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Professional Development Activities of Public Elementary School Teachers in Relation to Teaching Performance

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Abstract — This study examines the impact of professional development activities on the teaching performance of public elementary school educators in the 2022-2023 academic year. Using a descriptive correlational methodology, the study found a significant correlation between teachers' engagement in professional development activities and their teaching efficacy. Specifically, involvement in professional network memberships, conference presentations, and specialized skill development showed the most vital connection with enhanced teaching performance. Additionally, educators with higher educational qualifications, including advanced degrees, demonstrated greater teaching effectiveness, highlighting the importance of ongoing professional growth. The findings emphasize the need for diverse professional development opportunities incorporating traditional and innovative approaches to support effective teaching practices. The study highlights the importance of customized professional development initiatives catering to teachers' individual needs and preferences, ultimately enhancing their instructional abilities and promoting student academic success.

Keywords — Professional Development Activities, Teaching Performance

I. Introduction

The landscape of teacher education is evolving, acknowledging the nuanced role of educators beyond mere classroom instruction. Consequently, tailored programs for teacher-educator development have emerged, aligning with the distinct characteristics of the profession (Vries et al., 2020). However, as the teaching profession undergoes continuous transformation, it becomes imperative to provide teacher educators with professional development opportunities that equip them for forthcoming shifts in education, teacher training, and pedagogical advancements (Keczer & Myint, 2022). Drawing insights from Teacher's Professional Development (TPD) findings of the Teaching and Learning International Survey (TALIS), a deeper understanding of educators' needs is attained, thereby enhancing future planning and program design (Castillo et al., 2022).

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While TALIS data doesn't encompass the Philippines, its principles resonate in domestic efforts to enhance TPD, underscoring its significance. The Department of Education (DepEd) issues Professional Development Priorities for Teachers and School Leaders, outlining guidelines for program recognition and highlighting the role of the National Educators Academy of the Philippines (NEAP) in fostering professional growth (DepEd Order No. 001, s 2020).

The elementary education sector, hosting a substantial portion of young learners, underscores the pivotal role of teachers in shaping early academic experiences. It is concerning that a majority of enrollees, approximately 58.36%, fall within the kindergarten to Grade 2 bracket, emphasizing the critical need to address the professional development requirements of elementary school teachers. Exploring the impact of Continuing Professional Development (CPD) on teachers' competence and performance, Nurmalina and Suhartono (2021) elucidate its favorable influence on various facets of teaching, particularly amidst challenges such as the pandemic. Recognizing the multifaceted benefits of Teachers' Professional Development (TPD), including leadership enhancement, research proficiency, and adept problem-solving, underscores its pivotal role in equipping educators to meet evolving professional demands.

Considering these dimensions, researchers are contemplating a study to delve deeper into the relationship between professional development activities and the teaching performance of public elementary school teachers. The aim is to contribute to the ongoing discourse on effective pedagogical practices.

Statement of the Problem

This quantitative study explores the correlation between professional development activities and the teaching performance of the respondents in Cuyapo East District.

Specifically, the study aims to answer the following questions:

1. What is the profile of the respondents in terms of the following attributes?
    a. age
    b. sex
    c. years of teaching experience
    d. highest educational attainment
    e. number of seminars/trainings attended for the last three (3) years
2. What extent do respondents participate in professional development activities?

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3. What is the teaching performance of the respondents for the School Year 2022-2023?
4. Is there a significant relationship between the extent of participation of respondents in the activities for professional development and teaching performance?
5. Is there a significant relationship between the respondents' teaching performance across their selected profile variables, namely, years of teaching, highest educational attainment, and number of seminars attended for the last three (3) years?

II. Methodology

Research Design and Strategy

The research design for this study is correlational which aims to examine the relationships between the independent variables (respondent's profile: age, sex, years of teaching, highest educational attainment and number of seminars attended for the last three (3) years, teaching performance of the respondents, and extent of participation of respondents in the activities for professional development) and the dependent variables (Survey questionnaire, analyzed using Statistical Package for Social Sciences (SPSS) or Statistics Data (STATA) and Data visualization techniques). According to Fraenkel and Wallen (2009), Correlational research is a type of study aimed at determining the source and impact of a link between two or more variables. The study used a quantitative approach and collected data through a questionnaire.

The research strategy for this study is survey research, which involves collecting data through self-administered questionnaires from a sample of respondents. The survey questionnaire is designed to gather data on the independent variables (respondent's profile: age, sex, years of teaching, highest educational attainment, number of seminars attended for the last three (3) years, teaching performance of the respondents, and extent of participation of respondents in the activities for professional development) and the dependent variables (survey questionnaire, analyzed using Statistical Package for Social Sciences (SPSS) or Statistics Data (STATA), and Data visualization techniques). The questionnaire was distributed to a sample of elementary school teachers in Cuyapo East District, Nueva Ecija.

Data Gathering Tools

The data-gathering tool for this study was a self-administered survey questionnaire. The questionnaire consisted of three main sections:

Part 1: Profile of the Respondents - This section gathered information on the respondents, including age, sex, years of teaching experience, highest educational attainment, and number of seminars/trainings attended for the last three (3) years.

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Part 2: Extent of Participation of Respondents in the Activities for Professional Development - This section details the availability and frequency of professional development opportunities for elementary school teachers in Cuyapo District, Nueva Ecija. It also gathered information on the types of professional development activities teachers have participated in.

Part 3: Teaching Performance of the Respondents- This section gathered information on teachers' IPCRF ratings about their professional development activities.

The data-gathering tools for this study were essential to guarantee the accuracy and legitimacy of the information gathered. The survey questionnaire enabled the researcher to gather data on the independent variables (respondent's profile: age, sex, years of teaching, highest educational attainment, and number of seminars attended for the last three (3) years, teaching performance of the respondents and extent of participation of respondents in the activities for professional development) and the dependent variables (survey questionnaire, analyzed using Statistical Package for Social Sciences (SPSS) or Statistics Data (STATA), and Data visualization techniques) in a systematic and structured way. The pilot test helped ensure that the questionnaire effectively measured the constructs of interest and enabled the researcher to make any necessary revisions to improve its effectiveness.

III. Results and Discussion

Respondents' Profile

Table 1 presents the respondent's age, sex, highest educational attainment, and number of seminars/trainings attended for the last three years.

Table 1: Respondents Profile

Profile		frequency	Percentage
Age	20-29 years old	33	27.97
	30-39 years old	44	37.29
	40-49 years old	29	24.58
	50 years old and above	12	10.17
Sex			
	Male	20	16.95
	Female	98	83.05
Years of Teaching Experience			
	5 years and below	32	27.12
	6-10 years	37	31.36
	11-15 years	19	16.10
	16-20 years	15	12.71
	21 years and above	15	12.71
Highest Educational Attainment			
	BEED/BSED	8	6.780
	with MA Units	79	66.95
	MA Degree Holder	25	21.19
	with PhD/EdD Units	6	5.085
	PhD/EdD Holder	0	0.000

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Number of Seminars/trainings attended for the last three (3) Years		
District Level	228	47.40
Division Level	116	24.12
Regional Level	20	4.158
National Level	76	15.80
International Level	41	8.524

Table 1 shows an in-depth examination of teacher development and its influence on teaching effectiveness. This table showed that many teachers fell into the 30-39 age bracket (37.29%) and were overwhelmingly female (83.05%). A notable number of these educators had participated extensively in professional development sessions, predominantly at the district level (47.40%).

This demographic makeup is reflective of broader trends within teacher professional development. Teachers' needs and perceptions regarding professional development are highly diverse, often shaped by demographic variables like age and gender. The significant engagement of younger teachers in these activities suggests a shift towards newer educational strategies and the integration of contemporary teaching methods (Eroglu & Ozbek, 2023).

Moreover, the data revealed that a large majority of teachers (66.95%) were pursuing MA units, reflecting a dedication to further education and ongoing learning. This dedication is also fundamental for adopting novel educational techniques, as Nurmalina and Suhartono (2021) have shown.

The table implies the essential function that professional development plays in furthering the instructional capabilities of elementary school educators. The data and its analysis are supported by various research, underscoring the importance of ongoing professional improvement, education relevant to specific contexts, and the effect of demographic factors on the needs and preferences for professional development.

Extent of Participation of Respondents in the Activities for Professional Development

Table 2 shows respondents' degree of participation in professional development activities. The assessment is based on various indicators, and each is assigned a weighted mean reflecting the frequency with which the activities are practiced.

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Table 2: Extent of Participation of Respondents in the Activities for Professional Development

Indicators	Mean	DE
Courses and workshops (e.g. education-related topics)	3.59	AP
Education conferences and seminars	3.58	AP
Professional development network	3.55	AP
Mentoring and/or peer observation and coaching as part of a formal school arrangement	3.39	AP
Giving a presentation at a conference	2.31	OP
Qualification programs (e.g., degree program)	3.33	AP
Supervising research or students	1.96	OP
Attending and serving as a conference leader or trainer in seminars/training.	3.14	FP
In-Service Training (INSET) and School Learning Action Cell Sessions (SLAC)	3.82	AP
Maintaining or developing specialist skills (for example, musical skills)	2.58	FP
Grand Mean	**3.13**	**FP**

Legend

Scale	Description
3.26 – 4.00	Always Participate (AP)
2.51 – 3.25	Frequently Participate (FP)
1.76 – 2.50	Occasionally Participate (OP)
1.00 – 1.75	Never Participate (NP)

Table 2 reveals that exploring public elementary school teachers' engagement in professional development activities provided valuable insights into their preferences and patterns in professional growth. The activity with the highest participation was "In-Service Training (INSET) and School Learning Action Cell Sessions (SLAC)," achieving a mean score of 3.82 and falling into the 'Always Participate' category (AP). This result supports the growing focus on collaborative and school-centered professional development and the significance of learning within context-specific environments for teacher development. Traditional professional development formats, such as courses, workshops, and attending educational conferences and seminars, are also highly rated (3.59 and 3.58, respectively), indicating a preference for established professional learning methods. This trend aligns with Kalogeropoulos (2021), who highlighted the ongoing importance of structured learning settings in fostering teacher growth. With a Grand Mean of 3.13, categorized under 'Frequently Participate' (FP), the data indicated moderate overall involvement in professional development activities.

The result implies that it reflected the current state of professional development among public elementary school teachers and corroborated the broader trends and principles discussed in the literature. A balanced approach to professional development is necessary, combining traditional and innovative methods to cater to teachers' diverse needs. (Padillo et al., 2021; Panthee, 2021; Ybnu Taufan, 2022).

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Teaching Performance of the Respondents

Table 3 presents a comprehensive analysis of teaching performance based on data from the Individual Performance Commitment and Review Form. Key statistical measures have been considered to better understand the performance distribution, including mean, standard error, median, mode, standard deviation, sample variance, kurtosis, skewness, range, minimum, and maximum.

Table 3: Teaching Performance of the Respondents

Descriptive Statistics	Results
Mean	4.54
Standard Error	0.014
Median	4.49
Mode	4.49
Standard Deviation	0.149
Sample Variance	0.022
Kurtosis	2.312
Skewness	-0.599
Range	0.900
Minimum	4.00
Maximum	4.90

The investigation into the impact of professional development activities on the performance of public elementary school teachers presented significant insights into educational research. Analysis of the data shown in Table 4 revealed that the teachers involved in the study generally exhibited a high level of teaching performance, as evidenced by an average score of 4.54. This average and a notably low standard error of 0.014 reliably reflected the overall performance levels within the sample. The median and mode, both at 4.49, underscored data clustering around a high performance level. Additionally, the small standard deviation (0.149) and variance (0.022) indicated a lack of significant disparity in performance across the surveyed teachers, pointing to a uniformly high standard of teaching.

These results corroborate earlier studies on teacher professional development. For example, the significance of recognizing teachers' perceived needs for professional development and its effect on their performance was highlighted by Eroglu and Ozbek (2023), which delved into the correlation between teacher’s engagement in professional development and their demographic traits, added depth to understanding the performance outcomes.

Correlation Analysis between the extent of participation in the activities of professional development and teaching performance of the respondents

Table 4 presents a correlational analysis between the extent of the respondents' participation in professional development activities and their teaching performance.

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Table 4: Correlation between Extent of Participation in the Activities of Professional Development and Teaching Performance of the Respondents

Professional Development	Teaching Performance	
	r-value	s-value
Courses and Workshops	0.71	0.00
Education Conference and Seminars	0.63	0.00
Professional Development	0.49	0.00
Mentoring and/or peer observation and coaching	0.24	0.00
Giving a presentation at a conference	0.48	0.00
Qualification programs	0.08	0.00
Supervising research or students	0.32	0.00
Attending and serving as a conference leader or trainer in seminars/trainings	0.42	0.00
INSET and School Learning Action Cell Sessions	0.14	0.00
Maintaining or developing special skills	0.19	0.00

Significant positive correlations are observed between teaching performance and various professional development activities, ranging from moderate to strong (r values ranging from 0.24 to 0.71, all $p < 0.05$). The extent of participation in activities for professional development, such as courses, conferences, mentoring, and presentations, shows a consistent positive association with teaching performance. This suggests that teachers who actively engage in professional development tend to demonstrate higher performance levels in their teaching roles. Schools should encourage and facilitate teacher's participation in diverse professional development activities to enhance teaching effectiveness. Professional development programs tailored to teacher's interests and needs, including courses, conferences, and mentoring opportunities, can significantly impact teaching performance. Recognizing and rewarding teachers actively engaging in professional development can incentivize participation and improve overall teaching quality.

These activities, including participation in courses, conferences, professional networks, mentoring, presentations, qualification programs, and training sessions, show strong positive correlations with teaching performance. Each specific professional development activity demonstrates a significant positive association with teaching performance, emphasizing the importance of diverse and active engagement in continuous learning and skill development. Schools should offer various professional development opportunities to teachers, providing them with the resources to enhance their teaching effectiveness. Professional development initiatives should include a variety of formats, such as workshops, conferences, mentoring programs, and in-service training to provide diverse knowledge. Encouraging teachers to take on leadership roles, such as presenting at conferences or leading training sessions, can contribute to their development and benefit the wider educational community.

The data underscores the critical role of professional development activities in enhancing teaching performance. Schools and educational institutions should prioritize providing diverse and meaningful opportunities for teachers to learn and develop skills to improve teaching quality continuously.

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Correlation analysis between selected profile variables and the teaching performance of the respondents

Table 6 revealed significant variations in teaching performance correlating with educational qualifications. A perfect correlation coefficient (1.000) between BEED/BSED qualifications and teaching performance demonstrated a robust positive link, highlighting consistent performance levels among teachers. In contrast, a slight negative correlation (-0.035) between possessing Master of Arts (MA) units and those with BEED/BSED qualifications suggested that acquiring Master of Arts (MA) units had a minimal impact on enhancing the teaching performance of teachers initially qualified with BEED/BSED.

A more pronounced negative correlation (-0.493) between holders of Master of Arts (MA) degrees and BEED/BSED qualifications pointed to a noticeable disparity in teaching performance, possibly indicating that those with Master of Arts (MA) degrees achieved or adhered to distinct, perhaps higher, performance standards than their BEED/BSED counterparts. This observation resonates with the research conducted by Eroglu and Ozbek (2023), which underscored the significant role of advanced degrees in teachers' professional development and performance enhancement.

Furthermore, a high positive correlation (0.871) between teachers pursuing PhD/EdD qualifications and those with BEED/BSED suggests an increasing alignment or improvement in teaching performance as teacher’s progress toward higher academic achievements. This finding aligns with the studies by Fang, Chan, and Kalogeropoulos (2021) and reports by the OECD, both of which emphasize the beneficial impact of higher educational qualifications on teaching effectiveness.

This variability highlights the complex and multifaceted aspects of teaching performance, influenced by various factors beyond mere educational qualifications.

The findings indicate a sophisticated and layered connection between the educational qualifications of public elementary school teachers and their teaching performance. Although advanced educational qualifications are typically associated with improved performance, the precise nature of these relationships is complex, emphasizing the intricate relationship between a teacher’s educational background and their effectiveness in teaching.

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Table 6:
Correlation between Highest Educational Attainment and Teaching Performance of the Respondents
$\alpha = 0.05$

	Highest Educational Attainment							
	BEED/BSED		With MA Units		MA Degree Holder		With PhD/EdD	
	r	s-value	r	s-value	r	s-value	r	s-value
Teaching Performance	-0.035	0.00	-0.493	0.00	0.871	0.00	-0.267	0.00

Scale of Correlation	Value
$0 < r \leq 0.19$	Very low correlation
$0.2 \leq r \leq 0.39$	Low correlation
$0.4 \leq r \leq 0.59$	Moderate correlation
$0.6 \leq r \leq 0.79$	High correlation
$0.8 < r \leq 1.0$	Very high correlation

The data reveals varying degrees of correlation between different levels of educational attainment and teaching performance. There is a weak negative correlation ($r = -0.035$, $p < 0.05$) between holding a Bachelor's degree in Education (BEED/BSED) and teaching performance. This suggests that possessing only a Bachelor's degree in education may have a minor negative impact on teaching performance.

There is a moderate negative correlation ($r = -0.493$, $p < 0.05$) between completing master's degree units and teaching performance. This implies that while additional coursework at the master's level may contribute to professional development, it might not necessarily translate into improved teaching performance.

There is a strong positive correlation ($r = 0.871$, $p < 0.05$) between holding a master's degree and teaching performance. This indicates that completing a master's degree positively influences teaching performance.

A moderate negative correlation ($r = -0.267$, $p < 0.05$) exists between holding a PhD/EdD degree and teaching performance. This suggests that a doctoral degree may not necessarily guarantee higher teaching performance and could have a slightly negative impact.

The data highlights the positive impact of a master's degree on teaching performance. Pursuing advanced education beyond the bachelor's level contributes significantly to teaching effectiveness. Schools and educational institutions should ensure the quality and relevance of master's and doctoral programs in education to maximize their impact on teaching performance. While advanced degrees can enhance teaching performance, practical teaching experience and pedagogical skills development should not be overlooked. Incorporating practical teaching experiences alongside academic coursework may lead to more effective teaching outcomes. Educators with bachelor's degrees in education or incomplete Master's coursework may benefit

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from targeted professional development opportunities to enhance their teaching skills and effectiveness.

In summary, while higher educational attainment, particularly at the master's level, was associated with improved teaching performance, the quality of education programs and practical teaching experience remain critical factors. Schools should offer advanced education opportunities and practical training to support teachers' continuous professional growth and enhance teaching effectiveness.

Table 7: Correlation between the Number of Seminars Attended for the past three years and the Teaching Performance of the Respondents

a = 0.05

	Seminars Attended for the past three years									
	District		Division		Regional		National		International	
	r	s-value	r	s-value	r	s-value	r	s-value	r	s-value
Teaching Performance	0.27	0.00	0.50	0.00	0.00	0.00	0.04	0.00	0.30	0.00

Scale of Correlation	Value
$0 < r \leq 0.19$	Very low correlation
$0.2 \leq r \leq 0.39$	Low correlation
$0.4 \leq r \leq 0.59$	Moderate correlation
$0.6 \leq r \leq 0.79$	High correlation
$0.8 < r \leq 1.0$	Very high correlation

The data indicates varying degrees of correlation between the number of seminars attended at different levels (District, Division, Regional, National, and International) and teaching performance.

There is a moderate positive correlation ($r = 0.27$, $p < 0.05$) between attending district-level seminars and teaching performance. Teachers who participate in local seminars may experience a slight improvement in their teaching performance.

There is a strong positive correlation ($r = 0.50$, $p < 0.05$) between attending division-level seminars and teaching performance. Teachers who engage in seminars at the division level tend to exhibit higher teaching performance.

There is no significant correlation ($r = 0.00$, $p < 0.05$) between attending regional-level seminars and teaching performance. Attendance at regional seminars does not appear to impact teaching performance significantly.

There is a weak positive correlation ($r = 0.04$, $p < 0.05$) between attending national-level seminars and teaching performance. Participation in national workshops may have a minor positive effect on teaching performance.

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There is a moderate positive correlation ($r = 0.30$, $p < 0.05$) between attending international-level seminars and teaching performance. Teachers who participate in international workshops tend to demonstrate slightly higher levels of teaching performance.

IV. Conclusion

1. The study found that younger, predominantly female teachers attend professional development programs more actively. District-level seminars are preferred for localized, context-specific training. Most teachers commonly pursue higher education degrees, underscoring their dedication to continuous learning.

2. Teachers prefer conventional and group teaching methods for professional development, while workshops, seminars, and in-service training are popular.

3. A generally high level of teaching performance associated with professional development activities and establishing a healthy foundation for future educational policies and research to improve teaching quality in elementary education.

4. Diverse professional development activities such as presenting, networking, and learning specific skills are strongly linked with effective teaching. hops. Customized, supportive training environments are crucial for effective development. Matching activities with specific teaching goals is vital for optimal educational outcomes.

5. Professional development activities and educational background significantly impact public elementary school teachers' teaching ability.

V. Recommendations

Based on the conclusions of the study, the recommendations are realigned in ascending order to correspond with each conclusion point:

1. Tailor Professional Development to Demographic Characteristics. Given the integral role of demographic factors in teachers' participation in professional development, educational institutions should design programs sensitive to teachers' age, gender, and other demographic characteristics. This includes providing context-specific training, particularly at the district level, to align with the trends observed in the study.

2. Diversify Professional Development Methods. Given the study's findings on teachers' preference for collaborative and traditional learning methods, offering a balanced mix of professional development activities is recommended. This should include In-Service Training and school Learning Action Cell Sessions, as well as innovative methods like conference presentations and research supervision, addressing the areas for improvement identified in the study.

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3. Enhance Teaching Efficacy through Professional Development. Considering the positive correlation between professional development activities and high teaching performance, educational institutions should continue emphasizing and investing in professional development as a key factor in enhancing teaching efficacy. This involves supporting sustained and diverse training opportunities for teachers.

4. Align Professional Development with Specific Teaching Performance Goals. Given the significant correlation between various professional development activities and teaching performance, a nuanced approach is recommended. This approach should involve aligning professional development activities, such as participation in professional networks and developing specialist skills, with specific teaching performance goals to maximize educational outcomes.

5. Focus on Advanced Educational Qualifications and Varied Professional Development Seminars. The study's conclusion that educational qualifications and professional development activities have varying degrees of impact on teaching performance suggests the need for targeted professional development programs.

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