

Interplay of Professional Development and Teachers' Classroom Management and Instructional Delivery: Toward a Development Program

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ABSTRACT

This study examined the influence of professional development (PD) on teachers' classroom management and instructional delivery among teachers in Bagabag 2 District, Division of Nueva Vizcaya, Philippines. This study used a descriptive-correlational design and a researcher-designed, validated four-point Likert questionnaire (Cronbach's $\alpha = .913$) administered to 64 public elementary school teachers who had participated in PD activities within the last three years. The study assessed PD engagement across three dimensions: frequency of participation, relevance and applicability, and support and commitment. The study assessed classroom management across rules and procedures, time management, and behavior management. The study assessed instructional delivery across curriculum, instructional practices, and assessment. The study also identified challenges and enabling factors in applying PD learning in actual classroom practice. The study used descriptive statistics (means and standard deviations) and Pearson product-moment correlation at $\alpha = .05$. Findings showed very high levels of PD engagement (overall $M = 3.84$), classroom management (overall $M = 3.85$), and instructional delivery (overall $M = 3.88$) across all measured dimensions. PD was strongly and positively correlated with classroom management ($r = .677, p < .001$) and instructional delivery ($r = .650, p < .001$). Relevance and applicability emerged as the strongest predictor of both outcomes. Resource-related barriers (inadequate materials, limited funding) were the most pressing challenges, while follow-up coaching, peer collaboration, and monitoring mechanisms were the leading enabling factors. This study proposes a School-Based Professional Development Enhancement Program (SBPDEP) to address identified gaps and sustain professional learning gains.

Keywords: Professional growth, capacity building, pedagogical efficacy, teacher engagement, enhancement program

INTRODUCTION

Teachers are central to shaping students' learning experiences, and their effectiveness is closely tied to the quality of professional development (PD) they receive. PD gives educators opportunities to refine instructional practices, strengthen classroom management skills, and respond to learners' evolving needs. Sustained, well-structured PD has been associated with teacher growth, improved instructional quality, and better student learning outcomes (Kaulēns, 2022; Kind, 2019). In the Philippine setting, the Department of Education (DepEd) institutionalizes continuous professional learning through its Learning and Development (L&D) framework, which seeks to cultivate competent and adaptive educators (Department of Education, as cited in DFAT, 2017).

Consistent with national reforms, DepEd has anchored quality basic education on policy instruments that place teachers' professional growth at the center of system improvement. DepEd Order No. 48, s. 2020 (Learning and Development System) frames PD as a strategic mechanism for enhancing teacher competencies and classroom practices. DepEd Order No. 35, s. 2016 institutionalizes the Learning Action Cell (LAC) as a school-based professional learning strategy promoting collaborative inquiry and reflective practice. DepEd Order No. 29, s. 2022 (Basic Education Monitoring and Evaluation Framework) emphasizes evidence-based assessment of program effectiveness, including PD initiatives. The Quality Basic Education Development Plan (QBEDP) 2025–2035 further prioritizes high-performing teachers as a key outcome of inclusive, equitable, and quality basic education.

Despite these policies, gaps persist between PD attendance and classroom application. Studies show that while teachers participate in training, the extent to which PD translates into improved classroom management and instructional delivery varies considerably (Gafurov et al., 2019; King et al., 2022). Classroom management remains a persistent concern because it directly shapes the learning environment and student engagement (Bhadouria, 2024). Similarly, instructional delivery requires more than content knowledge; it demands pedagogical mastery, adaptability, and responsiveness to diverse learners (Culajara & Lucas, 2023). In semi-urban and rural districts such as Bagabag 2, Division of Nueva Vizcaya, this study addresses the open empirical question of the contextual fit and applicability of PD programs.

METHODOLOGY

This study employed a descriptive-correlational research design, which is deemed appropriate for examining the influence of professional development on teachers' classroom management and instructional delivery in Bagabag 2 District. The descriptive aspect provides a clear picture of the extent of teachers' participation in professional development programs, as well as their levels of classroom management and instructional delivery, while the correlational component allows for the analysis of possible significant relationships between these variables. By using this design, the study not only captures the current status of teachers' practices but also establishes the strength and direction of associations among professional development, classroom management, and instructional delivery, generating evidence-based insights that guide the formulation of an intervention program tailored to the needs of the district's educators.

THEORETICAL FRAMEWORK

The present study is anchored on several well-established educational and psychological theories that explain the interrelated dynamics between teachers' professional development, classroom management, instructional delivery, and learners' academic achievement. These frameworks provide a solid conceptual lens for understanding how continuous learning experiences influence teachers' practices and student outcomes.

One central theory guiding this study is Guskey's Model of Teacher Change (Guskey, 2002). Guskey asserts that significant, lasting change in teachers' beliefs and attitudes occurs only after they see positive results in student learning. Unlike traditional views that treat belief change as a prerequisite for behavioral change, Guskey argues that teachers are more likely to adopt and sustain new instructional strategies when they see tangible improvements in classroom engagement and student performance. In this study, this model highlights the importance of designing professional development activities that allow teachers to apply new skills immediately, reflect on their effectiveness, and improve their classroom management and instructional delivery. Together, these theories—Guskey's Model of Teacher Change, Bandura's Social Learning Theory, Vygotsky's Sociocultural Theory, Kounin's Classroom Management Theory, Skinner's Behaviorism, Bloom's Taxonomy, Constructivist Theory, and Self-Determination Theory—provide a comprehensive and integrated foundation for this study. Together, they explain how professional development strengthens teachers' knowledge, skills, attitudes, and practices in classroom management and instructional delivery, ultimately improving learner achievement.

I. RESEARCH PARADIGM OF THE STUDY

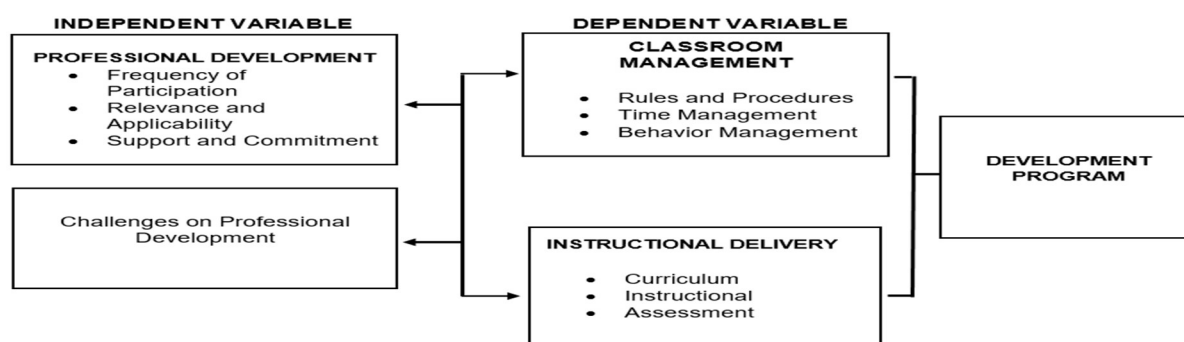


Figure 1: Research Paradigm

In the research paradigm, professional development is the independent variable because it represents the experiences, training, and growth opportunities teachers participate in. The assumption is that the more frequent, relevant, and well-supported these professional development activities are, the more likely they will shape teachers' practices and performance. Classroom management and instructional delivery are considered the dependent variables. These areas represent the observable outcomes of how teachers apply what they have learned in their professional development activities.

Research Setting

The study was conducted in Bagabag 2 District, Division of Nueva Vizcaya, a public-school district in the municipality of Bagabag, Philippines. The district comprises elementary schools serving learners from diverse urban and rural communities. Participants were 64 public elementary school teachers who had actively participated in PD activities within the last three years. The respondents represented a range of grade levels, years of teaching experience, and subject specializations.

Data Gathering Tools

The researcher constructed a survey questionnaire aligned with the research objectives and the operational definitions of the study variables. The instrument was organized into four parts: (a) PD engagement (14 items), (b) classroom management (12 items), (c) instructional delivery (12 items), and (d) challenges and enabling factors (12 items). All items used a four-point Likert scale (4 = Very High/Very Frequent; 3 = High/Frequent; 2 = Low/Less Frequent; 1 = Very Low/Not Frequent). Seasoned educators and researchers validated the instrument, followed by a pilot test with teachers outside the study locale. Cronbach's alpha confirmed internal consistency, with an overall reliability coefficient of $\alpha = .913$.

Statistical Treatment of Data

The data gathered from the validated questionnaires were subjected to appropriate statistical treatments. Descriptive statistics such as means and standard deviations were employed to determine the extent of teachers' participation in professional development programs, as well as their levels of classroom management and instructional delivery. These measures provide a clear, organized summary of the respondents' perceptions and practices, highlighting prevailing trends within the district.

To analyze relationships between variables, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used. This inferential statistical tool is suitable for determining the strength and direction of the relationship between professional development and classroom management, as well as between professional development and instructional delivery. The level of significance was set at 0.05, ensuring that the findings are statistically reliable, with only a minimal probability that the observed relationships occurred by chance.

RESULTS AND DISCUSSIONS

Section 1. Extent of Teachers' Engagement in Professional Development Programs

The first research question sought to determine the extent of teachers' engagement in professional development programs in Bagabag 2 District in terms of frequency of participation, relevance and applicability, and support and commitment. Tables 1, 2, and 3 present the results for each sub-variable.

Table 1. Extent of Teachers' Engagement in Professional Development in Terms of Frequency of Participation

Table 1 reveals that teachers in Bagabag 2 District demonstrate a very high level of engagement in professional development in terms of frequency of participation, with an overall mean of 3.84. All four items obtained means above 3.60, consistently falling within the Very High/Very Frequent verbal interpretation range. Attendance at school- or district-organized professional development activities received the highest rating ($M = 3.94$), while proactively seeking additional opportunities beyond school requirements received the lowest score ($M = 3.67$). Overall, all items reflect a strong and consistent pattern of teacher participation in professional learning activities throughout the year.

The very high frequency of participation can be attributed to the strong institutional culture of professional development embedded within the Department of Education's policies and frameworks. Teachers in the Philippines must complete a specified number of training hours annually, and the results suggest that teachers in Bagabag 2 District are highly compliant with these expectations. The slightly lower rating on self-initiated learning (Item 3, $M = 3.67$), while still very high, implies that intrinsic motivation to seek learning beyond mandatory requirements may still be developing among some teachers. These findings are consistent with Guskey's Model of Teacher Change (2002), which posits that teachers are more likely to engage in professional development when they perceive its direct impact on their teaching outcomes. Ancho and Arrieta (2021) similarly noted that Filipino teachers view professional development as a lifelong learning process, with institutional mandates significantly driving participation rates.

Table 2. Extent of Teachers' Engagement in Professional Development in Terms of Relevance and Applicability

Table 2 shows that teachers in Bagabag 2 District perceive their professional development programs as highly relevant and directly applicable to their classroom needs, as reflected in an overall mean of 3.83. All five items yielded means ranging from 3.81 to 3.84, indicating a uniformly high appraisal of the professional development programs' practical value. Participants perceived the professional development programs as contextually appropriate and immediately usable in the classroom. The slightly lower score for consistently integrating acquired strategies into daily practice (Item 7, $M = 3.81$) suggests a minor gap in transferring learning to classroom implementation, though it remains within the very high range. These findings align with Kilag et al. (2023), who highlighted the promise of Individual Plans for Professional Development (IPPD), noting that personalized PD helped teachers improve performance, apply training in practice, and positively influence student learning and behavior. Wright (2019), who found that teachers perceive professional development as most effective when it is targeted, relevant, and strategically delivered, particularly in areas such as technology integration and learner-centered approaches.

Table 3. Extent of Teachers' Engagement in Professional Development in Terms of Support and Commitment

Table 3 shows that both institutional support and personal commitment to professional development are very high in Bagabag 2 District, with an overall mean of 3.85. Administrative support for teachers' participation (Item 10, $M = 3.94$) emerged as the strongest indicator, followed closely by teachers' personal motivation to invest time and effort in professional learning (Item 14, $M = 3.89$). The provision of adequate time and resources by the school (Item 11, $M = 3.78$) recorded the lowest mean among the five items, though this figure remains well within the very high range. The findings resonate strongly with Bandura's Social Learning Theory (1986), which highlights the role of social reinforcement and supportive environments in sustaining learning behaviors. Complementing this perspective, Fairman et al. (2022) note that PD relevance often hinges on balancing competing demands between external accountability pressures and teachers' localized professional learning needs.

Section 2. Level of Teachers' Classroom Management

The second research question aimed to assess teachers' classroom management after undergoing professional development in terms of rules and procedures, time management, and behavior management. Tables 4, 5, and 6 present the findings for each sub-variable.

Table 4. Level of Teachers' Classroom Management in Terms of Rules and Procedures

Table 4 indicates that teachers in Bagabag 2 District maintain a very high level of classroom management in terms of rules and procedures, with an overall mean of 3.93, the highest among the classroom management sub-variables. Teachers consistently implement classroom routines and procedures (Item 15, $M = 3.95$), learners understand and follow established rules (Item 16, $M = 3.88$), and professional development has helped improve rule-setting practices (Item 17, $M = 3.95$). Two items tied for the highest rating, while learners' understanding of and compliance with established rules registered a slightly lower but still very high mean.

The exceptionally high overall mean for this sub-variable suggests that rules and procedures represent the most well-developed dimension of classroom management in Bagabag 2 District. The equal top ratings for both implementing routines (Item 15) and perceiving professional development as having improved rule-setting (Item 17) point to a strong and direct connection between professional learning and the practical establishment of classroom order. The slightly lower mean for learner compliance (Item 16, $M = 3.88$), while still very high, implies that while teachers are proficient in establishing and communicating rules, sustaining universal learner adherence remains a more variable outcome, likely influenced by factors such as learner diversity, age group, and individual student behavior. This also underscores that rule enforcement is not solely a function of teacher competence but is shaped by the interactive dynamics of the classroom community.

These findings align strongly with Kounin's Theory of Classroom Management (1977), which emphasizes establishing clear rules, routines, and procedures as foundational elements of an orderly learning environment. Kounin's concept of withitness, or the teacher's awareness of and responsiveness to classroom events, is reflected in the high scores on consistent implementation and rule communication.

Table 5. Level of Teachers' Classroom Management in Terms of Time Management

Table 5 presents teachers' classroom management level in terms of time management. The overall mean of 3.79 reflects a Very High/Very Frequent level of performance. Keeping learners engaged throughout the lesson (Item 22, $M = 3.89$) obtained the highest rating, while completing all lesson activities within the allotted time (Item 20, $M = 3.72$) recorded the lowest mean. Of the five time management items, two items involving instructional pacing, namely managing instructional time effectively (Item 18, $M = 3.75$) and completing lesson activities within the allotted time (Item 20, $M = 3.72$), yielded the relatively lower scores, pointing to lesson completion and pacing as the most nuanced dimensions of time management among teachers in the district. The findings align with Kounin's (1977) foundational concepts of momentum and smoothness in classroom management, where effective teachers maintain lesson flow and minimize disruptions that consume instructional time. Afalla and Fabelico (2020) reinforced this in the Philippine context by finding that effective teacher time management is significantly linked to improved student academic performance, underscoring the high-stakes nature of this dimension.

Table 6. Level of Teachers' Classroom Management in Terms of Behavior Management

Table 6 shows that teachers in Bagabag 2 District exhibit a very high level of performance in behavior management, with an overall mean of 3.82. Professional development's contribution to improved behavior management (Item 25, $M = 3.91$) received the highest rating, while handling disruptive behavior calmly and consistently (Item 23, $M = 3.73$) registered the lowest mean. The remaining items, including applying appropriate reinforcement and corrective measures (Item 24, $M = 3.81$) and using consistent behavior management strategies that help maintain instructional focus (Item 26, $M = 3.84$), fell within the upper range of very high performance, demonstrating a broadly strong behavior management profile. The notable gap between the highest-rated item (Item 25, professional development's role in improving behavior management) and the lowest-rated item (Item 23, calm and consistent handling of disruptions) highlights a key distinction between teachers' acquired knowledge and their real-time application of that knowledge under pressure. While professional development clearly builds awareness and intent around behavior management strategies, executing those strategies in emotionally charged, unpredictable classroom situations is more challenging. This reflects the well-documented transfer gap between training and practice, where skills rehearsed in relatively controlled learning environments may not be readily accessible when teachers face sudden disruptions. The high scores on Items 24 and 26 suggest that teachers consistently apply deliberate, planned behavior management practices, while reactive responses to spontaneous disruptions remain more variable.

These findings are grounded in Skinner's Behaviorist Theory and Operant Conditioning (1965), which posits that consistent reinforcement and corrective consequences shape desirable classroom behaviors over time.

Section 3. Level of Teachers' Instructional Delivery

The third research question sought to determine the level of teachers' instructional delivery in terms of curriculum, instructional delivery practices, and assessment. Tables 7, 8, and 9 present the findings for each sub-variable.

Table 7. Level of Teachers' Instructional Delivery in Terms of Curriculum

Table 7 reveals that teachers in Bagabag 2 District demonstrate a very high level of instructional delivery in terms of curriculum utilization, with an overall mean of 3.91, the highest among all instructional delivery sub-variables. Using the Curriculum Guide to sequence lessons logically (Item 28, $M = 3.95$) obtained the highest rating, followed by regularly referring to the Curriculum Guide when planning lessons (Item 27, $M = 3.91$) and professional development enhancing the ability to use the Curriculum Guide (Item 29, $M = 3.91$). Identifying appropriate learning competencies to ensure lesson continuity (Item 30, $M = 3.89$) received the lowest mean, though it remains firmly within the very high range. The four items are closely clustered, indicating a highly consistent pattern of curriculum-aligned instructional planning across the district. These findings align with Bloom's Taxonomy (Bloom et al., 1964), which underscores the importance of aligning instructional planning with clearly defined cognitive objectives that progress from lower- to higher-order thinking. The high curriculum utilization scores suggest that teachers are applying this principle by anchoring their lessons to the structured cognitive targets embedded in the Curriculum Guide. Bibon (2022) further noted that teachers in the Philippine context regularly employ curriculum-aligned strategies and that this competency is strongly linked to consistent participation in professional development programs.

Table 8. Level of Teachers' Instructional Delivery in Terms of Instructional Practices

Table 8 indicates that teachers in Bagabag 2 District maintain a very high level of instructional practice, with an overall mean of 3.85. Teachers rated the use of inquiry-based teaching strategies (Item 31, $M = 3.89$) highest, reflecting their emphasis on encouraging learners to ask questions and discover answers through guided activities. Using approaches where learners actively connect new ideas to prior knowledge (Item 32, $M = 3.81$) received the lowest mean, followed by reflective practice to identify areas for improvement (Item 33, $M = 3.84$). All three items clustered closely, indicating consistent and high-quality instructional practice across the three assessed dimensions.

These findings are directly grounded in Constructivist Learning Theory (Piaget, 1970; Bruner, 1997), which holds that learners actively construct knowledge through experience and interaction rather than passively receiving information. The frequent use of inquiry-based and constructivist strategies reflects teachers' successful internalization of these principles through relevant professional development. Ajani (2023) further demonstrated that professional development grounded in experiential learning theory produces teachers who are more reflective and adaptive in their instructional approaches, a pattern clearly evidenced in the present study's data.

Table 9. Level of Teachers' Instructional Delivery in Terms of Assessment

Table 9 shows that teachers in Bagabag 2 District demonstrate a very high level of assessment practice, yielding an overall mean of 3.89. Teachers rated providing timely feedback based on formative assessments (Item 35, $M = 3.92$) highest, followed by using assessment results to guide instructional decisions and remediation (Item 37, $M = 3.91$). Regular use of formative assessments to monitor learner progress (Item 34, $M = 3.88$) and use of diagnostic assessments to identify existing knowledge and skills (Item 38, $M = 3.88$) tied for the lowest mean, though these remain solidly within the very high range.

The tight clustering of means from 3.88 to 3.92 across all five items reflects a remarkably consistent and comprehensive assessment practice among the district's teachers. The assessment practices in Table 9 align closely with Bloom's Taxonomy (Bloom et al., 1964), which emphasizes matching assessment tasks to specific cognitive learning objectives across the full spectrum of thinking levels. The range of assessment modes employed by teachers in this study suggests an alignment with this tiered approach, where diagnostic assessment maps learners' prior knowledge, formative assessment tracks progress toward objectives, and summative assessment evaluates mastery. Akhter (2023) further validated the transformative role of professional development in shaping robust assessment practices, showing that trained teachers exhibit significantly stronger classroom assessment competence than untrained counterparts.

Section 4. Relationship Between Professional Development and Teachers' Classroom Management

The fourth research question investigated whether a significant relationship exists between teachers' professional development and their classroom management. Pearson's product-moment correlation coefficient was used to determine the strength and direction of this relationship. The null hypothesis states that no significant relationship exists between professional development and teachers' classroom management. Table 12 presents the results.

Table 12. Pearson's r Correlation Between Professional Development and Classroom Management (N = 64)

Table 12 shows a significant positive relationship between professional development and teachers' classroom management overall ($r = 0.677$, $t = 7.245$, $p < .001$). This strong correlation indicates that as teachers' engagement in professional development increases, their classroom management competence correspondingly improves, and the null hypothesis is therefore rejected. Among the sub-variable pairings, Relevance and Applicability demonstrated the strongest correlations with all three classroom management dimensions: Rules and Procedures ($r = 0.568$, $p < .001$), Time Management ($r = 0.600$, $p < .001$), and Behavior Management ($r = 0.592$, $p < .001$). Frequency of Participation was significantly related to Time Management ($r = 0.494$, $p < .001$) and Behavior Management ($r = 0.317$, $p = .011$), but its correlation with Rules and Procedures ($r = 0.116$, $p = .359$) was not statistically significant. Support and Commitment showed significant relationships with all three classroom management sub-variables, with associations ranging from weak to moderate ($r = 0.275$ to 0.542). The correlation pattern in Table 12 carries important interpretive weight beyond the overall significant relationship. The fact that Relevance and Applicability emerged as the strongest predictor of classroom management across all three sub-variables underscores a critical principle: professional development is most effective in improving classroom practice when teachers perceive it as directly connected to the real challenges they face in their classrooms. By contrast, the non-significant correlation between Frequency of Participation and Rules and Procedures suggests that simply attending more professional development sessions does not automatically improve a teacher's ability to establish and maintain classroom rules.

This finding implies that the quality and perceived usefulness of professional development content matter far more than the sheer number of hours accumulated, particularly for rule-setting competencies that may be shaped more by classroom experience, school culture, and deliberate reflection than by training frequency alone. The weak but significant correlations involving Support and Commitment with Rules and Procedures and Behavior Management further indicate that institutional and personal backing for professional development, while meaningful, has a more diffuse and indirect effect on classroom management skill development. The findings were aligned with Kounin's (1977) framework of effective classroom management, which emphasizes that teachers who are attuned to classroom dynamics, a quality that professional development can sharpen, are more successful in maintaining order and momentum. Compared with Wilkinson et al. (2020), who found that professional development emphasizing coaching and direct instruction most effectively improves classroom management, the present study extends this conclusion by demonstrating that the perceived applicability of professional development content is the critical mediating mechanism: when teachers find professional learning relevant to their specific classroom realities, the transfer from training to practice becomes more direct and sustained.

Section 5. Relationship Between Professional Development and Teachers' Instructional Delivery

Table 13. Pearson's r Correlation Between Professional Development and Instructional Delivery (N = 64)

Table 13 shows a significant positive relationship between professional development and teachers' instructional delivery overall ($r = 0.650$, $t = 6.743$, $p < .001$), so the null hypothesis is rejected. All nine sub-variable pairings yielded statistically significant positive correlations, reflecting the broad influence of professional development across all dimensions of instructional delivery. Frequency of Participation showed the strongest association with Assessment ($r = 0.633$, $p < .001$), a moderate relationship with Instructional Practices ($r = 0.372$, $p = .003$), and a weak but significant link with Curriculum ($r = 0.290$, $p = .020$). Relevance and Applicability produced consistently moderate-to-strong correlations with Curriculum ($r = 0.423$, $p = .001$), Instructional Practices ($r = 0.529$, $p < .001$), and Assessment ($r = 0.534$, $p < .001$). Support and Commitment was significantly related to all three instructional delivery dimensions, with the strongest link to Assessment ($r = 0.474$, $p < .001$) and the weakest to Instructional Practices ($r = 0.276$, $p = .028$). The differing correlation patterns across the three professional development dimensions and three instructional delivery sub-variables offer nuanced insights into how professional learning shapes instructional quality. The particularly strong link between Frequency of Participation and Assessment ($r = 0.633$) suggests that repeated engagement in professional development, through accumulated exposure to assessment strategies, tools, and feedback practices, progressively deepens teachers' assessment competence in a way that may not be captured through single or infrequent training events. Conversely, the weaker correlation between Frequency of Participation and Curriculum ($r = 0.290$) suggests that curriculum fidelity may be shaped more by individual teacher initiative, school-level guidance, or departmental expectations than by the number of professional development sessions attended. The consistent moderate-to-strong correlations of Relevance and Applicability across all three instructional delivery sub-variables further reinforce the conclusion drawn from Table 12: that the perceived contextual fit of professional development content is the most broadly impactful driver of instructional improvement, regardless of the specific dimension being assessed.

These findings are consistent with Constructivist Learning Theory (Piaget, 1970; Bruner, 1997) and Bloom's Taxonomy (Bloom et al., 1964), both of which emphasize the critical role of purposeful, structured, and progressively

scaffolded learning experiences in developing instructional competence. Constructivist principles are particularly visible in the strong relationship between Relevance and Applicability and Instructional Practices, as teachers who perceive their professional learning as connected to real classroom demands are better positioned to construct and apply new pedagogical knowledge in an active and meaningful way. Ajani (2023) and Akhter (2023) further affirmed that well-designed professional development produces measurable improvements in teachers' instructional behaviors and attitudes, a conclusion that is clearly supported by the uniformly significant correlations in this table.

Section 6. Challenges and Enabling Factors in Applying Professional Development

The sixth research question sought to identify the challenges and enabling factors that teachers encounter in applying the knowledge and skills gained from professional development in their actual classroom practice. Tables 10 and 11 present the results.

Table 10. Challenges Encountered by Teachers in Applying Professional Development

Table 10 shows that teachers in Bagabag 2 District frequently encounter challenges in applying professional development learning, with an overall mean of 3.73, the lowest among all research question findings but still interpreted as Very High/Very Frequent. Inadequate instructional resources (Item 39, $M = 3.78$) and issues related to class size management (Item 40, $M = 3.77$) were identified as the most pressing challenges. Insufficient school funds to support participation in professional development (Item 41, $M = 3.73$) and limited access to additional implementation resources (Item 43, $M = 3.73$) tied for the next highest challenge ratings, while limited administrative support (Item 42, $M = 3.66$) registered the lowest mean. All five items nonetheless remain within the very high range, indicating that challenges related to resources and implementation conditions are consistently and frequently experienced across the district.

The clustering of the four highest-rated challenges around inadequate instructional resources, class size, funding, and access to materials points to a structural tension embedded in teachers' professional development experience in Bagabag 2 District. While teachers gain valuable knowledge and strategies through professional learning, the conditions needed to put those strategies into consistent practice remain constrained by resource limitations outside individual teachers' control. This gap between knowledge acquisition and practical implementation is a well-recognized challenge in education systems with limited material resources. The slightly lower rating for limited administrative support (Item 42) is a notable finding, as it suggests that school leadership is largely viewed as supportive, a conclusion consistent with the very high mean found in Table 3 for administrative support. This suggests that the challenges teachers face are more structural and material than motivational or relational, pointing to systemic rather than interpersonal barriers as the primary obstacles to fully applying professional development.

Vygotsky's Sociocultural Theory (1978) provides a strong theoretical lens for interpreting these findings. Vygotsky argued that learning and development depend on the availability of mediating tools and supportive social structures, and the challenges identified in this table reflect deficiencies in those mediating conditions. When teachers lack adequate materials, sufficient instructional space for large classes, and financial support for training, their capacity to operationalize professional learning within the zone of proximal development is fundamentally undermined.

Table 11. Enabling Factors that Support Teachers in Applying Professional Development

Table 11 reveals that teachers in Bagabag 2 District perceive a strong set of enabling factors supporting their application of professional development learning, with an overall mean of 3.85. The availability of practical, usable classroom strategies from professional development programs (Item 47, $M = 3.91$) and the role of monitoring and feedback in sustaining professional development practices (Item 50, $M = 3.91$) received the highest ratings. Availability of instructional materials (Item 48, $M = 3.89$) and school-based trainings (Item 49, $M = 3.83$) followed closely, while collaboration with colleagues (Item 45, $M = 3.81$) and support from school administrators (Item 44, $M = 3.75$) rounded out the enabling factor profile. All seven items were rated within the very high range, reflecting a robust perception of support across multiple dimensions.

This supports the findings of Admiraal et al. (2021), who provided empirical support for schools that functioned as professional learning communities and found that interventions rooted in collaborative learning opportunities, shared school visions, and organizational changes were more sustainable and effective in supporting teacher growth. Smith and Gillespie (2023) emphasized that sustained, job-embedded, and school-based professional development fosters greater teacher change than fragmented, one-time interventions, a finding directly corroborated by the strong enabling role of monitoring, feedback, and school-based trainings identified in this table. When considered alongside Table 10's documentation of resource challenges, the data collectively suggest that while material barriers remain significant, the human, relational, and structural support systems within Bagabag 2 District function as effective counterbalancing enablers, creating conditions in which professional development learning can translate into sustained classroom practice.

RECOMMENDATIONS

To further strengthen and sustain teacher engagement in professional development, the following are recommended: School administrators and district education supervisors should actively recognize and reward teachers who pursue professional development beyond institutional requirements. Establishing incentive structures such as priority consideration for promotion, special commendations, or access to advanced training opportunities can help nurture intrinsic motivation and cultivate a culture of voluntary professional learning.

School heads are recommended to improve the allocation of time and tangible resources for professional development, including scheduling protected time for participation and ensuring workload demands do not become barriers to meaningful engagement.

To deepen and sustain the gains in classroom management achieved through professional development: Professional development programs addressing classroom management should go beyond presenting strategies and frameworks. Training should incorporate simulation exercises, classroom observations, and reflective debriefing sessions that allow teachers to practice and internalize management skills in contexts that approximate real classroom conditions. It is

recommended that school-based action research on classroom management challenges be encouraged, allowing teachers to systematically examine their practices and develop context-sensitive solutions.

To further enhance the already high levels of instructional delivery among teachers, the following are recommended: Curriculum supervisors and instructional leaders should sustain and intensify professional development activities that deepen teachers' understanding and use of the Curriculum Guide, particularly in relation to the identification and contextualization of learning competencies for diverse learner populations.

Teachers should be encouraged to expand their repertoire of constructivist and inquiry-based instructional strategies by participating in learning action cells, pedagogical study groups, and collaborative lesson-planning sessions.

Assessment literacy should be a consistent focus area in professional development offerings. Teachers are encouraged to use diagnostic and formative assessment data to inform broader instructional decisions, identify learning gaps, and design differentiated interventions that respond to the varying needs of their learners.

To address resource-related challenges that hinder the full application of professional development learning, it is proposed that School division offices and local government units prioritize allocating adequate budgets for instructional materials and school-based professional development activities. School heads' budget proposals for professional development support should be given serious consideration at the division and local government levels.

School administrators are encouraged to explore alternative, low-cost resources such as open educational resources, digital teaching tools, and locally developed instructional materials to bridge the gap between professional development learning and classroom implementation.

The Department of Education should review existing policies on class size management in public schools, particularly in districts where large class sizes impede the effective implementation of learner-centered instructional strategies.

To maximize the enabling factors that support the application of professional development learning, the following are recommended: School administrators should institutionalize structured follow-up mechanisms after every professional development activity, including classroom observation and feedback cycles, learning action cell discussions, and structured peer coaching arrangements.

Schools are encouraged to formally establish and sustain professional learning communities where teachers meet regularly to share experiences, analyze student work, co-plan lessons, and reflect on the effectiveness of strategies learned through professional development.

Administrative leaders should take an active and visible role in supporting the application of professional development by not only providing moral encouragement but also removing logistical barriers, facilitating peer collaboration, and ensuring that monitoring and feedback mechanisms are consistently implemented.

Future researchers are encouraged to conduct parallel studies in other districts and divisions to determine whether these findings hold across different geographic, demographic, and institutional contexts. Longitudinal studies that track the long-term effects of professional development engagement on teacher performance and learner outcomes would also provide valuable evidence for shaping education policy and program design. Studies employing mixed-methods or qualitative approaches may further illuminate the nuanced experiences and perspectives of teachers regarding professional development and its application in the classroom.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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