

# Enhancement of the Professional Development Program for Faculty Members of Maranatha Christian Academy of Cabuyao, Inc.

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*Abstract* — This study aimed to evaluate the effectiveness of the professional development program implemented by Maranatha Christian Academy of Cabuyao in enhancing the knowledge and competencies of its teaching force. Using a quantitative descriptive research methodology, the study identified the ongoing professional development needs of teachers, assessed the activities designed to address these needs, and gauged the perceived impact of the programs on their performance. Data were collected through interview and surveys among the 33 teachers at the Maranatha Christian Academy of Cabuyao. The participants were selected due to their direct involvement in the current professional development programs and plans of the institution, making their input crucial for assessing the impacts.

Results revealed that the most teachers have attended seminars/training/INSET/webinars/conferences, mentoring/peer teaching, faculty enhancement, and continuing education that focus on their content knowledge and pedagogy, curriculum planning, and personal growth and professional development. Professional development programs in their school were perceived as highly effective in terms of strategies used and management support. These have a significant and positive impact on teachers' knowledge and skills and personal satisfaction. It is recommended that the school administration should design professional development programs that cater to the specific needs of different demographic characteristics of faculty members.

*Keywords* — *Continuous Professional Development, Professional Development, Professional Development Programs, Teacher Performance, Teaching Practices*

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## I. Introduction

The importance of continuous professional development (CPD) programs for teachers has been well-established in the literature. It is widely recognized that CPD programs can enhance teachers' knowledge, skills, and competencies, which ultimately leads to better student outcomes (Darling-Hammond et al., 2017; Mundy & Murphy, 2020). Moreover, effective CPD programs have become increasingly important in the Philippine education system due to the continuous changes in the curriculum and the demands of the 21st-century learners (Bilbao et al., 2008).

At the macro level, the Philippine education system is facing a number of challenges that underscore the need for effective professional development programs for teachers. These challenges include poor student performance in international assessments, inadequate resources, and limited access to quality education in some areas of the country (UNESCO, 2021). These

challenges highlight the urgent need for improving the quality of education in the Philippines, and professional development programs for teachers can play a vital role in this regard.

Teacher professional development plays a vital role in enhancing instructional practices and improving student outcomes. However, several critical factors can impede the effectiveness of professional development initiatives. One key factor is a lack of time. Teachers often face heavy workloads, with multiple responsibilities competing for their attention. This limited time availability makes it challenging for teachers to fully engage in professional development activities, hindering their ability to acquire new knowledge and skills.

Another significant factor that impedes professional development is a lack of funding and resources. Quality professional development requires adequate financial support to provide teachers with meaningful learning opportunities. Insufficient funding restricts the availability of workshops, conferences, and training programs, limiting teachers' access to valuable learning experiences. Moreover, a shortage of resources, such as instructional materials and technology, can further hinder the implementation of effective professional development strategies.

Additionally, the absence of a supportive school culture and leadership can pose significant barriers to teacher professional development. When schools do not prioritize and value ongoing learning for teachers, it creates a discouraging environment. Lack of support from administrators, colleagues, and mentors can dampen teachers' motivation to engage in professional development. In such cases, teachers may feel isolated and undervalued, leading to decreased participation and limited growth opportunities.

Another critical factor that hinders professional development is the absence of individualized and differentiated learning experiences. Teachers have diverse backgrounds, expertise, and needs. One-size-fits-all professional development approaches may not address the specific requirements of each teacher. Without personalized learning opportunities, teachers may struggle to apply new knowledge and skills to their unique instructional contexts, limiting the impact of professional development on their practice.

Finally, the rapid pace of educational reforms and policy changes can also impede professional development efforts. When teachers are constantly bombarded with new mandates and initiatives, it can create a sense of overload and confusion. Teachers may struggle to align their professional development goals with ever-changing expectations, leading to a lack of coherence and continuity in their learning journey.

The Maranatha Christian Academy of Cabuyao, Inc. is one of the private schools in the Philippines that recognize the value of enhanced professional development programs for teachers. The school has implemented several programs for its teaching force to enhance their knowledge, skills, and competencies. However, there is a need to assess the effectiveness of these programs in meeting the professional development needs of the teachers and enhancing their performance. This

is crucial because ineffective professional development programs can lead to wasted resources, demotivated teachers, and ultimately, poor student outcomes.

The teachers of the Maranatha Christian Academy of Cabuyao, Inc. were the focus of this study. Teachers are the most important resource in any education system, and their professional development is critical for improving the quality of education (OECD, 2019). As such, the present study aimed to fill the gap in the literature and provide insights into the current professional development programs implemented by the school and their impact on the teachers' performance. The findings of this study can inform the school management and policymakers on how to improve the quality and effectiveness of enhancing professional development programs for teachers.

## II. Methodology

The study focused on the professional development programs of the Maranatha Christian Academy of Cabuyao, Inc. It specifically determined the professional development needs of the teachers, their perception on the effectiveness of the professional development program implemented in terms of strategies and management support, impact of the professional development program on teachers' performance in terms of personal satisfaction with the professional development they receive, changes in knowledge, and teaching practices.

Meanwhile, the findings are limited only to the responses of the 33 teachers of MCACI. It is a direct limitation that could affect the study's external validity. However, due to the comprehensive nature of the study, the data collected could serve as an aid in designing similar larger-scale studies.

### **Research Design/Research Instrument/Data Gathering Procedures**

The present study aimed to examine the professional development program for teachers at the Maranatha Christian Academy using a descriptive research methodology. Both quantitative and qualitative approaches were used to enrich the data presentation. Descriptive research is a research design that aims to systematically obtain information to describe a phenomenon, situation, or population. It can help answer the what, when, where, and how questions regarding the research problem.

The quantitative approach included the conduct of a survey to gather data on the teacher's professional development (TDP) components, such as TPD frequency, TPD preferences, barriers to TPD, and a modified TPD needs survey. The research used the survey questionnaire as research instrument of the study. The questionnaire is in hard copy form. It was subjected to a validation process for content validity. The questionnaires were then given to the teachers of Maranatha Christian Academy of Cabuyao, Inc. after getting the approval of the adviser and permission from school authorities.

Meanwhile, qualitative data were gathered through two open-ended questions about TPD barriers and needs to interview selected teachers. The data were collected from January to March 2023 with the help of head teachers and OICs of every department. The data were collected within an educational setting after a regular online meeting or educational workshop as part of an activity or feedback with learning opportunities and policy improvements. Participants can withdraw from the online survey at any time without any consequences, and the purpose of the study and the use of the data collected were explained.

The interview was conducted after class during a faculty meeting or at a time convenient for the participants. The purpose of the interview was to allow the participants to share their opinions and comments on the obstacles and needs of TPD. Before the interview, the aim and purpose of the study was explained, and verbal consent was obtained. The initial guiding questions were asking about their opinion regarding the professional development program in school and topics they think are needed and the challenges to the implementation of professional development. Participants' responses were recorded and transcribed verbatim. A copy of the transcription was then sent to the participants for review and approval. They were then coded accordingly for data analysis and interpretation.

### **Respondents/Subjects of the Study**

The respondents of this study were the thirty-three (33) teachers of the Maranatha Christian Academy of Cabuyao, Inc. from five (5) departments: Pre-School, Lower School Middle School, Junior High School, Senior High School, and administrative staff.

These participants were chosen as they are great and straight receivers of the impacts of the current Professional Development Programs and plans of the institution.

The participants voluntarily decided to participate in the study. Those who have had online teaching experience in the last two semesters were included in the study.

### **Sampling Design and Procedures**

Complete enumeration sampling was used in this study since all the teaching and non-teaching staff of the school were utilized as respondents of the study. The researcher facilitated the face-to-face survey and interview with the research participants. Focus group discussions were also conducted on case-specific topics relative to the demographics/interests and other concerns. The process continued until the researcher had at least thirty-three (33) respondents willing to participate in this research.

### **Research Locale/Study Site**

This study determined the issues and problems of teachers concerning their experience in achieving proper professional development. This specifically focused on the thirty-three (33) teachers of the Maranatha Christian Academy of Cabuyao, Inc. to establish a strong professional

development program beneficial to their profession and as a help to the institution. The study also explored the help of professional development in relation to personal achievement and quality of education in the said institution.

The Maranatha Christian Academy of Cabuyao, Inc. was chosen as it was observed that there is a need to assess its professional development program and considering that the school currently has the highest number of student population and is the leading private educational institution in the City of Cabuyao.

The inclusion criteria for this study included all full-time and part-time faculty members of Maranatha Christian Academy of Cabuyao, Inc. who have had online teaching experience in the last two semesters. The participants were selected voluntarily and were informed about the purpose of the study, their rights, and the confidentiality of their information. The study involved both male and female teachers from different academic departments, grade levels, and teaching experience. Informed consent was obtained from each participant before collecting any data, and they have the right to withdraw from the study at any time without any negative consequences. The study was conducted in an educational setting, after a regular online meeting or educational workshop, as part of an activity or feedback with learning opportunities and policy improvements. The inclusion criteria ensured that the study results represent the perceptions and needs of the teachers regarding professional development programs at Maranatha Christian Academy of Cabuyao, Inc.

Meanwhile, the exclusion for the research documents would be any teachers who have not had online teaching experience in the last two semesters, teachers who are not currently employed by Maranatha Christian Academy of Cabuyao, Inc., and teachers who are not willing to participate in the study. Additionally, any data collected outside of the specified time frame of January to March 2023 were excluded from the study. Furthermore, any data collected from participants who did not provide informed consent or withdrew from the study were excluded. Lastly, any data collected from participants who did not meet the inclusion criteria, such as not completing the online survey or not participating in the group interviews, were also excluded from the study.

Participants in the study have the right to withdraw at any time without consequences. The withdrawal criteria for the study were clearly explained to the participants before they provided their consent to participate. If a participant decided to withdraw, their data were removed from the study and not used for any analysis or publication. Participants who withdrew from the study will not be penalized in any way, and their decision to withdraw will not affect their current or future employment status at Maranatha Christian Academy of Cabuyao, Inc.

### **Data Analysis Plan**

For the statistical analysis of the data, SPSS version 20 was used to calculate descriptive statistics such as mean and standard deviation (SD) and Cronbach alpha internal consistencies. These statistics were applied to the quantitative data collected from surveys and used to determine

the intercorrelations between the participants' age, teaching experience, TPD frequency, needs, and barriers, conduct initial exploratory factor analyses of the TPD needs, and perform group comparison with various background demographics using independent samples t-tests and concluding regression analyses.

Descriptive statistics such as frequency and percentage were used to analyze the respondents' demographic profile. The formula for percentage is:

$$P = \frac{f}{n} \times 100$$

where: P = percentage

f = frequency

n = respondents

To measure the respondents' perceptions on their professional development needs, level of effectiveness of professional development programs, and their impact, weighted mean was used. The formula is:

$$WAM = \frac{fx}{n}$$

where: f = frequency

x = point of scale

n = respondents

To measure the significant difference between the respondents' perception based on their demographic profile, single factor ANOVA (Analysis of Variance) was used. The formula is:

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares (MS)	F
Within	$SSW = \sum_{j=1}^k \sum_{i=1}^l (X - \bar{X}_j)^2$	$df_w = k - 1$	$MSW = \frac{SSW}{df_w}$	$F = \frac{MSB}{MSW}$
Between	$SSB = \sum_{j=1}^k (\bar{X}_j - \bar{X})^2$	$df_b = n - k$	$MSB = \frac{SSB}{df_b}$	
Total	$SST = \sum_{j=1}^n (\bar{X}_j - \bar{X})^2$	$df_t = n - 1$		

Alternatively,

$$F = MST/MSE$$

$$MST = SST / p - 1$$

$$MSE = SSE / N - p$$

$$SSE = \sum (n - 1)$$

$$s^2$$

where: F = Anova Coefficient

MSB = Mean sum of squares between the groups

MSW = Mean sum of squares within the groups

MSE = Mean sum of squares due to error

SST = total Sum of squares

p = Total number of populations

n = The total number of samples in a population

SSW = Sum of squares within the groups

SSB = Sum of squares between the groups

SSE = Sum of squares due to error

s = Standard deviation of the samples

N = Total number of observations

For the qualitative data collected through interviews and observations, the analysis involved identifying and evaluating significant themes and patterns in the data. This was accomplished by transcribing the interviews, coding the data for relevant themes, and organizing them into categories. The researcher then interpreted the data and used it to enrich the quantitative

data analysis. The researcher also employed techniques such as member checking, triangulation, and peer review to ensure the credibility and dependability of the qualitative data analysis.

### **III. Results and Discussion**

This study investigated the impact of professional development (PD) programs on teacher satisfaction, knowledge acquisition, and teaching practices at the National Christian Life College. Both quantitative and qualitative results were analyzed, providing a comprehensive understanding of how PD influences teachers' professional growth and classroom performance.

#### **Impact on Personal Satisfaction**

Results revealed significant differences in teachers' perceptions of personal satisfaction with PD activities when grouped by age, educational attainment, eligibility, and years of teaching, but no difference by gender. Younger teachers tended to value foundational learning and confidence-building opportunities, while more experienced educators highlighted leadership roles and career progression. This indicates that satisfaction from PD is closely tied to professional stage and qualifications, not to gender. The findings align with Smith and Johnson (2019), who emphasized that demographic variables—except gender—play a critical role in shaping satisfaction levels in professional growth programs.

#### **Impact on Knowledge Acquisition**

In terms of knowledge gains, the same demographic variables—age, educational attainment, eligibility, and years of teaching—were found significant, suggesting that teachers' backgrounds influence how much they perceive learning from PD. Younger and less experienced teachers often valued exposure to new strategies, while senior teachers appreciated advanced or specialized content. Gender differences again proved insignificant, showing that both male and female teachers equally benefit in acquiring knowledge. These results confirm the findings of Johnson and Lee (2020), who observed that teachers' learning outcomes from PD were shaped by qualifications and experience rather than gender.

#### **Impact on Teaching Practice**

Unlike the previous dimensions, all demographic variables—including gender—significantly affected perceptions of PD's impact on teaching practice. This suggests that teachers differ in how they apply PD learnings in the classroom depending on their background. For example, younger teachers applied strategies to improve classroom management, while experienced teachers used PD for refining instructional methods and mentoring peers. Gender differences imply that male and female teachers may prioritize or adopt distinct teaching strategies after training. This finding resonates with Chen and Liu's study, which emphasized the importance

of designing PD programs that are sensitive to teachers' diverse demographics to ensure equitable application in practice.

### **Addressing Challenges in Teaching**

Qualitative responses highlighted that PD programs are instrumental in classroom management, lesson design, and addressing teaching challenges. Teachers noted improvements in handling disruptive behavior, engaging students through interactive lessons, and gaining access to updated teaching tools. However, some expressed the need for more tailored programs that address specific teaching difficulties faced by individual faculty members. Respondents also valued PD as a means of staying updated with new research, trends, and best practices while encouraging continuous reflection and refinement of teaching skills. Darling-Hammond (2017) supported this, stressing that effective PD equips teachers with strategies, fosters collaboration, and should be responsive to specific teacher needs.

### **Application of Skills and Knowledge**

Teachers consistently reported applying PD-acquired knowledge, particularly student-centered strategies and technology integration. Respondents observed that these approaches made classes more interactive, engaging, and motivating for students. PD was also credited with providing tools to address specific challenges, though some activities were described as too broad, requiring teachers to adapt them to their unique contexts. These findings are supported by Hirsh and Killion (2009) and Desimone et al. (2002), who concluded that teachers who participated in focused PD programs were more likely to successfully implement new practices, leading to improved student outcomes.

### **Improvements in Overall Teaching Quality**

Teachers observed tangible improvements in their teaching effectiveness after PD participation. They reported greater confidence in using technology, successfully incorporating differentiated instruction, and employing a wider variety of strategies to meet students' needs. These changes resulted in increased student engagement, confidence, and willingness to participate in class activities. The positive student response highlights the ripple effect of PD from teacher growth to learner outcomes. Lloyd and Ahlgrim-Delzell (2012) found similar results, concluding that technology and strategy-focused PD programs significantly enhanced teachers' practices and improved student achievement.

### **Suggestions for Improvement**

Despite the successes, teachers recommended refinements to make PD more effective. Key suggestions included:

1. Focusing on specific skills and strategies that can be directly applied in classrooms.

2. Providing follow-up support and coaching to ensure sustained implementation of learnings.
3. Encouraging ongoing collaboration and feedback among participants to strengthen peer learning.

Respondents stressed the importance of continuous monitoring and evaluation of PD activities to ensure alignment with teachers' evolving needs and to maximize long-term impact on both teaching practices and student outcomes.

### **Overall Synthesis**

The integration of quantitative and qualitative findings shows that professional development programs significantly contribute to teacher satisfaction, knowledge acquisition, and teaching practices, but their impact varies by demographic background. Teachers apply PD learnings in ways that improve classroom management, instructional strategies, and student engagement. At the same time, they recognize the need for more tailored, skill-specific, and continuously supported programs. Ultimately, effective PD not only enhances teachers' professional growth but also leads to better student outcomes, confirming its vital role in educational quality improvement.

## **IV. Conclusion**

Based on the data gathered, the following conclusions are derived:

1. There was a dominance of female among the teacher respondents and a majority of them were in the middle age and hold a bachelor's degree.
2. The most popular professional development activities among teachers are seminars/training/INSET/webinars/conferences, mentoring/peer teaching, faculty enhancement, and continuing education as they provide opportunities for learning, networking, and staying up-to-date with the latest trends and research in their field. On the other hand, participation in professional organizations and conducting local research and action plans are less popular. They prioritize professional development activities that focus on their content knowledge and pedagogy, curriculum planning, and personal growth and professional development which are considered important for improving teaching skills and enhancing student learning outcomes. Learning environment and assessment and reporting are also important areas of focus for them.
3. The professional development program was perceived as highly effective in terms of strategies used to support their professional growth and development which includes the availability of programs for advanced education of teachers, relevant trainings to improve teaching, and opportunities for teachers to participate in curriculum planning and share knowledge and ideas

with one another. Management support for professional development was also highly effective which include providing budget for professional development activities, materials and equipment for quality teaching, and opportunities to improve teachers' well-being.

4. The professional development program has a significant and positive impact on teachers' knowledge and skills and enabled teachers to gain content mastery, expand their subject-area knowledge, and learn about updates and developments in their fields. Moreover, it helped teachers to create relevant and tailored instruction for their students which is crucial for effective teaching.
5. There was a significant difference in their responses on the effectiveness of professional development program in terms of strategies when they are grouped as to educational attainment and eligibility while age, gender, and years of teaching did not affect their perceptions. Age and years of teaching had an impact on their perception on the effectiveness of the professional development program in terms of management support while their responses did not vary when they are grouped as to gender, educational attainment, and eligibility.
6. Professional development has a positive and significant impact on personal satisfaction among teachers, particularly those related to motivation, empowerment, and fulfillment. It also has a significant and positive impact on the teachers' knowledge and skills by providing educators with opportunities to enhance their content knowledge and improve their instructional practices. They gained skills in curriculum planning, subject-area knowledge, and content mastery. Also, the professional development program has a significant and positive impact on the teachers' teaching practices as it equips them with new teaching skills and helps them link assessment into the teaching and learning cycle.
7. Age, educational attainment, eligibility, and years of teaching affected the respondents' perceptions on the impact of professional development activities on personal satisfaction while gender did not affect their perceptions. In terms of impact on changes in knowledge, age, educational attainment, eligibility, and years of teaching affected their perceptions while gender also did not affect their perceptions. In terms of impact on teaching practice, all the demographic variables affected their perceptions.

## **V. Recommendations**

Based on the findings, the following recommendations are hereby offered:

1. The school administration should design professional development programs that cater to the specific needs of different demographic characteristics of faculty members such as age, gender, and educational background.

2. They should provide targeted professional development programs for early-career teachers with 1-5 years of teaching experience to ensure that they receive the necessary support and training to improve their teaching practices and contribute positively to the academic institution.
3. A wide variety of professional development activities, including seminars/training/INSET/webinars/conferences, mentoring/peer teaching, faculty enhancement, continuing education, and other activities should be offered to meet the specific needs of the faculty members.
4. Professional development activities should be prioritized to focus on content knowledge and pedagogy, curriculum planning, personal growth, and professional development, as well as learning environment and assessment and reporting.
5. Effective professional development strategies, such as providing opportunities for advanced education, relevant trainings, curriculum planning, and sharing knowledge and ideas with colleagues, providing resources to support well-being, and management practices that recognize and support teacher development and well-being should be continuously implemented.
6. As the study suggests that professional development has a strong impact on teacher job satisfaction, further research is needed to confirm these results and to explore the factors that contribute to effective professional development programs. Schools and districts should continue to evaluate their professional development programs and make adjustments as needed to ensure that they are meeting the needs of their teachers and promoting their professional growth and job satisfaction.
7. Effective professional development strategies, such as providing opportunities for advanced education, relevant trainings, curriculum planning, and sharing knowledge and ideas with colleagues, providing resources to support well-being, and management practices that recognize and support teacher development and well-being should be continuously implemented.
8. The study highlights the importance of investing in high-quality professional development opportunities to improve teacher knowledge, skills, and personal satisfaction. Therefore, school administrators and policymakers should prioritize providing regular and high-quality professional development opportunities to teachers.

## Major Final Output

## Faculty Program: Professional Development for Academic Excellence



The infographic features a dark blue background with a circular portrait of Ms. Rowena G. Marbida on the left. The Maranatha Christian Academy of Cabuyao Inc. logo is in the top right. The title 'FACULTY PROGRAM' is in a white box, followed by 'PROFESSIONAL DEVELOPMENT FOR ACADEMIC EXCELLENCE' in large yellow letters. The vision and mission statements are in white text. A yellow and white logo is in the bottom right. A text box in the bottom left describes the program.

Maranatha Christian Academy of Cabuyao Inc.

Proposed by:  
MS. ROWENA G. MARBIDA

Proposed Development Program  
Enhancement of Professional Development Programs for the Faculty Members of Maranatha Christian Academy of Cabuyao, Inc.

**VISION:** To create a culture of continuous learning and professional development among faculty members, promoting academic excellence and student success.

**MISSION:** To provide targeted and comprehensive professional development programs that cater to the specific needs of faculty members, promote effective teaching practices, and enhance their personal and professional growth.

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**OBJECTIVES:**

1. To provide targeted professional development programs for early-career teachers with 1-5 years of teaching experience, focusing on effective teaching practices, classroom management, and pedagogy.
2. To offer a wide variety of professional development activities, including seminars, training, webinars, peer teaching, and mentoring, that meet the specific needs of the faculty members.
3. To prioritize professional development activities that focus on content knowledge and pedagogy, curriculum planning, personal growth, and professional development, as well as learning environment and assessment and reporting.

4. To provide opportunities for advanced education, relevant trainings, curriculum planning, and sharing knowledge and ideas with colleagues.
5. To provide resources to support well-being and management practices that recognize and support teacher development and well-being.

<span style="background-color: white; border-radius: 10px; padding: 2px 5px;">● FACULTY PROGRAM</span> <span style="color: yellow; font-weight: bold;">PROFESSIONAL DEVELOPMENT FOR ACADEMIC EXCELLENCE</span>				
T I M E L I N E				
PHASE 1 (1 <sup>ST</sup> QUARTER)	PHASE 2 (2 <sup>ND</sup> QUARTER)	PHASE 3 (3 <sup>RD</sup> QUARTER)	PHASE 4 (4 <sup>TH</sup> QUARTER)	PHASE 5 (SUMMER)
<ul style="list-style-type: none"> <li>• <i>Conduct needs assessment surveys</i> to identify the specific professional development needs of faculty members.</li> <li>• <i>Develop a comprehensive professional development plan</i> that addresses the identified needs of faculty members.</li> <li>• <i>Launch targeted professional development programs</i> for early-career teachers, including a series of seminars, webinars, and mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the professional development programs to include a wider range of topics, such as <i>curriculum planning, assessment and reporting, and personal growth</i>.</li> <li>• Offer a <i>series of training sessions</i> on effective teaching practices and classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Evaluate the effectiveness of the professional development programs</i> and make necessary adjustments based on feedback from faculty members.</li> <li>• Develop a <i>faculty mentorship program</i> to support the professional growth of faculty members.</li> <li>• Provide opportunities for <i>advanced education</i>, such as tuition reimbursement and sabbaticals.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expand the faculty mentorship program</i> to include peer teaching and observation.</li> <li>• Develop an <i>online platform for faculty members</i> to share resources, ideas, and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Continue to provide ongoing professional development</i> opportunities for faculty members, including workshops, conferences, and training sessions.</li> <li>• <i>Maintain a culture of continuous learning and professional development</i> among faculty members to promote academic excellence and student success.</li> </ul>



## SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAMS

### 1. AGE-SPECIFIC PROFESSIONAL DEVELOPMENT

Develop age-specific professional development modules tailored to address the needs of different age groups within the faculty.



**PROFESSIONAL DEVELOPMENT PROGRAMS** 

## AGE-SPECIFIC PROFESSIONAL DEVELOPMENT

FOR YOUNGER TEACHERS	FOR MID-CAREER TEACHERS	FOR SENIOR TEACHERS
<ul style="list-style-type: none"><li>• Emphasize modern teaching methods, technology integration, and innovative pedagogies.</li><li>• Provide training on classroom management techniques and student engagement strategies.</li></ul>	<ul style="list-style-type: none"><li>• Focus on advancing subject knowledge and specialized teaching methodologies.</li><li>• Offer leadership and mentorship development opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Provide opportunities for sharing expertise and mentoring junior faculty.</li><li>• Offer programs that foster personal growth and career transition planning.</li></ul>

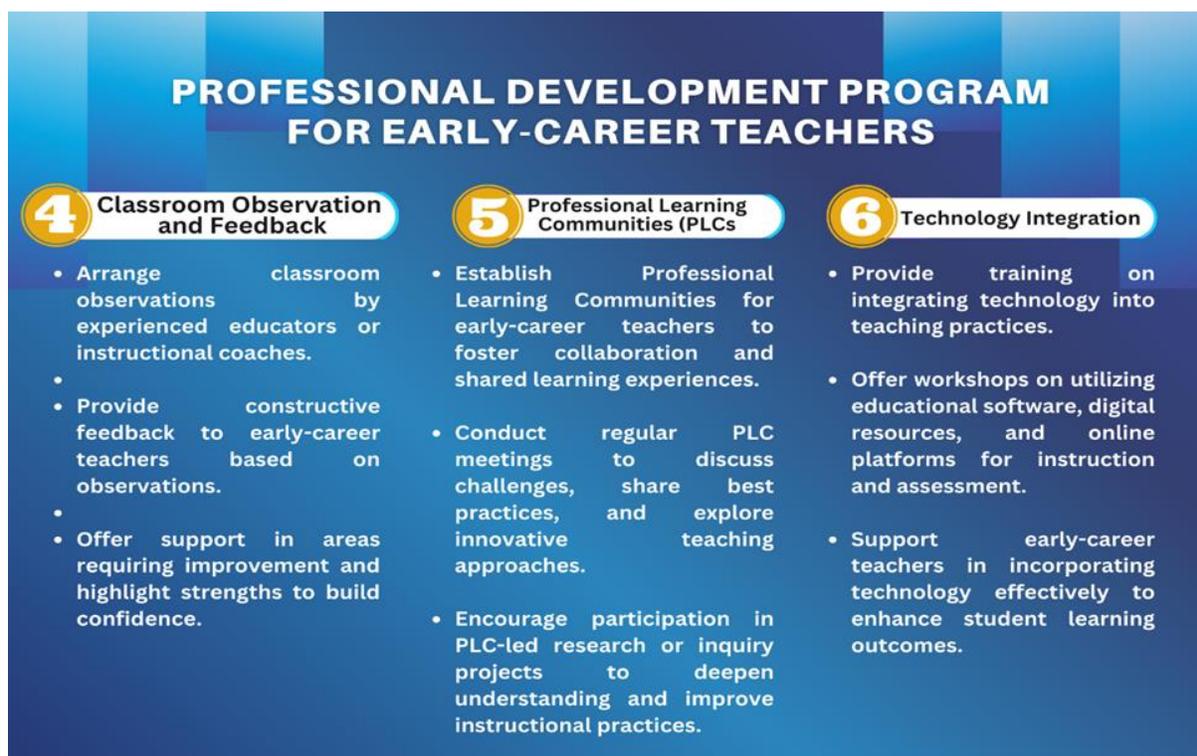
## 2. PROFESSIONAL DEVELOPMENT PROGRAM FOR EARLY-CAREER TEACHERS

Design and implement a targeted professional development program to support and enhance the teaching practices of early-career teachers (1-5 years of teaching experience).



**PROFESSIONAL DEVELOPMENT PROGRAM FOR EARLY-CAREER TEACHERS**

- 1 Orientation and Mentoring**
  - Provide a comprehensive orientation program for new teachers to familiarize them with the school's culture, policies, and resources.
  - Assign experienced mentors to guide and support early-career teachers throughout their initial years.
  - Facilitate regular mentor-mentee meetings to address concerns, provide feedback, and offer professional guidance.
- 2 Pedagogical Training**
  - Offer pedagogical training sessions focusing on effective teaching strategies and methodologies.
  - Cover topics such as classroom management, student engagement, differentiated instruction, and assessment techniques.
  - Provide hands-on activities and demonstrations to reinforce learning.
- 3 Subject-Specific Workshops**
  - Conduct subject-specific workshops to deepen content knowledge and enhance instructional approaches.
  - Collaborate with experienced subject specialists to deliver targeted training sessions.
  - Include sessions on curriculum alignment, lesson planning, and utilizing resources effectively.



**PROFESSIONAL DEVELOPMENT PROGRAM FOR EARLY-CAREER TEACHERS**

- 4 Classroom Observation and Feedback**
  - Arrange classroom observations by experienced educators or instructional coaches.
  - Provide constructive feedback to early-career teachers based on observations.
  - Offer support in areas requiring improvement and highlight strengths to build confidence.
- 5 Professional Learning Communities (PLCs)**
  - Establish Professional Learning Communities for early-career teachers to foster collaboration and shared learning experiences.
  - Conduct regular PLC meetings to discuss challenges, share best practices, and explore innovative teaching approaches.
  - Encourage participation in PLC-led research or inquiry projects to deepen understanding and improve instructional practices.
- 6 Technology Integration**
  - Provide training on integrating technology into teaching practices.
  - Offer workshops on utilizing educational software, digital resources, and online platforms for instruction and assessment.
  - Support early-career teachers in incorporating technology effectively to enhance student learning outcomes.

## PROFESSIONAL DEVELOPMENT PROGRAM FOR EARLY-CAREER TEACHERS

<div style="text-align: center; font-weight: bold; font-size: 2em; color: #ffc107; border: 2px solid #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">7</div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">Reflective Practice and Self-Assessment</p> <ul style="list-style-type: none"> <li>Promote reflective practice among early-career teachers through journaling or self-assessment exercises.</li> <li>Encourage self-reflection on teaching practices, student progress, and areas for growth.</li> <li>Offer guidance on setting professional goals and action plans to address identified areas of improvement.</li> </ul>	<div style="text-align: center; font-weight: bold; font-size: 2em; color: #ffc107; border: 2px solid #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">8</div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">Continuous Support and Progression</p> <ul style="list-style-type: none"> <li>Offer ongoing support and professional development opportunities beyond the initial years.</li> <li>Provide access to advanced training programs, graduate courses, or specialized certifications.</li> <li>Foster a culture of continuous learning and growth through workshops, conferences, and seminars.</li> </ul>	<div style="text-align: center; font-weight: bold; font-size: 2em; color: #ffc107; border: 2px solid #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">9</div> <p style="text-align: center; font-weight: bold; margin: 5px 0;">Evaluation and Feedback</p> <ul style="list-style-type: none"> <li>Regularly assess the effectiveness of the professional development program for early-career teachers.</li> <li>Collect feedback from participants to measure the impact on their teaching practices and overall professional growth.</li> <li>Use evaluation results to refine and enhance the program to better meet the needs of early-career teachers.</li> </ul>
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### 3. PROFESSIONAL DEVELOPMENT PROGRAM PROMOTING EFFECTIVE STRATEGIES AND REGULAR OPPORTUNITIES

PROFESSIONAL DEVELOPMENT PROGRAM PROMOTING EFFECTIVE STRATEGIES AND REGULAR OPPORTUNITIES

## ADVANCED EDUCATION OPPORTUNITIES

- PROVIDE FUNDING OR SUPPORT FOR TEACHERS TO PURSUE ADVANCED DEGREES OR SPECIALIZED CERTIFICATIONS RELATED TO THEIR TEACHING FIELD.
- COLLABORATE WITH UNIVERSITIES OR EDUCATIONAL INSTITUTIONS TO OFFER POSTGRADUATE COURSES OR PROFESSIONAL DEVELOPMENT PROGRAMS.
- ENCOURAGE TEACHERS TO ENGAGE IN CONTINUOUS LEARNING AND STAY UPDATED WITH THE LATEST RESEARCH AND BEST PRACTICES IN THEIR RESPECTIVE FIELDS.

**PROFESSIONAL DEVELOPMENT PROGRAM  
 PROMOTING EFFECTIVE STRATEGIES  
 AND REGULAR OPPORTUNITIES**

**Continuing Professional  
 Development Plan**



MAED Biology Education  
 MAED Chemistry Education  
 MAED Environmental Education  
 MAED General Science  
 MAED Mathematics Education  
 MAED Physics Education

PHD Biology Education  
 PHD Chemistry Education  
 PHD Mathematics Education  
 PHD Physics Education

**PROFESSIONAL DEVELOPMENT PROGRAM  
 PROMOTING EFFECTIVE STRATEGIES  
 AND REGULAR OPPORTUNITIES**




**PROFESSIONAL LEARNING COMMUNITY**

**PROFESSIONAL DEVELOPMENT PROGRAM  
 PROMOTING EFFECTIVE STRATEGIES  
 AND REGULAR OPPORTUNITIES**

**RELEVANT TRAININGS**

- IDENTIFY SPECIFIC AREAS WHERE TEACHERS REQUIRE ADDITIONAL TRAINING OR SUPPORT BASED ON THEIR PROFESSIONAL DEVELOPMENT NEEDS.
- ORGANIZE WORKSHOPS, SEMINARS, OR TRAINING SESSIONS TO ADDRESS THESE AREAS AND ENHANCE TEACHERS' SKILLS AND KNOWLEDGE.
- COLLABORATE WITH EXPERTS OR CONSULTANTS TO DELIVER FOCUSED AND RELEVANT TRAINING SESSIONS.

**PROFESSIONAL DEVELOPMENT PROGRAM  
PROMOTING EFFECTIVE STRATEGIES  
AND REGULAR OPPORTUNITIES****KNOWLEDGE SHARING AND  
COLLABORATION**

- FOSTER A CULTURE OF KNOWLEDGE SHARING AND COLLABORATION AMONG TEACHERS.
- ESTABLISH PLATFORMS, SUCH AS ONLINE COMMUNITIES OR PROFESSIONAL LEARNING NETWORKS, FOR TEACHERS TO SHARE IDEAS, RESOURCES, AND EXPERIENCES.
- ORGANIZE REGULAR KNOWLEDGE-SHARING SESSIONS, SUCH AS BROWN BAG LUNCHESES, WHERE TEACHERS PRESENT INNOVATIVE PRACTICES OR RESEARCH FINDINGS.

**PROFESSIONAL DEVELOPMENT PROGRAM  
PROMOTING EFFECTIVE STRATEGIES  
AND REGULAR OPPORTUNITIES****RESOURCES FOR WELL-BEING SUPPORT**

- RECOGNIZE THE IMPORTANCE OF TEACHER WELL-BEING AND PROVIDE RESOURCES TO SUPPORT THEIR PHYSICAL, EMOTIONAL, AND MENTAL WELL-BEING.
- OFFER WORKSHOPS OR TRAINING ON STRESS MANAGEMENT, WORK-LIFE BALANCE, AND SELF-CARE STRATEGIES.
- PROVIDE ACCESS TO COUNSELING SERVICES OR WELLNESS PROGRAMS TO SUPPORT TEACHERS' OVERALL WELL-BEING.

**PROFESSIONAL DEVELOPMENT PROGRAM  
PROMOTING EFFECTIVE STRATEGIES  
AND REGULAR OPPORTUNITIES****COLLABORATION WITH EXTERNAL  
PARTNERS**

- COLLABORATE WITH EXTERNAL ORGANIZATIONS, EDUCATIONAL INSTITUTIONS, OR PROFESSIONAL ASSOCIATIONS TO ENHANCE THE QUALITY AND VARIETY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES.
- EXPLORE PARTNERSHIPS THAT OFFER ACCESS TO EXPERT SPEAKERS, SPECIALIZED TRAINING PROGRAMS, OR RESEARCH OPPORTUNITIES FOR TEACHERS.

**Appendices****A. Curriculum Vitae of the Researcher****ROWENA G. MARBIDA**

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**BIRTHPLACE:** Maitim, Bay, Laguna

**AGE:** 53

**NATIONALITY:** Filipino

**RELIGION:** PMCC 4<sup>TH</sup> WATCH

**CIVIL STATUS:** Married

**EDUCATIONAL BACKGROUND****TERTIARY**

Laguna College of Business and Arts

Bachelor of Science in Commerce

major in Accounting

Education units earner in UPHS

**JUNIOR HIGH SCHOOL**

Liceo De Bay, Laguna

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