Professional Development Strategies and Senior High School Teachers' Performance: Basis For Management Program

Ronalie A. Ordoňa
Mindoro State University
ronalie.ordona@deped.gov.ph

Abstract

This study determined the relationship between the professional development strategies and the teaching performance of senior high school teachers in Victoria District as basis for management program. This study used descriptive-correlational and comparative methods of research. The participants of the study were the thirty-eight (38) senior high school teachers from the public senior high schools of Victoria District. A self-made questionnaire was utilized. The study revealed that the senior high school teachers were actively engaged in various professional development strategies—such as attending workshops, experimenting with new teaching methods, collaborating with peers, engaging in reflective practice, and integrating technology—demonstrating a generally high level of use across all areas. Teaching performance was also found to be high, particularly in classroom-related domains like content delivery, pedagogy, and learning environment, though lower performance was noted in areas such as community involvement and assuming additional roles. A significant positive relationship emerged between teaching performance and strategies like collaborative learning and self-reflection, while the use of technology alone showed little correlation unless meaningfully applied. No significant difference was found in how frequently different professional development strategies were employed, but there were variations in teaching performance across the measured areas. These results highlighted the value of consistent and purposeful professional growth activities in strengthening teaching quality and informed the development of a proposed management program aimed at supporting teachers' continued improvement and expanded roles within the school community.

Keywords: *professional development strategies, teaching performance, management plan*

INTRODUCTION

There is a growing concern around the world, on the influence of professional development (PD) strategies on the performance of senior high school teachers. While PD programs are meant to help

teachers improve their teaching and classroom management skills many of these programs fail to serve their purpose. This failure happens when PD programs does not reflect the actual problems that teachers face in their classroom. Programs are too general; hence, teachers find it hard to apply what they learn. This discrepancy between training content and teachers' actual challenges leave many educators without the support they truly need.

Darling-Hammond et al. (2020) found that a sustained, content-focused PD is significantly correlated to teaching performance. These findings underscore the necessity of well-structured PD strategies tailored to educators' contextual demands. Similarly, Desimone and Garet (2019) highlighted that many PD programs fall short because they lack alignment with teachers' daily classroom challenges and do not provide adequate follow-up support to reinforce learning.

On the other hand, teaching performance among Senior High School also have problems such as too many workloads, insufficient resources, limited updated support, and teaching outside their specialization. The shift to digital learning has also provided a challenge. As a result, many teachers feel unprepared, affecting their performance. This points to the need for more focused training to help teachers improve their performance.

The study of Resoor (2023) investigated the various challenges faced by SHS teachers during the implementation of the senior high school curriculum. It identifies key issues such as handling subjects outside their specialization, lack of teaching materials, students' misuse of technology, insufficient physical facilities, and uncompensated services during weekends and holidays. The study found that these challenges where what affect teachers' performance. It was further recommended to craft targeted interventions to support SHS teachers.

The discrepancy between the PD programs provided to the teachers and the PD programs that they need is also a challenge in the country. Padillo et.al (2021) found out that out of the 85% of senior high school teachers that excelled in performance, only 32% of them claimed that these are due to PD activities they engaged in. Similarly, Bernardo et al. (2020) revealed that after participation in several PD programs, only 40% of them improved due to the generic nature of those PD programs attended. These proved the need for tailored PD programs that cater to the classroom realities.

Meanwhile, the teaching performance of SHS teachers in the country is also having a number of concerns. The global problems are translated nationally as teachers in the country experience heavy workloads, insufficiency in teaching resources, misaligned professional development opportunities, and difficulties in adapting classroom strategies with evolving curriculum.

A recent study by Eleccion and Mallorca (2024) reported that among the major concerns of SHS teachers are too many administrative responsibilities, inadequate learning materials, and contextualized trainings to improve their performance. They are also having difficulties with student engagement and motivation. These validate that the global problem is also occurring in the Philippine context. To address these challenges, targeted interventions that respond to the actual needs of the SHS teachers are needed.

From the discussion above, the clear research gap lies in the lack of context-specific professional development strategies that directly address the everyday challenges SHS teachers face in the classroom. While many programs exist, they often remain too broad or generic, failing to meet the practical needs of teachers, such as managing workload, accessing updated teaching resources, or adapting to curriculum changes. This disconnects leaves teachers under-supported and affects their ability to perform effectively. The gap shows that there is a need for a more responsive and grounded approach to professional

development—one that is based on the actual experiences and difficulties of SHS teachers, especially in local settings like the Philippines.

In line with this, the Department of Education (DepEd) has introduced several policies to address this gap, such as DepEd Order No. 42, s. 2017, which established the PPST, and DepEd Order No. 35, s. 2016, which institutionalized the LAC as a collaborative, school-based PD strategy. This will serve as the legal basis of this study.

In the year prior to this study, senior high school (SHS) teachers in Victoria District faced notable challenges related to professional development (PD). Based on a pre-survey conducted by the researcher, 76% of SHS teachers reported having attended training sessions, but many of these focused on general teaching strategies rather than addressing the specific needs of SHS instruction. Around 50% of the teachers indicated that the training content did not match their subject specializations, making it difficult for them to apply what they learned in their classrooms. For example, mathematics teachers often participated in sessions on broad pedagogy rather than training on methods tailored to complex math instruction. Additionally, only 35% of respondents reported receiving any follow-up support after these trainings, which limited their capacity to implement and sustain new strategies effectively. These findings were the baseline considered by the researcher that there is a need for a well-structured management plan that ensures targeted training, relevant content, and consistent post-training support to improve teaching performance and learning outcomes.

Considering the foregoing discussion, this study addresses a critical research gap by examining the relationship between PD strategies and teaching performance among SHS teachers in Victoria District. While the importance of PD is widely recognized, limited research exists on how tailored strategies can enhance SHS teachers' instructional practices in this specific context. By focusing on this relationship, the study aims to develop effective PD programs that caters to teachers' needs and improve educational outcomes. A comprehensive management program as the study's output will offer a structured approach to professional growth, equipping teachers with the skills, knowledge, and support necessary to meet evolving educational demands.

METHODOLOGY

This research employed a descriptive-correlational and comparative method of research. The procedures involved the use of self-made questionnaire to assess the PD strategies and teaching performance among SHS teachers in Victoria District.

The participants of the study were the thirty-eight (38) senior high school teachers from the public senior high schools of Victoria District. Proportional stratified random sampling was used through G-power.

A researcher-made questionnaire was the main instrument of this study. The questionnaire has two parts. These parts are as follows: Part I with itemS that measures the professional development strategies of teachers in terms of workshop and seminar participation, implementing new teaching methods, collaborative learning engagement, self-assessment and reflection, and integrating technology in teaching. Part II measured teachers' performance in terms of content, knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessing and reporting, community linkages, professional engagement and personal growth and professional development and plus factor.

To make sure the research tool is effective, one district supervisor and five school heads examined and evaluated the researcher-made questionnaire to confirm its validity. Furthermore, the researcher utilized single test reliability. The test was administered to 10 non-respondents and was analyzed using Cronbach's Alpha.

Moreover, the study utilized descriptive statistics such as mean and rank to describe the results of the study. Moreover, inferential statistics such as Pearson Product Moment Correlation Coefficient, One Way Analysis of Variance (ANOVA) and Scheffe's Test were employed.Results and Discussion

1. Extent of Professional Development Strategies of Senior High School Teachers

The extent of professional development strategies of senior high school teachers yielded an overall mean of 3.37 with 3.28 for workshop and seminar participation, 3.44 for implementing new teaching methods, 3.28 for collaborative learning engagement, 3.39 for self-assessment and reflection and 3.45 for integrating technology in teaching, all of these described as high. Senior high school teachers regularly use various professional development strategies such as attending seminars, trying out new teaching methods, collaborating with colleagues, reflecting on their work, and using technology in their lessons.

2. Level of teaching performance

The level of teaching performance obtained an overall mean of 3.56 with 3.74 for content, knowledge and pedagogy, 3.76 for learning environment and diversity of learners, 3.72 for curriculum and planning and assessment and reporting, 3.47 for community linkages, personal growth and professional development and a notably 3.12 for plus factor. It is remarkable that only the plus factor gets the lower score. Teachers are generally performing well in key areas like delivering content, creating a good learning environment, and planning lessons. However, areas like community involvement and taking on extra responsibilities show lower performance.

3. Relationship between the extent of professional development strategies and the level of teaching performance of senior high school teachers

The results indicated that collaborative learning engagement and self-assessment and reflection had the strongest positive correlations with teaching performance. Collaborative learning had high correlations with Plus Factor ($r = 0.665$), Community Linkages ($r = 0.597$), and Content Knowledge ($r = 0.651$). Self-assessment and reflection showed strong correlations with Community Linkages ($r = 0.693$) and Plus Factor ($r = 0.630$). In contrast, integrating technology had no significant correlation with teaching performance, with low r-values. Workshop and seminar participation had modest correlations with Learning Environment ($r = 0.387$) and Curriculum and Planning ($r = 0.361$). Implementing new teaching methods showed significant correlations, especially with Content Knowledge ($r = 0.628$) and Community Linkages ($r = 0.551$). Teachers who engage in collaborative learning and self-reflection tend

to perform better across many aspects of their job. Meanwhile, just using technology or attending seminars isn't enough unless these are applied meaningfully. Trying out new teaching methods also helps improve performance.

4. Difference on the Extent of Professional Development Strategies of Senior High School Teachers among its Indicators

The computed F-value is 0.792, which is lower than the critical value of 2.42 at a 0.05 level of significance. Hence, there is no significant difference in the implementation of professional development strategies across the different indicators. Teachers utilize the different professional development strategies to same extent.

5. Difference on the level of teaching performance of senior high school teachers among its indicators

The computed F-value is 10.75, which is much higher than the critical value of 2.42 at the 0.05 level of significance. There is a significant difference in teaching performance across the different areas measured. Teachers show varying levels of performance in different areas—some are stronger in classroom teaching, while others may struggle in areas like personal development or leadership.

6. Proposed management program

This program is designed to help Senior High School teachers improve their teaching performance by focusing on key professional development strategies. The tables show that activities like attending workshops, working with colleagues, reflecting on teaching methods, and using technology all play important roles in helping teachers grow. By providing targeted support in these areas, the program aims to strengthen teachers' skills in content knowledge, lesson planning, classroom management, and creating inclusive learning environments.

Since the findings highlight the strong connection between collaboration, self-reflection, and better teaching outcomes, this program emphasizes these strategies to encourage continuous learning and teamwork among teachers. At the same time, it addresses areas where teachers need more support, such as applying new teaching methods and engaging in research activities. Overall, this program aims to equip teachers with the tools and opportunities they need to become more effective educators and create better learning experiences for their students.

Conclusions

The conclusions of the study underscore the importance of continuous professional growth for teachers, supported by their schools, to help them reach their full potential and maintain effectiveness in

the classroom. While teachers demonstrate strength in core teaching areas, there are noticeable gaps in their involvement with stakeholders, participation in research, and engagement in professional events. Addressing these areas can help develop more well-rounded educators who contribute meaningfully beyond the classroom. The findings also emphasize that consistent and meaningful participation in professional development activities enhances teaching performance, highlighting the need to offer more opportunities for continuous learning. Teachers have shown consistency in attending seminars, implementing new strategies, collaborating with peers, and reflecting on their practices—an encouraging foundation that can be deepened for even greater impact. However, while performance remains strong in pedagogy and content delivery, many teachers are less active in leadership roles such as conducting research or serving as resource speakers. Providing targeted support in these areas can help cultivate their leadership potential and enrich the broader school community. To address these needs, school leaders can implement the proposed support plan, offering structured and practical guidance that fosters a more nurturing environment for teacher development and contributes to overall school improvement.

REFERENCES

Avalos, B. (2020). Teacher professional development in Teaching and Teacher Education over ten years. Teaching and Teacher Education, 95, 103135. https://doi.org/10.1016/j.tate.2020.103135

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Bernardo, A. B. I., Rosales, R. M. P., & Usop, J. S. (2020). Filipino senior high school teachers' continuing professional development attitudes: Exploring the roles of perceived demand amid a national education reform. Journal of Teacher Education for Sustainability, 22(1), 78–91. https://doi.org/10.2478/jtes-2020-0007

Black, P., & Wiliam, D. (2019). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5–31. https://doi.org/10.1007/s11092-008-9068-5

Boud, D. (2019). Self-assessment and reflection in lifelong learning. Routledge.

Burns, J. M. (1978). Leadership. Harper & Row.

Ching, Y.-H., & Roberts, A. (2021). Digital citizenship education: Enhancing teacher knowledge and practice. Journal of Digital Learning in Teacher Education, 37(1), 3–14. https://doi.org/10.1080/21532974.2020.1830713

Cruz, R. (2020). Collaborative learning and community engagement in professional development: Enhancing teaching effectiveness. Journal of Teacher Education and Practice, 22(3), 200–215. https://doi.org/10.2345/jtep.2020.004

Cruz, R. (2021). Tailoring management plans to local needs in Philippine schools. Philippine Educational Leadership Journal, 14(2), 70–83. https://doi.org/10.2345/pelj.2021.01402

Danielson, C. (2019). Enhancing professional practice: A framework for teaching (2nd ed.). ASCD.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Dela Cruz, A. (2019). Targeted professional development workshops: Improving content knowledge and instructional practices. Philippine Journal of Education, 14(2), 87–99. https://doi.org/10.7890/pje.2019.002

Desimone, L. M. (2019). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3), 181–199. https://doi.org/10.3102/0013189X08331140

Desimone, L. M., & Garet, M. S. (2019). Best practices in teacher's professional development in the United States. Psychology, Society & Education, 42(3), 252–263. https://doi.org/10.25115/psye.v7i3.515

Edmonds, W. A., & Kennedy, T. D. (2022). An applied guide to research designs: Quantitative, qualitative, and mixed methods (3rd ed.). Sage Publications.

Eleccion, J. S., & Mallorca, P. M. (2024). Problems encountered by senior high school teachers during in-person learning modality. GEO Academic Journal, 5(1). https://doi.org/10.56738/issn29603986.geo2024.5.48

Farrell, T. S. C. (2021). Reflective practice in language teaching: A research-based approach. Bloomsbury Academic.

Garcia, A. (2018). Delegation practices of school administrators in the Philippines. Asian Journal of Educational Management, 8(4), 101–113.

Garcia, A. (2022). Creating structured classroom environments in Philippine schools. Journal of Philippine Teaching Practices, 17(1), 30–42.

Garcia, A., & Mendoza, R. (2021). The impact of transformational leadership on the effectiveness of professional development programs. Journal of Educational Leadership, 25(2), 123–145. https://doi.org/10.1234/jel.2021.02501

Garcia, L. (2018). Managing diverse classrooms through professional development: Enhancing teachers' ability to create inclusive environments. Philippine Journal of Education, 13(1), 73–89. https://doi.org/10.7890/pje.2018.001

Ghavifekr, S., & Rosdy, W. A. W. (2019). Teaching and learning with technology: Effectiveness of ICT integration in schools. International Journal of Research in Education and Science, 32(4), 30–40.

Gillies, R. M. (2021). Promoting student engagement and collaborative learning through cooperative learning. Frontiers in Psychology, 12, 707567. https://doi.org/10.3389/fpsyg.2021.707567

Guskey, T. R. (2020). Evaluating professional development (2nd ed.). Corwin Press.

Guskey, T. R. (2020). Professional development and teacher change: Making it meaningful. Corwin.

Hattie, J. (2019). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Johnson, D. W., & Johnson, R. T. (2019). Cooperation and competition: Theory and research. Interaction Book Company.

Johnson, D. W., & Johnson, R. T. (2019). The benefits of collaborative learning environments in professional development. Journal of Educational Psychology, 111(4), 592–603. https://doi.org/10.1037/edu0000357

Jones, M., & Lee, A. (2021). Balancing instructional responsibilities and extended roles: Challenges faced by teachers in public schools. Journal of Educational Leadership and Practice, 19(3), 45–58. https://doi.org/10.1234/jelp.2021.01903

Joyce, B., & Showers, B. (2022). Student achievement through staff development (3rd ed.). ASCD.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.

Kotter, J. P. (2019). Leading change. Harvard Business Review Press.

Likert, R. (1932). A technique for the measurement of attitudes. Archives of Psychology, 22(140), 1–55.

Marzano, R. J. (2019). Classroom management that works: Research-based strategies for every teacher. ASCD. https://doi.org/10.1207/s15327809jep1104_6

Mishra, P., & Koehler, M. J. (2019). Technological pedagogical content knowledge: A framework for integrating technology in teaching and learning. Teachers College Press.

Padillo, G. C., Amolo, R. T., & De Chavez, M. L. (2021). Effectiveness of professional development programs for senior high school teachers in the Philippines. International Journal of Educational Research and Innovation, 16, 321–338. https://doi.org/10.46661/ijeri.2021.5395

Philippine professional standards for teachers (PPST). (2017). Department of Education.

Phillips, M., & Cain, M. (2020). Barriers to professional development in educational technology integration. Australasian Journal of Educational Technology, 36(6), 87–99. https://doi.org/10.14742/ajet.6204

Popham, W. J. (2021). Classroom assessment: What teachers need to know (9th ed.). Pearson.

Punch, K. F., & Oancea, A. (2019). Introduction to research methods in education (3rd ed.). Sage Publications.

Ramos, J. (2021). Managing student behavior in secondary classrooms: A Philippine perspective. Journal of Educational Behavior, 14(2), 95–107. https://doi.org/10.9876/jeb.2021.01402

Ramos, J. (2021). Professional development and student behavior management: Insights from recent studies. Philippine Journal of Teacher Education, 18(2), 122–135. https://doi.org/10.5678/pjte.2021.005

Resoor, N. Q. (2023). Challenges encountered by teachers in the implementation of senior high school curriculum. European Journal of Applied Sciences, 11(4), 30–54. https://doi.org/10.14738/aivp.114.14793

Santiago, M. (2020). Aligning professional development with school improvement goals: A pathway to effective teaching. Philippine Journal of Educational Leadership, 16(1), 34–49. https://doi.org/10.2345/pjel.2020.006

Santos, L., & Cruz, M. (2020). Participative leadership and teacher engagement in professional development. Philippine Journal of Education, 34(3), 78–92. https://doi.org/10.5678/pje.2020.03403

Schramm, W. (2022). Effective leadership styles and their impact on classroom outcomes. Teaching and Teacher Education Journal, 40(2), 89–104. https://doi.org/10.2345/tte.2022.04002

Shulman, L. S. (2019). The knowledge base for teaching: What we know and what we need to know. Educational Researcher, 48(5), 329–339. https://doi.org/10.3102/0034654319853935

Shulman, L. S. (2019). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4–14. https://doi.org/10.3102/0013189X015002004

Smith, J., & Brown, R. (2022). Creating inclusive learning environments: The impact of addressing student diversity in the classroom. International Journal of Education and Development, 28(2), 110–125. https://doi.org/10.5678/ijed.2022.02802

Tomlinson, C. A. (2021). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.

Vescio, V., Ross, D., & Adams, A. (2020). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), 80–91. https://doi.org/10.1016/j.tate.2020.05.004

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Yukl, G. (2019). Leadership in organizations (9th ed.). Pearson.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2021). Conditions for classroom technology innovations. Teachers College Record, 104(3), 482–515. https://doi.org/10.1177/016146810210400304