each descriptor, the mean score was calculated using the following categories: 4.20 to 5.00 (to a very great extent), 3.40 to 4.19 (to a great extent), 2.60 to 3.39 (to a moderate extent), 1.80 to 2.59 (to some extent), and 1.00 to 1.79 (to a small extent). An equal-interval scale was chosen to provide more reliable and accurate data than other scales (Cicchetti et al., 2006). The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of three or more independent groups. This statistical test compares the means of different groups and evaluates whether any observed differences between them are statistically significant. Overall, using these statistical methods will enable the researcher to draw accurate and meaningful conclusions from the data collected in the study.

III. RESULTS AND DISCUSSION

A. Professional Development Practices

1) *Graduate/Post-graduate Studies*: The results show that among the professional development practices in terms of graduate/post-graduate studies, the respondents utilized improving their ability to design and implement effective assessments through graduate/post-graduate studies the most with a weighted mean of 4.31 (to a very great extent) and preparing to pursue a leadership role in education through graduate/post-graduate studies the least with a weighted mean of 3.84 (to a great extent). In addition, the respondents dedicate a significant portion of their time to graduate/post-graduate studies to a very great extent with a weighted mean of 4.27. Furthermore, the respondents deepen their understanding of educational theory and research through graduate/post-graduate studies to a very great extent with a weighted mean of 4.30. Meanwhile, the respondents develop their content knowledge in their subject area through graduate/post-graduate studies to a great extent with a weighted mean of 4.12. Overall, the respondents utilize professional development practices in terms of graduate/post-graduate studies to a great extent with a weighted mean of 4.17.

Teachers frequently enhance their capacity to design and implement assessments effectively through graduate or post-graduate studies, while equivalent preparation for pursuing leadership roles in education may not be offered. Several factors contribute to this disparity, including the curriculum focus of graduate programs, limited exposure to leadership development, and the perception of leadership as a skill acquired through experience rather than formal academic pursuits. Graduate and post-graduate programs in education commonly emphasize instructional design, curriculum development, and assessment strategies (Aubusson et al., 2013). These programs equip teachers with the necessary knowledge and skills to create and administer assessments aligned with educational standards and conducive to student learning. Coursework typically delves into assessment theories, methods, and techniques, equipping teachers with the tools needed to design effective assessments (Smith & Rottenberg, 2018). As a result, teachers are well-prepared to enhance their assessment practices through advanced studies.

2) *FGDs, LACs, and Other Trainings*: The results show that among the professional development practices in terms of FGDs, LACs, and other trainings, the respondents utilized actively participating as an attendee in FGDs, LACs, and/or other trainings related to the teaching profession the most with a weighted mean of 4.71 (to a very great extent) and actively participating as a resource speaker in FGDs, LACs, and/or other trainings related to the teaching profession the least with a weighted mean of 4.40 (to a very great extent). In addition, the respondents dedicate a significant portion of their time to focus group discussions, learning action cells, and/or other trainings related to the teaching profession to a very great extent with a weighted mean of 4.60. Meanwhile, the respondents prioritize participation in FGDs, LACs, and/or other trainings related to the teaching profession based on school/district/division requirements to a very great extent with a weighted mean of 4.63 and prioritize participation in FGDs, LACs, and/or other trainings related to the teaching profession based on their personal interests with a weighted mean of 4.46. Overall, the respondents utilize professional development practices in terms of FGDs, LACs, and other trainings to a very great extent with a weighted mean of 4.56.

Teachers frequently participate in professional development trainings, especially in those mandated by the school such as in-service trainings, but rarely assume the roles of speakers or facilitators. Several factors contribute to this phenomenon, including institutional norms, limited opportunities, and perceived expertise hierarchies within the education system. One explanation for this trend is the prevalent institutional norms and structures in educational settings. Educational organizations often have established hierarchies and power dynamics that favor external experts or administrators as trainers, creating a top-down approach. Consequently, teachers have limited opportunities to take on leadership roles in professional development sessions (Dawson,

2014). Schools may prioritize the involvement of outside speakers or consultants to offer fresh perspectives or specialized knowledge, inadvertently overlooking the expertise and experiences of their own teaching staff.

3) *Research and Publication*: The results show that among the professional development practices in terms of research and publication, the respondents utilized observing honesty and other ethical considerations in crafting researches and articles the most with a weighted mean of 4.93 (to a very great extent) and having published research/es in peer-reviewed journals, conference proceedings, books, and/or online platforms the least with a weighted mean of 4.05 (to a great extent). In addition, the respondents dedicate a significant portion of their time to research and publication to a very great extent with a weighted mean of 4.37. Furthermore, the respondents utilize findings from their research/es to inform their teaching practice to a very great extent with a weighted mean of 4.55. Meanwhile, the respondents have published articles on education (e.g., essays, literary works, opinion, etc.) via printed and/or online platforms to a great extent with a weighted mean of 4.14. Overall, the respondents utilize professional development practices in terms of research and publication to a very great extent with a weighted mean of 4.41.

Teachers demonstrate a commitment to honesty and ethical considerations when conducting research and writing articles, ensuring the integrity of their work. However, they often have limited published research in peer-reviewed journals, conference proceedings, books, or online platforms due to various factors. These include time constraints, a lack of incentives, restricted access to research opportunities, and unfamiliarity with the publication process. One reason for teachers' infrequent publication of research is the limited amount of time available to them. Teachers have demanding workloads that leave little room for extensive research, data analysis, and manuscript preparation (Taber, 2018). The heavy emphasis on instructional responsibilities, lesson planning, and administrative tasks restricts their ability to engage in research activities and allocate sufficient time for writing and submitting research articles.

4) *Education Innovations*: The results show that among the professional development practices in terms of education innovations, the respondents utilized crafting original instructional materials (e.g., SIM, e-comics, etc.) that impact learning outcomes the most with a weighted mean of 4.82 (to a very great extent) and crafting and/or utilizing new assessment tools the least with a weighted mean of 4.61 (to a very great extent). In addition, the respondents dedicate a significant portion of their time to education innovations to a very great extent with a weighted mean of 4.73. Furthermore, the respondents develop effective teaching techniques and strategies to a very great extent with a weighted mean of 4.76. Meanwhile, the respondents develop simplification of work in reporting, record keeping, and other procedures resulting in cost reduction to a very great extent with a weighted mean of 4.75. Overall, the respondents utilize professional development practices in terms of education innovations to a very great extent with a weighted mean of 4.74.

Teachers invest significant effort in creating original instructional materials that directly influence student learning outcomes. However, they may not give the same level of attention to developing and using new assessment tools. Several factors contribute to this discrepancy, including time constraints, limited training and resources for assessment design, and the prominence of standardized assessments in the education system. The time constraints faced by teachers are a primary reason for their focus on instructional materials over assessment tools. Teachers have multiple responsibilities such as lesson planning, grading, and providing feedback, leaving them with limited time to develop new assessments (Earl & Katz, 2016). Designing effective assessments requires careful planning, validation, and refinement, which can be time-consuming. Consequently, teachers prioritize the creation of instructional materials that have a direct impact on student learning within their limited time.

5) *Membership in Professional Organizations*: The results show that among the professional development practices in terms of membership in professional organizations, the respondents utilized actively participating as a member of professional organization/s the most with a weighted mean of 4.71 (to a very great extent) and actively participating as a leader of professional organization/s the least with a weighted mean of 4.45 (to a very great extent). In addition, the respondents dedicate a significant portion of their time to membership in professional organizations to a very great extent with a weighted mean of 4.61. Meanwhile, the respondents gain networking opportunities with fellow educators through membership in professional organization/s to a very great extent with a weighted mean of 4.61 and access new knowledge and skills through membership in professional organization/s to a very great extent with a weighted mean of 4.70. Overall, the respondents utilize professional development practices in terms of membership in professional organizations to a very great extent with a weighted mean of 4.62.

6) *Community Service Involvement*: Table 7 presents the extent of utilization of professional development practices in terms of community service involvement among public senior high school teachers. The results show that among the professional development practices in terms of community service involvement, the respondents utilized actively participating in school programs and projects that directly benefit the community the most with a weighted mean of 4.91 (to a very great extent) and working with community leaders to provide services that will promote the welfare of the people and the community the least with a weighted mean of 4.80 (to a very great extent). Furthermore, the respondents involve themselves in socio-civic organizations that promote the upliftment of the community to a very great extent with a weighted mean of 4.85 and initiate community-based programs and projects which positively impact the community to a very great extent with a weighted mean 4.83. Meanwhile, the respondents collaborate with private individuals and organizations that help and serve the community to a very great extent with a weighted mean of 4.90. Overall, the respondents utilize professional development practices in terms of community service involvement to a very great extent with a weighted mean of 4.86.

Teachers frequently demonstrate their dedication to their students and the local community by actively engaging in school programs and initiatives that directly benefit the community. However, their collaboration with community leaders to provide services that promote the overall welfare of the people and the community may not be as prevalent. Several factors contribute to this discrepancy, including role expectations, limited opportunities for collaboration, and a perceived divide between education and community leadership.

B. Professional Development Challenges

1) *Teacher-related Factors*: The results show that among the professional development challenges in terms of teacher-related factors, the respondents experienced having a busy schedule and limited time to involve themselves in professional development the most with a weighted mean of 4.75 (to a very great extent) and not seeing professional development activities helpful in advancing their career and profession the least with a weighted mean of 3.24 (to a moderate extent). In addition, the respondents lack the financial resources required for their engagement in professional development to a very great extent with a weighted mean of 4.70. On the contrary, the respondents lack the confidence required for their engagement in professional development only to a moderate extent with a weighted mean of 3.26. Furthermore, the respondents find their personal experiences sufficient bases to improve their knowledge, skills, and performance to a great extent with a weighted mean of 4.08. Overall, the respondents experience professional development challenges in terms of teacher-related factors to a great extent with a weighted mean of 4.01.

Teachers often face significant challenges when it comes to engaging in professional development due to their busy schedules and limited time. As such, they are only able to participate in mandated professional development activities such as in-service trainings. Additionally, another obstacle that arises is the perception that professional development activities may not effectively contribute to their career advancement and professional growth. Several factors contribute to these challenges, including time constraints, a perceived lack of relevance or alignment with career goals, and inadequate support for professional growth. In addition, some teachers may have a sense of self-sufficiency, thereby eliminating any desire to participate in professional development activities.

2) *Professional Development Availability, Cost, and Design*: The results show that among the professional development challenges in terms of professional development availability, cost, and design, the respondents encountered there being limited professional development opportunities suited to their budget the most with a weighted mean of 4.28 (to a very great extent) and there being limited professional development opportunities in the locality of the respondents the least with a weighted mean of 3.96 (to a great extent). In addition, the respondents claim that there are limited professional development opportunities that can accommodate their busy schedule to a great extent with a weighted mean of 4.02. In addition, the respondent claim that there are limited professional development opportunities relevant to their area of specialization to a great extent with a weighted mean of 4.08 and that there are limited professional development opportunities which provide high-quality training and resources to a great extent with a weighted mean of 4.19. Overall, the respondents experience professional development challenges in terms of professional development availability, cost, and design to a great extent with a weighted mean of 4.11.

Limited professional development opportunities that align with teachers' budget constraints can be attributed to various factors, despite the existence of diverse options in their local area. These factors encompass the high

expenses associated with professional development programs, insufficient funding for teacher training, and a lack of awareness or accessibility to affordable alternatives.

3) *Instructional Supervision and Assistance*: The results show that among the professional development challenges in terms of instructional supervision and assistance, the respondents experienced not receiving regular, constructive feedback on their professional development practices the most with a weighted mean of 3.22 (to a moderate extent) and not receiving continued support or resources, which then hinders sustainable professional development the least with a weighted mean of 2.94 (to a moderate extent). In addition, the respondents do not receive clear guidance or expectations from their instructional supervisors, which can make it difficult to identify areas for growth and improvement to a moderate extent with a weighted mean of 2.99. In addition, the respondents do not share aligned professional development goals with my instructional supervisor/s to a moderate extent with a weighted mean of 3.01. The respondents also do not receive support from their supervisors in their efforts to undertake professional development to a moderate extent with a weighted mean of 3.03. Overall, the respondents experience professional development challenges in terms of instructional supervision and assistance to a moderate extent with a weighted mean of 3.04.

Receiving regular and constructive feedback is essential for enhancing the effectiveness and growth of teachers in the field of education (Hattie & Timperley, 2017). It provides valuable insights and guidance that enable educators to reflect on their teaching methods, identify areas for improvement, and implement appropriate strategies to enhance student learning outcomes. Such feedback, whether from colleagues, administrators, or mentors, allows teachers to gain an objective perspective on their practices and become more self-aware and reflective practitioners. Constructive feedback also helps educators recognize their strengths, reinforcing effective instructional strategies and teaching approaches.

C. Perceived Impact of Professional Development Activities: Table 1 shows the extent to which the respondents perceive the impact of professional development activities. The results show that the respondents perceive all the identified impacts of professional development activities to a very great extent. Of these, the development of their confidence in their teaching abilities after engaging in professional development activities was perceived the most with a weighted mean of 4.94 while the improved satisfaction with their job as a teacher after engaging in professional development activities was perceived the least with a weighted mean of 4.62. Overall, the respondents perceive the impact of professional development activities to a very great extent with a weighted mean of 4.82.

TABLE 1
PERCEIVED IMPACT OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Perceived Impact of Professional Development Activities	WX	DR
1. I become updated with best practices in education after engaging in professional development activities.	4.82	TVGE
2. I develop my confidence in my teaching abilities after engaging in professional development activities.	4.94	TVGE
3. I encourage and motivate my students better after engaging in professional development activities.	4.86	TVGE
4. I provide more meaningful feedback to my students after engaging in professional development activities.	4.83	TVGE
5. I manage my classroom more effectively after engaging in professional development activities.	4.86	TVGE
6. I am more confident in making instructional decisions after engaging in professional development activities.	4.88	TVGE
7. I am better equipped to collaborate with my colleagues after engaging in professional development activities.	4.85	TVGE
8. I am provided opportunities for self-reflection after engaging in professional development activities.	4.81	TVGE
9. I am more satisfied with my job as a teacher after engaging in professional development activities.	4.62	TVGE
10. I am more ready to participate in ranking for promotion after engaging in professional development activities.	4.75	TGE
Overall	4.82	TVGE

Professional development programs aim to support teacher growth and improvement in diverse aspects of their practice. While these programs can bolster teachers' confidence in their abilities, they might not directly enhance overall job satisfaction. Professional development contributes to confidence-building by providing teachers with opportunities to acquire new skills, knowledge, and strategies, thereby enhancing their self-efficacy and belief in their capacity to meet professional demands. When teachers participate in professional development activities, they gain access to up-to-date research, innovative teaching methods, and valuable resources that can enhance their instructional practices. Workshops, conferences, and collaborative networks enable teachers to learn novel techniques, explore alternative approaches, and exchange ideas with colleagues. This acquisition of fresh knowledge and skills empowers teachers and boosts their confidence in effectively addressing the diverse needs of their students.

D. Significant Differences in Practices, Challenges, and Perceived Impact of Professional Development Activities among Senior High School Teachers when Grouped according to School

1) *Professional Development Practices*: The results show that at 0.5 level of significance with 5 degrees of freedom, there is a significant difference in the professional development practices in terms of graduate/post-graduate studies and research and publication of senior high school teachers when grouped according to school; hence, the null hypothesis is rejected. The results further show that at 0.5 level of significance with 5 degrees of freedom, there is no significant difference in the professional development practices in terms of FGDs, LACs, and other trainings, education innovations, membership in professional organizations, and community service involvement of senior high school teachers when grouped according to school; hence, the null hypothesis is accepted.

Teachers' pursuit of graduate and post-graduate studies for professional development varies due to factors such as personal aspirations, career advancement prospects, and the desire for specialized knowledge and skills. These factors shape teachers' motivations and choices regarding advanced academic programs. Differences in teachers' professional development through graduate and post-graduate studies can be attributed to their personal aspirations and commitment to lifelong learning. Many educators possess a genuine passion for their subject areas and a drive to deepen their understanding and expertise (Lieberman, 2021).

Teachers differ in their engagement with research and publication for professional development due to their unique interests and motivations. Certain educators possess an innate inclination towards inquiry and a genuine desire to contribute to the knowledge base within their field (Lieberman, 2011). These individuals are motivated by a curiosity to explore educational phenomena, delve into effective instructional practices, or tackle specific research questions. As a result, they actively seek out opportunities to participate in research activities as a means of fostering personal and professional growth.

2) *Professional Development Challenges*: The results show that at 0.5 level of significance with 5 degrees of freedom, there is no significant difference in the professional development challenges in terms of teacher-related factors, professional development availability, cost, and design, and instructional supervision and assistance experienced by senior high school teachers when grouped according to school; hence, the null hypothesis is accepted.

Teachers often encounter similar challenges in their professional development due to common systemic factors and shared characteristics of the teaching profession. These challenges encompass limitations in time and resources, inadequate support and guidance, and the evolving demands within the field of education.

The systemic nature of the education system is a primary contributor to the similarity of professional development challenges faced by teachers. Darling-Hammond, Hylar, and Gardner (2017) emphasize that systemic issues such as insufficient funding, fragmented structures for professional development, and insufficient time allocated for professional learning all contribute to the common challenges experienced by teachers. These systemic factors act as obstacles that hinder teachers' access to high-quality professional development opportunities.

Additionally, teachers possess shared characteristics in their professional roles, regardless of their specific contexts. They bear the responsibility of addressing the diverse needs of students, managing classroom dynamics, and staying abreast of evolving educational practices and policies. These shared responsibilities impose similar demands on teachers and give rise to common challenges related to effective instruction, student engagement, and classroom management (Guskey, 2020).

3) *Perceived Impact of Professional Development Activities*: The results show that at 0.5 level of significance with 5 degrees of freedom, there is no significant difference in the in the perceived impact of professional

development activities among senior high school teachers when grouped according to school; hence, the null hypothesis is accepted.

Teachers often develop similar perceptions regarding the impact of professional development due to common experiences, shared goals, and the influence of evidence-based practices. These factors contribute to the formation of collective understandings regarding the effectiveness and value of professional development initiatives.

Shared experiences play a pivotal role in shaping teachers' perceptions of professional development impact. When educators participate in comparable professional development activities, such as workshops, conferences, or collaborative learning communities, they encounter similar learning opportunities and experiences (Darling-Hammond *et al.*, 2017). These shared experiences foster idea exchange, collaborative discussions, and reflective practices, ultimately leading to the development of shared perceptions regarding the impact of the professional development they have undergone.

Furthermore, teachers share common goals related to student learning and professional growth. Professional development programs are typically designed to enhance teaching practices and improve student outcomes (Guskey, 2016). When teachers perceive that professional development aligns with their objectives of becoming more effective educators and positively impacting student learning, it contributes to the formation of similar perceptions regarding the impact of these initiatives.

Moreover, evidence-based practices in professional development contribute to shared perceptions. When teachers engage in research-informed approaches, evidence-based instructional strategies, and effective professional development models, they are more likely to perceive positive outcomes (Wei, Darling-Hammond, & Adamson, 2017). These evidence-based practices establish a common foundation for understanding and beliefs regarding the impact of professional development.

E. Implications of the Findings as Basis for a Proposed Action Plan

The results clearly illustrate that the senior high school teacher-respondents utilize professional development practices in terms of graduate/post-graduate studies; focus group discussions (FGDs), learning action cells (LACs), and other trainings; research and publication; education innovations; membership in professional organizations; and community service involvement. Specifically, the findings reveal that the respondents utilize professional development practices in terms of community involvement the most and in terms of graduate/post-graduate studies the least. As such, a proposed action plan for senior high school teachers must underscore involvement in graduate/post-graduate studies. Moreover, engagement in all other forms of professional development must still be enjoined in order to ensure well-rounded professional development of the educators.

Furthermore, it can be gleaned from the results that the respondents experience professional development practices in terms of teacher-related factors; professional development availability, cost, and design; and instructional supervision and assistance. However, the results indicate that the respondents encounter the most challenges in terms of professional development availability, cost, and design and the least challenges in terms of instructional supervision and assistance. As such, it is imperative that worthwhile professional development activities for senior high school teachers to participate in be identified. While activities aimed at improving the capabilities of senior high school subject group heads (SGHs) and other leaders might still be beneficial, the provision of worthwhile professional development activities to the senior high school teachers themselves takes precedence.

In addition, the action plan may also include professional development activities aimed at improving job satisfaction, such as the provision of psycho-social first aid among senior high school teachers, considering that the respondents expressed a lack of improvement in their job satisfaction despite the improvement in their confidence after engaging in professional development activities.

Finally, a contextualized action plan may be prepared per school especially in terms of graduate/post-graduate studies and research and publication since a significant difference in the said professional development practices was identified.

IV. CONCLUSIONS

The study aimed to identify the practices, challenges, and perceived impact of professional development activities among public senior high school teachers.

The results showed that the respondents utilized professional development practices in terms of graduate/post-graduate studies to a great extent; FGDs, LACs, and other trainings to a very great extent;

research and publication to a very great extent; education innovations to a very great extent; membership in professional organizations to a very great extent; and community service involvement to a very great extent. In addition, the respondents experienced professional development challenges in terms of teacher-related factors to a great extent; professional development availability, cost, and design to a great extent; and instructional supervision and assistance to a moderate extent.; Furthermore, the respondents perceived the impact of professional development activities to a very great extent. The results also imply the need to underscore involvement in graduate/post-graduate studies in the proposed action plan and to improve the job satisfaction of teachers after engaging in professional development activities.

It is worth noting that professional development in terms of graduate/post-graduate was revealed to be an area of concern. Teachers often face difficulties when attempting to pursue graduate or post-graduate studies due to various challenges and limitations inherent in their professional lives. These challenges encompass factors such as time constraints, financial restrictions, and the need to balance work responsibilities with personal commitments. In addition, time and budgetary constraints greatly affected the professional development of the respondents. Time and financial limitations pose substantial obstacles to the professional development of teachers, constraining their capacity to pursue valuable opportunities for personal growth and improvement. These constraints significantly impact teachers' ability to participate in meaningful and effective professional development endeavors, which in turn hampers their professional progress and has implications for the quality of education they deliver to their students. Contrary to common belief that professional development activities prepare teachers for leadership roles, the findings revealed otherwise. Professional development programs for teachers may not fully equip them for leadership positions because they tend to prioritize the improvement of instructional practices and subject knowledge, which are essential for effective teaching but not sufficient for successful leadership. Leadership roles in education demand a distinct set of skills and competencies that go beyond classroom instruction. Finally, the study revealed that engagement in professional development activities does not necessarily contribute to the improved job satisfaction of teachers. Although professional development programs are beneficial for improving teaching practices and professional growth, they do not guarantee an increase in teachers' job satisfaction. Job satisfaction is a multifaceted concept that is influenced by a range of factors that extend beyond the scope of professional development opportunities.

Through the results of this study, senior high school teachers, school administrators, the Department of Education, students, and future researchers will be provided insights on the practices, challenges, and perceived impact of professional development activities among senior high school teachers. Such information was previously scarce considering that majority of previous studies conducted on the subject were set in the elementary and junior high school levels where teachers undergo a hiring and selection process different from their senior high school peers. With the finding of this study, necessary actions can be undertaken, and adjustments be made in order to ensure that senior high school teachers are provided ample professional development opportunities.

Since the study only takes into account the perspective of senior high school teachers, the viewpoints of their students and superiors regarding the perceived impact of professional development activities were not considered. Should these viewpoints be included in future studies, the impact of professional development activities as perceived by the senior high school teachers shall be validated.

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