



PROFESSIONAL ENGAGEMENT OF ELEMENTARY SCHOOL TEACHERS OF SAN LUIS SUB-OFFICE TOWARDS THE DEVELOPMENT OF AN ACTION PLAN

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ABSTRACT

This study examined the professional engagement of elementary school teachers in San Luis Sub-Office, Batangas, and its relationship to teaching performance as a basis for developing an action plan. Anchored on the premise that continuous professional development (PD) enhances instructional quality, the research investigated teachers' level of engagement in formal education, seminars, trainings, workshops, and coaching/mentoring activities. It also assessed their teaching performance using the Individual Performance Commitment and Review Form (IPCRF) ratings and explored school initiatives that support professional growth.

A descriptive-correlational research design was employed, involving 125 public elementary school teachers selected through stratified random sampling from a total population of 183. Data were gathered using a validated survey questionnaire and documentary analysis of IPCRF ratings. Statistical tools such as frequency, percentage, weighted mean, ranking, and Pearson correlation were used to analyze the data.

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Findings revealed that teachers demonstrated a high level of engagement in professional development, particularly in content knowledge and pedagogy, with strong participation in collaborative learning activities such as School Learning Action Cells (SLAC). Most teachers were actively pursuing advanced education and frequently attended district-level trainings. Despite this high engagement, variations existed based on profile variables, and engagement did not always directly translate to improved teaching performance. School initiatives, including mentoring programs and access to training, played a significant role in supporting teacher development.

The study concluded that while teachers are generally engaged in professional development, the effectiveness of such engagement depends on relevance, structure, and institutional support. It recommended the development of a comprehensive, context-based action plan to enhance meaningful participation, address existing barriers, and strengthen the link between professional development and teaching performance, ultimately improving educational outcomes for elementary learners.

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