



PROFESSIONAL DEVELOPMENT AND TEACHING PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN LEMERY SUB-OFFICE

RHINA M. BELEN

Master of Arts in Education

Major in Educational Administration

Rizal College of Taal, Inc.

rhina.belen001@deped.gov.ph

ABSTRACT

This study examined the relationship between professional development and teaching performance of elementary teachers in the Lemery Sub-Office, Batangas. Data were gathered from 201 respondents through a structured questionnaire with standardized indicators, and analyzed using descriptive statistics and tests of significance.

The respondents revealed a predominantly female demographic, with a majority situated within middle-adulthood brackets of 31 to 50 years of age. Professionally, the respondents represented a well-balanced teaching force characterized by mid-career experience, who had rendered between 6 to 20 years of service.

Results revealed that teachers demonstrated an Advanced level of professional development (overall mean = 2.72), particularly in pedagogical knowledge and curriculum planning, while technology integration showed a slight lag. Teaching performance was rated Highly Proficient (overall mean = 2.81). Findings highlighted that teachers possess mature professional profiles, supported by mid-career experience and advanced academic pursuits.

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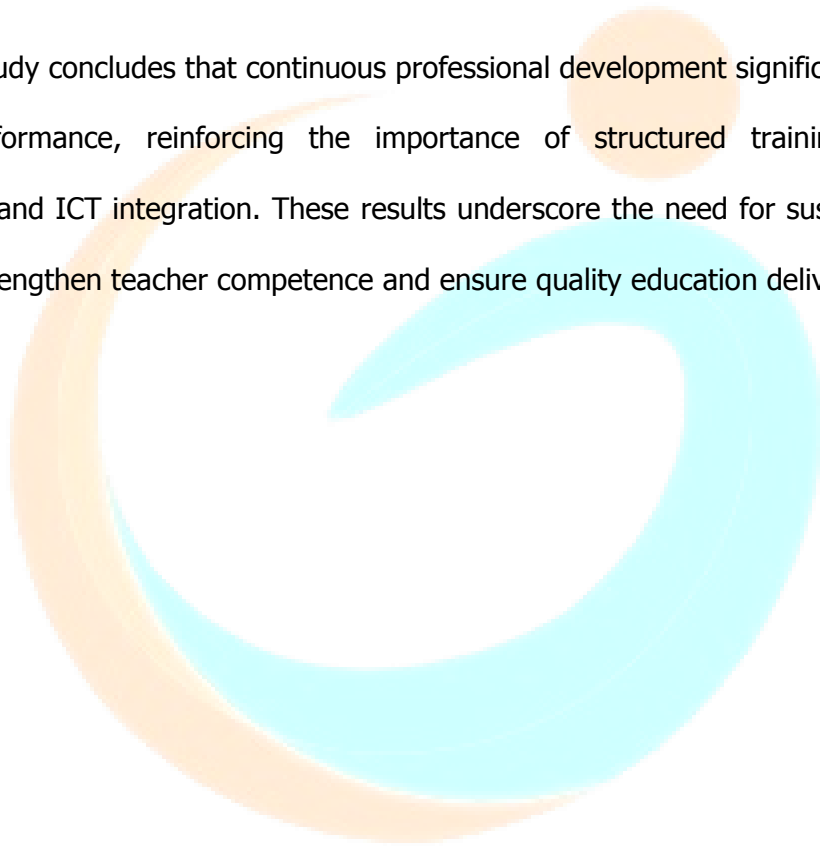
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The statistical analysis also revealed a highly significant relationship between teachers' professional development and all three evaluated areas of teaching performance, namely lesson planning and delivery, classroom management, and student assessment and feedback. For each of these teaching performance domains, the computed p-value was less than .001, which fell significantly below the 0.05 threshold.

The study concludes that continuous professional development significantly enhances teaching performance, reinforcing the importance of structured training, curriculum engagement, and ICT integration. These results underscore the need for sustained support systems to strengthen teacher competence and ensure quality education delivery.



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