



TEACHER PROFESSIONAL DEVELOPMENT THROUGH PEDAGOGICAL APPROACHES IN THE PROVINCE OF ALBAY

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ABSTRACT

This study examined Teacher Professional Development (TPD) and its relationship to the pedagogical approaches employed by public elementary school teachers in the Province of Albay. Specifically, it determined the types of TPD currently utilized among schools, assessed teachers' perception of the effectiveness of TPD in enhancing pedagogical approaches, identified the pedagogical approaches employed by teachers, examined the relationship between teachers' perception of TPD and the use of pedagogical approaches, and explored the challenges and opportunities faced by teachers in implementing such approaches. The study employed a descriptive-quantitative research design using a validated survey questionnaire administered to 969 public elementary school teachers from the Schools Division Offices of Albay, Legazpi City, Tabaco City, and Ligao City. Frequency, percentage, rank, weighted mean, Pearson Product-Moment Correlation Coefficient, and t-test were used for data analysis. Findings revealed that formal and structured professional development activities, particularly In-Service Training and Learning Action Cell sessions, were the most commonly utilized and were perceived as highly effective in enhancing pedagogical approaches. Teachers reported consistently high use of constructivist, collaborative, reflective,

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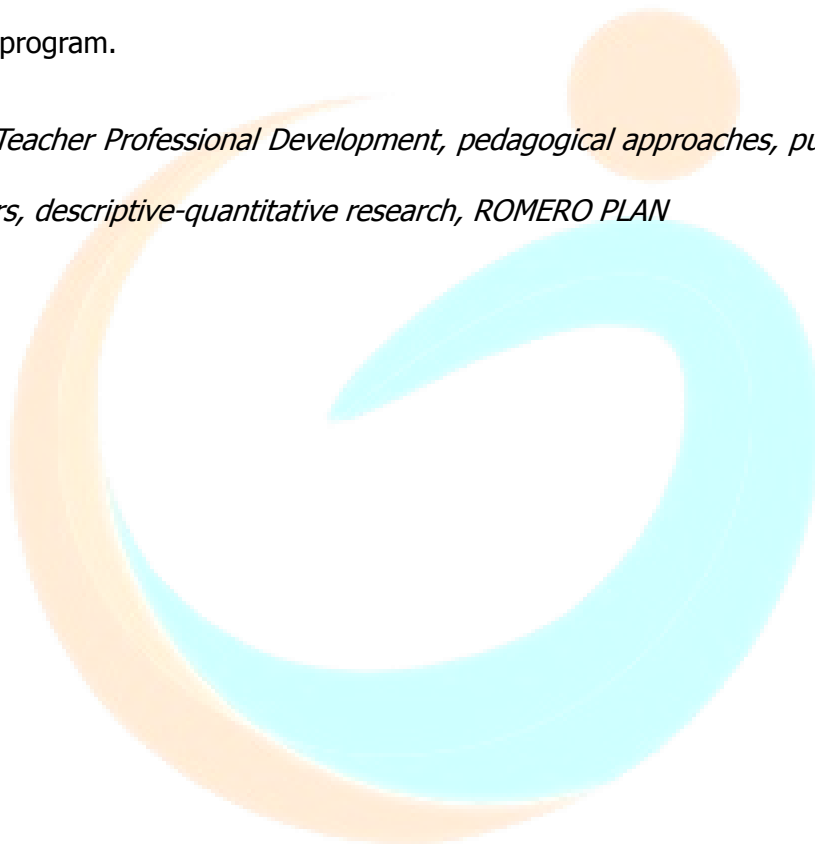
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integrative, and inquiry-based approaches, although inquiry-based learning was relatively less emphasized. The relationship between teachers' perception of TPD and the use of pedagogical approaches was weak and not statistically significant. The study further identified workload, time constraints, and resource limitations as major implementation challenges. Based on the findings, the ROMERO PLAN was proposed as a responsive teacher professional development enhancement program.

Keywords: *Teacher Professional Development, pedagogical approaches, public elementary school teachers, descriptive-quantitative research, ROMERO PLAN*



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