



International Journal of Multidisciplinary Studies in Higher Education

Journal Homepage: <https://ijmshe.com/index.php/pub/index>



Research Article

Continuing Professional Development Engagement and Pedagogical Competence of Public Elementary School Teachers

Arnel C. Camral¹ | Gideon S. Sumayo²

¹⁻² University of Southern Mindanao – PALMA Cluster Campuses

Article Info

Article history:

Received: 27 December 2024

Revised: 22 January 2025

Accepted: 8 February 2025

Keywords:

Aleosan East District, continuing professional development engagement (CPD), pedagogical competence, quantitative

Abstract

While existing studies have explored the impact of Continuing Professional Development (CPD) on educators' overall performance, there is a lack of focused research on its specific influence on the pedagogical competence of public elementary school teachers in the Aleosan East District, Aleosan, Cotabato, Philippines. This study aimed to evaluate the pedagogical competence of teachers, addressing the gap where previous research predominantly focused on student evaluations of teacher competence. Specifically, the study utilized a descriptive-correlational research design to examine the relationship between socio-demographic profiles, CPD engagement, and pedagogical competence of 76 public elementary school teachers selected through convenient sampling. To achieve this, data were gathered using an adapted survey questionnaire. The findings revealed several noteworthy insights. Firstly, most respondents were female, ranked as Teacher I (55.3%), and held a Master's Degree (69.7%). Additionally, the highest teaching experience category was 0-6 years (35.53%). Furthermore, teachers demonstrated pedagogical competence, with an overall mean score of 4.51. However, socio-demographic characteristics showed a very weak and statistically insignificant relationship with pedagogical competence ($p\text{-value} > 0.05$). In terms of CPD engagement, in-service training emerged as the most frequently engaged activity, with the highest mean score (2.96). Conversely, action studies had the lowest mean score (1.62), indicating less frequent engagement. Notably, CPD engagement also did not exhibit a statistically significant impact on pedagogical competence. However, a moderate positive relationship was observed between in-service training and pedagogical competence ($r = 0.307$, $p = 0.007$), highlighting its significance. This finding suggests that while socio-demographic profiles and other CPD activities may not significantly influence pedagogical competence, engagement in in-service training plays a key role in enhancing teachers' professional development.

Cite as: Camral, A., & Sumayo, G. S. (2025). Continuing Professional Development Engagement And Pedagogical Competence of Public Elementary School Teachers. *International Journal of Multidisciplinary Studies in Higher Education*, 2(1). <https://doi.org/10.70847/592788>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Introduction

Continuing Professional Development (CPD) is a lifelong learning process aimed at enhancing teachers' pedagogical competence by updating their knowledge and skills in line with modern educational advancements (Purnama et al., 2021). Pedagogical competence, defined as the qualifications required to effectively deliver lessons to diverse learners, is essential for fostering an inclusive and effective learning environment. However, many teachers, particularly those with extensive years of service, struggle to maintain this competence, creating a challenge in 21st-century education (Channa & Sahito, 2022).

The COVID-19 pandemic introduced significant disruptions to the educational landscape, prompting the adoption of new teaching methods, including remote and hybrid learning models. Blended learning, a combination of classroom and online instruction, was particularly effective in addressing the diverse learning needs of students during the pandemic (Verde & Valero, 2021). These shifts underscored the importance of CPD in equipping teachers with the necessary skills to adapt to evolving educational demands.

Despite its recognized value, there remains limited research on how CPD engagement

translates into improved pedagogical competence, especially in the post-pandemic context. Most existing studies have focused on student evaluations of teachers' competence (Braga et al., 2014; Yilmaz & Tinmaz, 2016), leaving a gap in understanding how teachers themselves perceive and apply CPD to their professional growth. To address this gap, this study evaluates the CPD engagement of public elementary school teachers in the Aleosan East District and its relationship with their pedagogical competence. Specifically, it examines their socio-demographic profiles, CPD activities (e.g., workshops, mentoring, further studies), and various dimensions of pedagogical competence, including social regard for learning, curriculum planning, and professional development.

The findings of this study aim to provide actionable insights for policymakers, school administrators, and teachers, enabling the implementation of effective CPD programs to enhance pedagogical competence in the post-pandemic educational landscape. Additionally, the results will contribute to the broader discourse on CPD and its critical role in shaping the future of education.

Review of Related Literature

This chapter presents existing research and theories relevant to the study, providing a comprehensive overview of the factors influencing pedagogical competence and the

impact of socio-demographic characteristics and continuing professional development (CPD) on teaching effectiveness.

Continuing Professional Development

Continuing professional development is an essential element of modern education. Munna & Kalam (2021) emphasize that education is a never-ending process, requiring teachers to continuously update their skills and knowledge

to address changes in teaching and learning practices. This is particularly important in integrating information and communication technology (ICT) into classrooms, as students are often more adept at operating modern

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

devices than their teachers (Ghavifekr & Rosdy, 2015).

Emiliasari (2018) highlighted differences in ICT-related competencies between senior and junior teachers. Senior teachers often struggle to

adapt to modern technologies, while junior teachers, having grown up in an era of technological advancement, are more proficient in ICT integration. This underscores the need for targeted CPD initiatives that bridge this generational gap.

Professional Development Activities

Several professional development activities are vital for enhancing teacher competence. In-service training, for example, involves courses and workshops designed to upgrade teachers' professional knowledge, skills, and pedagogical practices. Msamba et al. (2023) found that teachers who participated in in-service training demonstrated improved learner-centered teaching approaches, emphasizing the importance of ongoing training.

Workshops also play a critical role in professional development. According to Shakir et al. (2019), teachers who attended workshops showed improved classroom management and instructional skills. Baral et al. (2017) recommended that such workshops focus on practical applications to help teachers manage diverse learning environments effectively.

Educational conferences offer another avenue for professional growth. Rimmer & Floyd (2020) noted that conferences broaden teachers' knowledge and skills, enabling them to implement innovative classroom practices. Salas (2016) supported this, finding that conference participation led to enhanced daily teaching routines.

Collaborative teaching and peer class observations further enhance professional development. de Jong et al. (2022) observed that

collaboration fosters diverse viewpoints and pedagogical strategies, although its effectiveness varies among teachers due to differing teaching styles. Klingelhutz (2017) emphasized that peer class observation improves professional interactions and self-efficacy, while Tedona (2021) noted its impact on collaborative teaching practices.

Action research enables teachers to address classroom challenges systematically. However, Maravillas (2022) revealed that many teachers struggle to conduct action studies due to a lack of training and support. Mentoring and coaching are equally vital. Buendicho (2018) stressed that school heads should act as instructional leaders, fostering teachers' professional growth as mandated by Republic Act No. 9155. Cilliers & Taylor (2017) highlighted the positive outcomes of mentoring, including improved teaching performance and job satisfaction.

Graduate education significantly enhances teacher effectiveness (Mahmud et al., 2019). Teachers pursuing advanced degrees often gain mastery over content and innovative teaching strategies (Srinivasacharlu, 2019). Observation visits to other schools also provide opportunities for teachers to learn best practices and refine their teaching methods (Barrogo, 2020; Halim et al., 2018).

Pedagogical Competence

Pedagogical competence refers to teachers' ability to plan and implement effective educational activities, including understanding students, designing instruction, and assessing

learning outcomes (Mahmud et al., 2019). This competence is essential for meeting diverse learner needs and ensuring effective knowledge transfer.

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Shelly et al. (2020) identified pedagogical competence as one of four critical competencies for teachers, alongside personal, professional, and social competencies. Pedagogical skills contribute to quality teaching by enabling educators to address individual learner needs, foster collaborative learning, and design engaging, varied instruction (Hollenstein & Brühwiler, 2024).

Pedagogical competence significantly influences student outcomes. Faidal et al. (2020) found that students perceived their teachers' pedagogic competence positively, which facilitated effective teaching and learning. Similarly, Suarmika (2018) noted that high pedagogical competence improves teachers' ability to understand learners, design instruction, and evaluate progress.

Adegbola (2019) emphasized that pedagogical competence is particularly crucial in elementary education, where teachers handle multiple subjects and lay the foundation for complex topics. Teachers must carefully select strategies and approaches to cater to diverse learning styles.

While pedagogical competence enhances teaching effectiveness, challenges remain.

Materials and Methods

The study utilized a descriptive-correlational research design to assess teachers' continuing professional development (CPD) engagement and pedagogical competence in the Aleosan East District and to examine the relationship between their continuing professional development (CPD) engagement and pedagogical competence. The descriptive aspect of the design aimed to systematically describe the respondents' characteristics and practices, addressing "what," "where," "when," and "how" questions without delving into causality

Robert (2021) found that teachers' pedagogical competence influenced their attitudes toward technical education. Teachers must continuously adapt their methods to remain effective in dynamic classroom settings.

Continuous professional development plays a vital role in addressing these challenges. Redjeki et al. (2021) stressed that training enhances teachers' pedagogical and technological competencies, enabling them to cope with modern teaching demands. Ahmed et al. (2022) underscored the importance of integrating professional education with ICT to improve teaching outcomes.

The literature underscores the critical role of continuing professional development in enhancing pedagogical competence. Through CPD activities such as in-service training, workshops, action research, and mentoring, teachers can refine their skills and adapt to evolving educational demands. Pedagogical competence, supported by CPD, fosters quality teaching, collaborative learning, and improved student outcomes. However, continuous efforts are needed to address gaps in training and ensure teachers are equipped to meet the challenges of modern education.

(McCombes, 2019). Meanwhile, the correlational aspect of the design sought to identify relationships between variables without manipulating or controlling them, making it suitable for exploring connections between CPD engagement and pedagogical competence (Bhandari, 2021). Creswell (2019) asserted that quantitative research follows a postpositivist view, adhering to traditional research forms. It employs statistical tools to test objective theories and analyze numbered data to investigate relationships among variables, supporting or

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

refuting established hypotheses. This scientific approach, commonly applied through surveys or experimental studies, underpins the systematic gathering, evaluation, and analysis of data in this study (Bisin & Sumayo, 2024; Obenza et al., 2024).

The respondents were public elementary school teachers from Aleosan East District, selected using convenience sampling. Teachers were chosen based on their availability and willingness to participate in the study. To ensure representativeness, we considered factors such as teaching position, years of service, and educational qualification. While convenience sampling was used for practical reasons, the diversity in teaching positions and qualifications provides a broad perspective on CPD engagement and pedagogical competence.

The primary tool for data collection was an adopted questionnaire, which was based on the NCBTS-DepEd framework and the study by Abakah et al. (2022). These questionnaires were all self-reported and did not focus on observed outcomes. The questionnaire was divided into two parts to address the study's objectives comprehensively. Part I focused on the respondents' engagement in CPD activities, requiring them to indicate the frequency of their participation in various professional development engagements using a scale of Often, Sometimes, Rarely, and Never. Part II assessed their pedagogical competence through a Likert scale with responses ranging from Never to Always, allowing for an in-depth evaluation of their teaching practices.

More so, the questionnaire underwent content validation by two experts in the field of education—one holding a Master's degree and the other a PhD. According to the content

validation forms completed by these experts, the questionnaire was deemed valid. The validated version was then used to assess the respondents' CPD engagement and pedagogical competence. The content validation form served as a tool for experts to evaluate the instrument's content used in data collection. This form was adapted from the Department of Social Sciences and Philosophy, College of Education, University of Southern Mindanao, Kabacan, Cotabato, ensuring alignment with the context of this study.

To gather data, the authors followed a structured process. A formal request letter was sent to the Campus Director of USM-PALMA Cluster Campuses to seek permission to conduct the study outside the university premises. After receiving approval, permission letters were distributed to the school principals of the selected schools in the Aleosan East District. Upon the principals' approval, consent forms were delivered to the teacher respondents, informing them about the purpose of the study and their roles. Signed informed consent forms indicated their willingness to participate in the research (Redocto & Sumayo, 2024). The respondents then completed the questionnaires, which focused on their CPD engagement and pedagogical competence. Throughout this process, the study adhered to the University of Southern Mindanao Research Ethics Committee standards to ensure ethical compliance (Dugho & Sumayo, 2025). This process was patterned after the studies of Jugas (2024), Cayang & Ursabia (2024), Ortega & Sumayo, 2024), and Tanoja & Sumayo (2024), ensuring data were used exclusively for the study's objectives while maintaining the utmost confidentiality.

Finally, the collected data were analyzed using both descriptive and inferential statistics.

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Descriptive statistics, including frequency, mean, percentage, and standard deviation, were employed to summarize the socio-demographic profiles of the respondents, their CPD engagement, and their pedagogical competence. To explore relationships between variables, the study utilized Spearman rho correlation to determine the extent of the association between the socio-demographic characteristics of the

respondents and their pedagogical competence. This statistical method was also used to examine the relationship between CPD engagement and the pedagogical competence of the public elementary school teachers in the Aleosan East District. These analytical tools ensured that the data were interpreted accurately and aligned with the study's objectives.

Results and Discussion

Socio-demographic Profile

Table 1 presents the socio-demographic characteristics of the respondents. Out of the 76 respondents who willingly participated in this study, 69 (90.8%) were female, and the remaining percentage were male. Meanwhile, 42 (55.3%) ranked as Teacher I. Also, only 2

(2.6%) teachers ranked as Master Teacher II. Furthermore, most of the respondents attained a Master's Degree, with a percentage of 69.7%. Lastly, the number of years in teaching, which garnered the highest frequency with a percentage of 35.53%, ranges from 0-6 years.

Table 1. Socio-demographic Characteristics of Public Elementary School Teachers

Variables	Frequency	Percentage
Sex		
Female	69	90.8
Male	7	9.2
Teaching Position		
T-I	42	55.3
T-II	12	15.8
T-III	17	22.4
MT-I	3	3.9
MT-II	2	2.6
Highest Educational Attainment		
Bachelor's Degree	23	30.3
Master's Degree	53	69.7
Numbers of Years in Teaching		
0-6	27	35.53
7-13	20	26.32
14-20	15	19.74
21-27	10	13.16
28-34	4	5.26

CPD Engagement

Table 2 shows the engagement of the respondents in the continuing professional development. Among the eight activities that the teachers need to engage in, in-service training

accumulated a mean of 2.96, which can be seen as the highest mean. In-service training was sometimes engaged by the teachers at Aleosan East District since it was mandatory for them to

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

upscale their teaching skills. Osamwonyi (2016) indicated that in-service trainings are seen as relevant courses to upgrade the teachers' professional knowledge and competence in the teaching profession. Also, to sustain its effectiveness in the classroom setting and to

improve the academic progress of the learners, Alfaidi & Elhassan (2020) stated that it should be a continuous process. That is why public school teachers at Aleosan East District engaged themselves in in-service training to further enhance their skills.

Table 2. CPD Engagement of Public Elementary School Teachers

Variables	Mean	Description
In-service Training	2.96	Sometimes
Workshop	2.82	Sometimes
Educational Conference	2.72	Sometimes
Mentoring Coaching	2.71	Sometimes
Peer Class Observation	2.5	Sometimes
Further Studies	2.13	Sometimes
Observation visits to other schools	2	Sometimes
Action Study	1.62	Sometimes
Overall Mean	2.43	

Legend:

1.00-1.49 - Never

1.50-1.99 - Rarely

2.00-3.49 - Sometimes

3.50-4.00 -Often

On the other hand, the action study gained the lowest with a mean of 1.62 and was interpreted as a rarely engaged activity. This finding implies that the action study was rarely engaged by the teachers at Aleosan East District because they lacked time, knowledge, and training when it came to action study. According to Tindowen et al. (2019), lack of time and insufficient understanding of the research hinder them from doing it. Moreover, Ulla (2018) suggested that there should be workshops and trainings for the teachers in conducting action research for them to be motivated in conducting such. This was also supported by Cruz & Perez (2024), who said that seminars are crucial because they allow an opportunity for teachers to get feedback regarding their intended plan of study, resulting in improving their teaching performance.

Workshops, educational conferences, mentoring/coaching, peer class observation, further studies, and observation visits to other schools were sometimes engaged by the teachers at Aleosan East District. This finding implies that teachers have seen these continuing

professional development activities that could contribute to their professional development as teachers. According to Tulo & Lee (2022), continuing professional development (CPD) can contribute to both professional and personal development and can improve teaching and learning.

Finally, the overall mean of the CPD engagement of the teachers at Aleosan East District was 2.43, which means that they sometimes engaged in these activities. Teachers in this area sometimes engage in CPD activities, maybe because they will spend their personal money and are already satisfied with their current positions. According to Tyagi & Misra (2021), educators have seen CPD activities as useless because they do not have salary increases and are already contented with their achievements. As suggested by Sahagun & Matriano (2019), school heads and principals should encourage their teachers to have active participation in these activities. Also, CPD providers should consider what professional

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

development activities that would interest and motivate professional teachers.

Pedagogical Competence

Social Regards for Learning

Table 3 depicts the pedagogical competence of the respondents who were engaged in this study. Pedagogical competence has 7 domains, which include social regard for learning. In this domain, “maintains appropriate appearance” gained the highest mean of 4.63, which implies that teachers at Aleosan East District were more concerned about how they look because teachers are expected to be presentable in front of their learners. Their looks reflected the perception of the learners on their teaching capability. It was supported by Pennington (2021), who stated that a teacher’s appearance, fitness, and clothing influenced student’s conceptions of the teacher’s teaching performance. Yu-ling et al. (2015) said that teachers are conscious of how they look not just for themselves, but they see themselves as

role models for the learners and also show respect for a person’s personality. Meanwhile, the statement “implements school policies and procedures” under this domain gained the least with the mean of 4.49 but was still considered very competent, for they always observed this in their respective areas. It could be said that the teachers viewed school policies and procedures as relevant to their daily teaching but had given the least priority in this domain. According to Allen et al. (2021), school policies and procedures guide teachers in their day-to-day teaching activities, which prevents them from losing track. Haruthaithanasan (2018) added that school policies enhance teachers’ practices to improve student-centered instruction and student achievement.

Table 3. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Social Regards for Learning

	Mean	Description
Social Regards for Learning		
1.Maintains appropriate appearance.	4.63	Always
2. Is careful about the effect of one’s behavior on students.	4.62	Always
3. Demonstrates punctuality	4.54	Always
4. Implements school policies and procedures.	4.49	Always
Mean	4.57	

Learning Environment

Moreover, the statement “maintains a safe, clean and orderly classroom free from distractions.” under the Learning Environment competency gained the highest mean of 4.71. This implies that the teachers at Aleosan East District prioritized the safety of the learners and their wellness while they were in the classroom. This implies that educators at Aleosan East District that the safety of the learning environment

significantly affects the delivery of the lesson. This result agrees with the study of Shamaki (2015), implying that a learning environment that is conducive greatly affects the learning capability of the learners. Once the learners are comfortable with their learning environment, they will most likely perform well and participate actively. In support of this, Eimuhi & Ogedegbe (2016) stated that in order to achieve

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

greater and vast benefits in the academic performance of the learners, teachers should offer a more enriched learning environment. On the other hand, the statement “gives timely feedback to reinforce appropriate to learner’s behavior” gained the least with the mean of 4.41 yet considered as they were very competent. This data implies that teachers at Aleosan East District have given the least priority to this statement under the Learning Environment

domain, yet they still find it relevant, maybe because they see it as an influence on the academic performance of the learners. As stated by Pankonin & Myers (2017), feedback affects the behavior of the learners in acting accordingly, including their academic engagement and aspects of their self-perception. Ahmad (2021) added that evaluative and corrective feedback are essential ingredients for student’s academic performance.

Table 4. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Learning Environment

	Mean	Description
Learning Environment		
1.Maintains a safe, clean and orderly classroom free from distractions.	4.74	Always
2.Maintains a learning environment of courtesy and respect for different learners’ abilities, culture, and gender.	4.71	Always
3.Provides gender-fair opportunities for learning	4.68	Always
4. Recognizes that every learner has strengths.	4.67	Always
5. Handles behavior problems quickly and with due respect to children’s rights.	4.64	Always
6. Encourages learners to ask questions.	4.61	Always
7.Provides learners with a variety of learning experiences.	4.59	Always
8.Communicates school policies and procedures for classroom behavior and see to it that they are followed.	4.59	Always
9. Guides individual learner requiring development of appropriate social and learning behavior.	4.57	Always
11.Uses individual and cooperative learning activities to improve capacities of learners’ for higher learning.	4.46	Always
12.Arranges challenging activities given the physical environment.	4.43	Always
13.Gives timely feedback to reinforce appropriate to learner’s behavior.	4.41	Always
Mean	4.59	

Diversity of Learners

Another domain is the Diversity of Learners. Under this domain, the statement “provides opportunities to learners to enhance learner’s growth in all aspects” gained the highest mean of 4.61. This means that the teachers have always integrated this domain into the classroom. It only implies that the teachers at Aleosan East District did not just focus on one aspect but gave the learners a chance to learn independently to develop their holistic aspects. Giving autonomy and freedom to the learners to choose where, what, why, and how is considered

self-directed learning, which can help them develop holistically. According to Christison (2013), extracurricular activities can also develop both learner’s academic and personal aspects. Meanwhile, “initiates other learning approaches for learners whose needs have not been met by usual approaches” gained the least with the mean of 4.34, but teachers at Aleosan East District could be considered as very competent for they had always utilized this domain in the classroom. This finding implies that teachers who participated in the study

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

considered the diverse types of learners and chose different approaches to cater to different learning styles. In managing the differences between learners, various strategies need to be

employed, such as rewards, role play, paired or group work, switching activities, and audio or visual presentations to make sure that diversity is catered (Munna & Kalam, 2021).

Table 5. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Diversity of Learners

	Mean	Description
Diversity of Learners		
1. Provides opportunities to enhance learner's growth in all aspects.	4.61	Always
2. Paces lessons appropriate to needs and/or abilities of learners.	4.59	Always
3. Shows sensitivity to multi-cultural background of the learners.	4.57	Always
4. Sets clear, challenging, and achievable expectations for the holistic development of the learners.	4.55	Always
5. Uses information on the learning styles and needs of the learners to design and select learning experiences.	4.51	Always
6. Is sensitive to unusual behavior of learners and takes appropriate action.	4.5	Always
7. Provides differentiated activities for learners.	4.49	Always
8. Identifies learning gaps and takes action to enable learners to catch up.	4.49	Always
9. Employs integrative and interactive strategies for meaningful and holistic development of learners.	4.46	Always
10. Establishes goals that define appropriate expectations for all learners.	4.45	Always
11. Initiates other learning approaches for learners whose needs have not been met by usual approaches.	4.34	Always
Mean	4.5	

Curriculum

Furthermore, the statement “aligns lesson objectives with the teaching methods, learning activities, and instructional materials or resources appropriate to learners” under the Curriculum domain gained the highest mean of 4.71. It implies that teachers at Aleosan East District truly gave enough preparation for their daily teaching activities, for they really made sure that everything was aligned and prepared for the learners. Orr et al. (2022) said that learning objectives and materials used in teaching help learners better comprehend the topic and activities and increase learner's performance on assessments given to them. Matthews & Kyi (2019) clearly articulated that misalignment of the objectives and materials in teaching may cause hardships to the learners in navigating their performance towards the

assessment process. On the other hand, the statement “link the goals set with the expectations for every learner” gained the lowest mean of 4.47 yet can be considered as very competent for the teachers at Aleosan East District had always applied this in their daily teaching. It can be implied that teachers in this area also gave priority to the expected learning of the learners since teachers knew that goals can influence the learners to be motivated and will exert effort for them to achieve the intended outcomes. As indicated by Johnson (2017) and Schunk & Gaa (1981), through motivational and informational effects, goals can influence learning and self-evaluation. Learners are more likely to persist, exert effort, and attend instruction.

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Table 6. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Curriculum

	Mean	Description
Curriculum		
1. Aligns lesson objectives with the teaching methods, learning activities and instructional materials or resources appropriate to learners.	4.71	Always
2. Plans lessons to fit within available instructional time.	4.7	Always
3. Sets appropriate learning goals.	4.66	Always
4. Makes the learners understand the learning goals.	4.66	Always
5. Provides activities and uses materials that involve students in meaningful learning.	4.66	Always
6. Integrates language, literacy, and quantitative skill development and values in his/her subject area.	4.64	Always
7. Engages and sustains learners' interest in the subject by making content meaningful and relevant to them.	4.63	Always
8. Selects, prepares, and utilizes instructional materials appropriate to the learners and to the learning objectives.	4.62	Always
9. Explains learning goal, instructional procedures, and content clearly and accurately to learners.	4.59	Always
10. Create situations that encourage learners to use high-order thinking skills.	4.59	Always
11. Integrates content of the subject area with other disciplines.	4.59	Always
12. Establishes routines and procedure to maximize instructional time.	4.59	Always
13. Provides activities and uses materials that fit the learners' learning styles, goals, and culture.	4.59	Always
14. Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners; utilizes information derived from assessment to improve teaching and learning.	4.58	Always
15. Delivers accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	4.58	Always
16. Links the current content with past and future lessons.	4.57	Always
17. Integrates relevant scholarly works and ideas to enrich the lesson as needed.	4.51	Always
18. Translates learning competencies to instructional objectives.	4.49	Always
19. Link the goals set with the expectations for every learner.	4.47	Always
Mean	4.6	

Planning, Assessing, and Reporting

The next domain is Planning, Assessing, and Reporting. In this domain, the statement “prepares formative and summative tests” gained the highest mean with 4.75, which means that teachers at Aleosan East District had always done this domain in the classroom. It can be implied that teachers in the chosen place of study prepared these tests so that they could

modify and enhance their methods and approaches based on the results. Utilizing formative assessment, the educator can improve and change their teaching pedagogy based on the results. Also, teachers can provide continuous feedback to their learners that can motivate the learners to achieve more by relying on the assessment's results (Ismail et al., 2022). As

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

supported by Ozan & Kincal (2018), formative assessment can help learners increase their academic achievements, and educators can track learners' deficiencies and give proper intervention to them. While “conducts regular meetings with learners and parents to report learners' progress” garnered the lowest mean of 4.46, it could be considered very competent since the mean means teachers at Aleosan East District had always organized this activity. It can be implied that teachers in this place always involve parents in the academic journey of the

learners since their involvement could be a strong factor for learners to achieve more in their academic field. In school, parental involvement has been seen as a key factor in the academic outcomes of the learners. In the study of Lara & Saracosti (2019), it was found that low parental involvement resulted in lower academic achievement. Adams et al. (2016) suggested that parents and teachers should collaborate and work together in the academic journey of the learners to achieve the common education goal.

Table 7. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Planning, Assessing, and Reporting

	Mean	Description
Planning, Assessing, and Reporting		
1. Prepares formative and summative tests.	4.75	Always
2. Interprets and uses assessment results to improve teaching and learning.	4.59	Always
3. Provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth; and keeps accurate records of grades with performance levels of learners.	4.5	Always
4. Identifies teaching-learning difficulties and their possible causes to address gaps.	4.45	Always
5. Employs non-traditional assessment techniques (portfolio, authentic performance, journals, rubrics, etc.).	4.41	Always
6. Involves parents in school activities that promote learning.	4.37	Always
7. Conducts regular meetings with learners and parents to report learners' progress.	4.36	Always
Mean	4.51	

Community Linkages

Apart from the domains mentioned above, community linkages are one of those. Under this domain, the statement “participates in community activities that promote learning” gained the highest with a mean of 4.32. It shows that teachers at Aleosan East District were always involved in community activities for an effective teaching-learning process. It implies that these educators collaborated with the community to help them achieve each educational goal. According to Banderlipe (2022), community involvement can escalate teacher's professional development. These can also become platforms that shape and inspire

teachers to become better community developers and effective educators. On the other hand, “uses the community as a laboratory for learning” garnered the lowest mean of 4.13. It shows that teachers at Aleosan East District could still be considered very competent, for they had always done the domain in the teaching-learning session. This data implies that teachers in this area had integrated community involvement in their daily teaching activities for effective learning. This result was supported by Yu & Chao (2023), for they clearly stated that collaborative learning with the community

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

allows learners to achieve more in numerous learning tasks with less effort.

Table 8. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Community Linkages

	Mean	Description
Community Linkages		
1. Participates in community activities that promote learning.	4.32	Always
2. Uses community networks to publicize school events and achievements.	4.24	Always
3. Use community human and materials resources to support learning.	4.21	Always
4. Involves community in sharing accountability for the learners' achievement.	4.21	Always
5. Uses the community as a laboratory for learning.	4.13	Often
Mean	4.22	

Personal Growth and Professional Development of Public Elementary Teachers

Aside from the domains mentioned above, personal growth and professional development are also under the pedagogical competence of the teachers. Under this domain, “maintains structure and behavior that upholds the dignity of teaching” harvested the highest mean of 4.75. It shows that teachers at Aleosan East District had always practiced proper behaviors as professional teachers. This finding implies that these teachers had seen that when they act accordingly, respect is given to them. Kahveci (2023) indicated that teachers' positive attitudes and behaviors include communication with the learners, and ethical behavior has a positive effect on the learners. Also, he stated that having

a firm teacher-student relationship increases motivation and interest among learners.

Nevertheless, the statement “receives a favorable rating from students, peers, and superiors” collected the least mean of 4.45. It still shows that teachers at Aleosan East District always received favorable ratings from their learners and colleagues. This finding implies that these teachers had improved in their classroom practices. According to Garet et al. (2017), providing feedback on a teacher's performance can improve the teacher's classroom routines and, ultimately, the learner's academic achievement.

Table 9. Pedagogical Competence of Public Elementary School Teachers vis-à-vis Personal Growth and Professional Development

	Mean	Description
Personal Growth and Professional Development		
1. Maintains structure and behavior that upholds the dignity of teaching.	4.75	Always
2. Manifests personal qualities such as enthusiasm, flexibility, and caring.	4.68	Always
3. Accepts personal accountability for learners' achievement.	4.63	Always
4. Reflects on the quality of his/her own teaching.	4.57	Always
5. Uses self-evaluation to recognize the correct weakness.	4.57	Always
6. Articulates and demonstrates one's personal philosophy of teaching.	4.55	Always
7. Participate actively in professional teacher organizations.	4.55	Always

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

8. Keep abreast with recent developments in education.	4.51	Always
9. Receives favorable ratings from students, peers, and superiors.	4.45	Always
Mean	4.58	
Overall Mean	4.51	Very Competent
Legend		
1.00 – 1.80	Very Incompetent	
1.81 – 2.60	Incompetent	
2.61 – 3.40	Moderately Incompetent	
3.41 – 4.20	Competent	
4.21 – 5.0	Very Competent	

Overall Pedagogical Competence of Public Elementary Teachers

Lastly, the overall mean of the pedagogical competence of the teachers at Aleosan East District garnered 4.51, which means the respondents who willingly participated in the study were very competent because the total mean means that they always practiced the statements under each domain. It implies that the teachers at Aleosan East District were pedagogically competent since they knew that their competence is essential in the world of teaching, and by that, they knew how to manage the classroom and assess learners in their academic journey. According to Sahana (2018), pedagogical competence serves an integral role in the teaching and learning process because the teachers can assess the academic demands of the learners. As supported by Channa & Sahito (2022), pedagogically competent teachers can decide what actions to take both in the teaching and learning processes in terms of learning approaches and methods that are in accordance with the learning needs of the learners.

The result of the pedagogical competence is supported by the National Competency-Based Teacher Standards (NCBTS), which is widely used in the Philippines to assess the competence level of teachers. Based on the results, NCBTS had served its purpose to the teachers at Aleosan East District, which assessed their competence since they responded “Always” to the statements under each domain, which means that the teachers were competent and that they teach effectively in their respective settings. NCBTS serves as a huge help to all teachers in obtaining different learning goals in the curriculum and provides a single framework for effective teaching in all aspects of a teacher’s professional development. It is based on the core values of Filipino teachers and on effective teaching and learning.

Table 10. Overall Pedagogical Competence of Public Elementary School Teachers

	Mean	Description
Overall Mean	4.51	Competent
Legend		
1.00 – 1.80	Very Incompetent	
1.81 – 2.60	Incompetent	
2.61 – 3.40	Moderately Incompetent	
3.41 – 4.20	Competent	
4.21 – 5.0	Very Competent	

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Socio-demographic Characteristics and Pedagogical Competence

Relationship Between Socio-demographic Characteristics and Pedagogical Competence of Public Elementary School Teachers

Results in Table 11 show that there was a very positive weak relationship between the sex of the respondents and their pedagogical competence ($p\text{-value} > 0.05$). It shows that sex is weakly associated with pedagogical competence. It can be said that teachers at Aleosan East District were pedagogically competent whether they were male or female. This result was contradicted by Ghani & Rashid (2022), who stated that females scored higher than males based on overall teaching competence. The same contradiction was observed by Mahanta (2012), who clearly stated that females are better than males when it comes to their counterparts in terms of professional competence.

Results also indicate that there was a very weak positive relationship between the position of the

respondents and their pedagogical competence (0.045). It shows that the higher the position of the respondents reached, the more their pedagogical competence tended to increase. It only implies that the more the teachers are promoted, the more they become competent. Estose et al. (2020) contradicted this since they indicated that the pedagogical competence of the teachers was not significantly influenced by their position. They said that their passion and love for their job will also radiate to their students under them. In the same manner, Bogo & Apercho (2023) noted that the position of the teachers does not influence their teaching competence since they implied that the compensation based on their ranks motivates them to work effectively.

Table 11. Relationship Between Socio-demographic Characteristics and Pedagogical Competence of Public Elementary School Teachers

Paired Variable	Correlation coefficient	Interpretation	p-value	Relationship
Sex and pedagogical competence	0.052	Very weak	0.656	Not significant
Position and pedagogical competence	0.045	Very weak	0.701	Not significant
Educational qualification and pedagogical competence	0.178	Very weak	0.123	Not significant
Number of years in teaching and pedagogical competence	-0.100	Very weak	0.389	Not significant

There is also a very weak positive relationship between educational qualification and pedagogical competence (0.178). This will tell us that the higher the educational qualification, the more their pedagogical competence will also increase. This finding implies that teachers at Aleosan East District who had undergone post-graduate studies were to acquire skills that enabled them to be more competent. It was contradicted by the study of Horn & Jang (2017) stated that teachers with master's degrees do not have a huge influence on student's performance.

The same contradiction was found in the report of Goldhaber (2015), which stated that having post-graduate degrees does not guarantee a higher level of student achievement.

While there is a very weak negative relationship between the number of years in teaching and pedagogical competence (-0.100), this will tell us that the longer the number of years in teaching, the more their pedagogical competence tends to decrease. However, it shows that the

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

number of years in teaching and pedagogical competence was statistically associated with pedagogical competence. Results are only limited to the chosen respondents and not to the whole population of teachers in Aleosan. This finding was supported by Abarro (2018), who stated that the length of service has nothing to do with the pedagogical competence of the teachers since they are motivated to work by the salary they get. This was contradicted by the study of Ünal & Ünal (2012), who said that years of experience play an integral role in teacher's beliefs in choosing their classroom management style.

Thus, the result reveals that the relationship between socio-demographic characteristics and the pedagogical competence of the respondents was not statistically significant ($p\text{-value} > 0.05$). This finding implies that being pedagogically competent does not depend on sex, position, educational qualification, and number of years in teaching. There are other factors that can be strongly associated with pedagogical competence. This finding was supported by Osuji et al. (2022), who stated that the ability of teachers to perform well in teaching their learners was influenced by their wages or salary.

CPD Engagement and Pedagogical Competence

Table 12 shows the result that there is a moderate positive relationship between in-service training and pedagogical competence (0.306). It shows that teachers that were more engaged in in-service trainings had higher pedagogical competence. It reflected that in order to be pedagogically competent, educators need to undergo trainings to improve their teaching techniques since they can gain learnings and knowledge that could be utilized

in their own teaching process. In support of this, Osamwonyi (2016) found in-service training to be a relevant course and activity that can upgrade teachers' competence in the teaching profession. This revealed finding was also agreed by Msamba et al. (2023), who stated that in-service training plays a vital role in the improvement of the pedagogical knowledge of the teachers.

Table 12. Relationship Between CPD Engagement and Pedagogical Competence of Public Elementary School Teachers

Paired Variables	Correlation coefficient	Interpretation	p-value	Relationship
In-service training and pedagogical competence	.307**	Moderate	0.007	Highly significant
Workshop and pedagogical competence	.269*	Weak	0.019	Significant
Educational conference and pedagogical competence	.249*	Weak	0.030	Significant
Further studies and pedagogical competence	0.048	Very weak	0.682	Not significant
Observation visit to other school and pedagogical competence	-0.120	Very weak	0.300	Not significant
Peer class observation and pedagogical competence	0.107	Very weak	0.358	Not significant
Mentoring/coaching and pedagogical competence	0.280*	Weak	0.014	Significant
Action study and pedagogical competence	-0.074	Very weak	0.522	Not significant

There is also a weak positive relationship between workshop and pedagogical competence

(0.269). It shows that teachers who were more engaged in workshops had higher pedagogical

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

competence. This data implies that teachers at Aleosan East District view workshops as helping to develop their teaching abilities. According to Shakir et al. (2019), if teachers have attended workshops, their pedagogical competence is seen as effective in classroom management practices. This attendance also has a massive impact on the teachers' ability to practice their teaching, according to Baral et al. (2017).

Educational conferences and pedagogical competence also have a weak positive relationship (0.249). This finding shows that when teachers at Aleosan East District engaged in educational conferences, they had higher pedagogical competence. This data tells us that these teachers in the chosen area of study chose an educational conference that can only escalate and widen their performance in teaching. Rimmer & Floyd (2020) did not contradict this result, mentioning that educational conferences can optimize the teacher's professionalism towards their teaching practices. Salas (2016) added that after they attended educational conferences, teachers' knowledge and skills broadened when they returned to their respective educational institutions.

Additionally, mentoring/coaching and pedagogical competence also have a weak positive relationship (0.280). It shows that teachers who were more engaged in workshops, educational conferences, and mentoring or coaching had higher pedagogical competence. This finding implies that mentoring and coaching helped the teachers at Aleosan East District to identify problems within the classroom and provide solutions to them. According to Dewi (2021), mentoring and coaching helped teachers identify and interpret the issue in their classroom and provide a solution to the arising problem. Kutsyuruba & Godden (2019) seconded this claim and added that mentoring and coaching are beneficial in increasing competence and building more capacity to deal with challenges, especially for newly hired teachers.

Furthermore, further studies have a very weak positive relationship with pedagogical competence. It shows that teachers at Aleosan East District who were more engaged in graduate studies had higher pedagogical competence. It implies that the teachers in this area underwent further studies to improve their competence as teachers. These results were related to the claim of Horn & Jang (2017), who said that further studies are impactful and can improve the teacher's performance. Having the same support claim, Srinivasacharlu (2019) articulated that it is guaranteed that when educators enroll in further studies, such as master's degrees, they can modernize their pedagogical knowledge.

Meanwhile, peer class observation has a very weak positive relationship with pedagogical competence. It shows that the teachers who engaged themselves in peer class observation had higher pedagogical competence. This finding implies that teachers at Aleosan East District considered peer class observation to have helped them develop their competence as teachers. This result is supported by the claim of Klingelhutz (2017), which said that peer class observation is an effective type of professional development since teachers can adopt classroom management from their colleagues and apply this in their own respective classes.

Teachers who are more engaged in observing other schools and more engaged in action study have their pedagogical competence decrease. However, their relationships were found to be not statistically significant ($p\text{-value} > 0.05$). This finding implies that teachers at Aleosan East District could use this as a guide in enhancing their pedagogical competence. These results were supported by Barrogo (2020) statement that observation visits to other schools can provide a critical framework for improving the skills of teachers. Additionally, Halim et al. (2018) also claimed that observation visits to other schools can be a guide to all teachers in enhancing their pedagogical competence.

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Moreover, observation visits to other schools have a very weak negative relationship to pedagogical competence ($p\text{-value} > 0.05$). It shows that the less respondents engaged in this activity, the less their pedagogical competence tended to decrease. This finding implies that teachers at these schools had not seen the importance of this activity and its impact on their competence as teachers. This result was contradicted by the statement of Barrogo (2020), which claimed that observation visits to other schools can provide a critical framework for improving the skills of the teachers. The same opposing claim was made by Halim et al. (2018) that this can be a guide to all teachers in enhancing their pedagogical competence, for it is teachers not born with innate teaching abilities, but they slowly learn and develop them in time.

The analysis indicates that there is no significant relationship between action study and pedagogical competence ($p\text{-value} > 0.05$). This data suggests that there is insufficient evidence to support a correlation between the frequency of engagement in action study and the level of pedagogical competence among teachers. In other words, the data does not provide strong evidence that teachers' participation in action study directly influences their pedagogical skills.

Although the study by Maravillas (2022) highlights challenges faced by teachers due to a lack of support and expertise in conducting action study, and Bullo et al. (2021) notes difficulties such as time constraints and the extra workload associated with action studies, these factors may not necessarily translate into a measurable effect on pedagogical competence. Therefore, the current findings suggest that

teachers' limited engagement in action studies does not significantly impact their teaching practices or pedagogical competence, at least not to a degree that can be statistically confirmed with the available data.

Contrary to previous studies that emphasized the positive impact of CPD on teaching effectiveness (Msamba et al., 2023; Osamwonyi, 2016), this study found no significant relationship between CPD engagement and pedagogical competence. This may be attributed to the relatively low engagement in some CPD activities, particularly action studies, and the teachers' already high levels of self-reported competence. Moreover, the limited scope of CPD activities offered within the district may not fully capture the range of developmental opportunities that could influence teaching practices.

Continuing professional development (CPD) should help all teachers enhance their pedagogical competence. Still, it turned out that although they only had limited engagement in CPD, teachers considered themselves competent. The results of this study highlight an interesting contrast with the reform of the Department of Education, the National Competency-Based Teacher Standards (NCBTS), which serves as an assessment tool for teacher competence and a guide for planning professional development activities to enhance their skills. The findings suggest that teachers in these schools, who already perceive themselves as competent, tend to engage less in continuing professional development activities, potentially reflecting their confidence in their existing abilities.

Conclusions and Recommendations

Based on these findings, it can be concluded that while teachers in Aleosan East District demonstrate pedagogical competence, their CPD engagement is uneven, with action studies representing a critical gap. The lack of

significant relationships between socio-demographic factors or CPD engagement and pedagogical competence implies that elements beyond formal CPD activities and demographic characteristics may play a

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

significant role in shaping teachers' professional capabilities. These findings emphasize the need to investigate alternative factors influencing pedagogical competence, such as short-training courses, teachers' attrition, and classroom experiences.

To address these issues, several recommendations are proposed. First, efforts should be made to promote broader and more frequent engagement in CPD activities, particularly action studies, as these can enhance teachers' problem-solving skills and capacity to

implement research-based interventions. To facilitate this, it is recommended that teachers' administrative duties be reduced to allow them more time to participate in CPD programs and focus on professional growth. Additionally, the district supervisor should organize or strengthen in-service training explicitly targeting the implementation of action studies and equipping teachers with practical knowledge and tools to address classroom challenges effectively. Such initiatives can help build teachers' confidence in conducting research and applying its findings to improve teaching practices.

Implications for Future Research

Future research is recommended to address the limitations of this study. Expanding the sample size and including respondents from multiple districts across Aleosan and nearby municipalities of the first congressional district of North Cotabato would enhance the generalizability of findings. Incorporating qualitative methods into future studies could provide deeper insights into the factors influencing pedagogical competence. Future research could investigate the long-term effects of CPD engagement on student academic

performance, particularly focusing on how specific CPD activities, like in-service training, affect teaching practices and student outcomes. Additionally, longitudinal studies are also suggested to evaluate the long-term impact of CPD engagement on teaching effectiveness and professional development. By addressing these areas, future research can contribute to a more comprehensive understanding of the factors that shape pedagogical competence, ultimately improving teacher effectiveness and student learning outcomes.

Author Contributions:

Arnel Calamba Camral: The first author conceptualized the study, carried out the research, and was responsible for data collection, tallying, and analysis. He authored the results and discussion sections, crafted the

conclusions, and formulated the recommendations, which were reviewed and agreed upon by the second author. Additionally, he prepared the reference entries in accordance with the required citation style.

Gideon Sindad Sumayo, LPT, PhD: The second author reviewed, validated, and enhanced the results and discussion sections prepared by the first author. He also performed language editing and formatting of the manuscript. Furthermore,

he revised and edited the paper to align it with the format and guidelines of the International Journal of Multidisciplinary Studies in Higher Education. Both authors reviewed and approved the final manuscript for submission.

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Funding:

This research received no external funding.

Informed Consent Statement:

Informed consent was obtained from all respondents involved in the study.

Acknowledgments:

The authors express their gratitude to the panel members, Dr. Jacinta T. Pueyo, Prof. Karizza Jane B. Pejaner, MST, and Prof. R. Vibekehh N. D. Bat-og, MARCCS, for their valuable feedback and encouragement. Appreciation is also extended to the teachers of Aleosan East

District for their participation, to colleagues for their collaboration and support, and to their families for their unwavering love and encouragement. Above all, the authors thank Almighty God for His guidance and blessings throughout this endeavor.

Conflicts of Interest:

The authors declare no conflict of interest.

Disclosure Statement:

The authors acknowledge the use of AI-assisted technologies, specifically Grammarly and Mendeley, in the preparation of this research article. Grammarly was employed to enhance the language quality, coherence, and readability during the writing, editing, and revision stages,

ensuring clarity and alignment with academic standards prior to submission. Meanwhile, Mendeley, a reference management tool, was utilized to organize academic papers, ensuring accurate and efficient citation management throughout the research process.

References

Abakah, E., Widin, J., & Ameyaw, E. K. (2022). Continuing Professional Development (CPD) practices among basic school teachers in the Central Region of Ghana. *Sage Open*, 12(2). <https://doi.org/10.1177/21582440221094597>

Abarro, J. O. (2018). Factors affecting the performance of public school teachers in the Division of Antipolo City, Philippines. *International Research Journal of Engineering and Technology (IRJET)*, 5(11), 1284–1290. <https://api.semanticscholar.org/CorpusID:221212124>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- Adams, D., Harris, A., & Jones, M. (2016). Teacher-parent collaboration for an inclusive classroom: Success for every child. *The Malaysian Online Journal of Educational Science*, 4.
- Adegbola, F. F. (2019). Teachers' pedagogical competence as determinants of students' attitude towards basic science in South West Nigeria. *Academic Journals*, 14(18), 655–660.
- Ahmad, M. (2021). The impact of teacher feedback on students' academic performance: A mediating role of self-efficacy. *Journal of Development and Social Sciences*, 2(III), 464–480. [https://doi.org/10.47205/jdss.2021\(2-III\)39](https://doi.org/10.47205/jdss.2021(2-III)39)
- Ahmed, Dr. G., Saleem Arain, Dr. S., & Anjum, T. M. (2022). Impact of teachers' professional trainings on students' learning at secondary level in Punjab Province, Pakistan: Problems and Prospects. *International Research Journal of Education and Innovation*, 3(1), 130–140. [https://doi.org/10.53575/irjei.v3.01.13\(2\)130-140](https://doi.org/10.53575/irjei.v3.01.13(2)130-140)
- Alfaidi, S., & Elhassan, F. (2020). The role of in-service training programs in teachers development. *International Journal of Learning and Teaching*, 191–195. <https://doi.org/10.18178/ijlt.6.3.191-195>
- Allen, K.-A., Reupert, A., & Oades, L. (2021). Implementing school policy effectively. In *Building Better Schools with Evidence-based Policy* (pp. 1–9). Routledge. <https://doi.org/10.4324/9781003025955-1>
- Banderlipe, M. R. I. (2022). *Teachers as Builders: Professional Development and Community Participation of Public School Teachers in Metro Manila, Philippines* (Dissertation). <https://doi.org/10.13140/RG.2.2.14617.29286>
- Baral, N., Nepal, A. K., Paudel, B. H., & Lamsal, M. (2017). Effect of teachers training workshop outcomes on real classroom situations of undergraduate medical students. *Kathmandu University Medical Journal*, 13(2), 162–166. <https://doi.org/10.3126/kumj.v13i2.16791>
- Barrogo, S. (2020). Teachers' perception of standardized classroom observation tool. *International Journal of Academic Pedagogical Research (IJAPR)*, 4(7), 33–37.
- Bhandari, P. (2021, July 7). *Correlational Research | When & How to Use*. Scribbr.
- Bisin, B. A., & Sumayo, G. (2024). Perceptions, knowledge, and beliefs of secondary literature teachers on online streaming services in select public schools in North Cotabato, Philippines. *International Journal of Language and Literary Studies*, 6(2), 612–632. <https://doi.org/10.36892/ijlls.v6i2.1754>
- Bogo, N. J., & Aperocho, M. D. (2023). Teachers' profile as predictor of teaching competence and students' academic achievement in science. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(2), 194–201.
- Braga, M., Paccagnella, M., & Pellizzari, M. (2014). Evaluating students' evaluations of professors. *Economics of Education Review*, 41, 71–88. <https://doi.org/10.1016/j.econedurev.2014.04.002>
- Buendicho, B. (2018). *School head's coaching*

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- and monitoring practices: Implication on teachers' teaching performance.* Laguna State Polytechnic University.
- Cayang, J. A., & Ursabia, E. M. (2024). Leveling up mathematical skills: The effectiveness of game-based learning. *Journal of Interdisciplinary Perspectives*, 2(7). <https://doi.org/10.69569/jip.2024.0087a>
- Channa, W. M., & Sahito, Z. (2022). Pedagogical competencies of teachers and the achievement of students: Explorations of best practices through a literature review. *Webology*, 19(3), 2927–2943.
- Christison, C. (2013). The benefits of participating in extracurricular activities. *BU Journal of Graduate Studies in Education*, 5(2), 17–20.
- Cilliers, J., & Taylor, S. (2017). *Monitoring teachers and changing teaching practice: Evidence from a field experiment*. Georgetown University.
- Creswell, J. (2019). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage Publications.
- Cruz, R. O.-D., & Perez, R. C. (2024). Effect of seminar on teaching on the performance of teachers in higher education. *Pan-African Journal of Education and Social Sciences*, 5(1), 112–119. <https://doi.org/10.56893/pajes2024v05i01.09>
- de Jong, L., Meirink, J., & Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review. *International Journal of Educational Research*, 112, 101927. <https://doi.org/10.1016/j.ijer.2022.101927>
- Dewi, I. F. (2021). A mentoring-coaching to improve teacher pedagogic competence: An action research. *JETL (Journal of Education, Teaching and Learning)*, 6(1), 1. <https://doi.org/10.26737/jetl.v6i1.2270>
- Dugho, R. M., & Sumayo, G. (2025). Effectiveness of Facebook Reels in developing viewing skills of English language students at a Philippine state university. *Journal of English Language Teaching and Applied Linguistics*, 7(1), 36–45. <https://doi.org/10.32996/jeltal.2025.7.1.4>
- Eimuhi, J. O., & Ogedegbe, B. G. (2016). The effect of environmental factors in teaching and learning in primary and secondary schools in Edo State of Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 7(4), 310–317. <https://doi.org/10.10520/EJC196818>
- Estose, A., Futralan, M. C., Calisang, C., & Comighud, S. M. (2020). Teachers' professional competencies and their proficiency in the core subjects. 5, 1–20. <https://doi.org/10.5281/zenodo.3973494>
- Faidal, N. F., Nur, R.-, & Suriani, S. (2020). The teachers' pedagogic competence in teaching English through online and offline setting. *ELT Worldwide: Journal of English Language Teaching*, 7(1), 42. <https://doi.org/10.26858/eltww.v7i1.13294>
- Garet, M., Wayne, A., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The impact of providing performance feedback to teachers and principals. *National Center for Education Evaluation and Regional Assistance*.
- Ghani, N., & Rashid, S. M. M. (2022). Teaching

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- competence of teachers in inclusive education programs in secondary schools. *International Journal of Academic Research in Progressive Education and Development*, 11(4). <https://doi.org/10.6007/IJARPED/v11-i4/15554>
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175–191.
- Goldhaber, D. (2015). *Teacher effectiveness research and the evolution of U.S. Teacher Policy*.
- Halim, S., Wahid, R., & Halim, T. (2018). Classroom observation- a powerful tool for Continuous Professional Development (CPD). *International Journal on Language, Research and Education Studies*, 2(2), 162–168. <https://doi.org/10.30575/2017/IJLRES-2018050801>
- Haruthaithanasan, T. (2018). Effects of school policies toward competitive and collaborative approaches on teachers' instruction and students' learning in schools in southern Thailand. *Kasetsart Journal of Social Sciences*. <https://doi.org/10.1016/j.kjss.2018.07.022>
- Hollenstein, L., & Brühwiler, C. (2024). The importance of teachers' pedagogical-psychological teaching knowledge for successful teaching and learning. *Journal of Curriculum Studies*, 56(4), 480–495. <https://doi.org/10.1080/00220272.2024.2328042>
- Horn, A., & Jang, S. T. (2017). The Impact of Graduate Education on Teacher Effectiveness: Does a Master's Degree Matter? *MHEC Research Brief*.
- Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia*, 12(1), 40. <https://doi.org/10.1186/s40468-022-00191-4>
- Johnson, D. (2017). The role of teachers in motivating students to learn . *BU Journal of Graduate Studies in Education*, 9(1), 46–49.
- Jugas, R. J. M. (2024). Jiving and Utilizing Gamification Activities in Science (JUGAS): An Intervention in Improving Grade 11 Students' Conceptual Understanding. *East Asian Journal of Multidisciplinary Research*, 3(10), 4599–4616. <https://doi.org/10.55927/eajmr.v3i10.11327>
- Kahveci, H. (2023). The positive and negative effects of teacher attitudes and behaviors on student progress. *Journal of Pedagogical Research*. <https://doi.org/10.33902/JPR.202319128>
- Klingelhutz, J. (2017). Perceived effects of peer observation on collaboration between teachers at a Minnesota High School. *Culminating Projects in Education Administration and Leadership*, 23.
- Kutsyuruba, B., & Godden, L. (2019). The role of mentoring and coaching as a means of supporting the well-being of educators and students. *International Journal of Mentoring and Coaching in Education*, 8(4), 229–234. <https://doi.org/10.1108/IJMCE-12-2019-081>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- Lara, L., & Saracostti, M. (2019). Effect of Parental Involvement on Children's Academic Achievement in Chile. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01464>
- Mahanta, S. (2012). Professional Competence VIS-À-VIS variations of gender and locality. *International Journal of Scientific and Research Publications*, 2(12).
- Mahmud, M., Moonti, U., & Rahmat, A. (2019). Impact of field experience on pedagogical competence of economic education students. *KnE Social Sciences*, 3(11), 495. <https://doi.org/10.18502/kss.v3i11.4029>
- Maravillas, M. (2022). Effect of Teachers' Action Research Difficulties on Perceived Valuation and Impact on Teaching in Gutalac I District. *Psychology and Education: A Multidisciplinary Journal*, 2(5), 368–377.
- Matthews, R., & Kyi, W. W. (2019). Alignment between the Learning Objectives and Examinations: A Comparative Analysis of High-School Physics Curricula in Myanmar and South Australia. *Scholars Bulletin*, 05(11), 671–680. <https://doi.org/10.36348/sb.2019.v05i11.011>
- McCombes, S. (2019, May 15). *Descriptive Research | Definition, Types, Methods & Examples*. Scribbr.
- Msamba, E. M., Msuya, E. A., & Anangisye, W. A. L. (2023). The impact of in-service education and training on teachers' learning: perspectives from English Foreign language teachers in Tanzania. *Education Research International*, 2023, 1–12. <https://doi.org/10.1155/2023/6135444>
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: A literature review . *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4.
- Obenza, B. N., Torralba, A. J., Eupena, A.-S. A. C., Sumayo, G. S., & Abelito, J. T. (2024). Personality traits and happiness of university students in Region XI and Region XII: The Philippine context. *American Journal of Human Psychology*, 2(1), 33–40. <https://doi.org/10.54536/ajhp.v2i1.2551>
- Orr, R. B., Csikari, M. M., Freeman, S., & Rodriguez, M. C. (2022). Writing and Using Learning Objectives. *CBE—Life Sciences Education*, 21(3). <https://doi.org/10.1187/cbe.22-04-0073>
- Ortega, W., & Sumayo, G. (2024). Public elementary teachers' motivation and pedagogical competence in teaching non-readers: A correlational study. *Journal of Interdisciplinary Perspectives*, 2(4). <https://doi.org/10.69569/jip.2024.0052>
- Osamwonyi, E. F. (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward. *Journal of Education and Practice*, 7, 83–87. <https://api.semanticscholar.org/CorpusID:157354318>
- Osuji, C., Wey-Amaewhule, B., & Iseleye, T. M. (2022). Influence of demographic variables on teachers' job performance in senior secondary schools in Rivers State . *International Journal of Research Publication and Reviews*, 3(8).

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- Ozan, C., & Kincal, R. Y. (2018). The effects of formative assessment on academic achievement, attitudes toward the lesson, and self-regulation skills *. *Kuram Ve Uygulamada Egitim Bilimleri*, 18, 85–118. <https://api.semanticscholar.org/CorpusID:150118850>
- Pankonin, A., & Myers, R. (2017). Teachers' use of positive and negative feedback: Implications for student behavior. *Applied Psychology Opus*.
- Pennington, C. G. (2021). Commentary on the Impact of Teacher Appearance and Age on Student Attitudes. *Journal of Education and Recreation Patterns*, 2(1). <https://doi.org/10.53016/jerp.v2i1.7>
- Purnama, N. G., Risnawati, R., & Lismayanti, D. (2021). Teacher's pedagogic competence in teaching English at secondary school level. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 362–376. <https://doi.org/10.52690/jadila.v1i3.127>
- Redjeki, H., Sukirman, & Santoso. (2021). Education and training technology increases teacher competence. *Journal of Physics: Conference Series*, 1823(1), 012082. <https://doi.org/10.1088/1742-6596/1823/1/012082>
- Redocto, S. B., & Sumayo, G. S. (2024). The teaching-learning process in madrasah multigrade classes during the pandemic: A phenomenological investigation. *AL-ISHLAH: Jurnal Pendidikan*, 16(1), 14–26. <https://doi.org/10.35445/alishlah.v16i1.5110>
- Rimmer, W., & Floyd, A. (2020). The Contribution of Conferences to Teachers' Professionalism. *TESL-EJ Teaching English as a Second or ForeignLanguage*, 24(1).
- Robert, A. (2021). Influence of teachers pedagogical competence on attitude of senior secondary school students towards technical and vocational education. *International Journal of Advanced Research*, 9(10), 1033–1039. <https://doi.org/10.21474/IJAR01/13646>
- Sahagun, J. Al, & Matriano, E. (2019). Impacts of Continuing Professional Development (CPD) activities among elementary school teachers. *Technical Report*.
- Sahana, C. K. (2018). Pedagogical Competence: Quality Education for Future. *International Journal of Research in Social Sciences*, 8(9), 796–802.
- Salas, A. (2016). Attending a Convention as Professional Development for EFL Teachers. *MEXTESOL Journal*, 40(1), 1–13.
- Schunk, D. H., & Gaa, J. P. (1981). Goal-setting influence on learning and self-evaluation. *The Journal of Classroom Interaction*, 16(2), 38–44. <http://www.jstor.org/stable/43997768>
- Shakir, M. A., Javed, M., & Akhtar, A. S. (2019). Teachers' perception about effects of teacher training workshop on professional skills of teachers teaching at federal government educational institutions. *International Journal for Cross-Disciplinary Subjects in Education*, 10(3), 4080–4087. <https://doi.org/10.20533/ijcdse.2042.6364.2019.0497>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

- Shamaki, T. (2015). Influence of learning environment on students' academic achievement in mathematics: A case study of some selected secondary schools in Yobe State -Nigeria.
- Shelly, C. S., Nuraida, I., & Oktaviana, F. (2020). An analysis of teacher pedagogical competence in teaching English at SMK PGRI 3 Kota Serang. *Journal of English Language Teaching and Literature (JELTL)*, 3(1), 54–65. <https://doi.org/10.47080/jeltl.v3i1.787>
- Srinivasacharlu, A. (2019). Continuing Professional Development (CPD) of teacher educators in 21st Century. *Shanlax International Journal of Education*, 7(4), 29–33. <https://doi.org/10.34293/education.v7i4.624>
- Suarmika, P. E. (2018). Teacher pedagogic competency and national examination result at elementary school. *SHS Web of Conferences*, 42, 00030. <https://doi.org/10.1051/shsconf/20184200030>
- Tanoja, S. P. G., & Sumayo, G. S. (2024). Anti-intellectualism attitude and reading self-efficacy of undergraduate students in a state university in the Philippines. *ELT Worldwide: Journal of English Language Teaching*, 11(2), 380. <https://doi.org/10.26858/eltww.v11i2.65997>
- Tedona, E. (2021). The impacts of peer observation roles and teaching characteristics on teacher self-efficacy: A secondary data analysis study using the TALIS Survey.
- Tindowen, D. J., Guzman, J., & Macanang, D. (2019). Teachers' conception and difficulties in doing action research. *Universal Journal of Educational Research*, 7(8), 1787–1794. <https://doi.org/10.13189/ujer.2019.070817>
- Tulo, N. B., & Lee, J. (2022). Continuing professional development of the teacher education faculty among Philippine state universities and colleges. *International Journal of Learning, Teaching and Educational Research*, 21(6), 324–344. <https://doi.org/10.26803/ijlter.21.6.19>
- Tyagi, C., & Misra, P. K. (2021). Continuing professional development of teacher educators: Challenges and initiatives. *Shanlax International Journal of Education*, 9(2), 117–126. <https://doi.org/10.34293/education.v9i2.3634>
- Ulla, M. (2018). Benefits and challenges of doing research: Experiences from Philippine public school teachers. *Issues in Educational Research*, 28, 797–810.
- Ünal, Z., & Ünal, A. (2012). The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*, 5(2), 41–60.
- Yilmaz, H. B., & Tinmaz, A. K. (2016). Students' views about pedagogical competence of lecturers. *Journal of Higher Education and Science*, 6(2), 209. <https://doi.org/10.5961/jhes.2016.157>
- Yu, T.-K., & Chao, C.-M. (2023). Encouraging teacher participation in professional learning communities: Exploring the facilitating or restricting factors that influence collaborative activities. *Education and Information Technologies*, 28(5), 5779–5804. <https://doi.org/10.1007/s10639-022-11376-y>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph

Yu-ling, Z., Zhuo, Z., & Chang-xia, C. (2015).
The influence of teachers' appearance in
the process of teaching on the teaching
effect. *Proceedings of the 2015*

*Conference on Informatization in
Education, Management and Business.*
<https://doi.org/10.2991/iemb-15.2015.109>

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph



© **The Author(s) 2025.** This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)

Creative Commons Licensing Terms

Authors retain copyright for their published articles, with the Creative Commons Attribution 4.0 International License (CC BY 4.0) applied to their work. This license allows anyone in the community to copy, distribute, transmit, or adapt the article without needing permission from the author(s) or publisher, as long as clear and proper attribution is given to the authors. This attribution should clarify that the materials are being reused under the Creative Commons License. The opinions, views, and conclusions presented in the articles belong solely to the author(s). The Open Access Publishing Group and the International Journal of Multidisciplinary Studies in Higher Education disclaim responsibility for any potential losses, damages, or liabilities arising from conflicts of interest, copyright issues, or improper use of content related to the research. All published works meet Open Access Publishing standards and are freely accessible for educational, commercial, and non-commercial use, allowing for sharing, modification, and distribution under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

²Corresponding Author: Gideon S. Sumayo

*Corresponding Email: gideonsumayo@usm.edu.ph