

Teacher Collegiality, Professional Development Activities, and Teachers' Performance

Nikki D. Rivera^{a*}, John Vincent C. Aliazas^b

^a *nikki.rivera@deped.gov.ph*

^a *Teacher I, San Juan Elementary School, Tiaong, Quezon 4325 Philippines*

^b *Associate Professor, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines*

Abstract

This study aimed to investigate the relationship between teacher collegiality, professional development activities, and teachers' performance among 100 public elementary school teachers in Tiaong II District for the school year 2024-2025. Employing a descriptive-correlational research design, the study examined the relationship between interdisciplinary teams, teacher networks, and professional development activities, and their impact on pedagogical performance and individual efficiency. Data were collected using a validated, pilot-tested questionnaire with four parts: respondents' profile, teacher collegiality, professional development activities, and teachers' performance. Statistical tools included mean, standard deviation, Pearson correlation, and regression analysis. Findings showed that both teacher collegiality and professional development activities had significant positive correlations with teachers' performance. Interdisciplinary teams and teacher networks have a positive influence on classroom management and instructional delivery. Courses and mentoring were notably linked to better instructional planning and support for diverse learners. The study concludes that collegiality and continuous professional development are essential in enhancing teachers' performance. It is recommended that schools implement induction programs, offer technical assistance, and support peer-led collaborative research to improve teachers' performance further.

Keywords: Teacher Collegiality; Professional Development; Teachers' Performance; Interdisciplinary Teams; Teacher Networks; Instructional Delivery; Classroom Management; Mentoring; Instructional Planning

1. Introduction

In the realm of education, the quest to enhance teaching quality and pedagogical practices is perennial. Teacher collegiality, characterized by collaborative relationships and supportive interactions among educators, is essential for fostering a positive school culture. Strong teacher collegiality promotes a collaborative environment where teachers share expertise and offer mutual support. However, cultivating effective collegial relationships can be challenging due to time constraints, interpersonal conflicts, and institutional barriers (Harris & Muijs, 2017). These challenges can hinder the development of a supportive and cohesive educational community.

Professional development activities are critical for advancing educators' skills and knowledge. These activities enable teachers to refine their techniques, expand their knowledge, and adapt to evolving educational standards. Despite their importance, many educators face significant challenges in accessing and benefiting from professional development. Issues such as inadequate resources, insufficient time for participation, and a lack of tailored programs can limit the effectiveness of these initiatives (Darling-Hammond, Hyler, & Gardner, 2017). Additionally, ensuring that professional development aligns with

teachers' specific needs and effectively integrates new skills into practice remains a significant challenge (Geldenhuis & Oosthuizen, 2015; Gulston, 2011; Moodley, 2019).

Effective professional development enables teachers to acquire and hone the pedagogies needed to foster essential skills in students. Well-designed and implemented professional growth initiatives lead to improvements in student learning outcomes and modifications in teaching methods. A comprehensive system of teaching and learning that equips students with the abilities, knowledge, and skills necessary for success in the twenty-first century should include robust professional development (Bourdesa, 2016; Darling-Hammond et al., 2017).

Amidst these dynamics, teachers' performance emerges as a critical factor in ensuring quality education. Teachers' performance encompasses various aspects of instructional delivery, professional responsibilities, and contributions to the school community. It is often assessed through structured evaluation systems that measure effectiveness in facilitating student learning, implementing curriculum standards, and engaging in professional growth. Among the key indicators of teachers' performance is pedagogical performance, which pertains to the effectiveness of teaching practices in enhancing student learning and development. Pedagogical performance reflects a teacher's ability to deliver lessons effectively, apply instructional strategies, and foster a conducive learning environment.

Individual efficiency refers to a teacher's ability to effectively carry out professional responsibilities with competence, consistency, and adaptability. It encompasses domains such as content knowledge, classroom management, curriculum planning, assessment, and the ability to address the needs of diverse learners. As outlined in the Philippine Professional Standards for Teachers (PPST), these domains are integral to quality instruction and student success. DepEd emphasizes individual efficiency through mechanisms such as the Results-Based Performance Management System (RPMS), which aligns teacher performance with key result areas (KRAs). However, sustaining high levels of individual efficiency remains a challenge due to varying levels of support, resource limitations, and gaps in professional development. Ensuring that teachers receive adequate guidance and targeted interventions is essential to strengthening their capacity to deliver quality education (DepEd, 2017; DepEd, 2020).

As this research navigates these complexities, it confronts various challenges and issues that may impede the seamless integration of teacher collegiality, professional development opportunities, and teachers' performance. Limited resources and funding, insufficient time for collaboration, resistance to change, and disparities in access to professional development opportunities pose significant obstacles to the efficacy of educational initiatives (Geldenhuis & Oosthuizen, 2015). Additionally, issues such as teacher turnover, burnout, and job dissatisfaction underscore the importance of cultivating a supportive and collegial school culture. These challenges underscore the necessity for targeted strategies and innovative approaches to address systemic barriers and improve teacher performance in both pedagogical aspects and broader professional responsibilities (Garcia, 2020; Johnson, 2018).

Critically examining these challenges and exploring the relationship between teacher collegiality and professional development activities on teachers' performance, particularly in the aspects of pedagogical performance and individual efficiency, aims to offer valuable insights and recommendations for improving teacher professional development practices. Through empirical inquiry and theoretical analysis, this research endeavors to contribute to the ongoing discourse on teacher development and school improvement, ultimately enhancing teaching effectiveness and promoting student success.

1.1 Objectives

This study aimed to determine whether there is a significant relationship between teacher collegiality, professional development activities and teachers' performance among public elementary school teachers in Tiaong II District during the academic year 2024-2025. Specifically, it sought to

answer several key questions regarding how respondents perceive various aspects of their professional environment and performance.

The study examined how respondents perceive teacher collegiality in terms of interdisciplinary teams and teacher networks. It also investigated their perceptions of professional development activities across five dimensions: courses, seminars, qualification programs, individual and collaborative research, and mentoring and coaching. Additionally, the research explored how respondents view their pedagogical performance through the lens of instructional planning, instructional delivery, student evaluation, and classroom management.

Furthermore, the study assessed respondents' perceptions of individual efficiency in four key areas: content knowledge, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Finally, the research sought to determine whether significant relationships exist between teacher collegiality and teachers' performance, as well as between professional development activities and teachers' performance.

2. Methodology

This study employed a descriptive-correlational research design to investigate the relationship between teacher collegiality, professional development activities, and teachers' performance among 100 public elementary school teachers in Tiaong II District for the 2024–2025 school year. Purposive sampling was employed to select participants who possessed relevant experience and characteristics aligned with the research objectives. Data were collected using a validated survey questionnaire divided into four parts: respondents' profile, teacher collegiality, professional development activities, and teachers' performance. The questionnaire featured items rated on a 5-point Likert scale and was adapted from established instruments. A panel of experts conducted content validation, and the questionnaire was pilot tested for reliability using Cronbach's Alpha. Necessary revisions were made based on validation and pilot results. Upon securing the required permissions from educational authorities, the researcher distributed the survey through school heads and ensured respondents had adequate time to complete it. All responses were treated with confidentiality, and identifying details were excluded. Descriptive statistics, including mean and standard deviation, were used to interpret the data, while Pearson Product-Moment Correlation was applied to examine the relationships between the key variables.

3. Results and Discussion

Table 1. *Respondents' Perceived Teacher Collegiality in terms of Interdisciplinary Teams*

Indicators		Mean	SD	VI
1.	join meetings to coordinate curriculum integration.	4.80	0.426	<i>Highly Practiced</i>
2.	participate in activities that encourage collaboration across subjects.	4.76	0.452	<i>Highly Practiced</i>
3.	work with colleagues from different subjects to create joint lesson plans.	4.70	0.503	<i>Highly Practiced</i>
4.	share my expertise in planning and implementing projects.	4.66	0.497	<i>Highly Practiced</i>
5.	find opportunities to collaborate on complex issues.	4.68	0.490	<i>Highly Practiced</i>
Overall		4.72	0.409	<i>Highly Practiced</i>

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Rarely Practiced); 2.50-3.49 (Sometimes Practiced); 3.50-4.49 (Practiced Often); 4.50-5.0 (Highly Practiced).

The statistical data presented in Table 1 provide an overview of how respondents perceive teacher collegiality, specifically in terms of interdisciplinary teams. Analysis of the findings reveals that this dimension of collegiality is “*highly practiced*”, as reflected in the overall mean of 4.72. All five indicators received high ratings, with mean scores ranging from 4.66 to 4.80, indicating consistent and

strong agreement among the respondents. The low standard deviations, which ranged from 0.426 to 0.503, suggest minimal variation in their responses. This means that most teachers share similar perceptions regarding interdisciplinary collaboration in their schools. The findings imply that practices such as collaborative meetings, cross-subject planning, and shared project implementation are well-established and consistently observed among teachers. Interdisciplinary teamwork appears to be an integral part of the school environment, promoting unity, shared responsibility, and collective problem-solving. In the context of Tiaong II District, the results align with the observed practices across public elementary schools. Teachers in the district are often engaged in joint activities such as Learning Action Cell (LAC) sessions, school-based trainings, and division-mandated programs that require collaboration across grade levels and subject areas. Planning for school events, instructional alignment, and quarterly assessments typically involves interdisciplinary cooperation. This culture of collaboration not only enhances collegial relationships but also supports the improvement of teaching strategies and overall school performance. The strong presence of interdisciplinary teamwork within the district fosters a professional environment where teachers work collectively toward common academic and institutional goals.

Table 2. Respondents' Perceived Teacher Collegiality in terms of Teacher Network

	Indicators	Mean	SD	VI
1.	participate in induction program to share best practices, resources, and strategies.	4.67	0.514	<i>Highly Practiced</i>
2.	take part in feedback sessions to refine instructional methods.	4.65	0.500	<i>Highly Practiced</i>
3.	collaborate with educators across different schools, districts, or regions to enhance teaching practices.	4.53	0.577	<i>Highly Practiced</i>
4.	demonstrate flexibility and adaptability in response to changing circumstances.	4.62	0.599	<i>Highly Practiced</i>
5.	engage in peer observation to learn from the teaching techniques of fellow educators.	4.64	0.503	<i>Highly Practiced</i>
	Overall	4.62	0.449	<i>Highly Practiced</i>

Legend: 1.0-1.49 (Not Practiced); 1.50-2.49 (Rarely Practiced); 2.50-3.49 (Sometimes Practiced); 3.50-4.49 (Practiced Often); 4.50-5.0 (Highly Practiced).

The results in Table 2 provide insights into how respondents perceive teacher collegiality in terms of teacher network. The overall mean score of 4.62 indicates that teacher networking is highly practiced, suggesting that educators actively engage in professional collaboration beyond their immediate school environment. These results demonstrate that teachers actively participate in feedback sessions, peer observations, and induction programs, and collaborate across schools and districts to enhance their teaching practices. These findings highlight that teacher networking is a well-established practice that fosters shared learning, openness to feedback, and professional interaction among educators.

Teachers in the Tiaong II district frequently participate in cluster-based trainings, LAC sessions, and mentoring programs where they share strategies and instructional materials. Communication through group chats, regular school visits, and participation in district initiatives also strengthens their connection with fellow educators. This collaborative atmosphere fosters a strong sense of community and continuous improvement, where teachers grow together through shared experiences and mutual support.

Table 3. Respondents' Perceived Professional Development Activities in terms of Course

	Indicators	Mean	SD	VI
1.	actively seek out professional development opportunities relevant to my subject area or teaching practice.	4.67	0.473	<i>Highly Engaged</i>
2.	participate in programs that focus on innovative teaching strategies, instructional technology, or pedagogical approaches.	4.65	0.500	<i>Highly Engaged</i>

3.	apply the knowledge and skills gained from professional development courses or workshops to enhance my teaching practices in the classroom.	4.70	0.461	<i>Highly Engaged</i>
4.	collaborate with colleagues who have attended the same program to share insights and discuss effective implementation of new ideas.	4.68	0.469	<i>Highly Engaged</i>
Overall		4.67	0.404	<i>Highly Engaged</i>

Legend: 1.0-1.49 (Not Engaged); 1.50-2.49 (Rarely Engaged); 2.50-3.49 (Sometimes Engaged); 3.50-4.49 (Often Engaged); 4.50-5.0 (Highly Engaged).

The data in Table 3 provides an overview of respondents' engagement in professional development activities related to courses. The analysis reveals consistently high engagement across all indicators, with an overall mean score of 4.67, categorizing these activities as "Highly Engaged" according to the provided legend. The low standard deviations (from 0.461 to 0.500) indicate minimal variation in their responses, suggesting that most teachers share similar positive views regarding their participation in and application of course-based professional development activities. These results indicate that teachers actively seek relevant training opportunities, apply what they have learned in classroom instruction, and collaborate with peers to implement innovative teaching practices. This highlights that engaging in courses is a well-integrated professional habit that contributes to instructional improvement and professional growth.

In the context of Tiaong II District, the findings mirror the active participation of teachers in various learning and development interventions. Teachers regularly attend INSETs, school-based trainings, and programs provided by the division or region that are aligned with current teaching trends. Many also participate in online courses or enroll in short-term training programs relevant to their subject areas. Sharing sessions and discussions after attending such courses is also common in schools, helping ensure that the acquired knowledge benefits not just the individual but the entire teaching team. This culture of continuous learning supports the district's commitment to improving teaching quality through accessible and meaningful development opportunities.

Table 4. Respondents' Perceived Professional Development Activities in terms of Seminar

	Indicators	Mean	SD	VI
1.	actively attend to stay updated on the latest trends, research, and best practices in teaching and learning.	4.61	0.510	<i>Highly Engaged</i>
2.	participate in sessions that focus on professional interest or areas that improve my pedagogical skills.	4.60	0.512	<i>Highly Engaged</i>
3.	engage in networking opportunities to connect with colleagues, share experiences, and collaborate on educational initiatives.	4.58	0.496	<i>Highly Engaged</i>
4.	apply insights gained to enhance my teaching practices and promote student learning outcomes.	4.67	0.473	<i>Highly Engaged</i>
Overall		4.62	0.418	<i>Highly Engaged</i>

Legend: 1.0-1.49 (Not Engaged); 1.50-2.49 (Rarely Engaged); 2.50-3.49 (Sometimes Engaged); 3.50-4.49 (Often Engaged); 4.50-5.0 (Highly Engaged).

The statistical data presented in Table 4 provide insights into respondents' engagement in professional development activities, particularly in seminars. The overall mean score of 4.62 indicates that educators are highly engaged in seminars, suggesting they actively seek opportunities for continuous professional learning. All four indicators received high ratings, with means ranging from 4.58 to 4.67, indicating strong and consistent agreement among respondents. The relatively low standard deviations (ranging from 0.473 to 0.512) suggest minimal differences in responses, implying that teachers share similar positive perceptions about their participation in seminars. The data indicate that teachers actively attend seminars to stay current with the latest trends and research, engage in professional networking,

and apply the insights they have learned to improve their teaching effectiveness and student outcomes. This affirms that seminars are a significant form of professional development that supports ongoing teacher growth and collaboration.

These findings reflect the local practices in our district, where teachers frequently participate in seminars offered by the division or external agencies. Such events provide valuable platforms for educators to update their knowledge, exchange best practices, and build professional connections. Teachers often bring back new ideas and techniques from these seminars to their respective schools, contributing to collective instructional improvements. This active involvement underscores the district's commitment to fostering a culture of continuous learning and professional engagement among its teaching staff.

Table 5. *Respondents' Perceived Professional Development Activities in terms of Qualification Program*

	Indicators	Mean	SD	VI
1.	enroll in certification or degree to enhance my professional knowledge and skills.	4.58	0.572	<i>Highly Engaged</i>
2.	actively engage in opportunities that focus on specific areas of teaching practice or educational leadership, aligning with my career goals and aspirations.	4.58	0.496	<i>Highly Engaged</i>
3.	leverage the knowledge and skills acquired to implement innovative teaching strategies and improve student learning outcomes.	4.59	0.514	<i>Highly Engaged</i>
4.	collaborate with colleagues who have pursued similar opportunities to share insights, resources, and best practices, fostering a culture of continuous learning and professional development.	4.65	0.479	<i>Highly Engaged</i>
	Overall	4.60	0.429	<i>Highly Engaged</i>

Legend: 1.0-1.49 (Not Engaged); 1.50-2.49 (Rarely Engaged); 2.50-3.49 (Sometimes Engaged); 3.50-4.49 (Often Engaged); 4.50-5.0 (Highly Engaged).

The statistical data presented in Table 5 provides an overview of respondents' engagement in professional development activities, specifically focusing on qualification programs. Analysis of the findings reveals exceptionally positive engagement across all measured indicators, with the overall mean score of 4.60 firmly placing qualification program activities in the "Highly Engaged" category according to the provided legend.

The standard deviations, ranging from 0.479 to 0.572, suggest moderate consistency in responses, reflecting generally shared views on the value and practice of qualification programs. These results demonstrate that teachers actively pursue certification or degree programs, engage in career-aligned learning opportunities, and apply the knowledge they acquire to enhance their teaching strategies and student learning outcomes. Collaboration with colleagues pursuing similar qualifications also fosters a supportive environment for continuous professional growth.

Within the context of Tiaong II District, this high level of engagement in qualification programs is consistent with the district's encouragement for teachers to pursue higher education and professional certifications. Many educators take advantage of scholarships, study leaves, and flexible learning schedules to advance their qualifications. This culture supports the district's vision of developing highly competent and qualified teachers who continuously refine their skills and leadership capabilities. The collaborative sharing of experiences and best practices among teachers further strengthens the district's professional learning community.

Table 6. Respondents' Perceived Professional Development Activities in terms of Individual and Collaborative Research

	Indicators	Mean	SD	VI
1.	conduct projects to explore topics relevant to my teaching practice or educational interests.	4.46	0.540	<i>Often Engaged</i>
2.	incorporate evidence-based practices into my teaching methods and instructional approaches to enhance student engagement and learning.	4.47	0.521	<i>Often Engaged</i>
3.	Work with colleagues to investigate new ideas and strategies.	4.59	0.494	<i>Highly Engaged</i>
4.	disseminate the results of my research to present findings at conferences, publish in professional journals, or share insights within my professional network.	4.36	0.578	<i>Often Engaged</i>
	Overall	4.47	0.437	<i>Often Engaged</i>

Legend: 1.0-1.49 (Not Engaged); 1.50-2.49 (Rarely Engaged); 2.50-3.49 (Sometimes Engaged); 3.50-4.49 (Often Engaged); 4.50-5.0 (Highly Engaged).

The statistical data presented in Table 6 provide an overview of respondents' engagement in professional development activities related to individual and collaborative research. The overall mean score of 4.47 indicates that these activities are often engaged. The means for the indicators range from 4.36 to 4.59, with most items rated as "Often Engaged," except for collaboration with colleagues, which received a "Highly Engaged" rating. Standard deviations ranging from 0.494 to 0.578 indicate moderate agreement among respondents, suggesting some variation in the frequency of certain research activities.

These findings suggest that while teachers frequently conduct research projects, incorporate evidence-based practices, and share their findings, there is less emphasis on formally disseminating research results through conferences or publications. Contextualizing this within the Tiaong II District, the moderate frequency of engagement in research activities aligns with local challenges such as limited time, resources, and access to research platforms for many teachers. Despite these barriers, the district fosters a culture of inquiry by encouraging educators to collaborate and explore innovative strategies, sharing insights informally. This practice supports professional growth and helps improve instructional approaches, contributing positively to the overall teaching performance and learning outcomes in the district.

Table 7. Respondents' Perceived Professional Development Activities in terms of Mentoring and Coaching

	Indicators	Mean	SD	VI
1.	participate to receive personalized support and professional development tailored to my individual needs and goals.	4.56	0.499	<i>Highly Engaged</i>
2.	actively engage in reflective conversations to discuss challenges, set goals, and explore strategies for improving my performance.	4.59	0.494	<i>Highly Engaged</i>
3.	participate in peer observation and feedback sessions, providing constructive feedback and receiving valuable insights from colleagues	4.57	0.498	<i>Highly Engaged</i>
4.	apply the insights and strategies learned to enhance my instructional practices and promote student learning outcomes	4.60	0.492	<i>Highly Engaged</i>
	Overall	4.58	0.434	<i>Highly Engaged</i>

Legend: 1.0-1.49 (Not Engaged); 1.50-2.49 (Rarely Engaged); 2.50-3.49 (Sometimes Engaged); 3.50-4.49 (Often Engaged); 4.50-5.0 (Highly Engaged).

The data presented in Table 7 indicates that respondents highly perceive mentoring and coaching as part of their professional development activities, with an overall mean score of 4.58. The individual indicators have mean values ranging from 4.56 to 4.60, all of which are categorized as

“Highly Engaged.” The standard deviations, between 0.492 and 0.499, indicate a consistent agreement among respondents regarding the frequency of engagement in mentoring and coaching activities. These results imply that teachers actively participate in personalized support sessions, reflective dialogues, peer observations, and feedback, and effectively apply new strategies to improve their instructional practices and student outcomes.

In the Tiaong II district, the strong emphasis on mentoring and coaching reflects ongoing efforts to provide teachers with tailored professional growth opportunities. Such practices foster a supportive environment where educators can address challenges collaboratively and enhance their teaching skills. This culture of continuous feedback and personalized development helps strengthen teacher performance, boosts morale, and ultimately benefits the learning experiences of students within the district.

Table 8. *Respondents' Perceived Pedagogical Performance in terms of Instructional Planning*

	Indicators	Mean	SD	VI
1.	ensure that my lesson plans align with established curriculum standards and learning objectives to guide student learning effectively.	4.73	0.446	<i>Outstanding</i>
2.	incorporate diverse teaching strategies and resources in my lesson plans to meet the individual needs and learning styles of all students.	4.68	0.490	<i>Outstanding</i>
3.	articulate clear and specific learning objectives in my lesson plans to provide a roadmap for instructional activities and assessments.	4.67	0.473	<i>Outstanding</i>
4.	integrate formative and summative assessment strategies within my lesson plans to monitor student progress and adjust instruction accordingly.	4.75	0.458	<i>Outstanding</i>
	Overall	4.71	0.413	<i>Outstanding</i>

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The statistical data presented in Table 8 provide an overview of respondents' engagement in instructional planning as part of their pedagogical performance. The analysis reveals a consistently high level of practice across all indicators, with an overall mean score of 4.71, categorizing these activities as "Outstanding".

These findings reveal that teachers ensure their lesson plans align closely with curriculum standards and learning objectives, utilize diverse teaching strategies tailored to student needs, clearly articulate learning goals, and integrate both formative and summative assessments to monitor and support student learning. Such exemplary instructional planning reflects a commitment to delivering quality education and adapting instruction based on student progress.

In the context of Tiaong II District, this level of pedagogical performance demonstrates the teachers' dedication to thorough preparation and responsiveness to learners' diverse needs, which ultimately fosters improved teaching effectiveness and student achievement.

Table 9. *Respondents' Perceived Pedagogical Performance in terms of Instructional Delivery*

	Indicators	Mean	SD	VI
1.	use a variety of interactive teaching methods that encourage both student and teacher collaboration, creating a dynamic learning environment.	4.71	0.456	<i>Outstanding</i>
2.	ensure my explanations are clear and invite collaboration with colleagues to continuously improve how we support students' understanding.	4.70	0.461	<i>Outstanding</i>
3.	integrate technology and multimedia resources to foster collaborative learning, allowing students and teachers to engage with content in new ways.	4.58	0.516	<i>Outstanding</i>

4. provide timely and constructive feedback that encourages collaboration between students and teachers, addressing misconceptions and reinforcing learning.	4.67	0.473	Outstanding
Overall	4.67	0.407	Outstanding

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The statistical data presented provides an overview of respondents' engagement in instructional delivery as part of their pedagogical performance. The analysis reveals a consistently high level of practice across all indicators, with an overall mean score of 4.67, categorizing these activities as "Outstanding".

The results indicate that teachers consistently apply interactive teaching methods that foster collaboration, deliver lessons with clarity, and make use of technology and multimedia tools to enhance engagement. Additionally, they provide timely and constructive feedback that promotes meaningful teacher-student interaction and supports deeper learning.

These findings highlight the effectiveness of teachers in the Tiaong II District in delivering instruction that is student-centered, engaging, and responsive. The consistent use of collaborative strategies and technological integration contributes to creating a more dynamic and effective learning environment, which is essential in achieving desirable learning outcomes.

Table 10. Respondents' Perceived Pedagogical Performance in terms of Students' Evaluation

	Indicators	Mean	SD	VI
1.	employ fair and unbiased assessment methods to evaluate student learning and performance consistently.	4.76	0.429	Outstanding
2.	design authentic assessment tasks that measure students' understanding and application of concepts in real-world contexts.	4.74	0.441	Outstanding
3.	create opportunities for students to engage in self-assessment to reflect on their learning progress, identify areas for improvement, and set goals.	4.71	0.456	Outstanding
4.	ensure that my assessments align with learning objectives and criteria to accurately measure student achievement.	4.76	0.429	Outstanding
	Overall	4.74	0.388	Outstanding

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The statistical data presented in Table 10 provides an overview of respondents' engagement in students' evaluation as part of their pedagogical performance. The analysis reveals a consistently high level of practice across all indicators, with an overall mean score of 4.74, categorizing these activities as "Outstanding". All indicators received high mean scores ranging from 4.71 to 4.76, indicating strong practices in fair, authentic, and aligned assessment methods. The standard deviations, between 0.429 and 0.456, show a high level of agreement among teachers regarding these practices.

These findings suggest that teachers consistently apply fair and meaningful evaluation strategies, design assessments that reflect real-life applications, encourage student self-reflection, and ensure alignment with learning objectives to accurately measure progress.

In the context of Tiaong II District, this outstanding level of pedagogical performance in evaluating students demonstrates a culture of excellence and intentional practice among educators. The strong focus on fair and reflective assessment supports not only individual learner development but also contributes to the district's overall goal of delivering quality, learner-centered education. It reflects how the district values and upholds high standards in assessing student learning, ensuring that evaluation becomes a vital tool for continuous improvement across schools.

Table 11. Respondents' Perceived Pedagogical Performance in terms of Classroom Management

	Indicators	Mean	SD	VI
1.	establish and reinforce clear routines and procedures to maintain a structured and orderly learning environment.	4.73	0.446	<i>Outstanding</i>
2.	use positive reinforcement strategies to encourage and support desirable behavior among students.	4.73	0.446	<i>Outstanding</i>
3.	implement strategies to prevent disruptive behavior and address any behavioral issues promptly and effectively.	4.74	0.441	<i>Outstanding</i>
4.	provide support and accommodations to meet the diverse needs of all learners and promote equitable participation in classroom activities	4.75	0.435	<i>Outstanding</i>
	Overall	4.74	0.396	<i>Outstanding</i>

Legend: 1.0-1.49 (*Unsatisfactory*); 1.50-2.49 (*Needs Improvement*); 2.50-3.49 (*Satisfactory*); 3.50-4.49 (*Very Satisfactory*); 4.50-5.0 (*Outstanding*).

The statistical data presented provides an overview of respondents' engagement in classroom management as part of their pedagogical performance. The analysis reveals a consistently high level of practice across all indicators, with an overall mean score of 4.74, categorizing these activities as "Outstanding" based on the provided legend. The standard deviations, between 0.435 and 0.446, indicate a high level of agreement among the respondents.

These results suggest that teachers are effective in establishing routines, reinforcing positive behavior, addressing disruptions promptly, and promoting inclusivity through support and accommodations. Such practices are essential in fostering a productive learning environment where all students feel safe, respected, and engaged.

In Tiaong II District, this strong performance in classroom management reflects a collective commitment to maintaining discipline, order, and inclusivity in classrooms. The consistency of these practices across schools supports a positive climate for teaching and learning, ultimately contributing to improved student outcomes.

Table 12. *Respondents' Perceived Individual Efficiency in terms of Content Knowledge*

	Indicators	Mean	SD	VI
1.	applied knowledge of content within and across curriculum teaching areas.	4.72	0.451	<i>Outstanding</i>
2.	used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.71	0.456	<i>Outstanding</i>
3.	applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.70	0.461	<i>Outstanding</i>
	Overall	4.71	0.423	<i>Outstanding</i>

Legend: 1.0-1.49 (*Unsatisfactory*); 1.50-2.49 (*Needs Improvement*); 2.50-3.49 (*Satisfactory*); 3.50-4.49 (*Very Satisfactory*); 4.50-5.0 (*Outstanding*).

The results presented in Table 12 provide an overview of respondents' engagement in content knowledge as part of their pedagogical performance. The analysis reveals a consistently high level of practice across all indicators, with an overall mean score of 4.71, categorizing these activities as "Outstanding". The standard deviations, between 0.451 and 0.461, indicate consistent agreement among the respondents. These results suggest that teachers demonstrate a strong command of subject matter across curriculum areas and effectively apply diverse strategies to enhance learners' literacy, numeracy, and higher-order thinking skills. Their ability to integrate content knowledge into effective instruction indicates high levels of professional competence. In Tiaong II District, the "Outstanding" rating is reflected in the way respondents consistently show confidence and competence in their content knowledge. Teachers are well-versed not only in their subject matter but also in using appropriate teaching strategies that enhance students' literacy, numeracy, and critical thinking skills. Their responses demonstrate a strong commitment to employing effective instructional methods that promote meaningful

learning. This consistent and positive perception affirms that teachers in the district are equipped with both the knowledge and the capability to deliver quality education, justifying the outstanding rating in this area.

Table 13. Respondents' Perceived Individual Efficiency in terms of Learning Environment and Diversity of Learners

	Indicators	Mean	SD	VI
1.	manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities.	4.74	0.441	<i>Outstanding</i>
2.	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.73	0.446	<i>Outstanding</i>
3.	use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	4.73	0.446	<i>Outstanding</i>
	Overall	4.73	0.399	<i>Outstanding</i>

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The statistical data presented provides an overview of respondents' engagement in managing the learning environment and addressing the diversity of learners as part of their Individual Efficiency. The analysis indicates a consistently high level of practice across all indicators, with an overall mean score of 4.73, categorizing these practices as "Outstanding".

The data suggest that respondents strongly perceive themselves as highly effective in creating inclusive, supportive, and engaging learning environments. Teachers demonstrate the ability to manage classroom dynamics in ways that foster exploration, discovery, and active participation among learners. Their responses reflect a commitment to maintaining respectful and disciplined classrooms using positive, non-violent approaches that promote focus and engagement. Furthermore, they thoughtfully design learning experiences that consider the diverse needs, backgrounds, and interests of their students.

This outstanding perception is evident in how teachers in Tiaong II District adapt their methods to accommodate learner diversity, ensuring that each student feels valued and supported. Their consistent and confident responses highlight a teaching culture that upholds inclusivity and learner-centered practices, reinforcing their competence in handling diverse classroom settings effectively.

Table 14. Respondents' Perceived Individual Efficiency in terms of Curriculum and Planning

	Indicators	Mean	SD	VI
1.	planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements.	4.67	0.493	<i>Outstanding</i>
2.	participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.65	0.479	<i>Outstanding</i>
3.	selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.62	0.488	<i>Outstanding</i>
	Overall	4.65	0.421	<i>Outstanding</i>

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The results presented in Table 14 provide an overview of the respondents' perceived individual efficiency in terms of curriculum and planning. All indicators received high ratings, resulting in an overall mean of 4.65, which falls under the "Outstanding" category. The standard deviations, ranging from 0.479 to 0.493, reflect consistent agreement among respondents on the effective practice of curriculum planning strategies. These results suggest that teachers are highly capable of planning and

organizing developmentally appropriate lessons that align with curriculum requirements. They also engage in collaborative discussions that incorporate both peer and learner feedback to improve their teaching practices. Moreover, they are intentional in selecting and utilizing suitable resources, including ICT tools, to effectively meet learning objectives. In Tiaong II District, the “Outstanding” rating is evident in how respondents consistently demonstrate strong planning practices and instructional preparedness. Teachers show a high level of competence in sequencing lessons, integrating feedback, and choosing appropriate resources to enrich learning. This shows their proactive approach to delivering purposeful and effective instruction, further affirming the outstanding level of performance in this area.

Table 15. Respondents' Perceived Individual Efficiency in terms of Assessment and Reporting

	Indicators	Mean	SD	VI
1.	designed, selected, organized, and used diagnostic formative and summative assessment strategies consistent with curriculum requirements.	4.75	0.435	<i>Outstanding</i>
2.	monitored and evaluated learner progress and achievement using learner attainment data.	4.77	0.423	<i>Outstanding</i>
3.	communicated promptly and clearly the learner's needs, progress, and achievement to key stakeholders, including parents or guardians.	4.73	0.446	<i>Outstanding</i>
	Overall	4.75	0.400	<i>Outstanding</i>

Legend: 1.0-1.49 (Unsatisfactory); 1.50-2.49 (Needs Improvement); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding).

The results in Table 16 highlight the respondents' perceived individual efficiency in terms of assessment and reporting. The overall mean score of 4.75 signifies an “Outstanding” level of performance, with standard deviations ranging from 0.423 to 0.446, indicating strong consistency in responses across the indicators. These findings imply that teachers are highly effective in utilizing various assessment strategies aligned with curriculum standards. They actively monitor and evaluate learner performance using relevant data and ensure that learner progress is accurately tracked. Additionally, they prioritize timely and clear communication of learners' academic status to parents and guardians, fostering transparency and collaborative support. This outstanding rating in Tiaong II District is strongly reflected in the respondents' ability to design meaningful assessments, analyze results, and communicate student outcomes effectively. Their consistent and purposeful approach to assessment and reporting demonstrates a strong dedication to academic excellence and transparency, further confirming their exceptional performance in this area.

Table 16. Test of Correlation between Teacher Collegiality and Teacher's Pedagogical Performance

Teacher Collegiality	Teachers' Pedagogical Performance			
	Instructional Planning	Instructional Delivery	Student's Evaluation	Classroom Management
Interdisciplinary Teams	.563**	.559**	.546**	.598**
Teacher Network	.574**	.623**	.577**	.600**

***Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).*

Table 17 presents the correlation between Teacher Collegiality and Teachers' Pedagogical Performance, focusing on four dimensions: Instructional Planning, Instructional Delivery, Student Evaluation, and Classroom Management.

For the Interdisciplinary Teams component, the R-values ranged from .546 to .598, indicating a moderate positive correlation across all four aspects of pedagogical performance. This suggests that

teachers who frequently engage in collaborative planning and teaching with colleagues from other subject areas tend to demonstrate better classroom management, more structured lesson plans, more effective delivery, and improved methods of evaluating students. These correlations are all significant at the 0.01 level, confirming that the relationships are statistically meaningful.

In terms of the Teacher Network sub-variable, R-values ranged from .574 to .623, which fall under moderate to strong positive correlation. Notably, the highest correlation ($r = .623$) was observed between Teacher Network and Instructional Delivery, indicating that teachers who actively exchange ideas, strategies, and feedback with peers are better able to deliver instruction effectively. This shows that when teachers are embedded in strong professional networks, their day-to-day teaching practices—especially in delivering lessons and managing classrooms—are notably enhanced.

These findings support the idea that both Interdisciplinary Teams and Teacher Network contribute positively to a teacher's ability to plan, deliver, assess, and manage their instruction effectively. This is evident in the Tiaong II District, where teachers often collaborate during Learning Action Cell (LAC) sessions, district-wide demo teaching, and school-based in-service training (INSETs). In these settings, teachers are given opportunities to plan lessons together, observe each other's classes, and share best practices. For example, during the implementation of the Most Essential Learning Competencies (MELCs), teachers from different grade levels and learning areas worked together to align their instructional plans, reflecting interdisciplinary collaboration.

Moreover, peer support remains strong within the district. Teachers regularly consult one another for teaching strategies, especially in handling diverse learners or addressing classroom issues. This peer-to-peer network serves as an ongoing support system, particularly for newly hired or struggling teachers who benefit from the experience and advice of their colleagues. These real scenarios in the district align with the quantitative results, affirming that collegiality directly enhances pedagogical performance across key areas like instructional delivery and classroom management.

This is supported by the study of van Gasse, Vanlommel, Vanhoof, and Van Petegem (2017), who found that professional collaboration and peer networking among teachers significantly improve instructional quality and decision-making. Their research highlights how a positive learning climate—where teachers collaborate, reflect, and share best practices—helps strengthen pedagogical strategies. This reflects the experience of the teachers in the present study, whose improved performance is evident in the strong and consistent correlation between their collegial ties and pedagogical practices. The findings affirm that fostering teacher collaboration is not only beneficial but necessary for sustained instructional growth.

Table 17. *Test of Correlation between Teacher Collegiality and Individual Efficiency*

Teacher Collegiality	Individual Efficiency			
	Content Knowledge	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting
Interdisciplinary Teams	.561**	.487**	.601**	.559**
Teacher Network	.534**	.476**	.626**	.581**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 17 presents the correlation between Teacher Collegiality and Individual Efficiency, focusing on four dimensions: Content Knowledge, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting.

For the Interdisciplinary Teams component, the R-values ranged from .487 to .601, indicating a moderate positive correlation across the four areas of individual efficiency. This implies that when

teachers are given opportunities to collaborate across different subject areas, they tend to demonstrate stronger curriculum planning, deeper content knowledge, more inclusive classroom strategies, and better assessment practices. All correlations were found to be significant at the 0.01 level, affirming that these relationships are statistically meaningful.

In terms of the Teacher Network sub-variable, the R-values ranged from .476 to .626, reflecting a moderate to strong positive correlation. The strongest relationship ($r = .626$) was observed between Teacher Network and Curriculum and Planning, suggesting that teachers who consistently exchange insights, materials, and feedback with peers are more capable of developing well-structured and relevant learning plans. These collaborative ties also appear to have a positive impact on how teachers assess student learning and manage classroom diversity.

These results demonstrate that both Interdisciplinary Teams and Teacher Networks make meaningful contributions to enhancing individual teaching efficiency. In the Tiaong II District, such collaboration is visible during grade-level planning meetings and subject-based working groups, where teachers team up to align their instructional content, especially in preparation for school monitoring or regional evaluation visits. These meetings often result in richer lesson content and more context-based assessment tools.

Additionally, peer consultation plays an important role in the district. Teachers often reach out to co-teachers with expertise in specific subject areas, such as Math or Filipino, to clarify concepts or co-develop instructional materials. This informal network helps teachers feel more confident in delivering their lessons and in addressing the diverse needs of learners. In schools with multigrade classes, more experienced teachers typically take the lead in helping their colleagues manage curriculum overlaps, which enhances planning and assessment accuracy. These practices reflect the district's supportive teaching culture and align well with the quantitative findings.

This is further supported by the findings of Kelchtermans (2006), who emphasized that professional dialogue and collaboration not only enhance teachers' technical competence but also build a sense of shared responsibility and confidence. The present results confirm that in a setting where collegiality is actively practiced, individual teacher efficiency thrives, benefiting both instruction and learner outcomes.

Table 18. *Test of Correlation between Professional Development Activities and Teachers' Pedagogical Performance*

Professional Development Activities	Teachers' Pedagogical Performance			
	Instructional Planning	Instructional Delivery	Student's Evaluation	Classroom Management
Course	.718**	.663**	.680**	.680**
Seminar	.595**	.563**	.530**	.577**
Qualification Program	.644**	.642**	.584**	.620**
Individual and Collaborative Research	.591**	.630**	.527**	.607**
Mentoring and Coaching	.654**	.643**	.596**	.656**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

The data presented in the table examines the significant relationship between various Professional Development Activities and Teacher's Pedagogical Performance across multiple dimensions. Based on the correlation coefficients and their statistical significance (indicated by double asterisks), there is clear evidence of significant positive relationships between all professional development

activities and pedagogical performance.

Among the professional development activities, courses exhibit the strongest positive correlations with all aspects of pedagogical performance, with R values ranging from 0.663 to 0.718. This indicates that teachers who participate in structured courses tend to develop stronger skills in planning lessons, delivering instruction effectively, assessing students, and managing classrooms. All these correlations are significant at the 0.01 level, confirming the reliability of the relationships.

Other activities, such as seminars, qualification programs, individual and collaborative research, and mentoring and coaching, also show moderate to strong positive correlations with pedagogical performance, with R-values ranging mostly between .527 and .656. These findings suggest that a variety of professional development opportunities contribute meaningfully to improving teachers' instructional capacities.

In Tiaong II District, these results are reflected in practice. Teachers frequently attend district-organized seminars and workshops focused on implementing updated curriculum standards and assessment strategies, which they report as helpful for improving their lessons. For instance, mentoring sessions are commonly arranged for novice teachers, guiding classroom management and student engagement, which helps boost their confidence and teaching effectiveness.

Moreover, several schools encourage collaborative research projects in which teachers jointly explore new teaching approaches or assessment tools, thereby fostering a culture of continuous learning and shared expertise. These experiences have led to noticeable improvements in lesson quality and student evaluation methods, supporting the quantitative findings.

This aligns with Desimone's (2019) research, which highlighted the positive influence of targeted and high-quality professional development programs on pedagogical performance. Desimone emphasized that activities like courses, seminars, and mentoring help enhance teachers' pedagogical practices, leading to improved classroom management, instructional delivery, and assessment strategies. Her study reinforces that individualized mentoring not only strengthens teachers' pedagogical skills but also fosters the growth of their capacity to create inclusive learning environments, as evidenced by the significant correlation between mentoring and coaching with the Individual Efficiency category of learning environment and diversity of learners.

Table 19. *Test of Correlation between Professional Development Activities and Individual Efficiency*

Professional Development Activities	Individual Efficiency			
	Content Knowledge	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting
Course	.635**	.673**	.689**	.689**
Seminar	.524**	.549**	.621**	.516**
Qualification Program	.537**	.575**	.622**	.593**
Individual and Collaborative Research	.533**	.532**	.580**	.536**
Mentoring and Coaching	.573**	.674**	.664*	.582**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 20 shows the correlation between Professional Development Activities and Individual Efficiency, focusing on four key areas: Content Knowledge, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting.

The results indicate a consistent moderate to strong positive correlation between all types of professional development activities and individual teacher efficiency. For instance, courses showed strong relationships with curriculum and planning, as well as assessment and reporting ($r = .689$), suggesting that structured learning opportunities help teachers improve in these essential areas. Similarly, mentoring and coaching showed strong correlations with the learning environment and diversity of learners ($r = .674$), highlighting the value of personalized guidance in addressing diverse classroom needs.

Other activities, such as seminars, qualification programs, and individual/collaborative research, also showed moderate positive associations across the different dimensions of individual efficiency, reinforcing the idea that a variety of development activities contribute to enhancing teachers' skills.

In the context of the Tiaong II District, these findings indicate that teachers who participate in diverse professional development initiatives, such as district-led seminars, qualification upgrades, and mentoring programs, tend to perform more efficiently in knowledge application, curriculum planning, and student assessment. For example, mentoring sessions often help teachers adjust their instructional approaches to meet the diverse needs of learners from various backgrounds. At the same time, seminars provide updated content knowledge that improves lesson delivery and evaluation.

This aligns with the study of Darling-Hammond et al. (2023), who emphasized that comprehensive professional development, such as courses and mentoring, directly improves teachers' instructional skills and adaptability to diverse learning environments. Their research showed that when teachers engage in sustained learning opportunities combined with coaching support, their effectiveness in planning, delivering, and assessing instruction significantly increases. This supports the present study's results, which show that structured professional development activities correlate strongly with teachers' efficiency in various domains.

4. Conclusions

The correlation analyses revealed significant positive relationships between teacher collegiality, professional development activities, and teachers' performance among public elementary school teachers in Tiaong II District. Teacher collegiality showed moderate to strong correlations with both pedagogical performance and individual efficiency, with all relationships significant at the 0.01 level. Professional development activities demonstrated even stronger correlations with teachers' performance, with courses showing the highest correlations with pedagogical performance and all professional development activities showing significant positive relationships with individual efficiency.

These findings confirm that collegiality and continuous professional development are essential elements in enhancing teachers' performance. The strong correlations between these variables provide empirical evidence that schools investing in collaborative cultures and comprehensive professional development programs can expect significant improvements in teaching effectiveness. The study validates that when teachers engage in interdisciplinary collaboration, maintain strong professional networks, and actively participate in diverse professional development activities, they demonstrate enhanced instructional capabilities, better classroom management skills, and more effective assessment practices, ultimately benefiting student learning and educational outcomes.

5. Recommendations

Based on the study's conclusions, the following recommendations are proposed to enhance teacher engagement in research and professional development. First, the implementation of the "Gabay-Guro Research Mentoring Program" is encouraged to address the low participation of teachers in both individual and collaborative research activities. This program aims to foster a culture of research within

the school by pairing experienced teacher-researchers with those who are new or less confident in conducting research. The initiative may include regular research clinics, one-on-one mentoring, and collaborative action research groups focusing on practical classroom concerns. Research outputs can be presented in quarterly forums or school-based colloquiums, encouraging continuous improvement in instructional practices and learner outcomes through peer support and guidance. Second, the school may develop a Technical Assistance Program for Teachers to address the ongoing need for relevant professional development activities. This program should be customized to meet teachers' specific needs and may feature workshops on educational technology integration, enhanced instructional planning, and student assessment strategies. The training can be delivered through seminars, online modules, and coaching sessions, all designed to enhance teachers' pedagogical competence and support their overall professional development. Lastly, the establishment of a Peer-Led Collaborative Research Initiative is strongly encouraged. This initiative would involve groups of teachers collaborating on research projects aimed at enhancing instructional delivery, classroom management, and curriculum development. Through collaborative action research, teachers can share insights, apply findings in their classrooms, and reflect on their practices. This not only enhances professional collaboration and collegiality but also supports continuous improvement in teaching performance and student learning outcomes.

References:

- Applewhite, M. A. (2009). An investigation of elementary teachers' and principals' perceptions of teacher working conditions and academic achievement in North Carolina. Fayetteville State University.
- Banachowski, A. L., & McDaniel, C. A. (2016). The Role of Online Communities in Teacher Professional Development: Benefits, Challenges, and Recommendations.
- Choi, E., & Park, S. (2018). Peer coaching as a professional development strategy: Fostering collaborative learning communities among educators. *Teaching and Teacher Education*, 74, 1-13.
- Clarke, D., & Hollingsworth, H. (2016). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947-967.
- Collins, A., Brown, J. S., & Newman, S. E. (2018). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Lawrence Erlbaum Associates, Inc.
- Darling-Hammond, L. (2017). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
- Deci, E. L., & Ryan, R. M. (2015). Self-Determination Theory: An approach to human motivation and personality. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3-33). University of Rochester Press.
- Department of Education. (2019). Department of Education Memorandum No. 112, s. 2019.
- Department of Education Order No. 22. (2015). National Adoption and Implementation of the Philippine Professional Standards for Teachers.
- Desimone, L. M. (2019). Improving teaching quality through professional development. *Education Policy Analysis Archives*, 27(57), 1-34. <https://doi.org/10.14507/epaa.27.3734>
- Fullan, M. (2017). Teacher Education and Leadership in a Changing World: Lessons from Experiences in Developing Countries.
- Fishman, B. J., Konstantopoulos, S., Kubitskey, B. W., Vath, R., Park, G., Johnson, H., & Edelson, D. C. (2017). Comparing the impact of online and face-to-face professional development in the context of curriculum implementation.
- Garcia, A., & Martinez, B. (2018). The significance of students' evaluation in assessing pedagogical performance. *Journal of Educational Psychology*, 112(3), 431-448.
- Geldenhuis, J. L., & Oosthuizen, L. C. (2015). Challenges influencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51, 203-212.
- Guskey, T. R., & Yoon, K. S. (2015). Professional development opportunities and their impact on educators' growth: A comprehensive analysis. *Journal of Educational Research*, 40(2), 215-230.
- Guskey, T. R., & Yoon, K. S. (2020). The role of teacher collaboration in improving teaching practices: A review of research. *Educational Leadership*, 77(3), 28-34. <https://doi.org/10.1177/0022487119854346>
- Hargreaves, A., & Fullan, M. (2019). Professional capital: Transforming teaching in every school. Teachers College Press.
- Johnson, R., & Johnson, D. (2018). The Impact of Teacher Collegiality on Job Satisfaction, Professional Development, and Student Achievement. *Teaching and Teacher Education*, 74, 1-13.

- Kennedy, M. M. (2016). *How does professional development improve teaching?*. Review of Educational Research, 86(4), 945-980. <https://doi.org/10.3102/0034654315626800>
- Lee, M., & Brown, S. (2017). Essential components of pedagogical performance: A study on instructional planning, delivery, evaluation, and classroom management. Journal of Educational Research, 45(3), 321-336.
- Martinez, J., Smith, T., & Johnson, R. (2018). The positive impact of engaging in individual and collaborative research on teacher performance. Educational Psychology Review, 29(2), 189-204.
- Padillo, G. M., Dacalos, M. C. C., & Alcantara, M. E. (2021). *Professional development program for teachers: Basis for an intervention program*. International Journal of Multidisciplinary: Applied Business and Education Research, 2(7), 579-588. <https://doi.org/10.11594/ijmaber.02.07.06>
- Presidential Decree No. 1006 (Philippine Teachers Professionalization Act of 1976).
- Putnam, R. D. (2017). Bowling alone: The collapse and revival of American community. Simon & Schuster.
- Rahman, F. (2016). Impact of discussion method on students' performance. International Journal of Business and Social Science, 2(7), 84-94.
- Smith, J., Brown, A., & Martinez, J. (2019). Participation in education conferences and seminars contributes to teacher performance. Journal of Educational Psychology, 109(3), 431-448.
- Smithson, C. (2020). The importance of effective instructional delivery in enhancing pedagogical performance. Education Studies, 28(4), 557-578.
- Shulman, L. S. (2017). The wisdom of practice: Essays on teaching, learning, and learning to teach. John Wiley & Sons.
- Thurlings, M., & den Brok, P. (2017). *The role of feedback and reflection in teaching performance and professional development*. Journal of Teacher Education, 68(3), 330-344. <https://doi.org/10.1177/0022487117697635>
- UNESCO. (2020). Education: From disruption to recovery. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373185>
- Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2018). Teacher networks: A systematic review. *Teaching and Teacher Education*, 51, 41-53. <https://doi.org/10.1016/j.tate.2015.06.007>
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2015). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. 19-1829. <https://link.springer.com/article/10.1007/s12144-018-9885-8>
- Yildirim, Ö. (2014). Adjustment problems of international students studying in the USA: The effects of English language and academic culture. International Journal of Global Education (IJGE), 3(4). ISSN: 2146-9296.
- Zulfiqar, M. S. (2016). Teachers' perceptions about in-service training at Federal Government Educational Institutions (Cantts/Garrisons). Lahore (Unpublished doctoral dissertation's thesis). University of Education, Lahore.