



# ENHANCING INSTRUCTIONAL COMPETENCE THROUGH TEACHER TRAINING PROGRAMS

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*Abstract* : Teachers are at the heart of education, and their ability to teach effectively depends on how well they are supported through continuous training and professional growth. The main goal of the study was to determine the profile of teachers, assess their instructional competence, and find out the relationship between their background and competence. It also aimed to propose a professional training program that could help improve their teaching skills. A descriptive-correlational design was used, with 100 public elementary teachers as respondents. The study applied purposive sampling. Results revealed that most teachers were in the middle age group, predominantly female, and many held master's level qualifications. Their instructional competence was generally strong, but areas such as exposure to higher-level training (regional, national, and international) needed improvement. Results further showed that relevant training and seminars had a significant positive effect on instructional competence. Based on these results, it is recommended that teachers be provided with more opportunities for advanced training beyond the school and district levels. A professional development training program was also proposed to strengthen their skills in pedagogy, curriculum planning, and professional growth.

*Keywords*- Instructional competence, teacher training, professional development, Bolinao I District

## I. INTRODUCTION

### 1.1 Rationale

Education plays a vital role in shaping the future of every learner, and teachers are the key drivers of this process. Their ability to deliver meaningful and effective instruction greatly impacts student learning. Instructional competence, or the capability of teachers to apply teaching strategies, manage the classroom, assess student performance, and engage in continuous improvement, is a major factor that influences the quality of education. As such, improving instructional competence is not only beneficial but necessary, especially in the public-school setting where challenges such as limited resources, diverse learners, and rapidly changing educational policies are common.

The Department of Education (DepEd) continues to promote the professional development of teachers to keep up with educational demands. Programs such as the Learning Action Cell (LAC), webinars, and in-service training are conducted regularly. Despite these efforts, gaps still exist, especially in rural and coastal areas like Bolinao I District, where access to training programs is sometimes limited and opportunities for continuous learning are not always maximized. Based on classroom observations and school performance reports, some teachers still struggle in areas such as lesson planning, differentiated instruction, assessment techniques, and integration of technology into teaching. These challenges point to the need for a more focused and structured training program that targets instructional competence.

Understanding the profile of teachers, such as their age, sex, position, educational background, length of service, and the number of trainings they have attended, can provide insights into their professional growth and instructional practices. For instance, novice teachers may require different support compared to seasoned educators. Gender and position may influence teaching styles, classroom management, and even access to professional development opportunities. Those with higher academic attainment may be more exposed to research-based strategies and educational theories. Knowing these aspects is crucial in identifying who needs help and in what specific areas.

More importantly, assessing the level of instructional competence among teachers is the heart of this study. Instructional competence includes several domains, such as content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal and professional development. Each of these plays a significant role in ensuring effective learning. A teacher who is competent in content and pedagogy is able to explain lessons clearly

and use appropriate methods. A teacher who creates a positive learning environment can motivate students and manage the class well. Teachers who understand learner diversity are able to adjust their strategies according to student needs. Good curriculum planning ensures lessons are aligned with learning standards. Proper assessment helps in tracking student progress. Community linkages support learning beyond the classroom, and professional development keeps teachers updated with new trends in education.

By studying these domains in detail, school leaders and education planners can pinpoint strengths and weaknesses in instructional delivery. For example, if the results show that teachers are strong in content but weak in assessment and reporting, the training program can be adjusted accordingly. This type of targeted development is more effective than generalized training because it is based on actual needs.

This study also looks into the relationship between teacher profile and their instructional competence. It aims to find out whether certain characteristics, such as years of teaching or the number of seminars attended, significantly affect how competent a teacher is in the classroom. If there is a strong link, the findings can guide hiring, promotion, and training policies. For example, if teachers with postgraduate degrees show higher levels of competence, then the department may consider encouraging or requiring further studies. If those with frequent training sessions perform better in classroom delivery, then more training opportunities should be made available.

Finally, based on the results of the study, a comprehensive training program will be proposed. This program will be designed to address the specific needs of elementary teachers in the Bolinao I District. It will not only cover the technical aspects of teaching but will also include sessions on reflective practice, peer mentoring, and community engagement. The training aims to enhance teacher skills in all seven domains of instructional competence, aligned with the Philippine Professional Standards for Teachers (PPST), which has been used as a framework in evaluating teacher performance (Department of Education, 2017). With this, the study hopes to contribute meaningfully to the overall professional development efforts of DepEd and improve the quality of education in the district.

The importance of this study is also supported by existing literature. Several authors have stressed the link between teacher competence and student achievement. According to Darling-Hammond et al. (2017), teacher expertise, especially in instructional delivery, is one of the strongest school-related factors affecting student learning. Similarly, the work of Bautista and Ortega-Ruiz (2015) emphasized the importance of reflective practice and ongoing training in maintaining high levels of instructional competence. Moreover, a study by Salandanan (2020) showed that contextualized training programs designed based on teacher needs lead to greater improvement in teaching performance compared to generic seminars.

In the local context, a study conducted by Dela Cruz and Mercado (2022) in Pangasinan showed that while most public school teachers had attended several training programs, many still struggled with applying differentiated instruction and classroom assessment tools. This gap suggests that training should not only be frequent but also relevant and practical. Meanwhile, the study of Navarro (2021) emphasized the need for teacher development programs to be localized and grounded in actual classroom experiences, particularly in rural and coastal schools.

With these findings in mind, this research becomes more relevant. The Bolinao I District, being a geographically diverse area, houses teachers with different backgrounds and teaching experiences. Understanding their profile and current level of competence will help develop a professional development program that truly addresses their unique needs. Moreover, the study will provide school heads, master teachers, and district supervisors with reliable data they can use to support their instructional leadership functions.

On a broader scale, this study contributes to the goals of the DepEd's Basic Education Development Plan 2030 (Department of Education, 2021), which aims to produce competent, committed, and compassionate teachers who can prepare learners for lifelong learning. Instructional competence is not just a personal trait but a professional responsibility. Ensuring that teachers possess and improve these skills is crucial in promoting equity, quality, and access in education.

This study provides a comprehensive look at how elementary teachers in Bolinao I District perform in key areas of instructional competence. By connecting their performance to their background and experiences, the study presents a clearer picture of what kind of support they need. Most importantly, it does not end with analysis—it offers a solution. The proposed teacher training program will serve as a concrete step toward improving instructional delivery in the district. This is not only a contribution to the academic community but a practical tool for schools that aim to raise the quality of their teaching force. Enhancing instructional competence through well-planned, evidence-based training programs is indeed a strong foundation for continuous professional development.

## 1.2 Theoretical Framework

This study is guided by three major theories that help explain how teachers develop their instructional competence, especially through training and continuous learning. These theories—Adult Learning Theory by Malcolm Knowles, Social Cognitive Theory by Albert Bandura, and Transformational Learning Theory by Jack Mezirow—offer valuable insights into how teachers acquire new knowledge, adapt to their environments, and transform their teaching practices over time.

The first theory is the Adult Learning Theory, also known as andragogy, introduced by Malcolm Knowles. This theory highlights that adults learn differently from children. Adults tend to be self-directed, goal-oriented, and bring with them a wealth of experiences that affect how they absorb new information. According to Knowles, adult learners are more motivated to learn when the material is practical, relevant, and immediately useful to their profession (Knowles et al., 2020). In the context of this study, this theory supports the idea that training programs for teachers should be designed with these principles in mind. For example, a training session that addresses real classroom challenges, such as managing diverse learners or using modern assessment tools, is likely to have a greater impact than a purely theoretical lecture. This makes the training more meaningful and useful for teachers, increasing the likelihood that they will apply what they learn in their own classrooms. When teachers feel that the training responds to their actual needs, they are more engaged, motivated, and effective in their teaching.

The second theory that supports this research is the Social Cognitive Theory developed by Albert Bandura. This theory focuses on how people learn from one another by observing, imitating, and modeling behavior. It also emphasizes the concept of self-efficacy, which refers to a person's belief in their ability to perform tasks successfully (Bandura, 1997). In the context of teaching, self-efficacy influences how confident a teacher feels in delivering lessons, managing the classroom, or trying new strategies. According to Bandura, learning occurs in a social context, where teachers are influenced by their environment and the

behaviors they observe from others. This means that teachers benefit from learning opportunities that involve collaboration, mentoring, or demonstration lessons. When teachers witness their peers implementing effective teaching methods, they are more likely to believe they can do it too. This belief can lead to improved instructional competence because it boosts their willingness to try, reflect, and grow. Moreover, the theory explains how personal beliefs, classroom behavior, and professional environment interact continuously. This supports the design of training programs that include not just knowledge-sharing but also opportunities for modeling, feedback, and peer support, which all help raise teacher competence.

The third theory grounding this study is the Transformational Learning Theory by Jack Mezirow. This theory describes how adults can change their perspectives and behavior through deep reflection and critical thinking. Mezirow (1991) emphasized that true learning happens when people challenge their existing beliefs, values, or assumptions and adopt new ways of thinking based on new experiences. For teachers, this transformation may happen when they attend a training session that opens their eyes to new classroom realities—such as the importance of inclusive education, learner-centered approaches, or updated curriculum standards. These experiences may push them to reconsider their traditional practices and try innovative methods that are more aligned with the needs of today's learners. Unlike simple content-based training, transformational learning leads to long-term change because it reshapes the teacher's attitude and outlook. It promotes continuous self-reflection and a deeper commitment to professional growth. When teachers experience this kind of transformation, they don't just become more skilled—they become more intentional, empathetic, and open-minded educators.

These three theories together provide a strong foundation for this study. Knowles' Adult Learning Theory explains how training should be designed to suit the learning needs of teachers as adults. Bandura's Social Cognitive Theory highlights the importance of self-belief, modeling, and environmental support in shaping teaching behavior. Mezirow's Transformational Learning Theory reminds us that real and lasting improvements in instructional competence come from critical reflection and a willingness to change. Together, these theories guide the development of a responsive, relevant, and impactful training program that will not only improve the technical skills of teachers but also nurture their motivation, confidence, and passion for teaching. Through this theoretical framework, the study aimed to create a deeper understanding of how teacher training programs can contribute to enhancing instructional competence in the Bolinao I District. These theories not only provide the academic lens for this research but also serve as practical guides in designing a development program that is rooted in how teachers truly learn and grow.

### 1.3 Conceptual Framework

This study is anchored on the Input-Process-Output (IPO) Model, which serves as a clear and logical guide in identifying the flow of the research. It helps in understanding how the different elements of the study are connected—from the initial data collection to the final output, which is a proposed training program. This framework presents a step-by-step view of how the inputs, processes, and expected outputs work together to meet the objectives of the study. Each component is based on the research questions stated earlier and supports the goal of enhancing instructional competence through a relevant and evidence-based intervention.

The input of this study includes the profile of elementary teachers in the Bolinao I District. These personal and professional characteristics are essential starting points in identifying who the teachers are and what they bring into their teaching profession. These inputs are grouped into six indicators: age, sex, position or rank in the school, highest educational attainment, length of service in the teaching profession, and the number or quality of related trainings and seminars attended. These pieces of information are important because they offer a picture of the teaching force in the district. Each variable may influence how teachers perform in the classroom and how ready they are for professional development. For example, experienced teachers might have strong classroom management skills but may need support in new teaching strategies. On the other hand, young teachers may be more tech-savvy but lack classroom experience. Knowing these details allows the study to understand the background that may affect their instructional competence.

Also included in the input is the current level of instructional competence of the teachers. This is measured through seven domains: content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal and professional development. These areas are based on the Philippine Professional Standards for Teachers (PPST) and are used to describe how well teachers perform in various aspects of their work. Evaluating these domains provides a detailed picture of the teachers' strengths and areas for improvement. It is essential to assess these elements properly because they directly affect the quality of instruction that learners receive. For instance, if a teacher is weak in curriculum planning, it might lead to unorganized lessons or poor learning outcomes. On the other hand, strong performance in assessment and reporting ensures that students are properly guided based on their progress.

The process involves the analysis and interpretation of the collected data. This includes examining the profile of the teachers and assessing their instructional competence using a structured tool. Once the data is gathered, the study determines whether there are significant relationships between the teachers' profiles and their level of instructional competence. Statistical tools will be used to test the connection between variables. For example, the research may analyze whether more years of service result in higher competence in pedagogy or whether attending more trainings is related to better performance in curriculum planning. This part of the process helps in identifying patterns or trends that can guide future decisions. It is also through this process that the study will pinpoint the gaps in current instructional practices. These findings are important because they become the foundation for creating meaningful interventions. More importantly, this phase transforms raw data into useful insights that will shape the next steps in the study.

The final part of the model is the output, which is the development of a proposed teacher training program. This program will be carefully designed based on the results of the analysis. The goal is to address the specific needs of the teachers in terms of instructional competence. For example, if many teachers score low in the domain of diversity of learners, then the training will include sessions on differentiated instruction and inclusive education. If the teachers lack confidence in assessment and reporting, the program will provide workshops on crafting appropriate evaluation tools. The proposed training program will be aligned with DepEd policies and will aim to improve performance in all seven domains of instructional competence. It will also encourage reflective practice, collaboration, and continuous professional growth. This training is the practical application of all the data and

findings gathered from the research. It is not just a theoretical plan, but a direct response to the needs of the elementary teachers in the Bolinao I District.

#### 1.4 Statement of the Problem

This study aimed to determine the level of instructional competence of elementary teachers of the Bolinao I District.

Specifically, it sought to answer the following questions:

- 1 What is the profile of the elementary teachers of Bolinao District Cluster I in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.2 Position;
  - 1.4 Highest Education Attainment;
  - 1.5 Length of Service; and
  - 1.6 Related Training and Seminars Attended?
  
- 2 . What is the level of instructional competence of elementary teachers of Bolinao I teachers in terms of:
  - 2.1 Content and Pedagogy;
  - 2.2 Learning Environment;
  - 2.3 Diversity of Learners;
  - 2.4 Curriculum and Planning;
  - 2.5 Assessment and Reporting;
  - 2.6 Community Linkages and Professional Engagement; and
  - 2.7 Personal and Professional Development?
  
3. Is there a significant relationship between the level of instructional competence and the profile of elementary teachers of Bolinao I District?
  
- 4 What program can be proposed to enhance the instructional competence of elementary teachers of Bolinao I District?

#### 1.5 Null Hypothesis

In line with the sub-problems, this study tested the hypothesis in its null form at an alpha level of 0.05.

1. There is no significant relationship between instructional competence and the profile of the elementary teachers of Bolinao District Cluster I.

#### 1.6 Scope and Delimitation of the Study

This study focused on determining the level of instructional competence of elementary teachers in the Bolinao I District. It aimed to examine their profile in terms of age, sex, position, highest educational attainment, length of service, and participation in related training and seminars. The study also measured their instructional competence based on several components: content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal and professional development. In addition, the research explored whether there was a significant relationship between the teachers' profile and their level of instructional competence. Based on the results, a teacher training program was proposed to help improve areas where the teachers needed further support.

The research covered selected elementary teachers within the Bolinao I District during the academic year when the study was conducted. The participants were chosen through purposive sampling, meaning only those who met specific criteria and were available at the time were included. The findings of this study may apply mainly to the schools and teachers within the district and may not reflect the situation of teachers in other areas. The responses given by the participants were based on self-assessment and the information available during data collection. Because of this, some results may be affected by personal bias or limited recall.

Moreover, the study focused only on instructional competence and did not cover other areas of teaching, such as administrative duties or co-curricular involvement. It also did not include direct classroom observation or learner performance as part of the assessment. Time constraints, availability of teachers, and access to reliable records were also considered limitations in completing the study. Despite these, the research was carried out with care and accuracy, and the results are expected to serve as a useful basis for planning meaningful training programs aimed at improving instructional competence among elementary teachers in the district.

#### 1.7 Significance of the Study

The following shows how the results of the study are beneficial to the participants and the stakeholders.

**School Administrators.** This study will serve as a helpful guide in planning and implementing teacher development programs. It will help them make decisions based on actual data about their teachers' performance and training needs. The results will support administrators in designing training activities that are focused, effective, and responsive to the needs of their teaching staff.

**Teachers.** This study will provide a clear picture of their current level of instructional competence. It will help them reflect on their teaching practices and discover areas they can still improve. Through the proposed training programs, teachers will have opportunities to enhance their skills, gain confidence, and become more effective in the classroom.

**Learners.** This study indirectly benefits them by aiming to improve the quality of teaching they receive. When teachers are well-trained and competent, students are more likely to have better learning experiences, improved academic performance, and more meaningful engagement in school activities.

**Researchers.** This study adds to the growing body of knowledge on teacher competence and professional development. It can be a valuable reference for those interested in studying similar topics in other contexts. The methodology, tools, and results used here may serve as a model for future academic inquiries.

**Stakeholders.** This study provides information that can support policy-making and resource allocation. It encourages collaboration among all groups involved in education to support teachers in their professional growth.

**Parents.** This study emphasizes the importance of having competent teachers to support the learning of their children. It highlights how investing in teacher training leads to better education, which ultimately benefits the students and their families.

**Future Researchers.** This study can be used as a reference for developing related studies in instructional competence, teacher training, or other areas in the field of education. It may inspire them to explore new questions, use different approaches, or apply the findings to other districts and levels of education.

## 1.8 Definition of Terms

**Instructional Competence.** It refers to the ability of teachers to plan, deliver, and assess instruction effectively. It includes mastery of subject matter, use of proper teaching strategies, classroom management, and responsiveness to learners' needs (Shulman, 1987). In this study, instructional competence is measured based on seven key areas: content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal and professional development, using a researcher-made questionnaire.

**Training Program.** It is a planned series of activities designed to develop or improve specific skills and knowledge in a certain area of work (Guskey, 2002). In this study, the training program refers to the proposed set of activities created based on the results of the survey to help elementary teachers improve their instructional competence.

**Elementary Teachers.** These are educators who teach young children in the early stages of formal education, usually from kindergarten to grade six, and are responsible for delivering foundational knowledge and skills (UNESCO, 2019). In this study, elementary teachers refer to public school teachers assigned in the Bolinao I District who are teaching Grades 1 to 6 and participated as respondents.

**Content and Pedagogy.** It refers to the teacher's knowledge of the subject matter and the methods used to teach it effectively to students (Shulman, 1987). In this study, content and pedagogy involve how well the teacher understands what they are teaching and how they present it to the learners, as measured in the questionnaire.

**Learning Environment.** It is the setting and atmosphere in which learning takes place, including the physical space, teaching style, classroom climate, and interaction between teacher and students (Fraser, 2012). In this study, the learning environment includes the way teachers manage their classroom, motivate learners, and create a safe and positive space for learning.

**Diversity of Learners.** It refers to the different backgrounds, needs, learning styles, and abilities of students in a classroom (Tomlinson, 2014). In this study, diversity of learners refers to how teachers adjust their strategies and provide support to accommodate differences among students, as indicated in their responses.

**Curriculum and Planning.** It refers to the process of organizing lessons, selecting materials, and setting learning goals in line with education standards (Ornstein & Hunkins, 2018). In this study, curriculum and planning relate to how teachers prepare their lessons and align them with the curriculum standards and student needs.

**Assessment and Reporting.** It involves checking what students have learned through tests or other tools and communicating the results to help improve learning (Black & Wiliam, 1998). In this study, assessment and reporting refer to how teachers measure learner performance, give feedback, and report outcomes to stakeholders.

**Community Linkages and Professional Engagement.** Community linkages and professional engagement mean building relationships with parents, local groups, and fellow teachers to support student learning and teacher development (Epstein, 2011). In this study, this concept refers to the teacher's involvement with the school community and their participation in professional activities outside of classroom teaching.

**Personal and Professional Development.** It is the continuous process of improving one's skills, knowledge, and attitude to grow both as a person and a professional (Day & Sachs, 2004). In this study, personal and professional development refers to the actions taken by teachers to improve themselves, such as attending training, reflecting on practice, and setting personal goals.

## II. METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

## 2.1 Research Design

This study used a descriptive-correlational research design to describe the profile and instructional competence of elementary teachers in Bolinao I District and to examine the relationship between them. The descriptive part focused on presenting teachers' background and their level of instructional competence across key areas like content, pedagogy, assessment, and professional growth. The correlational part looked at whether there was a significant relationship between their profile, such as age, education, or years of service, seminars, and their competence. This design is appropriate because it allows the researcher to gather factual data and explore relationships without manipulating any variables. It fits the goal of the study of providing evidence-based recommendations for training programs (Sileyew, 2019). By using this method, the researcher was able to collect relevant information efficiently and suggest meaningful strategies to enhance teaching performance.

## 2.2 Sources of Data

This study was conducted in Bolinao District Cluster I, located in the municipality of Bolinao, Province of Pangasinan, under the Schools Division Office of Pangasinan I. The district is part of Region I (Ilocos Region) and is known for its active support in improving basic education through various programs and teacher development initiatives. Bolinao District Cluster I is composed of nine (9) public elementary schools, all catering to diverse groups of learners from different barangays. These schools vary in size, population, and available resources, but they share a common goal of providing quality education to elementary learners. The schools are staffed by dedicated teachers who are committed to helping students develop foundational knowledge and values. The chosen locale is suitable for this study because it offers a real and practical setting to examine the instructional competence of elementary teachers and explore how training programs can further support their professional growth. The cooperation of the school heads and teachers in the cluster made it possible to gather reliable data essential for this research.

## 2.3 Population Sampling

This study made use of purposive sampling in selecting the respondents. The participants were elementary teachers from the nine schools of Bolinao I District who were directly involved in classroom instruction and had relevant experiences that matched the objectives of the study. Purposive sampling was chosen because it allowed the researcher to focus on respondents who could provide meaningful information about their instructional competence and training needs. According to Etikan and Bala (2019), purposive sampling is suitable when the researcher aims to gather data from individuals who are most knowledgeable about the subject of the study. In the same way, Palinkas et al. (2021) emphasized that purposive sampling ensures the selection of participants who can provide rich and relevant insights, making it highly effective for educational research.

In this study, purposive sampling was appropriate because the goal was not to generalize to all teachers, but to specifically understand the competence of teachers within Bolinao I District and use the findings as a basis for designing a training program. Since the respondents represented the actual population where the intervention would be applied, their responses were vital in creating a program that truly addressed their needs. As noted by Sharma (2021), purposive sampling is most useful in studies where the intent is to gather focused and in-depth information rather than to achieve randomness. Hence, this method was the most fitting technique for the present research.

## 2.4 Instrumentation and Data Collection

In this study, a self-crafted questionnaire was used as the primary tool for data collection. This questionnaire serves as an effective instrument for gathering data directly related to the supervisory skills of school heads. Developing a custom questionnaire allows the researcher to tailor questions specifically to the study's objectives, focusing on dimensions of supervisory skills relevant to Bolinao District Cluster I. Furthermore, designing the questionnaire in-house offers flexibility in structuring questions that are contextually appropriate, directly aligning with the needs and challenges of the school heads in this educational setting.

To ensure the accuracy and reliability of the data collected, the questionnaire underwent a validation process by three experts in the field of educational leadership and supervision. Expert validation is a critical step in instrument development, as it enhances both the content and construct validity of the tool, ensuring that each item accurately measures what it intends to measure (Bolarinwa, 2015). By consulting experts familiar with supervisory practices and educational administration, the researcher was able to refine the questionnaire, address any ambiguities, and improve question clarity and relevance.

The questionnaire was divided into sections addressing critical areas of supervisory skills, such as strategic leadership, school operations, and community relations, enabling the collection of comprehensive data across multiple dimensions of the school head's role. Using a validated, self-crafted questionnaire ensures that data collected from participants will be both meaningful and relevant to the study's goals. Furthermore, as Bolarinwa (2015) notes, expert-validated questionnaires strengthen the reliability of the research findings, as they are more likely to yield consistent results when administered under similar conditions. Thus, the tailored nature and validation process of this instrument contributes to the study's methodological rigor and ensure that the findings will provide a reliable foundation for developing an enhanced supervisory plan in Bolinao District Cluster I. Below is the rating used in the instrument's validation.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

Moreover, to facilitate efficient data collection, the questionnaire was administered using Google Forms—a widely accessible online platform known for its user-friendly interface and efficient data management capabilities. By opting for an online format, the researchers overcame geographical barriers and reached a wider pool of potential respondents, thereby enhancing the study's scope and representativeness.

### 2.5 Result of Research Instrument Validation

The research instrument used in this study underwent a process of validation to ensure that it was both reliable and appropriate for gathering the needed data. Based on the evaluation of experts, the instrument obtained an overall average weighted mean of 4.0, which falls under the category of High. This result indicates that the items in the questionnaire were considered highly valid, clear, and relevant to the objectives of the study. Furthermore, a reliability test was also conducted using Cronbach’s Alpha, which yielded a coefficient of 0.980. This very high reliability score shows that the instrument consistently measured what it intended to measure and that the items were internally consistent. These findings confirm that the research tool was both valid and reliable, making it suitable for use in assessing the instructional competence of elementary teachers in Bolinao I District.

### 2.6 Tools for Data Analysis

The data were carefully analyzed using appropriate statistical tools with the help of IBM SPSS Statistics 20. This process made sure that the results were accurate and reliable, truly reflecting the real situation and offering answers to the concerns raised in the study.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the instructional competence of public elementary teachers, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.49	Highly Competent (HC)
3	2.51 – 3.49	Competent (C)
2	1.51 – 2.49	Less Competent (LC)
1	1.00 – 1.49	Not Competent (NC)

To answer sub-problem 3, to determine whether there is a significant relationship between the instructional competence and the profile of the respondents, Pearson-R, Point Biserial, Chi-Square Test, and Spearman Rank were utilized.

To answer sub-problem 4, the Professional Development Training Program was proposed to enhance the instructional competence of public elementary teachers of the Bolinao I District.

## III. RESULTS AND DISCUSSION

This chapter presents the study’s results based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

### 3.1 Profile of the Respondents

This section presents the profile of the public elementary teachers of Bolinao I District.

**Table 1. Profile of the respondents in terms of Age**

Age	Frequency	Percent
25 years old and below	1	1.0
26 years old to 35 years old	21	21.0
36 years old to 45 years old	34	34.0
46 years old to 55 years old	34	34.0
56 years old and above	10	10.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The data in Table 1 shows that most teachers in Bolinao I District belong to the middle-aged groups, with 34% each aged 36–45 and 46–55. Younger teachers, aged 25 and below, make up only 1%, while 21% are 26–35 years old and 10% are 56 and above. This suggests that the teaching force is mostly composed of experienced educators who may already have established practices but may also need continuous updates in instructional strategies to keep pace with changing educational demands.

**Table 2. Profile of the respondents in terms of Sex**

Sex	Frequency	Percent
Male	13	13.0
Female	87	87.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The data in Table 2 show that the teaching force in Bolinao I District is largely composed of women, with 87% female teachers compared to only 13% male teachers. This indicates that the profession in the district is highly female-dominated, which mirrors the general trend in Philippine basic education, where women make up the majority of public-school teachers.

**Table 3. Profile of the respondents in terms of Position**

Position	Frequency	Percent
Teacher I	18	18.0
Teacher II	2	2.0
Teacher III	67	67.0
Master Teacher I	10	10.0
Master Teacher II	3	3.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 3 shows that most of the teachers in Bolinao I District hold the position of Teacher III, representing 67% of the respondents. This is followed by Teacher I with 18%, while only a few serve as Teacher II (2%) and Master Teacher I and II (10% and 3%, respectively). The data suggest that the majority of the teaching force are in the middle ranks of their career, which means they already have considerable classroom experience but still need continuous support to enhance their instructional competence further.

**Table 4. Profile of the respondents in terms of Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percent
Bachelors Degree	7	7.0
Masters Level/Units	56	56.0
Masters Graduate	33	33.0
Doctorate Level/Units	3	3.0
Doctorate Degree	1	1.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The table shows that most of the respondents reached postgraduate education, with 56% completing master’s units and 33% finishing a master’s degree. Only a small percentage attained a doctorate level or degree (4% combined), while 7% had a bachelor’s degree. This suggests that many of the teachers come from families with a strong educational background, which may have influenced their pursuit of higher learning and professional growth.

**Table 5. Profile of the respondents in terms of Length of Service**

Length of Service	Frequency	Percent
3 years and below	11	11.0
4 years to 10 years	16	16.0
11 years to 15 years	25	25.0
16 years to 20 years	20	20.0
21 years to 25 years	12	12.0
26 years to 30 years	10	10.0
31 years and above	6	6.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The results in Table 5 show that most teachers in Bolinao I District have considerable teaching experience, with 25% serving for 11 to 15 years and 20% for 16 to 20 years. Only a small portion, 11%, are in their first three years, while 6% have served for more than 31 years. This distribution indicates that the teaching force is largely composed of mid-career educators who have already gained substantial classroom exposure but may still need continuous support to refine and update their practices.

**Table 6. Profile of the respondents in terms of Relevant Training and Seminar**

Relevant Training and Seminar	Frequency	Percent
School	548	57.93
District	246	26.00
Regional	33	3.49
National	102	10.78
International	17	1.80
<b>Total</b>	<b>946</b>	<b>100.00</b>

The data in Table 6 show that most teachers in Bolinao I District participated in school-based training (57.93%), followed by district-level seminars (26.00%). Only a small portion attended regional (3.49%), national (10.78%), and international (1.80%) training programs. This suggests that professional development opportunities are mostly localized, with limited access to higher-level training. While school and district programs provide immediate support, the lack of broader exposure may hinder teachers from gaining updated and diverse strategies that are often shared in regional, national, or international platforms.

### 3.2 Instructional Competence of Public Elementary Teachers of Bolinao I District

This section presents the level of instructional competence of public elementary teachers in Bolinao I District. It highlights how teachers demonstrate their skills in different areas of teaching.

**Table 7. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Content and Pedagogy**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Content and Pedagogy</b>		
Demonstrates mastery of the subject matter.	4.45	Highly Competent
Uses varied and appropriate teaching strategies.	4.43	Highly Competent
Integrates real-life applications into lessons.	4.52	Very Highly Competent
Aligns lessons with learning competencies.	4.62	Very Highly Competent
Uses scaffolding techniques to support learner understanding.	4.30	Highly Competent
Promotes critical thinking and problem-solving.	4.36	Highly Competent
Utilizes content knowledge to address misconceptions.	4.30	Highly Competent
<b>Average Weighted Mean</b>	<b>4.43</b>	<b>Highly Competent</b>

The results in Table 7 show that the public elementary teachers of Bolinao I District Cluster I are generally highly competent in content and pedagogy, with an overall weighted mean of 4.43. The highest competence was noted in aligning lessons with learning competencies (4.62) and integrating real-life applications into lessons (4.52), both rated very highly competent. Meanwhile, indicators such as scaffolding techniques (4.30) and addressing misconceptions (4.30) received slightly lower but still strong ratings of highly competent.

**Table 8. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Learning Environment**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Learning Environment</b>		
Maintains a clean, safe, and organized classroom.	4.73	Very Highly Competent
Encourages respectful and inclusive learner interactions.	4.69	Very Highly Competent
Establishes clear classroom rules and routines.	4.71	Very Highly Competent
Provides opportunities for collaborative learning.	4.60	Very Highly Competent
Uses strategies to manage disruptive behavior constructively.	4.52	Very Highly Competent
Creates an environment that fosters learner autonomy.	4.46	Highly Competent
Promotes emotional and psychological safety in class.	4.59	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.61</b>	<b>Very Highly Competent</b>

Table 8 shows that teachers in Bolinao I District Cluster I demonstrate a very high level of instructional competence in creating a positive learning environment. The overall weighted mean of 4.61 indicates that teachers are generally very highly competent in this domain. The highest ratings were on maintaining a clean, safe, and organized classroom (WM = 4.73), establishing clear rules and routines (WM = 4.71), and fostering respectful and inclusive interactions (WM = 4.69). These results suggest that teachers prioritize order, respect, and inclusivity in their classrooms. Meanwhile, the lowest rating was on fostering learner autonomy (WM = 4.46), which, while still rated as highly competent, points to an area where teachers may need more support in promoting independence and self-directed learning among students.

**Table 9. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Diversity of Learners**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Diversity of Learners</b>		
Designs differentiated activities based on learners' needs.	4.33	Highly Competent
Adjusts instructional strategies to accommodate varying learning styles.	4.45	Highly Competent
Provides support for learners with special education needs.	4.39	Highly Competent

Recognizes and addresses gender and cultural diversity.	4.53	Highly Competent
Uses inclusive language and materials.	4.34	Highly Competent
Adapts assessments for individual learner differences.	4.46	Highly Competent
Encourages participation from all learners regardless of ability.	4.62	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>Highly Competent</b>

Table 9 shows that the teachers of Bolinao I District Cluster I demonstrate a high level of instructional competence in addressing learner diversity. The average weighted mean of 4.45 (Highly Competent) indicates that teachers consistently apply inclusive and adaptive teaching practices. Among the indicators, the highest rating was given to encouraging participation from all learners regardless of ability (4.62, Very Highly Competent), which reflects teachers' strong commitment to inclusivity. Other highly rated practices include recognizing and addressing gender and cultural diversity (4.53) and adapting assessments for individual learner differences (4.46), suggesting that teachers are mindful of fairness and equity in instruction. Meanwhile, designing differentiated activities (4.33) and using inclusive language and materials (4.34) received slightly lower, yet still strong, ratings, showing areas where teachers can continue to strengthen their strategies.

**Table 10. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Curriculum and Planning**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Curriculum and Planning</b>		
Develops lesson plans aligned with the curriculum guide.	4.63	Very Highly Competent
Sets clear learning objectives and outcomes.	4.61	Very Highly Competent
Selects appropriate instructional materials.	4.51	Very Highly Competent
Plan lessons that are logically sequenced.	4.50	Highly Competent
Integrates cross-curricular themes and 21st-century skills.	4.40	Highly Competent
Allocates sufficient time for each learning task.	4.44	Highly Competent
Evaluates and adjusts lesson plans based on student performance.	4.58	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.52</b>	<b>Very Highly Competent</b>

The results in Table 10 show that teachers in Bolinao I District Cluster I demonstrate a very high level of competence in curriculum and planning, with an overall weighted mean of 4.52. Teachers were rated very highly competent in developing lesson plans aligned with the curriculum guide (4.63), setting clear learning objectives (4.61), evaluating and adjusting plans based on student performance (4.58), and selecting appropriate instructional materials (4.51). Meanwhile, competencies such as logical lesson sequencing (4.50), integrating cross-curricular themes and 21st-century skills (4.40), and allocating sufficient time for learning tasks (4.44) were rated highly competent. These findings suggest that while teachers excel in aligning instruction with curriculum standards and monitoring student progress, further strengthening is needed in areas like integration of broader skills and lesson pacing.

**Table 11. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Assessment and Reporting**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Assessment and Reporting</b>		
Uses a variety of assessment tools and techniques.	4.53	Very Highly Competent
Aligns assessments with learning objectives.	4.62	Very Highly Competent
Provides timely and constructive feedback.	4.49	Highly Competent
Records and reports learner progress accurately.	4.70	Very Highly Competent
Uses assessment data to guide instruction.	4.59	Very Highly Competent
Encourages learner self-assessment and reflection.	4.55	Very Highly Competent
Communicates assessment results to stakeholders clearly.	4.53	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.57</b>	<b>Very Highly Competent</b>

The results in Table 11 reveal that teachers in Bolinao I District Cluster I are very highly competent in assessment and reporting, with an overall weighted mean of 4.57. The highest rating was given to the indicator on recording and reporting learner progress accurately (WM = 4.70), followed closely by aligning assessments with learning objectives (WM = 4.62) and using assessment data to guide instruction (WM = 4.59). Meanwhile, providing timely and constructive feedback received the lowest rating (WM = 4.49), though still described as highly competent. These results show that teachers demonstrate strong competence in utilizing assessment tools, aligning them with learning goals, and communicating results effectively, which are vital for tracking learner progress and improving instruction.

**Table 12. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Community Linkages and Professional Engagement**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Community Linkages and Professional Engagement</b>		
Participates in school-community partnership programs.	4.62	Very Highly Competent
Engages parents in supporting learner development.	4.67	Very Highly Competent
Collaborates with local stakeholders for educational support.	4.46	Highly Competent
Attends and contributes to school meetings and activities.	4.70	Very Highly Competent
Participates in learning action cells (LACs) and trainings.	4.71	Very Highly Competent
Shares expertise with peers through mentoring or coaching.	4.41	Highly Competent
Upholds professional ethics in community interactions.	4.61	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.60</b>	<b>Very Highly Competent</b>

The results in Table 12 reveal that public elementary teachers in Bolinao I District Cluster I demonstrate a very high level of competence in terms of community linkages and professional engagement, with an overall weighted mean of 4.60 described as Very Highly Competent. Among the indicators, participation in learning action cells and training (4.71) and active involvement in school meetings and activities (4.70) received the highest ratings, showing that teachers are strongly committed to continuous professional growth and collaborative practices. Similarly, engaging parents to support learner development (4.67) and upholding professional ethics (4.61) also reflect their strong dedication to community partnership. On the other hand, collaborating with stakeholders (4.46) and mentoring peers (4.41) were rated slightly lower, though still within the Highly Competent range, indicating areas that could be further enhanced.

**Table 13. Instructional Competence of Public Elementary Teachers of Bolinao I District Cluster I in terms of Personal and Professional Development**

INDICATORS	Weighted Mean	Descriptive Equivalent
<b>Personal and Professional Development</b>		
Attends professional development seminars and workshops.	4.63	Very Highly Competent
Applies new learning to classroom practice.	4.58	Very Highly Competent
Reflects on teaching performance for improvement.	4.54	Very Highly Competent
Sets personal goals for professional growth.	4.52	Very Highly Competent
Engages in lifelong learning and research.	4.38	Highly Competent
Seeks feedback from supervisors and peers.	4.56	Very Highly Competent
Demonstrates commitment to the teaching profession.	4.68	Very Highly Competent
<b>Average Weighted Mean</b>	<b>4.56</b>	<b>Very Highly Competent</b>

The results in Table 13 show that teachers in Bolinao I District Cluster I demonstrate a very high level of competence in personal and professional development, with an overall weighted mean of 4.56. The highest rating was given to their commitment to the teaching profession (WM = 4.68), while the lowest, though still high, was in engaging in lifelong learning and research (WM = 4.38). These findings suggest that teachers are strongly dedicated to professional growth, actively participate in training, and apply new knowledge in their teaching, though continuous engagement in research and long-term learning could still be strengthened.

**Table 14. Test of Relationship between Relationship between Instructional Competence across Profile Variables of Elementary Teachers of Bolinao I District**

Profile	Correlation Coefficient	Content and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning
Age <sup>a</sup>	r	-0.046	-0.030	-0.056	-0.111
	Sig.	0.648	0.769	0.581	0.270
Sex <sup>b</sup>	r	-0.117	-0.099	-0.088	-0.023
	Sig.	0.245	0.328	0.386	0.818
Position <sup>c</sup>	r	-0.091	-0.092	-0.108	-0.056
	Sig.	0.369	0.361	0.286	0.580
Highest Educational Attainment <sup>d</sup>	r	-0.164	-0.030	-0.109	-0.101
	Sig.	0.102	0.765	0.281	0.316
Length of Service <sup>a</sup>	r	-0.010	-0.052	-0.055	-0.072
	Sig.	0.923	0.605	0.588	0.479
Number of Relevant Training and Seminars	r	0.261	0.200	0.191	0.199
	Sig.	0.009**	0.046*	0.056	0.048*

**Legend:** a. Pearson R b. Point Biserial Correlation; c. Spearman

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

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

The results in Table 14 reveal that most teacher profile variables, such as age, sex, position, educational attainment, and length of service, show no significant relationship with instructional competence across the domains of content and pedagogy, learning environment, diversity of learners, and curriculum and planning. This suggests that these demographic factors do not strongly influence teachers' level of instructional performance. However, the number of relevant trainings and seminars attended shows a significant positive correlation with several domains, particularly content and pedagogy ( $r = 0.261, p < 0.01$ ), learning environment ( $r = 0.200, p < 0.05$ ), and curriculum and planning ( $r = 0.199, p < 0.05$ ). This indicates that teachers who actively participate in professional development activities are more likely to enhance their instructional competence.

**Table 15. Test of Relationship between Relationship between Instructional Competence across Profile Variables of Elementary Teachers of Bolinao I District**

Profile	Correlation Coefficient	Assessment and Reporting	Community Linkages and Professional Engagement	Personal and Professional Development	Overall Instructional Competence
Age <sup>a</sup>	r	0.025	0.061	-0.024	-0.031
	Sig.	0.804	0.544	0.812	0.759
Sex <sup>b</sup>	r	-0.073	-0.093	-0.053	-0.089
	Sig.	0.470	0.356	0.601	0.378
Position <sup>c</sup>	r	-0.008	0.011**	-0.031	-0.108
	Sig.	0.938	0.915	0.756	0.286
Highest Educational Attainment <sup>d</sup>	r	-0.073	-0.035	-0.027	-0.095
	Sig.	0.473	0.729	0.786	0.345
Length of Service <sup>a</sup>	r	0.005	0.012	-0.010	-0.034
	Sig.	0.959	0.906	0.923	0.740
Number of Relevant Training and Seminars	r	0.149	0.188	0.261	0.231
	Sig.	0.140	0.061	0.009**	0.021*

**Legend:** a. Pearson R b. Point Biserial Correlation; c. Spearman

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

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

The results in Table 15 show that most teacher profile variables such as age, sex, position, educational attainment, and length of service have no significant relationship with instructional competence, as indicated by their low correlation values and high significance levels. This suggests that these demographic factors do not strongly influence teachers' performance in assessment and reporting, community linkages, personal and professional development, or overall instructional competence. However, a notable exception is the number of relevant trainings and seminars attended, which shows a significant positive correlation with personal and professional development ( $r = 0.261, p = 0.009$ ) and overall instructional competence ( $r = 0.231, p = 0.021$ ). This finding highlights that teachers who participate in more professional development activities tend to perform better in these domains.

#### IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the results gathered, analyzed, and interpreted.

##### 4.1 Summary

The study aimed to determine the instructional competence of public elementary teachers of the Bolinao I District.

The study sought to test the following hypotheses in their null form at a 0.05 level of significance: There is no significant relationship between instructional competence and the profile of public elementary teachers in Bolinao I District.

This study employed a correlational research design, which is suitable for this study as it aims to describe the relationship between instructional competence and the profile of public elementary teachers in Bolinao I District. This study used the purposive sampling technique. Since the respondents were the public elementary teachers of Bolinao I District only, it was appropriate to use this technique.

The study used a self-made questionnaire as the primary data collection instrument to gather information from the school heads of Bolinao I District.

The gathered data were collected, analyzed, and interpreted using frequency counts, percentages, average weighted mean, Pearson-R, Point-Biserial, and Spearman rank.

#### 4.2 Conclusions

From the presented results, the following conclusions are drawn:

1. Most teachers in the Bolinao I District are in the middle age group, predominantly female, and hold the position of Teacher III. Many are pursuing advanced studies, with most having master's units or degrees, and have been in service for more than 10 years. This shows that the teaching force is mature, stable, and academically equipped.
2. Teachers' participation in trainings is mostly limited to school- and district-level programs, with only a few exposed to regional, national, or international training. This indicates limited access to wider professional development opportunities.
3. Teachers demonstrated a very high level of instructional competence across all domains—content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal/professional development.
4. Their strongest areas were the learning environment, community linkages, and assessment/reporting, showing that teachers are effective in managing classrooms, engaging stakeholders, and ensuring fair assessment practices.
5. Teachers also showed strength in personal and professional development, reflecting their commitment to continuous growth and lifelong learning.
6. Demographic factors such as age, sex, position, educational attainment, and length of service were found to have no significant effect on teachers' instructional competence, suggesting that competence is not dependent on personal or career background.
7. Participation in relevant trainings and seminars showed a significant positive effect on instructional competence, proving that continuous professional development directly enhances teachers' skills and effectiveness.

#### 4.3 Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Encourage and support younger teachers to join the district to ensure balance in age distribution and prepare for future retirements.
2. Strengthen gender inclusivity efforts in the teaching profession to attract more male teachers and promote diversity in the workforce.
3. Provide more scholarship grants and incentives for teachers pursuing graduate and doctoral studies to sustain academic growth.
4. Expand access to regional, national, and international training programs by allocating district funds or linking with external partners to provide broader opportunities for teachers.
5. Sustain teachers' strengths in learning environment management, assessment practices, and community linkages through continued mentoring and best practice sharing.
6. Institutionalize regular professional development programs focused on 21st-century skills, technology integration, and cross-curricular innovations to strengthen curriculum and pedagogy further.
7. Prioritize capacity-building programs and training workshops, since findings show that these have the greatest impact on improving instructional competence.

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