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Public Elementary School Teachers' Pedagogical Competence and Instructional Performance: Professional Development Plan

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Abstract — This study determined the level of teachers' pedagogical competence in relation to instructional performance among public elementary school teachers in Cluster X, Vallehermoso District, Schools Division of Guihulngan City during School Year 2025–2026. Specifically, it assessed teachers' competence and IPCRF performance, examined their relationship, and used the findings as basis for a Professional Development Plan. Utilizing a descriptive–correlational design, the study involved 86 teachers who answered a researcher-made survey aligned with the Philippine Professional Standards for Teachers and DepEd Key Results Areas. Data were analyzed using frequency, percentage, mean, standard deviation, and Spearman rho for correlational testing. Results revealed that both the level of teachers' pedagogical competence and instructional performance were high, indicating that teachers often demonstrated effective planning, instructional delivery, assessment practices, and pedagogical applications in the classroom. A significant relationship was found between pedagogical competence and instructional performance ($\rho = .966$, $p = .000$), suggesting that higher pedagogical competence corresponds to stronger instructional performance. Based on these findings, a Professional

Development Plan was proposed to enhance teachers' pedagogical practices, strengthen classroom performance, and address specific areas needing improvement, particularly in ICT integration and systematic assessment documentation.

Keywords: Pedagogical competence, instructional performance, professional development, IPCRF, DepEd KRA

I. INTRODUCTION

Teacher competence remains a cornerstone of educational quality and learner achievement. In the Philippine context, the Department of Education (DepEd) underscores this through the Philippine Professional Standards for Teachers (PPST), which define the core domains of effective teaching. However, teachers in clustered elementary schools, particularly in rural settings, often encounter challenges such as limited instructional resources, heavy workloads, insufficient administrative support, and weak parental involvement. These constraints hinder their ability to sustain pedagogical excellence and meet performance standards. Thus, this study focuses on determining the level of teachers' pedagogical competence in relation to instructional performance in the elementary public schools of Cluster X, Vallehermoso District, DepEd Schools Division of Guihulngan City, providing insights that can inform professional development and enhance instructional effectiveness.

Literature Review

Teacher competence continues to dominate global educational discourse as an essential determinant of instructional effectiveness and learner achievement. Scholars have consistently agreed that pedagogical competence extends beyond subject mastery—it integrates curriculum planning, methodological adaptability, learner assessment, and reflective practice (OECD, 2023). Within this context, researchers worldwide have explored how teachers' knowledge, skills, and

dispositions converge to shape instructional performance. The following conceptual literature situates these findings relative to the present study's variables, emphasizing pedagogical competence across the domains of goal and task setting, planning and analysis, methodological and assessment competence, and their relationship with instructional performance indicators.

Fakhrutdinova et al. (2020) conceptualized pedagogical competence as a multi-dimensional construct encompassing professional knowledge, psychological readiness, and methodological flexibility. Their research revealed that teachers who displayed stronger competence in classroom management and planning achieved higher learner engagement and academic performance. However, a persistent gap between theoretical training and actual teaching practice resulted in teacher burnout and inconsistent quality of instruction—a concern similarly observed in Philippine public schools, where professional development is often insufficiently contextualized. Mengliev (2022) expanded on this by analyzing pedagogical competence among physical education teachers, finding that those with higher emotional intelligence and communication skills demonstrated greater instructional success. The research highlighted a critical gap in most teacher education programs, which prioritize technical pedagogy over interpersonal and adaptive skills—an issue this study addresses by considering both technical and relational aspects of competence.

In the Southeast Asian context, *Apoko and Cahyono (2024)* explored reflective practice and professional collaboration among English teachers in Indonesia, establishing that peer learning communities significantly enhance pedagogical competence. However, they noted that resource scarcity and institutional constraints impede consistent implementation, paralleling the challenges faced by teachers in rural and clustered Philippine districts. Similarly, Sudargini and Purwanto (2020) emphasized that pedagogical competence directly influences students' cognitive and affective outcomes, recommending that educational institutions embed competence indicators within teacher evaluation systems. This aligns with the Department of Education's (DepEd) adoption of the Key Results Areas (KRAs) in the Individual Performance Commitment and Review Form (IPCRF) as a mechanism for assessing instructional competence—an area central to the current study.

Azizah et al. (2024) introduced an inclusive education perspective, asserting that differentiated instruction and sensitivity to learner diversity are integral to pedagogical competence. Their findings revealed that lack of inclusive training reduces teachers' capacity to address varied learner needs, resulting in lower academic performance. This resonates with the current study's emphasis on learner readiness and diversity as sub-variables of pedagogical competence. Complementing this, Khan (2021) reported that sustained mentorship and institutional support systems significantly enhance teachers' competence, yet noted that in most developing nations, including the Philippines, these structures are weakly implemented. The gap identified lies in the absence of longitudinal mentoring systems—a deficiency this research seeks to bridge by proposing a structured professional development framework aligned with DepEd Memorandum No. 17, s. 2025.

Liang and Chen (2020) analyzed lesson planning and monitoring practices among Taiwanese teachers, demonstrating that structured goal-setting and effective time allocation improve instructional flow and learner retention. Yet, excessive administrative tasks often disrupt planning time, compromising pedagogical efficiency. This observation mirrors the realities in Cluster X schools, where teachers balance instruction with numerous ancillary functions. Wang and Liu (2021) supported this by showing that collaborative planning among teachers enhances instructional outcomes, though institutional cultures often undervalue collective reflection. The present study builds upon these insights by investigating how planning and monitoring competence correlate with instructional performance within the Philippine DepEd framework.

Pedagogical competence has long been recognized as the backbone of quality instruction, linking teachers' professional capacities to learners' academic achievement. Numerous research investigations—both foreign and local—have examined its multifaceted dimensions, including lesson planning, classroom management, assessment, and adaptation to learner diversity. The reviewed studies provide empirical grounding for understanding how competence translates into performance, as well as identifying the systemic gaps that remain unresolved in both developed and developing educational contexts.

Azizah et al. (2024) analyzed the pedagogical competence of elementary teachers handling learners with difficulties and found that differentiated instruction, inclusive strategies, and formative assessments significantly improved class participation and learning outcomes. The study demonstrated that institutional support and collaboration with special educators are essential for inclusive pedagogy. This aligns with the current study's focus on learner readiness and diversity under DepEd's Key Results Areas (KRAs). However, the study's limitation lies in its concentration on inclusion without correlating competence with measurable instructional performance, a gap the present study addresses. Mengliev (2022) examined physical education teachers' development of soft skills such as empathy, communication, and flexibility. Findings revealed that these competencies enhance student motivation and teacher–learner relationships but are rarely included in formal training. The research gap identified was the lack of structured pedagogical training that integrates soft skills—a feature examined in this study under methodological and interpersonal competence.

Fakhrutdinova et al. (2020) investigated pedagogical competence among high school teachers through mixed-method research and confirmed a disconnect between pedagogical theory and practice due to insufficient administrative support and workload pressures. The study emphasized ongoing mentorship and the integration of technological tools in teaching. Similar gaps were observed by *Apoko and Cahyono (2024),* who found that reflective practice and participation in professional learning communities improved pedagogical growth among Indonesian teachers but were constrained by limited institutional feedback. Both studies parallel the present research by illustrating that teacher competence is not solely a product of training but of sustained support—a factor directly examined in Cluster X schools through the domain of administrative assistance and professional development.

Sudargini and Purwanto (2020) provided quantitative evidence that pedagogical competence significantly influences student performance by improving lesson planning and assessment quality. However, they noted that insufficient supervision and limited assessment literacy weaken teaching impact. The study aligns with the present research by emphasizing assessment competence as a component of instructional performance. Apriliyanti (2023) offered a complementary European perspective, identifying the lack of professional well-being programs

and feedback mechanisms as barriers to pedagogical innovation. The researchers advocated for integrating evidence-based pedagogy into ongoing professional education, which resonates with the implementation goals of DepEd Memorandum No. 17, s. 2025 promoting continuous pedagogical improvement in Philippine schools.

II. METHODOLOGY

Research Design

The study utilized a descriptive–correlational research design, which was appropriate for determining the relationship between two or more variables without introducing any manipulation or experimental control. This design was employed to examine the level of teachers' pedagogical competence in relation to instructional performance and to assess whether significant relationships existed between teachers' profile variables—such as age, sex, civil status, highest educational attainment, and number of relevant trainings attended—and their levels of pedagogical competence and instructional performance using DepEd's Key Results Areas (KRAs) in the Individual Performance Commitment and Review Form (IPCRF). The descriptive component of the design allowed the systematic collection, organization, and presentation of data regarding teachers' competence across specific domains (goal and task setting, planning and analysis, problem-solving, methodological and assessment competence) and the issues and concerns affecting their professional practice (administrative support, resource availability, teaching load, learner readiness, parental involvement, time management, access to development, feedback, communication, and resistance to change). Meanwhile, the correlational aspect enabled the statistical determination of the magnitude and direction of relationships among the identified variables, particularly between profile, competence, and performance indicators. As emphasized by Singh (2023), this design did not aim to establish causality but to identify significant associations and patterns that could inform policy and practice. Thus, its application in this study provided a sound empirical basis for the formulation of a Professional Development Plan designed to strengthen pedagogical competence, address identified instructional challenges and enhance

teaching performance among clustered schools under the DepEd Schools Division of Guihulngan City.

Sample of the Study

The respondents of the study are the public elementary school teachers from the clustered schools of Cluster X, Vallehermoso District, DepEd Schools Division of Guihulngan City for School Year 2025–2026. These teachers were selected as participants because they directly implement classroom instruction and are therefore the most suitable sources of information on pedagogical competence and instructional performance. Their perspectives provide authentic evidence of how competence levels, professional experiences, and contextual challenges intersect within daily teaching practice.

The study employed a purposive sampling technique, which is appropriate for descriptive–correlational research where the population possesses specific characteristics

TABLE 1
DISTRIBUTION OF THE RESPONDENTS OF THE STUDY

School	Frequency	Percentage	Sample
1. Biaran Elementary School	2	1.82	2
2. Cabulihan Elementary School	7	6.36	5
3. Dominador A. Paras Memorial Elementary School	19	17.27	15
4. Don Vicente Lopez Sr. Memorial Elementary School	27	24.55	21
5. Macapso Elementary School	8	7.27	6
6. Maglahos Elementary School	6	5.45	5
7. Paliran Elementary School	10	9.09	8
8. Pinucauan Elementary School	13	11.82	10
9. Puti-an Elementary School	7	6.36	5
10. Tolotolo Elementary School	3	2.73	2
11. Ulay Elementary School	8	7.27	6
Total	**110**	**100.00**	**86**

relevant to the study's objectives. Teachers were purposively chosen based on inclusion criteria that ensured they: (1) are full-time teaching personnel in the district, (2) have served for at least one school year, and (3) have a completed Individual Performance Commitment and Review Form (IPCRF) rating for the preceding year. This approach guaranteed that respondents could provide reliable data on both pedagogical competence and instructional performance indicators. The total number of respondents was determined using the Slovin's formula to ensure representation and manageability of responses.

A researcher-made survey questionnaire served as the primary data-gathering tool. It was constructed in alignment with the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017 and the pedagogical development framework of DepEd Memorandum No. 17, s. 2025. The instrument consisted of three major parts: (1) the teachers' demographic profile; (2) indicators measuring the level of pedagogical competence across five components—goal and task setting, planning and analysis, ways of solving educational tasks, methodological competence, and assessment competence; and (3) items evaluating instructional performance using the DepEd Key Results Areas (KRAs) of the IPCRF. The questionnaire underwent content validation by field experts to ensure alignment with DepEd standards and the study variables. The use of this structured survey tool is justified because it allows for quantifiable, objective, and comparable data on teachers' competencies and contextual challenges, ensuring the reliability and validity required for statistical correlation and analysis

Measures

The study utilized systematically defined measures to quantify the key variables under investigation: teachers' profile, pedagogical competence, instructional performance, and the issues and concerns affecting their professional practice. Each variable was operationally defined and measured using structured indicators aligned with the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017, and the pedagogical development provisions outlined in DepEd Memorandum No. 17, s. 2025. These standards ensured that all measures were

valid representations of teachers' professional attributes and competencies within the context of basic education.

The profile variables—namely age, sex, civil status, highest educational attainment, and number of relevant trainings attended—were measured using categorical scales. These variables served as baseline indicators to determine whether significant differences in pedagogical competence and instructional performance existed when teachers were grouped according to their demographic and professional characteristics.

The pedagogical competence variable, which forms the core of the study, was measured using a five-point Likert scale ranging from 1 (Very Low Level) to 5 (Very High Level). It covered five domains derived from DepEd's professional standards: (1) goal and task setting, (2) planning, monitoring, and analysis, (3) ways of solving educational and cognitive tasks, (4) methodological competence, and (5) assessment competence. Respondents rated their perceived level of proficiency in each domain, reflecting the extent to which these competencies were demonstrated in actual classroom practice. This measure provided a comprehensive picture of teachers' instructional planning, delivery, and assessment capacity.

The instructional performance variable was likewise measured using a five-point Likert scale, corresponding to DepEd's Key Results Areas (KRAs) in the Individual Performance Commitment and Review Form (IPCRF). These areas include content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Respondents indicated the degree to which they met the expected performance standards under each KRA, providing quantifiable data on their level of instructional effectiveness consistent with institutional evaluation systems.

The issues and concerns related to pedagogical competence were measured through ten indicators representing contextual challenges that affect teaching efficiency. These include administrative support, availability of teaching resources, teaching load and ancillary tasks, learner readiness and academic gaps, parental involvement and support, time management and curriculum pacing, access to quality professional development, insufficient feedback and mentorship, poor

communication channels, and resistance to change. Each issue was rated using a five-point scale ranging from 1 (Poor) to 5 (Outstanding), reflecting the perceived severity or frequency of the challenge encountered.

Overall, these measures provided a quantifiable and systematic means of examining the relationships among the study's variables. The use of multiple rating scales enabled the collection of comparable and statistically analyzable data, allowing the researcher to determine correlations, identify areas for pedagogical improvement, and propose a Professional Development Plan responsive to the needs of teachers in the clustered schools of the DepEd Schools Division of Guihulngan City.

Procedures

The conduct of the study followed a systematic process beginning with the acquisition of official research clearance from the Dean of the School of Graduate Studies of Northwest Samar State University (NWSSU). A formal letter of intent was submitted to the Dean, specifying the title, purpose, scope, and expected outcomes of the study. Upon securing university clearance, the researcher sought permission from the Schools Division Superintendent (SDS) of the Department of Education, Guihulngan City Division, through a formal communication requesting authorization to conduct the study in the clustered public elementary schools of Cluster X, Vallehermoso District. After the approval was granted, coordination with school heads and focal persons was made to identify the teacher-respondents and schedule the administration of the questionnaires in a manner that would not disrupt teaching and learning activities.

Prior to the actual data collection, the survey questionnaire underwent modification to suit the specific context and objectives of the study. The initial instrument was adapted from existing validated tools on teachers' pedagogical competence, instructional performance, and contextual challenges. However, items were revised and localized to align with the indicators in the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017 and the pedagogical priorities outlined in DepEd Memorandum No. 17, s. 2025. The rationale for these

modifications was to ensure contextual relevance and language clarity, allowing teachers from different clustered schools to respond accurately based on their experiences. The revised tool was subjected to content validation by a panel of experts composed of DepEd supervisors, master teachers, and research advisers to ensure clarity, alignment, and construct validity. The validity result of 4.85, which was interpreted as excellent, indicated that the instrument possessed a very high degree of content relevance and clarity, demonstrating that the items were highly consistent with the intended objectives and accurately measured the constructs they were designed to assess. A pilot test was also conducted in a nearby district not included in the final sample to determine the instrument's internal consistency and reliability, after which minor wording adjustments were made based on feedback.

After validation, the researcher distributed the finalized questionnaires personally and, in some cases, through the assistance of designated school coordinators. Before participation, all respondents were given informed consent forms, which clearly explained the study's objectives, voluntary participation, confidentiality of information, and their right to withdraw without consequences. Once consent was granted, the respondents accomplished the survey during their available schedule. The retrieval of completed instruments was conducted within one to two weeks, depending on each school's academic calendar and accessibility. Data collection was carried out efficiently to minimize interference with teachers' instructional duties, and all responses were handled with utmost confidentiality.

Upon completion of data gathering, all responses were carefully encoded, checked, and organized for analysis. Quantitative data were processed using appropriate statistical tools, including measures of central tendency, correlation analysis, and significance testing, to determine the relationships among the variables of the study—teachers' profile, pedagogical competence, instructional performance, and issues and concerns. The processed results then served as the empirical basis for the development of the Professional Development Plan designed to address pedagogical gaps and performance challenges in clustered schools.

During the conduct of the study, several challenges were encountered. Some respondents had limited time to accomplish the questionnaires due to heavy teaching loads and ancillary

assignments, while others initially hesitated to participate because of apprehensions about data confidentiality. In geographically distant schools, logistical constraints such as poor road access and intermittent communication networks also delayed data retrieval. Despite these challenges, the researcher maintained close coordination with school administrators and district supervisors, ensuring that all respondents were given ample time and assurance of anonymity. Through these careful procedures and adjustments, the data collection process was completed ethically, efficiently, and in accordance with both DepEd and university research protocols.

Data Processing

The data gathered from the respondents were encoded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26.0. Appropriate statistical tools were employed to address each research question and test the hypotheses formulated in the study. The statistical analysis followed both descriptive and inferential approaches to capture the levels, relationships, and differences among the study variables—teachers' profile, pedagogical competence, instructional performance, and identified challenges affecting teaching practices in clustered schools of the DepEd Schools Division of Guihulngan City.

To describe the respondents' profile variables such as age, sex, civil status, highest educational attainment, and number of relevant trainings attended, the study utilized frequency counts and percentage distribution. These descriptive statistics provided a demographic overview and served as a foundation for interpreting variations in competence and performance. To determine the levels of teachers' pedagogical competence and the extent of challenges encountered, the mean and standard deviation were computed for each domain and indicator. The means were interpreted using descriptive ranges anchored on DepEd performance standards, ensuring alignment with institutional evaluation systems.

Before proceeding with inferential analyses, the dataset was subjected to normality testing using the Shapiro–Wilk Test to determine the appropriate statistical tests to be used. As shown in Table 2, all computed p-values were less than the 0.05 level of significance, indicating that the

data distributions for all measured variables were non-normal. Consequently, nonparametric tests were utilized for the inferential analysis.

Ethical Considerations

The research process was in full conformity with ethical standards throughout the research. Informed consent was initially obtained prior to engaging all the respondents. The consent form identified the reason for the study, the voluntary nature of the respondents' participation, and their right to withdraw from the study anytime without any consequence.

Anonymity and confidentiality were ensured strictly during the study. The responses were coded, kept secure, and used only for research. The identifiers were deleted to ensure that data could not be traced to identifiable people. The researcher also avoided engaging in coercion, deception, or undue influence in collecting data. Care of the professional context of teachers was maintained by ensuring that their participation was not in conflict with their official duties or put them in a position of professional risk. Any data collected was reported truthfully and used with regard in the subsequent analysis and reporting. The research process emphasized clarity, ethical practice, and the protection of participants' rights and well-being throughout.

III. RESULTS AND DISCUSSION

This section begins by presenting the frequency and percentage distribution of the profile of the respondents, specifically the elementary public school teachers in Cluster X, Vallehermoso District. The respondents' profile is described in terms of age, sex, civil status, highest educational attainment, and number of relevant trainings attended. These demographic characteristics provide a foundational context for understanding the succeeding analyses on the teachers' level of pedagogical competence and their instructional performance. Establishing the respondents' profile is essential, as it helps explain variations in pedagogical practices and instructional outcomes,

serving as a basis for interpreting the relationships between personal factors and professional competence within the DepEd framework.

The overall profile implies that the teaching force in the district is generally composed of mature and experienced educators who have likely accumulated extensive pedagogical expertise and classroom management skills over the years. Moreover, a significant majority are female (86.00%), and 90.70% are married, which reflects the gendered nature of the teaching profession in the Philippine public school system, where women traditionally dominate. In terms of educational attainment, most teachers possess master's degree units (69.80%), suggesting an active pursuit of advanced academic preparation aligned with DepEd's continuing professional development requirements. Regarding professional development exposure, a plurality of the respondents (45.30%) has attended three to five relevant trainings, indicating moderate engagement in professional growth activities. This profile demonstrates that the teachers in Cluster X are academically qualified and experienced, with sufficient exposure to capacity-building programs—factors that can positively influence instructional performance and pedagogical competence.

Among the variables, the item with the highest frequency proportion corresponds to female teachers (86.00%), followed by those aged 46 and above (37.20%). This finding implies that the teaching profession in this context remains female-dominated, consistent with national statistics showing higher female representation in basic education. The prevalence of seasoned female educators may result in stability, nurturing classroom environments, and a strong sense of responsibility in instructional delivery. However, it also implies the possible need for gender-responsive policies to encourage balanced participation and leadership among male teachers in school administration and technical roles. Similarly, the predominance of older teachers reflects a workforce rich in experience but may also indicate limited generational renewal and potential resistance to emerging pedagogical innovations

Summary of Findings

The findings revealed that most teachers in Cluster X are experienced and academically qualified professionals who have spent many years in service. Most are middle-aged or nearing retirement, predominantly female, and married, reflecting the demographic pattern commonly seen among public school educators in the Philippines. Many have completed graduate units, demonstrating a commitment to lifelong learning, but few have attained full graduate or doctoral degrees. Training attendance was moderate, suggesting that while teachers value professional development, access to sustained, contextualized, and advanced training remains limited. This demographic landscape indicates a workforce characterized by maturity and stability, but with pressing needs for ongoing pedagogical renewal and innovative instructional practices.

Results showed that teachers possess a generally high level of pedagogical competence. They excel in setting clear instructional goals, planning organized lessons, and designing valid and reliable assessments aligned with curriculum standards. Teachers also demonstrate consistent performance in facilitating learning and maintaining productive classroom environments. However, moderate competence was noted in methodological flexibility and in the integration of technology in teaching, revealing gaps in adapting to the demands of 21st-century instruction. Teachers showed high competence in solving educational and cognitive tasks, but they offered limited opportunities for learner independence and inquiry-based learning. These findings imply that while teachers are proficient in foundational teaching competencies, they require greater support in adopting innovative pedagogical approaches that foster critical thinking, creativity, and digital literacy among learners.

Findings also indicated that teachers performed well across DepEd's Key Result Areas in the IPCRF, particularly in content knowledge, pedagogy, and community linkages. They demonstrated the ability to design lessons that reflect mastery of subject matter and relevance to learners' contexts. However, moderate levels of competence were evident in professional engagement, reflective practice, and personal growth, particularly in the pursuit of graduate studies and participation in professional learning communities. Teachers were also found to face significant challenges in administrative feedback, mentoring, and communication, which were

identified as the weakest aspects of their professional ecosystem. While most issues such as workload, resource availability, and curriculum pacing were managed satisfactorily, the lack of structured supervision and feedback mechanisms hindered continuous growth.

The data confirmed that teachers' pedagogical competence was not significantly affected by their age, sex, civil status, educational attainment, or number of trainings attended. Yet, a strong positive relationship was found between teachers' pedagogical competence and their instructional performance using DepEd's KRAs, indicating that pedagogically competent teachers consistently perform well in classroom delivery and professional tasks. This underscores the coherence between DepEd's teacher evaluation framework and actual classroom practice, affirming that improvements in pedagogy translate directly to higher performance ratings.

IV. CONCLUSIONS

The results of this study lead to the conclusion that teachers in Cluster X possess the essential pedagogical competencies required for effective instruction, yet they operate within a professional environment that demands greater systemic and institutional support. Their strengths lie in curriculum alignment, instructional planning, and assessment design, demonstrating adherence to DepEd and PPST standards for quality teaching. However, moderate competence in methodological and technological dimensions reflects a gap between traditional instructional approaches and the innovative, learner-centered strategies needed in contemporary education.

The findings suggest that while teachers' demographic characteristics do not significantly determine competence, their performance is profoundly shaped by the presence or absence of professional development opportunities, mentorship, and administrative guidance.

The significant relationship between pedagogical competence and instructional performance validates the premise that enhancing teachers' classroom capabilities leads to measurable improvements in DepEd's Key Result Areas, particularly in content mastery, pedagogy, and community engagement.

It can therefore be concluded that continuous, well-structured, and context-specific professional development programs—anchored on reflective practice, collaboration, and innovation—are vital to sustain instructional quality and elevate teacher performance across the district. The study reinforces that effective teaching is not only a matter of individual skill but also the outcome of a supportive professional culture, adequate resources, and strong instructional leadership within the school system.

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