

Career Progression Opportunities, Monitoring of Instructional Delivery and Innovative Teaching Competencies of Teachers in Remote Island Schools

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Abstract

In recent years, the educational career path in remote schools has undergone substantial transformations, mainly in the context of career progression opportunities, monitoring instructional delivery, and fostering innovative teaching competencies among teachers. It challenge school leaders to provide and sustain opportunities for the educators to enable them to reach their full potential for career advancement and to have a positive learning outcomes.

Hence, this study employ descriptive-correlational design and utilized survey questionnaires to determine the perceived career progression opportunities and monitoring of instructional delivery as correlates of the status of innovative teaching competencies of 86 teachers in Jomalig District, Division of Quezon Province during the School Year 2024-2025. The findings reveal positive correlations between career progression opportunities and instructional delivery monitoring along with innovative teaching competencies.

Despite the implementation of these initiatives in the district the results indicate that for these efforts to be sustainable and truly transformative, continuous development and more robust support systems are needed for advancement. Thus, the study recommends that the school principal and/or head teacher should strengthen these areas to further enhance teachers' abilities to innovate in their teaching competencies and help sustain long-term improvements in educational outcomes.

Keywords: *career progression opportunities, instructional delivery, and innovative teaching competencies.*

1. Introduction

The landscape of education in remote areas in the Philippines has been profoundly influenced by numerous issues and challenges primarily in the domains of career progression opportunities, monitoring of instructional delivery, and innovative teaching competencies among teachers. It forces an amendment of demands to educational institution to further pursue career progression, improved instructional delivery and enhanced teachers innovative teaching competencies to follow a rapidly changing world for the sake of 21st century learners.

One of the crucial challenges faced by teachers in remote areas in their career progression is the lack of professional development opportunities and organizational support. For instance, while teachers

in urban areas may have access to various training programs, those in remote areas often find themselves without adequate support, leading to stagnation in their professional growth (Dicdiquin et al, 2023)

Teachers often experience a disconnect between theoretical knowledge and practical application, particularly in remote settings where resources are scarce (Bernardo et al, 2020). This gap is worsened by the limited access to professional development programs for career progression opportunities, which are critical for improving innovative teaching competencies and instructional delivery (Morales, 2023).

One notable study by Anog et al. (2024) indicates that Filipino teachers often face barriers to career progression particularly the limited opportunities for professional development, insufficient organizational support/poor working environment and low salaries. The Philippine Overseas Employment Administration (POEA) reported that between 2013 and 2017, an average of 1,500 Filipino teachers left the country annually to seek better opportunities abroad, primarily due to these factors. This migration emphasizes the pressing need for improved career progression frameworks within the Philippine educational system.

Correspondingly, Maloloy-On and Arnado (2023) emphasize that the Philippine Professional Standards for Teachers aim to articulate what constitutes teacher quality, yet the actual implementation and support for teachers to meet these standards are often lacking. This disconnect suggests a gap in career progression opportunities in understanding how organizational support can be improved to facilitate teachers' professional growth and career progression to improve innovative teaching competencies.

Additionally, the monitoring of instructional delivery in remote areas poses unique challenges. The lack of structured work plan and support from educational authorities can lead to inconsistent teaching practices and a failure to meet educational standards (Maloloy-on & Arnado, 2023). Teachers often operate in isolation, without the benefit of collaborative practices that could enhance their teaching effectiveness (Morales, 2023). This isolation can hinder the sharing of innovative teaching strategies that are essential for adapting to the diverse needs of students in remote settings (Cruz & Hernandez, 2023)

Ramoso and Cruz (2024) underscored that the COVID-19 pandemic has further highlighted the deficiencies in instructional delivery methods and the need for innovative teaching competencies. The shift to remote education has revealed that many teachers lack the necessary competencies particularly in implementing technology and resources to effectively engage students in a virtual learning environment.

Luzano (2024) emphasized that effective career progression opportunities for professional development programs and monitoring of instructional delivery, particularly those that focus on practical, classroom-based strategies, can significantly improve teaching performance and foster collaboration among educators. However, despite the recognition of the importance of such programs, many teachers still face barriers to accessing quality professional development suited to their needs.

Organizational leaders also affirmed that their people are the most valuable resource because the success or failure of an organization greatly rests on the performance of its workforce. This principle distinctly states the crucial role of human resources. Thus, it is fundamental for any institution to provide career progression opportunities and monitoring of instructional delivery suited to their needs to improve teachers' innovative teaching competencies and provide quality education to the 21st century learners (Patil, 2023).

Simonovic (2021) stressed that teachers' innovative teaching competencies is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching in general. There is a lack of competency-based perspective focusing on innovative teaching competencies of teachers that are relevant for the successful innovative teaching performance.

Moreover, the importance of tailored career progression opportunities programs to address professional development needs and monitoring of instructional delivery should be specific and suited to

the needs of the teachers. As Morales (2023), Tantawy (2020) research specifies that career progression opportunities and instructional delivery is crucial for enhancing teachers innovative teaching competencies and performance, which in turn can facilitate career advancement. The study suggests that effective plan for professional development programs should be crafted and implemented to meet the definite and appropriate needs of the educators, thus nurturing a supportive environment that encourages professional growth.

Likewise, Barcelona et. al (2023) emphasize teachers encounter unique challenges in remote areas that hinder their career progression opportunities and improve instructional delivery to have professional growth, yet few studies have adequately addressed these issues, indicating a need for further exploration of the opportunities available to these educators.

It is in this context that the researcher came up with the study to serves as a foundation for creating a strategic work plan tailored to address the professional needs of teachers, particularly those in the most remote schools of Jomalig, Quezon. It aims to improve their access to career progression opportunities and strengthen instructional delivery monitoring, which will support the development of their innovative teaching competencies.

1.1 Statement of the Problem

This study attempts to determine perception of teachers about the offered Career Progression Opportunities, Monitoring of Instructional Delivery and Innovative Teaching Competencies of Teachers in Remote Island Schools of Jomalig District that can be a basis for designing a Strategic Work Plan

Specifically, it aims to answer the following questions:

1. What is the perception of the teachers in the career progression opportunities offered with respect to:
 - 1.1. professional development;
 - 1.2. organizational support; and
 - 1.3. educational policy and external influences?
2. What is the perception of the teachers in the monitoring of instructional delivery with respect to:
 - 2.1. coaching and mentoring;
 - 2.2. classroom observation / visitation; and
 - 2.3. focus-group discussion and collaboration?
3. What is the status of the teachers' innovative teaching competency in terms of:
 - 3.1. learning competency;
 - 3.2. social competency;
 - 3.3. educational competency; and
 - 3.4. technological competency?
4. Is there a significant relationship between the career progression opportunities and the innovative teaching competencies?
5. Is there a significant relationship between the monitoring of instructional delivery and the innovative teaching competencies?

1.Methodology

This chapter provides a detailed overview of the research methodology applied in this study. It begins with an explanation of the research design and the rationale behind selecting the methods used. The study employed a descriptive-correlational research design, which is valuable for collecting

extensive data and analyzing relationships between variables such as career progression opportunities, monitoring of instructional delivery, and innovative teaching competencies among teachers. This approach supports the identification of broad trends and complex hypotheses in educational settings. The study population consists of 86 teachers from two secondary schools and five elementary schools in the remote Jomalig District, Quezon. A total enumeration technique was used to include all available teachers, ensuring comprehensive representation and data accuracy. Demographic characteristics such as age, gender, civil status, educational attainment, designation, and length of service were examined to provide a well-rounded understanding of the respondents' backgrounds. The primary research instrument was a researcher-adapted survey questionnaire divided into four parts: respondents' profile, perceptions of career progression opportunities, perceptions of instructional delivery monitoring, and innovative teaching competencies. Each part was adapted from validated frameworks established in recent studies (Gyamerah, 2024; Culajara & Luces, 2023; Simonović, 2021), ensuring reliability and relevance. The instrument underwent content validation by experts and a pilot test with 30 teachers, with reliability assessed using Cronbach's Alpha, yielding values between 0.834 and 0.969, indicating good to excellent internal consistency. Data collection was conducted through an online survey disseminated via school principals with the consent of district and school authorities. Adequate time was given to respondents to complete the questionnaire. Ethical considerations were observed, maintaining confidentiality and honest reporting of data. Descriptive statistics, specifically mean and standard deviation, were used to summarize respondents' perceptions. The Pearson Product-Moment Correlation Coefficient was employed to examine the relationships between career progression opportunities, monitoring of instructional delivery, and innovative teaching competencies, thus addressing the study's hypotheses.

2.Results and Discussion

Table 3

Perception of the Teachers in the Career Progression Opportunities in terms of Professional Development

Indicators	Mean	SD	VI
<i>I believe that...</i>			
1. the district/school provides a sufficient variety of resources that supports professional development programs opportunities aligned, relevant and suitable to my professional needs, teaching practices and career goals.	2.94	0.64	OE
2. I have access to training programs, workshops, seminars, and other professional development opportunities for career progression.	2.97	0.71	OE
3. the district/school provides professional development sessions focused on leadership and advanced teaching roles.	2.92	0.77	OE
4. mentorship and coaching program opportunities are available as part of professional development in district/school.	2.91	0.73	OE
5. the professional development programs offered in our district/school help me stay updated with new teaching strategies and methodologies.	2.93	0.73	OE
6. I am encouraged to pursue higher education advanced certifications or specialized training through district/school-supported initiatives.	3.07	0.70	OE
7. professional development programs in the district/school I attend are timely and relevant to my professional needs, teaching practice and career goals.	3.09	0.71	OE
Overall	2.98	0.71	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 3 reveals the perception of the teacher respondents regarding career progression opportunities in terms of professional development are falls in “OE” categorized as “Often Experience” with the overall mean of 2.98 and a standard deviation of 0.71. It suggests that teachers frequently perceive these opportunities as available. The highest mean of 3.09 relates to the timeliness and relevance of professional development programs to teachers' professional needs, teaching practices, and career goals. These findings show that most of teacher respondents feel their schools or districts support their professional growth. Professional development programs such as School Learning Action Cells (SLAC), In-Service Training (INSET), workshops, and seminars are often available or offered in the district which help teachers meet their professional needs and career goals. In addition, it is also crucial for enhancing their teaching skills and supporting career progression. Conversely, the lowest mean score of 2.91 was recorded for mentorship and coaching program opportunities, indicating this area may need more attention. Moreover, these findings and observations suggest that while workshops like SLAC, INSET and other seminars are commonly offered and beneficial in the district, the lack of consistent mentoring support limits some teachers' professional development, particularly those new to the teaching profession.

In support, studies by Sansão and Cruz-Santos (2024) highlight the importance of accessible and relevant professional development for teachers in rural areas or remote schools, noting that professional development programs significantly influence teaching efficiency and career satisfaction. The often experience of professional development opportunities in their studies aligns with these findings, yet the relatively lower rating for mentorship echoes concerns stressed by Wachs et al. (2021), who observed that schools in remote areas often lack sufficient coaching programs due to resource constraints. This gap underlines the necessity for policy interventions tailored to support remote island schools, ensuring equitable professional growth opportunities through proper implementation of technical assistance to teachers.

In conclusion, with dedicated support from school leaders to improve mentorship and coaching in remote schools, teachers especially those just starting their careers can feel encouraged and guided to grow, helping them make a real difference for their career progression in terms of professional development and in the lives of their students to give quality education and advance student outcomes.

Table 4

Perception of the Teachers in the Career Progression Opportunities in terms of Organizational Support

Indicators		Mean	SD	VI
<i>I believe that...</i>				
1.	the district/school provides strategic work plan with clear policies and programs that support teachers' career progression opportunities.	2.77	0.75	OE
2.	the district/school actively promotes partnerships with universities or training institutions for teacher's career growth.	2.50	0.85	OE
3.	the district/ school facilitates and encourages teachers to pursue higher education by endorsing and offering application for study leave, scholarships and flexible work arrangements.	2.86	0.86	OE
4.	the district/school provides a well-established mentorship program in our school/district that support teachers in advancing their careers.	2.83	0.83	OE
5.	the district/school supports culture of continuous improvement that motivates teachers to advance in their career by providing sufficient time and resources to balance work responsibilities and further education.	2.87	0.78	OE
Overall		2.77	0.81	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 4 shows the perception of the teacher respondents regarding career progression opportunities in terms of organizational support are “Often Experience” with the overall mean of 2.77 and a standard deviation of 0.81.

The highest-rated indicators are related to facilitating higher education pursuits obtain mean of 2.86 and promoting a culture of continuous improvement obtain mean of 2.87. These findings suggest that Jomalig teachers recognize the support provided for advancing their careers, including resources such as scholarships, study leave, and flexible work arrangements. The researcher observe that teachers in the district who pursuing higher educator are given flexible work arrangement to attend to their weekend classes. Additionally, although Jomalig districts have a insufficiency when it comes to resources it still finding a way to prioritize and support continuous improvement and the provision of time and resources to maintain a balance between their professional duties and career advancement by introducing “Gabay Guro Program “to teachers. It is a DepEd program that provides scholarships, grants, and financial assistance to public school teachers who want to further their studies, including graduate programs, with the aim of enhancing their teaching skills and professional growth.

However, the lowest-rated item but still obtain “Often Experience”, regarding partnerships with universities or training institutions indicates that while support is available, there may be room for more effective or widespread collaboration with higher education institutions to further enhance and strengthen career growth opportunities within Jomalig district/schools.

The findings of this study align recent by Akiri and Dori (2021) who emphasizes the importance of a structured mentorship program as a support in enhancing teachers' career development. Likewise, positive perception of teachers in mentorship programs reflects to the outcomes Galvez and Azarias (2024).

Trinidad and Leviste (2020) have highlighted a gap in formal partnerships between schools and universities, which may hinder teachers' access to higher education opportunities. They emphasized that schools should build stronger partnerships with higher education institutions to create more opportunities for teacher growth beyond the classroom. Strengthening these partnerships is therefore essential to provide teachers with better access to scholarship programs, research opportunities, and mentoring, which can foster a culture of continuous learning and career advancement. This challenge corresponds with the lower mean score for promoting partnerships with universities observed in this study which indeed observed by the researcher, suggesting that while mentorship and internal support are strong, external collaborations may need further emphasis. Lastly, due to geographic location of Jomalig some teachers face challenges in attending higher education such as long period of travel to reach universities or training institutions. It recommends that teacher may provide ample time and motivation in pursuing higher education considering the geographic location of the district/ school for their career progression.

Table 5

Perception of the Teachers in the Career Progression Opportunities in terms of Educational Policy and External Influences

Indicators		Mean	SD	VI
<i>I believe that...</i>				
1.	the district/school aligns career progression opportunities with local, national or state educational standards.	2.86	0.71	OE
2.	availability of resources and funding for teacher's career progression opportunities in our school/ district is sufficient.	2.57	0.79	OE
3.	the district ensures a fair, transparent, and based on merit process for teacher hiring, promotion, compensation and other qualification standards.	2.91	0.84	OE
4.	the district offers careers progression opportunities that support educational trends, educators from diverse gender and cultural background.	2.86	0.75	OE
5.	socioeconomic conditions in the district influence the availability of career progression opportunities for teachers.	2.87	0.76	OE
Overall		2.81	0.77	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 5 shows the perception of the teacher respondents regarding career progression opportunities in terms of organizational support are "OE" or "Often Experience" with the overall mean of 2.88 and a standard deviation of 0.77.

The highest-rated indicator relates to Jomalig district ensuring a fair and transparent merit-based process for teacher hiring, promotion, and compensation with a mean of 2.91, suggesting that teachers appreciate the merit-based approach used by their districts. This practice is usually observed during ranking in the hiring and promotion processes. The district commonly implements an open ranking system, ensuring that the process remains fair and transparent, allowing qualified teachers to advance based on merit.

Meanwhile, the lowest-rated indicator, concerning the availability of resources and funding for career progression opportunities which obtain the mean of 2.57, recommends that there may be concerns about the sufficiency of resources available for teachers' professional development. The findings from this table indicate that, while Jomalig district teachers feel there is a fair and transparent process in place for career progression, there are challenges regarding the sufficiency of resources allocated for career growth. This implies that the districts may need to enhance their investment in resources and funding for teacher development through strengthening partnership with external stakeholders including LGU which dedicate a portion of their budget to education, primarily through the Special Education Fund (SEF) ensuring that teachers have the support needed to advance their careers.

Moreover, these results resonate with the observations of Esponilla et al. (2020), who noted that while public school systems in the Philippines generally comply with merit-based promotion schemes, funding disparities limit consistent application across regions.

On the otherhand, in a study by Cabahug (2024), it was emphasized that external factors such as socioeconomic inequality significantly affect teachers' career growth especially in rural areas where resources such as infrastructure and professional development access are limited.

To sum up, the limited availability of resources and funding, particularly in remote schools like Jomalig district with small populations, significantly impacts the sufficiency of professional development opportunities for teachers. The limited MOOE allocation restricts investment in career progression, posing challenges to teacher growth. Nonetheless, teachers acknowledge that existing career progression opportunities generally align with educational standards and adapt to diverse trends, though socioeconomic factors continue to influence these areas. Addressing resource limitations is essential to enhance professional development and support effective teaching in such communities.

Table 6

Perception of the Teachers in the Monitoring of Instructional Delivery in terms of Coaching and Mentoring

Indicators		Mean	SD	VI
<i>I believe that...</i>				
1.	coaching and mentoring program in our district is consistently available to help teachers to refine their teaching skills and improve our teaching performance.	2.95	0.78	OE
2.	teachers in our district/school receive timely and specific feedback from school leaders to improve instructional delivery and promotes a mutual learning.	3.00	0.83	OE
3.	the district/school provides coaching and mentoring program, clear guidance on curriculum implementation and teaching expectations to give teachers numerous opportunities to collaborate on instructional strategies and techniques.	2.95	0.80	OE
4.	I receive appropriate constructive feedback and guidance from the district/school on going coaching and mentoring to address and improve specific instructional delivery challenges and development needs.	2.93	0.85	OE
5.	I feel supported by the district/school coaching and mentoring program that facilitate the transfer of new skills learned in teaching performance practices into classroom implementation.	2.95	0.84	OE
6.	the district/school use structured, updated and accessible coaching and mentoring work plan that support and improve instructional delivery align with organizational goals.	2.92	0.87	OE
Overall		2.95	0.83	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 6 presents the perception of the teacher respondents regarding monitoring of instructional delivery in terms of coaching and mentoring are falls in “OE” or “Often Experience” with the overall mean of 2.95 and a standard deviation of 0.83.

The highest mean score obtains 3.00 and was given to the statement regarding timely and specific feedback from school leaders, suggesting that teachers frequently receive valuable and targeted feedback to improve instructional delivery. Jomalig teachers are given specific feedback from school leaders during classroom observation, crafting of reading and numeracy action plans, and before implementing specific school activities or programs. However, the lowest mean score obtains a mean score of 2.92 which associated with the structured, updated, and accessible coaching plan, indicating a slightly weaker perception of Jomalig teachers about the availability or effectiveness of these plans. There are structured, updated and accessible coaching and mentoring work plan that support and improve instructional delivery align with organizational goals. But the challenge is the proper implementation. Specifically, coaching and mentoring program designed for new teacher such as Teacher Induction Program (TIP). Many new teachers find it difficult to attend such programs regularly due to travel difficulties and limited resources.

The implications of these findings suggest that while coaching and mentoring programs are generally well-received by Jomalig district teachers, there is an opportunity to improve the implementation of structure and accessibility of coaching plans through .Although teachers feel supported and frequently receive feedback and guidance, the slightly lower score for the structured coaching plan suggests that not all teachers may have equal access to updated and organized plans, which could limit the overall effectiveness of these programs. It highlights the need for consistent updates to coaching frameworks to ensure they remain relevant and accessible for all teachers, facilitating more widespread and effective instructional improvements.

The findings align with recent literature on the role of coaching and mentoring in teachers' professional development by Galvez and Azarias (2024) who emphasized that organized mentoring and coaching practices both improve teacher performance but also contribute positively to job satisfaction. Their findings show that when teachers participate in formal coaching and mentoring activities they feel more enriched in their teaching abilities, which improves student learning outcomes and increases their own job satisfaction, particularly when teachers receive timely, specific feedback. Moreover, Esera (2023) highlighted that continuous improvement in coaching programs is crucial to meet the dynamic challenges faced by teachers in the classroom. This study suggest that Jomalig district may consider redesign the implementation of coaching and mentoring plan and address these findings to make coaching and mentoring program more sustain, effective and meaningful.

Table 7

Perception of the Teachers in the Monitoring of Instructional Delivery in terms of Classroom Observation / Visitation

Indicators		Mean	SD	VI
<i>I believe that...</i>				
1.	classroom visitation/ observation are conducted regularly to monitor instructional practices and to provide an avenue to teachers to discuss their difficulties in teaching-learning process.	3.06	0.80	OE
2.	I receive timely and constructive feedback after classroom visitation/observations to improve teaching methods and strategies	3.08	0.80	OE
3.	the pre-observation conference is observed in our district/school before the classroom visitation/observation to review the lesson plan, set clear objective and criteria to identify specific behaviors to consider in the observation.	2.99	0.87	OE
4.	the immediate supervisor provides meaningful, supportive, non-judgmental and non-directive post-conference feedback in our school aligned with established instructional goals and teaching standards.	3.02	0.83	OE
5.	observations are aligned with established instructional goals and teaching standards.	3.10	0.77	OE
6.	teachers are receiving a non-directive post-conference wherein the supervisor helps clarify problems and acts as a sounding board for suggestions of improvement.	2.94	0.80	OE
7.	the frequency of classroom observations/visitation in our district/school include opportunities for collaborative reflection between the observer and the teacher to have an open for discussion on the areas of strengths and areas for improvement to promote continuous professional growth.	3.00	0.80	OE
Overall		3.03	0.81	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 7 presents the perception of the teacher respondents regarding monitoring of instructional delivery in terms of classroom observation/visitation are “Often Experience” with the overall mean of

3.03 and a standard deviation of 0.81.

Among the various indicators, the highest mean score of 3.10 was recorded for the alignment of classroom observations with instructional goals and teaching standards. This suggests that the process of instructional monitoring is effectively integrated within the curriculum framework. A key factor contributing to this alignment is the implementation of professional development programs such as School Learning Action Cells (SLAC) and In-Service Training (INSET). These initiatives, which are often conducted within the district, actively focus on helping teachers understand and apply the connection between classroom observations and instructional goals, ensuring that teaching practices are consistent with established standards. Through SLAC and INSET, teachers receive ongoing support to address their professional development needs and advance their career goals.

Conversely, the lowest mean score of 2.94 pertains to the non-directive post-conference feedback, indicating that although teachers receive feedback following classroom observations, there is room for improvement in making this feedback process more collaborative and supportive. This suggests that while Jomalig teachers generally operate within a positive professional environment where regular classroom observations and feedback are key to their instructional growth the current feedback approach could be enhanced to better empower teachers. Specifically, it is recommended to redesign the implementation of technical assistance of post-conference sessions incorporate structured reflective practices, such as guided self-assessment checklists and collaborative goal-setting, to encourage teachers to actively engage with their feedback and identify actionable steps for improvement.

These findings are consistent with recent study by David et al. (2022) found that the quality of teacher feedback in post-conferences significantly predicts improvements in classroom management and lesson delivery. While alignment to teaching standards was frequently experienced in Jomalig, as also noted by Santos and Mabunga (2020) in their study of rural schools in Quezon Province, the limited non-directive support suggests a need for a more dialogic and less evaluative form of supervision.

Table 8

Perception of the Teachers in the Monitoring of Instructional Delivery in terms of Focus-Group Discussion and Collaboration

Indicators	Mean	SD	VI
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I believe that...

1. the district organizes Focus Group Discussion (FGDs) and collaboration to gather feedback and share insights on instructional delivery practices and to provide opportunities for meaningful teacher input.	2.86	0.87	OE
2. during our FGD in our district/school diverse perspectives are encouraged, valued and teachers can voice their opinion concerns, opinions, and frustrations and seeks help in finding solutions to issues within the classroom.	2.98	0.84	OE
3. teachers are given opportunities to collaborate with colleagues on FGD/Collaboration practices in our district/school to enhance teaching strategies.	2.91	0.84	OE
4. during focus group discussion/collaboration best practices are shared through conversations with peer that allowed us to identify areas that needed refinement within their content that lead to actionable solutions for instructional improvement.	2.95	0.81	OE
5. the school/district FGD sessions allowed us to collaborate with one another to identify instructional delivery strengths and instructional delivery weaknesses that needed to address.	2.94	0.87	OE
6. the district/school facilitates meaningful collaborative session to support instructional innovation and allow teachers to collaborate and socialize with one another as a cornerstone to support learning.	2.94	0.85	OE
Overall	2.93	0.85	OE

Legend: 3.50-4.00 Always Experience (AO), 2.50-3.49 Often Experience (OE), 1.50-2.49 Seldom Experience (SE), 1.00-1.49 Never Experience (NE)

Table 8 presents the perception of the teacher respondents regarding monitoring of instructional delivery in terms of classroom observation/visitation are “Often Experience” with the overall mean of 2.93 and a standard deviation of 0.85.

The highest mean score obtains 2.98 which is attributed to the sharing of best practices during FGDs, suggesting that teachers find the opportunity to engage in meaningful discussions about instructional improvement highly beneficial. In the district, Focus Group Discussions (FGDs) are often integrated into professional development programs such as School Learning Action Cells (SLAC) and In-Service Training (INSET). These programs provide structured opportunities for teachers to come together, reflect collaboratively on their classroom experiences, and work through challenges collectively to enhance their teaching methods. By embedding FGDs within SLAC and INSET sessions, teachers are encouraged to actively share insights, exchange feedback, and develop practical solutions tailored to their instructional needs. To maximize the benefits of these discussions, it is important to improve how FGDs are facilitated and ensure they are regularly scheduled. Doing so will create a more supportive and engaging space where teachers feel empowered to contribute, ultimately leading to sustained improvements in instructional delivery throughout the district.

On the other hand, the lowest mean score obtains 2.86 which is perceived in the district's organization of FGDs to gather feedback and share insights, though it still falls within the "often experienced" category. The relatively lower rating for the district's organization of Focus Group Discussions (FGDs) to gather meaningful teacher input may be attributed to several local challenges. Lastly, this study aligns with existing literature on teacher collaboration in the Philippines by Garcia et al. (2022), who emphasized that teacher collaboration, particularly through structured sessions like FGDs, has been found to significantly enhance teaching practices and professional growth. Teachers in their study reported that such collaborative environments foster not only professional development but also a stronger sense of community and shared responsibility for student outcomes. Furthermore, in the context of Philippine education, FGDs have become instrumental in addressing localized teaching

challenges, such as classroom management and curriculum adaptation, as highlighted in the work of Dela Cruz and Villanueva (2021). The mean scores in this study is positive results but still suggest room for improvement in Jomalig district's ability to organize their focus-group discussions effectively through actively participation and support of teachers.

Table 9
Status of the Teachers' Innovative Teaching Competency in terms of
Learning Competency as to Attitude, Knowledge and Skills

Competency Area	Indicators	Mean	SD	VI
Attitude	1. I am eager to learn new things related to new teaching concepts, new methods, etc.	3.47	0.66	CO
	2. I enjoy discovering new teaching strategies that I can use in facilitating learning.	3.40	0.74	CO
	3. I find learning new strategies and method in teaching meaningful and useful.	3.40	0.71	CO
	4. I am willing to pursue professional development activities to learn new teaching methods and strategies.	3.40	0.74	CO
	5. I personally initiate to identify, plan, and pursue programs and learning activities that I believe will support my own learning as a teacher to innovate teaching and learning.	3.24	0.77	CO
Overall (Attitude)		3.38	0.72	CO
Knowledge	1. I have mastery of the subject/s I teach.	3.36	0.63	CO
	2. I presents the content of subject matter, tailored to the students' knowledge.	3.37	0.63	CO
	3. I provide clear information about objectives, contents, and assessment methods in the subject's curriculum	3.41	0.68	CO
	4. I know how to elates new knowledge from previous knowledge and explain complex concepts in a way student understand.	3.42	0.69	CO
	5. I have knowledge of new teaching methods, strategies and pedagogy.	3.35	0.68	CO
Overall (Knowledge)		3.35	0.61	CO
Skills	1. I use a variety of teaching strategies to accommodate different learning style.	3.27	0.73	CO
	2. I adapt new skills, teaching methods and teaching strategies to make teaching and learning process meaningful.	3.28	0.73	CO
	3. I am creative when it comes to implementing activities and performance task in teaching learning process.	3.19	0.73	CO
	4. I integrate modern technology to enhance teaching and learning process effectively.	3.19	0.76	CO
	5. I manage time through meaningful activities/interactions and carries out routine procedures effectively.	3.27	0.69	CO
Overall (Skills)		3.24	0.73	CO

Legend: 3.50-4.00 Highly Competent (HC), 2.50-3.49 Competent (CO), 1.50-2.49 Developing (DE), 1.00-1.49 Incompetent (IC)

Table 9 shows that teachers in the district demonstrate a competent level of Innovative Teaching Competency in terms of Learning Competency across three key domains: attitude, knowledge, and skills. Overall, teachers scored highest in the attitude domain which obtain a mean of 3.38, indicating a strong eagerness to learn and adapt new teaching methods. The highest-rated individual indicator was the eagerness to learn new teaching concepts and methods with a mean of 3.47. It can be credited to professional development program present in the district such as SLAC and INSET that helps new teachers to feel motivated. These programs encourage teachers to stay updated with innovative teaching strategies, fostering a positive mindset and motivation for continuous growth.

However, the slightly lower score related to personally initiating and pursuing professional development programs which obtain 3.24 but still categorized as “competent” suggests that while teachers recognize the importance of such activities, they may rely more on external structures or support rather than taking full personal initiative. This could imply that school systems or institutions might play a more significant role in encouraging teachers to engage more proactively in their own professional growth.

Moreover, a more recent study by Ramos (2022) highlighted that although teachers are willing to learn new strategies, there is a noticeable gap in personal initiative to drive innovation without the support of structured professional development programs. It strengthens the idea that while teachers in Jomalig district show competence, there is still room for improvement in fostering more self-driven efforts toward innovative teaching practices. Also, while existing programs like SLAC and INSET have been beneficial, districts could further emphasize personalized and flexible professional development opportunities to strengthen these initiatives, allowing teachers to select programs aligned with their interests and teaching needs. This can motivate teachers to engage more actively.

In the knowledge domain, teachers scored well in their awareness to relate new knowledge to previous learning and explain complex concepts clearly with the mean of 3.42. It can be attributed to professional development program present in the district such as SLAC and INSET called “Training Galing” for teachers. These programs encourage teachers to stay updated to new educational trends and innovative teaching strategies, fostering a positive mindset and motivation for continuous growth.

However, the lowest score, 3.35, was observed in teachers’ knowledge of new teaching methods, strategies, and pedagogy, indicating that while teachers are generally familiar in new methods, there may be areas for improvement, particularly in staying updated with the latest pedagogical trends. According to Saro et al. (2022), while teachers employ various strategies and methods, there is a need to stay updated with the latest pedagogical trends to enhance teaching effectiveness. Jomalig district may prioritize regular professional development programs focused on current pedagogical trends and teaching strategies. Providing access to workshops, webinars, and collaborative platforms will help teachers stay updated and enhance their teaching effectiveness. This will foster continuous learning and ensure educators are well-equipped to meet the needs of students.

Meanwhile, the skills domain showed slightly lower scores, with the lowest-rated indicators being creativity in implementing teaching activities and integrating modern technology both at mean of 3.19. This suggests that while teachers possess a positive mindset and good theoretical knowledge, applying these skills practically, especially with technology and creative methods, remains a challenge.

The results are consistent with a study emphasizing the pivotal role of teacher attitude and knowledge in fostering innovative teaching by David et al. (2022) who found that positive teacher attitudes towards professional development correlate strongly with instructional improvements, supporting the high attitude scores observed. However, challenges in skills application, especially in technology integration and creativity, have been noted in local studies as persistent issues (Santos & Mabunga, 2020).

These studies recommend ongoing, hands-on training and resource allocation to bridge the gap between theory and practice. Programs like the Department of Education's School Learning Action Cells (SLAC) and In-Service Training (INSET) are instrumental in providing these opportunities. To address the gaps observed, schools could implement mentorship programs pairing less experienced teachers with seasoned educators, increase access to technology, and offer practical workshops focused on creative and tech-enhanced teaching methods. Such initiatives would support teachers in applying their knowledge and positive attitudes more effectively, ultimately enhancing instructional quality.

Table 10

Status of the Teachers' Innovative Teaching Competency in terms of Social Competency as to Attitude, Knowledge and Skills

Competency Area	Indicators	Mean	SD	VI
Attitude	1. I maintain harmonious relationships with my student.	3.44	0.73	CO
	2. I foster a positive and inclusive classroom environment.	3.44	0.70	CO
	3. I have initiative when starting new social activities in school.	3.24	0.75	CO
	4. I am willing to shows respect for students' ideas and opinions	3.57	0.68	HC
	5. I feel fulfill every time I share new learnings in facilitating learners.	3.50	0.65	HC
Overall (Attitude)		3.44	0.70	CO
Knowledge	1.I understand the diverse cultural backgrounds of my students.	3.43	0.64	CO
	2.I am aware of my students' social and emotional needs and use appropriate language while speaking in a non-threatening manner.	3.45	0.63	CO
	3. I impart activities that can help the learners to cooperate and collaborate with each other.	3.45	0.65	CO
	4. I have the knowledge in using different teaching methods and strategies that address multiple intelligences of diverse learners and support their learning needs for meaningful learning outcomes.	3.34	0.70	CO
	5. I know how to effectively manages time through meaningful activities/interactions and ensures a suitable learning environment.	3.30	0.72	CO
Overall (Knowledge)		3.39	0.67	CO
Skills	1. I maintain a dynamic interaction with my students with different gender and cultural background.	3.30	0.70	CO
	2. I adapt my communication style to meet the needs of diverse students.	3.42	0.64	CO
	3. I can communicate both in English/Filipino (as medium of instruction)	3.33	0.66	CO
	4. I create opportunities for maximum participation of students.	3.35	0.70	CO
	5. I demonstrates teaching and learning through concepts and principles in the assigned subject.	3.42	0.60	CO
Overall (Skills)		3.36	0.66	CO

Legend: 3.50-4.00 Highly Competent (HC), 2.50-3.49 Competent (CO), 1.50-2.49 Developing (DE), 1.00-1.49 Incompetent (IC)

Table 10 reveals that teachers in the district demonstrate a competent level of Innovative Teaching Competency in terms of Social Competency across three key domains: attitude, knowledge, and skills. Overall, teachers scored highest in the attitude domain which obtain a mean of 3.44 which fall in "Competent".

The highest mean of 3.57 was recorded in the willingness to show respect to students' ideas and opinions, which reflects teachers' strong commitment to valuing students' perspectives. These findings suggest that teachers generally possess strong social competencies, particularly in building positive relationships and creating an inclusive classroom environment. It can be credited to program present in the district such as Team Building and Gender and Development Activities. It encourages and helps teachers to improved communication, collaboration, and morale, as well as fostering a more inclusive, healthy and equitable learning environment and work place.

However, the lower score which obtain 3.24 was observed in initiative when starting new social activities in school, suggesting that while teachers are generally competent, there may be areas for improvement in proactively engaging in new social initiatives within the school environment in initiating new social activities suggests that there may be hesitancy or lack of opportunities for teachers to take the lead in extracurricular or school-wide social initiatives.

In support, Garcia and Reyes (2021), highlighted the importance of teachers' ability to engage with students and maintain respectful and inclusive environments. Their study indicated that teachers are generally effective at fostering positive relationships with students, though they face challenges in initiating new activities or leading broader school social programs. Furthermore, this aligns with the current table's results, where teachers demonstrated strong competency in fostering respectful and inclusive classroom settings but showed less initiative in spearheading social activities.

In the knowledge domain, teachers scored well in their awareness to students' social and emotional needs and use appropriate language while speaking in a non-threatening manner and imparting activities that can help learners cooperate and collaborate with each other, with the mean of 3.45. These findings imply that teachers excel in addressing students' emotional and social needs, using inclusive language, and promoting collaboration among students. It can be attributed to program present in the district such as SLAC and Gender and Development Activities. These programs encourage and helps teachers to improved teaching strategies suited to the needs of the learners, enrich communication skills, collaborate to teachers and students, as well as promoting a more inclusive, safe and healthy learning environment.

Conversely, the lowest mean score of 3.30 was recorded in knowing how to effectively manage time through meaningful activities/interactions and ensure a suitable learning environment, indicating that teachers may face challenges in effectively managing time during lessons to meet diverse student needs.

These findings imply that teachers excel in addressing students' emotional and social needs, using inclusive language, and promoting collaboration among students. Most of the teacher respondents are on their early-career stage or new to teaching profession which led for them to be more enthusiastic about learning and professional development. Still, the lower score in time management suggests that while teachers are capable of delivering meaningful activities, they might struggle with balancing instructional time, especially in diverse classrooms with varying learning needs.

Furthermore, the findings highlight the need for continued efforts to incorporate a broader range of teaching strategies to cater to multiple intelligences, ensuring that all learners are supported sufficiently. Teachers can make it possible if they give ample time and actively participated in professional development program given by the school or district. In support, the results are consistent with findings from a study by Santos et al. (2020) emphasized that teachers are generally effective in understanding their students' emotional needs and fostering cooperation, but face challenges in managing classroom time, particularly in large and diverse classrooms. Similarly, Garcia and Reyes (2021) noted

that while teachers show competence in addressing students' social needs and promoting inclusivity, they often require additional training to master time management strategies and adapt their teaching methods to cater to diverse learning styles.

Meanwhile, the skills domain showed slightly lower scores compared to attitude and knowledge, with the lowest-rated overall indicator of 3.36. The highest mean score of 3.42 was recorded in the ability of teachers to adapt communication style to meet the needs of diverse students and demonstrate teaching and learning through concepts and principles in the assigned subject. This suggests that teachers are effectively tailoring their communication to diverse student populations and successfully integrating subject matter into their teaching strategies. Also, based on the findings teachers who are early in their careers may still be refining their ability to adapt communication, but those pursuing advanced education are likely exposed to a wide range of strategies and theories regarding effective communication in diverse classroom. In contrast, the lowest mean score of 3.30 was observed the ability of the teacher to maintain dynamic interaction with students with different gender and cultural backgrounds, indicating that while teachers are competent in fostering an inclusive classroom, there may be challenges in engaging students across gender and cultural divides. This lowest mean points to potential areas for growth in terms of fostering inclusivity and engagement in the classroom.

In support, these findings align with recent study by Cruz et al. (2021) emphasized that modern teachers are generally skilled at adapting their communication style to meet the diverse needs of students, particularly in a bilingual educational context. However, it also highlighted challenges in creating dynamic and inclusive interactions, especially regarding cultural diversity. Likewise, Garcia and Reyes (2020) noted that while teachers are effective in communicating across cultural and linguistic boundaries, they often struggle to build deeper connections with students from diverse cultural backgrounds.

In summary, while the teachers in the Jomalig district are making significant strides in creating inclusive and participatory learning environments, there is still a need to provide more professional development focused on enhancing the ways teachers interact with students from diverse cultural and gender backgrounds. Supporting teachers in improving these interactions will help to cultivate a more inclusive atmosphere where every student feels recognized, respected, and empowered to participate fully in their learning.

Table 11

Status of the Teachers' Innovative Teaching Competency in terms of Educational Competency as to Attitude, Knowledge and Skills

Competency Area	Indicators	Mean	SD	VI
Attitude	1. I take responsibility for my own professional development and learning to improve teaching competency and teaching performance.	3.44	0.66	CO
	2. I am open to learning new educational strategies and techniques.	3.45	0.68	CO
	3. I actively seek feedback from colleagues and students to enhance my teaching performance.	3.31	0.71	CO
	4. I am dedicated to continuously improving my teaching practices by actively engaging to diverse professional development activities.	3.44	0.70	CO
	5. I integrate and processes values as shown in lesson development/closing activities in the synthesis.	3.31	0.76	CO
	Overall (Attitude)	3.39	0.70	CO
Knowledge	1. I have knowledge about the subject that I teach and summarizes the lesson comprehensively using appropriate methods.	3.40	0.67	CO
	2. I know how to prepares a comprehensive, organized, and well thought-of learning plan that includes varied instructional techniques and class activities.	3.35	0.67	CO

Skills	3. I use HOTS and metacognitive questions to encourage students to think and to teach students how to learn	3.38	0.65	CO
	4. I am aware of educational policies and standards relevant to my teaching practices.	3.40	0.71	CO
	5. I provide appropriate assessment tools, design and implement interventions for student who needs additional support.	3.30	0.67	CO
	Overall (Knowledge)	3.37	0.67	CO
	1. I mobilize students' learning enthusiast.	3.35	0.66	CO
	2. I use different teaching methods and learning experiences to address multiple intelligences of the students through learning by doing.	3.34	0.66	CO
	3. I manage time through meaningful activities/interactions that keeps students engaged and motivated.	3.28	0.68	CO
	4. I design fair and effective assessment to measure outcomes clearly to students.	3.31	0.72	CO
	5. I provide opportunities for students to show evidence of learning such as performance tasks, written performance task and etc.	3.43	0.70	CO
	Overall (Skills)	3.40	0.66	CO

Legend: 3.50-4.00 Highly Competent (HC), 2.50-3.49 Competent (CO), 1.50-2.49 Developing (DE), 1.00-1.49 Incompetent (IC)

Table 11 shows that the teacher respondents in the district demonstrate a competent level of Innovative Teaching Competency in terms of Educational Competency across three key domains: attitude, knowledge, and skills. Overall, teachers scored highest in the skills domain which obtain a mean of 3.40 categorized as "Competent," reflects that teachers are proficient in these areas.

The highest mean of 3.43 was recorded in the ability of the teachers to provide opportunities for students to show evidence of learning such as performance tasks, indicating that teachers are effective in providing opportunities for students to demonstrate their knowledge through practical assessments. Teachers in the district integrate performance task through role playing activity, science experiment and portfolio making. While written performance practice by giving learners paper and pencil test, essay making activity and problem solving exercises.

Meanwhile, the lowest mean score, 3.28, in the ability of the teachers to manage time through meaningful activities that keep students engaged and motivated, suggesting that while time management is generally competent, there may be challenges in ensuring that all students remain engaged throughout the lesson. These findings suggest that the teachers in the district are generally effective at engaging students in learning, particularly through performance-based tasks, which are essential for measuring student progress in real-world contexts. In addition, the lower score in time management implies that teachers may encounter difficulties in balancing various instructional tasks while maintaining student engagement. This could be particularly challenging in large, diverse classrooms or during complex lessons requiring attention to different learning needs.

To improve time management and increase engagement, teachers could benefit from attending professional development seminars or workshops focused on effective pacing and strategic planning. Using timers and visual aids can help keep lessons on track, while prioritizing key learning goals ensures that essential content is covered efficiently. Also, incorporating active learning strategies like think-pair-share or group tasks can maintain student participation without compromising time. Last but not least,

reflecting on each lesson and adjusting based on what worked will help teachers refine their approach and manage class time more effectively, leading to better student engagement and motivation.

In comparison, the results of this study are consistent with recent literature by Garcia and Reyes (2021) who found that teachers are generally competent in providing diverse learning opportunities and fostering student engagement through various assessments, including performance tasks. However, they also noted that time management in the classroom remains a common challenge for teachers, especially in maintaining student motivation throughout the lesson. Similarly, a study by Cruz et al. (2022) found that while Filipino teachers effectively use innovative teaching methods, they often struggle to balance the delivery of content with the need for active student participation and effective time management. These findings support the current study's results, highlighting that while Jomalig teachers excel in facilitating learning and offering diverse assessments, there is room for improvement in managing time and maintaining consistent student engagement.

In the attitude domain, teachers scored well in terms of being open to learning new educational strategies and techniques which obtain 3.45 suggesting that teachers are receptive to adopting innovative teaching methods. This shows that teacher respondents, particularly those in their first few years, are enthusiastic about learning and adopting new methods. On the top of that, with many teachers in this study pursuing a master's degree, they are likely exposed to newer educational strategies and are eager to incorporate them into their practice which helps them to be "competent" in innovative teaching competency. On the other hand, it can also be attributed to professional development program present in the district such as SLAC and INSET. These programs encourage teachers to stay updated with innovative teaching strategies, fostering a positive mindset and motivation for continuous growth. It can be attributed to professional development program offered in the district such as SLAC and INSET that encourage teachers to stay updated with innovative teaching strategies and adapt it in teaching learning process for continuous growth.

However, the lowest mean score of 3.31 was both recorded in the teachers' attitude to actively seek feedback from colleagues and students to enhance my teaching performance and integrate and processes values as shown in lesson development/closing activities in the synthesis highlighting an area where teachers may need further encouragement or support in fostering a feedback-driven environment. Teacher respondents who are mostly still relatively new to the profession might find it challenging to seek feedback, especially from colleagues or students, out of a fear of judgment or lack of confidence.

These findings suggest that teachers are generally engaged in their professional development and are open to new teaching strategies, which is essential for keeping up with educational innovations. However, the relatively lower score on actively seeking feedback indicates that teachers may benefit from a more structured approach to receiving and incorporating feedback from colleagues and students. Encouraging a more feedback-rich culture could foster greater self-reflection and improvement in teaching practices.

It is also aligning with recent study by Garcia & Reyes (2020), Filipino teachers are generally proactive in seeking professional development opportunities, as reflected in their willingness to learn new strategies and engage in activities that enhance their teaching.

Moreover, in the knowledge domain, teachers scored well of being knowledgeable about the subject that they teach and knowing how to summarize the lesson comprehensively using appropriate methods which obtain a mean of 3.40 and categorized in verbal interpretation as "CO" or Competent. It shows that the technical assistance in SLAC and INSET about teaching strategies and methods offered in the district is effective because the teachers are confident in their ability to present content clearly and effectively.

Meanwhile, the lowest mean score of 3.30 was observed in the teachers' knowledge to provide appropriate assessment tools, design and implement interventions for students who need additional support. It highlights an area where teachers may face challenges, especially in modifying their assessments and support strategies to individual students' needs.

Moreover, these findings suggest that teachers are generally proficient in key areas of instructional knowledge, such as subject matter expertise, lesson planning, and the ability to use higher-order thinking skills (HOTS) to engage students. However, lower score was obtain in providing appropriate assessments and interventions for students which requiring additional support and indicates a gap that needs attention. The findings also suggest that while teacher respondents understand the importance of differentiation, they are still refining their ability to design and implement assessments for students with diverse needs.

Furthermore, the results of this study are consistent with recent research on the competencies of teachers by Garcia and Reyes (2020) who found that educators are generally competent in subject knowledge and instructional delivery, though they often face challenges in addressing the needs of students who require additional academic support. Similarly, Cruz et al. (2021) emphasized that while Filipino teachers are skilled in using various teaching techniques and strategies, they still require additional training in differentiated assessment practices to better support all students. These studies support with the current findings, where teachers demonstrate strong subject knowledge and teaching capabilities, but the need for further development in assessing and supporting struggling students is highlighted.

Table 12

Status of the Teachers' Innovative Teaching Competency in terms of Technological Competency as to Attitude, Knowledge and Skills

Competency Area	Indicators	Mean	SD	VI
Attitude	1. I am willing to integrate modern multimedia technology to facilitate learning.	3.40	0.71	CO
	2. I am eager to plan lessons involving digital technology in the classroom to make teaching and learning meaningful and fun.	3.38	0.65	CO
	3. I am motivated to plan lessons involving digital technology in the classroom.	3.31	0.71	CO
	4. I engage myself in ongoing professional development and networking activities to improve and innovate technology integration into teaching learning process.	3.31	0.76	CO
	5. I am willing to explore emerging technologies for learning.	3.38	0.77	CO
Overall (Attitude)		3.36	0.72	CO
Knowledge	1. I know the recent digital technology concepts and strategies that enable me to plan lessons in the classroom.	3.26	0.74	CO
	2. I know how to use appropriate technology tools for assessment.	3.26	0.72	CO
	3. I can effectively use technological teaching strategies using online communication platforms and/or in blended/hybrid learning environments.	3.20	0.72	CO
	4. I incorporate various resources, technology, and instructional materials to facilitate effective learning.	3.22	0.74	CO
	5. I know how to use and integrate modern technology and digital platforms in teaching learning process to enhance student learning.	3.22	0.79	CO
Overall (Knowledge)		3.23	0.74	CO

Skills	1. I use modern multimedia in teaching with new technologies.	3.23	0.66	CO
	2. I plan lessons involving digital technology in the classroom.	3.24	0.67	CO
	3. I use online tools and digital assessment tools to improve teaching and assess learning process.	3.12	0.71	CO
	4. I use multimedia technologies to deliver learning materials in a variety of formats	3.24	0.74	CO
	5. I can apply basic troubleshooting skills to solve technological problems.	3.02	0.78	CO
Overall (Skills)		3.17	0.71	CO

Legend: 3.50-4.00 Highly Competent (HC), 2.50-3.49 Competent (CO), 1.50-2.49 Developing (DE), 1.00-1.49 Incompetent (IC)

Table 12 reveals that the teacher respondents in the district demonstrate a competent level of Innovative Teaching Competency in terms of Technological Competency across three key domains: attitude, knowledge, and skills. Overall, teachers scored highest in the attitude domain which obtain a mean of 3.36 categorized as "Competent," reflects that teachers are proficient in these areas.

The highest mean score of 3.40 was recorded in the willingness of teachers to integrate modern multimedia technology to facilitate learning, showing that teachers are enthusiastic about adopting modern tools to enhance classroom learning. It can be credited to professional development program offered in the district such as SLAC and INSET that encourage and give technical assistance to teachers to stay updated with innovative teaching strategies and integrate modern multimedia technology in teaching learning process for continuous development.

While the lowest mean score obtain 3.31 and was observed in teachers attitude to be motivated to plan lessons involving digital technology in the classroom and engage themselves in ongoing professional development and networking activities to improve and innovate technology integration, which suggests that while teachers are willing to use technology, their motivation and engagement in continuous professional development may need further support. Its imply that teachers are generally open to using digital technology in their teaching practices, and they recognize the importance of multimedia tools for facilitating learning. However, the slightly lower scores in motivation and professional development highlight areas that may require more attention.

It is suggest that teachers may benefit from targeted professional development opportunities that focus on integrating new technologies into lesson planning and ensuring that they remain up-to-date with the latest technological advancements. This could help shape their confidence and motivation, particularly in planning lessons that make full use of the digital tools available to them. This findings is consistent with recent study by Malaluan et al. (2021), who highlighted that teachers show strong willingness to integrate digital technology into their teaching practices but face barriers in keeping up with rapidly evolving technologies. They found that the lack of sufficient professional development opportunities and resources hindered teachers' ability to fully utilize these tools. In addition, a study by Bautista and Tan (2020) also emphasized that although Filipino teachers are enthusiastic about using technology, they require more structured training and support to effectively incorporate these technologies into their lessons. These findings align with the results from the current study in Jomalig district highlighting the need for continuous professional development to ensure that teachers can integrate emerging technologies confidently and effectively in the classroom.

In the knowledge domain, teachers scored better in terms of knowing the recent digital technology concepts and strategies that enable me to plan lessons in the classroom and knowing how to use appropriate technology tools for assessment with a mean both score of 3.26. It show that INSET offered by the district about Google Workspace is effective because the teachers are enthusiastic about

adopting modern tools to enhance classroom learning. It stressed that the teacher respondents possess solid subject matter knowledge and are able to design structured, comprehensive lesson plans.

On the other hand, the lowest mean score of 3.20 was observed in the teachers knowledge in effectively using technological teaching strategies, online communication platforms and/or in blended/hybrid learning environments. Moreover, the findings highlight that while teachers show competence in using digital tools for various teaching and assessment strategies, there may still be room for improvement in fully utilizing the potential of technology, especially in blended and hybrid learning environments. Despite having a solid foundation in their teaching knowledge, early-career teachers often face challenges in effectively applying higher-order thinking skills (HOTS) and fully incorporating educational policies into their daily classroom practices. This practical application requires not only theoretical understanding but also hands-on experience and familiarity with real-world teaching scenarios, something that teachers gradually develop over time. As a result, their current lower performance in these areas is understandable, reflecting a natural learning curve as they continue to gain experience and confidence in translating policy into practice. The consistent competence levels across all indicators suggest that educators are familiar with current technological tools, but ongoing professional development may be necessary to increase their comfort with advanced or emerging technologies.

In comparison, the results of this study align with a study by Reyes et al. (2020) who emphasizes that while teachers are competent in using technology they still often struggle with integrating it effectively in a way that supports meaningful learning outcomes. Furthermore, a study by Dizon and Palencia (2021) highlights that while teachers are generally competent in using digital tools, challenges such as limited access to resources and insufficient training remain barriers to maximizing technological use. These findings suggesting that while technological competence exists, there is a need for continuous support and training to enhance the effective application of technology in Jomalig district classrooms. District may encourage teachers to think outside the box and attend training and workshops from the division, regional or even national program about technology integration in the classroom. This could improve their capacity to create more engaging and efficient learning environments for students, particularly in the rapidly evolving landscape of digital education.

Conversely, in the skill domain, teachers received highest mean score of 3.24 was recorded both in the ability of the teacher respondents to plan lessons involving digital technology in the classroom and I use multimedia technologies to deliver learning materials in a variety of formats, showing that teachers are generally proficient in using technology in teaching and learning. It means that the available professional development program offered in the district such as SLAC and INSET that encourage and give technical assistance to teachers to stay updated with the recent innovative teaching strategies and integrate digital technology concepts and strategies is very useful. Meanwhile, the lowest mean score for applying basic troubleshooting skills which obtain a mean score of 3.02 indicates that teachers may encounter challenges when it comes to resolving technological problems that arise in the classroom. While teachers in the district are enthusiastic and generally skilled in using digital tools, many still face challenges with technical troubleshooting.

This suggests that while teachers are competent in using technology for teaching purposes, they may still need further training in troubleshooting to minimize disruptions in the learning process. To address teachers' challenges with technical troubleshooting, the district should provide regular hands-on training workshops and easy-to-follow guides focused on common technology issues. Establishing a dedicated tech support team and peer mentoring programs can offer timely assistance and foster knowledge sharing among teachers. Integrating troubleshooting skills into new teacher orientation and encouraging ongoing learning will also help build confidence and ensure smoother technology use in the classroom.

Furthermore, the results of this study align with the findings of recent study conducted by Santos and Flores (2021), who pointed out that teachers' exhibit competence in using multimedia and

digital tools in their teaching practices. However, challenges such as lack of access to adequate training on technical troubleshooting, as indicated by the lower score in this study, continue to affect the seamless integration of technology in classrooms. These studies agree in the results from this table, highlighting the importance of ongoing professional development, especially in troubleshooting and the maintenance of digital tools, to ensure smoother implementation of technology in teaching and learning environments in Jomalig district.

Table 13

Test of Significant Relationship between the Career Progression Opportunities and the Innovative Teaching Competencies in terms of Learning, Social, Educational and Technological Competency

Career Progression Opportunities	Learning Competency			Social Competency			Educational Competency			Technological Competency		
	A	K	S	A	K	S	A	K	S	A	K	S
Professional Development	0.625**	0.514**	0.585**	0.570**	0.472**	0.522**	0.578**	0.512**	0.587*	0.550**	0.476**	0.569**
Organizational Support	0.531**	0.435**	0.545**	0.464**	0.401**	0.415**	0.479**	0.465**	0.514*	0.457**	0.489**	0.559**
Educational Policy and External Influences	0.609**	0.539**	0.646**	0.547**	0.511**	0.539**	0.576**	0.561**	0.621*	0.566**	0.595**	0.612**

***. Correlation is significant at the 0.01 level (2-tailed).*

Legend: Attitude (A), Knowledge (K), Skills (S)

The table 13 presents the results of a test that examines the significant relationships between career progression opportunities and innovative teaching competencies as to Learning, Social, Educational and Technological Competency.

In terms of the in relation of career progression opportunities to learning competencies as to attitude, knowledge, and skills. The data shows that all three career progression factors such as Professional Development, Organizational Support, and Educational Policy and External Influences have significant positive correlations with the teachers' learning competencies, with values ranging from 0.514 to 0.646. These correlations are statistically significant at the 0.01 level (2-tailed), indicating a strong relationship between these career progression opportunities and the teachers' competencies in attitude, knowledge, and skills. The highest correlation is found between Educational Policy and External Influences and the learning competency skills which obtain a value of 0.646, suggesting that external factors play a considerable role in enhancing teaching competencies. The findings reveals that the teacher respondents are motivated to enhance competency as an opportunity for promotion.

Moreover, the findings suggest that providing teachers with opportunities for professional development, organizational support, and aligning them with favorable educational policies have a significantly positive relationship with their learning competencies. Specifically, the results imply that professional development initiatives, including continuous training and skill enhancement programs, are crucial in improving teachers' attitudes, knowledge, and practical teaching skills. The strong correlation between educational policies and external influences emphasizes the role of systemic factors, such as national education reforms, administrative support, and institutional practices, in fostering effective teaching environments. This indicates that when teachers are provided and expose with continuous professional training, supported by organizational resources and promising policies, they are likely to be learning competent and cultivate a positive attitude and improve their knowledge and skills in learning

new teaching methods and strategies. This highlights to the district the importance of not only providing resources and training such as INSET and SLAC but also creating policies that encourage ongoing professional growth for suited to the needs of the teachers within the district.

Furthermore, these findings align with studies conducted by Mendoza and Reyes (2021) who found that professional development programs significantly influence teachers' teaching practices and attitudes towards innovation, thereby improving classroom learning outcomes. In addition, a report by Dela Cruz et al. (2020) highlighted that teachers who receive organizational support and are exposed to favorable educational policies tend to exhibit higher levels of competency in using new teaching strategies. These studies strengthen the findings from the table, suggesting that career progression opportunities are vital in developing the skills necessary for effective teaching. However, the literature also points to challenges such as limited access to professional development and inconsistent support across educational institutions, which could hinder the full potential of these career progression factors.

In terms of the relationship between social competency and career progression opportunities, such as professional development, organizational support, and educational policy/external influences the results are positively correlated with the three aspects of social competency including attitude, knowledge, and skills. The correlations for all indicators are significant at the 0.01 level, with values ranging from 0.401 to 0.570, indicating moderate to strong positive relationships. The highest correlation is between professional development and attitude obtain 0.570, suggesting that professional growth opportunities are strongly linked to improving teachers' social competencies, particularly their attitudes towards teaching. In contrast, the lowest correlation is between organizational support and knowledge obtain 0.401, still significant, but less pronounced than the other correlations.

Moreover, the findings suggest that career progression opportunities specifically professional development and educational policies play a significant role in enhancing teachers' social competencies, such as their attitudes, knowledge, and skills. This implies that when teachers are provided and expose with continuous professional training, supported by organizational resources and promising policies, they are likely to be socially competent and develop a positive attitude and improve their knowledge and skills in social interactions within the school environment.

Furthermore, the significant correlations indicate that these career progression factors can contribute not only to improving teaching methods but also to fostering better teacher-student and peer relationships, which are essential for creating a supportive and collaborative learning environment in the district.

In support, these findings resonate with recent study by Villanueva et al. (2021) who highlighted the critical role of professional development in improving teachers' social interactions and teaching practices. This aligns with the strong correlation found between professional development and teachers' social competencies in the current study. Similarly, research by Santos and Cruz (2020) demonstrated that organizational support, such as access to resources and mentoring, significantly improves teachers' interpersonal skills, enhancing their social competencies. However, challenges such as inadequate organizational support in some institutions have been cited as barriers to fully realizing these benefits (Bautista et al., 2020). The current study supports the need for ongoing professional development and organizational support to further elevate the social competencies of teachers in the district to mold their full potential and make teaching and learning process meaningful.

In terms of the relationship between educational competency and career progression opportunities, such as professional development, organizational support, and educational policy/external influences the results are positively correlated with the three aspects of social competency including attitude, knowledge, and skills. The data shows significant positive correlations between professional development, organizational support, educational policy and external influences, and the three aspects of educational competency as to attitude, knowledge, and skills. The correlations range from 0.465 to 0.621,

all of which are significant at the 0.01 level. The highest correlation is between educational policy and external influences and teachers' educational competency skills which obtain 0.621, suggesting that systemic factors and policy-driven initiatives play a crucial role in enhancing teachers' practical teaching skills. The other correlations, while slightly lower, still reflect strong relationships between career progression opportunities and various dimensions of educational competency.

Moreover, the findings suggest that career progression opportunities, particularly professional development, organizational support, and favorable educational policies, have a significant relationship on teachers' educational competencies. This specifies that when teachers are provided and expose with the necessary resources, training, and institutional support, their attitudes towards teaching, their knowledge base, and their practical teaching skills are enhanced and they are more likely educationally competent. The strong correlation between educational policies and skills emphasizes the importance of systemic support for teacher development, not just at the individual level but across the education system. Schools and educational institutions should focus on creating environments that encourage continuous learning and development through strengthening policies and programs that support teachers' growth such as SLAC and INSET.

In comparison, these findings align with research conducted by Cruz and De La Cruz (2020) who highlights that teachers who have access to professional development opportunities exhibit improved attitudes towards teaching and greater pedagogical skills. Correspondingly, studies by Bautista and Reyes (2021) emphasize that organizational support and institutional policies are essential for boosting teachers' educational competency, particularly in terms of skills and knowledge. However, challenges such as inconsistent access to professional development programs and lack of resources continue to hinder many Filipino teachers. These barriers are consistent with the relatively moderate correlations observed in organizational support and knowledge indicators in this study. The findings highlight the need for sustained efforts in overcoming these barriers to ensure all teachers have equal opportunities for growth

Lastly, in terms of the relationship between technological competency and career progression opportunities, such as professional development, organizational support, and educational policy/external influences the results are positively correlated with the three aspects of technological competency including attitude, knowledge, and skills. The data shows significant positive correlations between professional development, organizational support, educational policy and external influences, and technological competency, specifically in the areas of attitude, knowledge, and skills. All correlations are significant at the 0.01 level, with values ranging from 0.457 to 0.612. The highest correlation obtains 0.612 which is between educational policy and external influences and technological competency skills, suggesting that external policies and educational reforms have the most significant impact on enhancing teachers' practical skills in technology. Other correlations, such as professional development's impact on attitude it obtains 0.550 and knowledge got 0.476, also show strong relationships, indicating that career progression factors positively influence teachers' technological attitudes and knowledge.

The findings suggest that career progression opportunities, particularly in the areas of professional development, organizational support, and educational policies, play a vital role in improving teachers' technological competency. These opportunities foster more favorable attitudes toward technology integration and enhance teachers' knowledge and skills, which are essential in today's digital learning environment. The strong relationship between educational policies and technological skills implies that systemic support, such as national or local educational reforms, can have a substantial effect on improving teachers' ability to utilize digital tools and platforms. It suggests that investing in teacher development programs such as Training Galing, INSET and SLAC, organizational support systems, and

policy reforms that emphasize technology integration in the district can significantly enhance educational outcomes.

In support, these results are consistent with study conducted by Tadena and Garcia (2020) who highlighted that teachers who participated in continuous professional development programs showed improved attitudes and skills related to technology use in classrooms. Moreover, Dizon and Palencia (2021) found that supportive organizational structures and favorable educational policies were crucial in helping teachers overcome challenges in adopting technology. However, while these studies align with the current findings, they also note that the lack of sufficient access to resources and training opportunities still poses challenges for many educators. This strengthens the need for policy and organizational improvements in Jomalig district to ensure that all teachers have the necessary tools to effectively integrate technology into their teaching practices.

Table 14

Test of Significant Relationship between the Monitoring of Instructional Delivery and the Innovative Teaching Competencies as to Learning Competency in terms of Learning, Social, Educational and Technological Competency

Monitoring of Instructional Delivery	Learning Competency			Social Competency			Educational Competency			Technological Competency		
	A	K	S	A	K	S	A	K	S	A	K	S
Coaching and Mentoring	0.639**	0.482**	0.611**	0.583**	0.435**	0.484**	0.626*	0.485**	0.569**	0.587**	0.486**	0.603**
Classroom Observation and Visitation	0.613**	0.521**	0.614**	0.605**	0.487**	0.527**	0.644*	0.574**	0.585**	0.620**	0.545**	0.588**
Focus-Group Discussion and Collaboration	0.596**	0.495**	0.602**	0.556**	0.508**	0.482**	0.601*	0.565**	0.547**	0.567**	0.568**	0.593**

** Correlation is significant at the 0.01 level (2-tailed).
 Legend: Attitude (A), Knowledge (K), Skills (S)

The table 14 presents the results of a test that examines the significant relationships between monitoring of instructional delivery and innovative teaching competencies as to learning, social, educational and technological competency.

In terms of the in relation of monitoring of instructional delivery to learning competencies as to attitude, knowledge, and skills. The data shows that all three instructional delivery monitoring factors such as Coaching and Mentoring, Classroom Observation/Visitation, and Focus-Group Discussion and Collaboration have significant positive correlations with the teachers' learning competencies. The

correlations are significant at the 0.01 level, with values ranging from 0.482 to 0.639. The strongest correlation is observed between coaching and mentoring and attitude which obtain 0.639, suggesting that this method of instructional delivery monitoring has the most profound relationship on improving teachers' attitudes toward their teaching practices. Classroom observation/visitation and focus-group discussion also show strong correlations, indicating the effectiveness of these monitoring strategies in enhancing teachers' professional competencies.

The findings infer that consistent monitoring of instructional delivery, through methods such as coaching, classroom observations, and collaborative discussions, plays a significant role in improving teachers' learning competencies. The strong relationship between coaching and mentoring and teachers' attitudes suggests that personalized guidance and support can greatly influence teachers' approach to their work, fostering positive attitudes that can enhance their overall performance. Additionally, the significant correlations with knowledge and skills emphasize the value of feedback mechanisms, which help teachers identify areas for improvement and refine their teaching practices. These findings highlight the importance of ongoing, structured professional support and collaboration in improving the overall effectiveness of teachers. Also, the results reveal that those teachers who are exposed to monitoring of instructional delivery are more likely to be learning competent.

In support, these findings align with recent studies conducted by Espiritu et al. (2020) who found that coaching and mentoring have a significant effect on enhancing Filipino teachers' competencies, particularly in terms of their pedagogical skills and professional attitudes. Similarly, a study by Reyes and Aquino (2021) emphasized the importance of classroom observations and peer collaboration in fostering professional growth and improving the teaching-learning process. However, challenges such as the limited frequency of classroom observations and insufficient resources for mentoring programs were cited as one of the barriers to provide quality learning outcomes. These challenges are consistent with the moderate correlations observed for classroom observations and focus-group discussions, suggesting that while these methods are effective, their impact could be further enhanced with more consistent application and resource allocation.

In terms of the relation of monitoring of instructional delivery to social competency as to attitude, knowledge, and skills. The data shows that all three instructional delivery monitoring factors such as Coaching and Mentoring, Classroom Observation/Visitation, and Focus-Group Discussion and Collaboration have significant positive correlations with the teachers' social competencies. The correlations range from 0.435 to 0.605, all of which are significant at the 0.01 level. The highest correlation is between classroom observation/visitation and social competency attitude which obtain 0.605, indicating that observing and visiting teachers' classrooms can significantly enhance teachers' attitudes toward their roles. Additionally, coaching and mentoring have strong correlations with attitude got 0.583 and skills of 0.484, suggesting that personalized guidance positively influences both teachers' mindset and their practical social interactions in the school environment. These results highlight the importance of monitoring instructional delivery as a method for enhancing teachers' social competencies. The strong positive correlations between coaching and mentoring, classroom observations, and social competencies underscore the effectiveness of feedback and reflective practices in improving not only the teachers' professional abilities but also their interpersonal skills. Teachers who engage in coaching and mentoring or participate in classroom observations and focus-group discussions are likely to develop more positive attitudes, improve their knowledge base, and refine their social interactions. The findings also reveal that those teachers who are more exposed to monitoring of instructional delivery are more likely to be socially competent. This suggests that schools and educational institutions should prioritize these monitoring practices to foster a more collaborative, supportive, and professional teaching environment, ultimately improving educational outcomes.

These findings are consistent with recent study by Garcia et al. (2021) confirmed that coaching and mentoring programs significantly improve teachers' attitudes and social skills in the classroom. Similarly, a study by Rivera and Mendoza (2020) found that classroom observations and peer collaboration were key in improving teachers' social competencies and enhancing their ability to interact effectively with students and colleagues. However, challenges such as limited time for observations and insufficient mentoring resources have been noted as barriers to maximizing the potential of these monitoring strategies. These findings highlight the need for schools to address these challenges by providing adequate time, resources, and structured support for instructional monitoring.

In terms of the in relation of monitoring of instructional delivery to educational competency as to attitude, knowledge, and skills. The data shows that all three instructional delivery monitoring factors such as Coaching and Mentoring, Classroom Observation/Visitation, and Focus-Group Discussion and Collaboration have significant positive correlations with the teachers' educational competencies. The correlations range from 0.485 to 0.644, all of which are statistically significant at the 0.01 level. The highest correlation is between classroom observation/visitation and attitude which obtain 0.644, suggesting that observing teachers in action has the most significant impact on shaping their professional attitudes. In contrast, the lowest correlation received 0.485 which is between coaching and mentoring and knowledge, but still strong, indicating that these methods also contribute to enhancing teachers' knowledge.

The results imply that effective monitoring of instructional delivery through strategies like coaching and mentoring, classroom observations, and collaborative discussions plays a crucial role in enhancing educational competency. The findings also imply that those teachers who are more expose on monitoring of instructional delivery are more likely to be educationally competent. The strong correlations between monitoring practices and teachers' attitudes suggest that feedback and reflective practices are particularly effective in improving teachers' professional mindset and approach to teaching. Moreover, the significant correlations with knowledge and skills emphasize that regular observations and collaborative discussions help teachers refine their teaching practices, stay informed of new educational strategies, and continuously improve their professional capabilities. These findings underscore the importance of implementing structured and supportive monitoring systems within schools to foster continuous teacher development.

In comparison, these findings are consistent with recent research on instructional monitoring by Dela Cruz et al. (2020) who found that coaching and mentoring significantly improved teachers' attitudes and pedagogical skills. Similarly, classroom observations and peer collaboration were identified as key factors in enhancing teachers' educational competencies in the Philippine context (Gonzalez & Dizon, 2021). However, challenges such as limited resources and time constraints often hinder the full implementation of these strategies. For instance, while classroom observations are crucial for professional growth, many teachers report insufficient opportunities for these observations due to overcrowded classrooms and lack of trained evaluators (Reyes & Cruz, 2020). This highlights the need for more systematic and accessible monitoring structures to support teacher development effectively in the district.

Lastly, in terms of the in relation of monitoring of instructional delivery to technological competency as to attitude, knowledge, and skills. The data shows that all three instructional delivery monitoring factors such as Coaching and Mentoring, Classroom Observation/Visitation, and Focus-Group Discussion and Collaboration have significant positive correlations with the teachers' technological competencies.

All correlations are statistically significant at the 0.01 level, with values ranging from 0.486 to 0.620. The highest correlation is between classroom observation/visitation and attitude obtain 0.620,

suggesting that observing teaching practices has a significant influence on teachers' attitudes toward using technology in their teaching. Additionally, the correlations with knowledge and skills further indicate that regular monitoring activities enhance teachers' abilities to integrate technology effectively in their classrooms.

These findings imply that monitoring of instructional delivery is a crucial factor in improving Jomalig district teachers' technological competencies. The positive relationships between coaching and mentoring, classroom observations, and focus-group discussions with technological attitude, knowledge, and skills suggest that teachers are more likely to adopt and effectively use technology when they receive feedback and engage in reflective practices. The findings also imply that those teachers who are more exposed to monitoring of instructional delivery are more likely to be technologically competent. Moreover, the strong correlation between classroom observations and technological attitude underlines the importance of direct, real-time feedback, which helps teachers align their attitudes with best practices in technology integration.

In comparison, these findings align with research conducted by Santos and Reyes (2021) who highlighted that coaching and mentoring programs are effective in improving teachers' technological knowledge and skills, particularly when accompanied by peer discussions and feedback. Similarly, Dizon and Palencia (2020) found that classroom observations and collaborative teaching practices, such as focus-group discussions, enhanced Filipino teachers' ability to integrate technology into their classrooms. However, challenges such as inadequate training resources and insufficient time for observations have been noted in the literature, which limits the effectiveness of these strategies. These challenges are reflected in the moderate correlations found for knowledge, suggesting that while these monitoring methods are effective, their correlation can be further enhanced with better support structures and more frequent monitoring opportunities in Jomalig district.

1.Recommendations

Based on the findings of the study, the following recommendations are offered, for improving teacher professional development. First, school heads should enhance classroom observation and visitation by redesigning the implementation of post-conference technical assistance to ensure timely and relevant professional development aligned with teachers' goals. Second, strengthening partnerships with local government units (LGUs) to secure adequate budget allocation is crucial, ensuring teachers have the resources and opportunities for continuous professional development through a well-crafted budget proposal. Third, teachers need ample time for pursuing higher education and professional development activities, requiring a schedule that accommodates both on-site and off-site participation. Finally, future research should explore the relationship between career progression, instructional delivery, and innovative teaching competencies, focusing on addressing the gap in professional development budget allocation and its effect on career advancement. This research will inform policy and resource distribution, ultimately supporting continuous professional growth among educators.

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