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LEVEL OF PROFESSIONAL DEVELOPMENT AND TEACHING CAPABILITY OF JUNIOR HIGH SCHOOL MAPEH TEACHERS IN THE 1ST DISTRICT OF QUEZON: BASIS FOR FORMULATION OF PROFESSIONAL DEVELOPMENT PROGRAM

Camille Joy C. Rey[1], Vivian L. Dedace, EdD[2].
[1]*Teacher I, Department of MAPEH, Cagbalete Island National High School, Mauban, Quezon, Philippines*
[2]*Faculty, Institute of Graduate Studies and Research, Manuel S. Enverga University Foundation, Lucena City, Philippines*

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ABSTRACT
The research assessed the extent of professional development and instructional competence of Junior High School MAPEH teachers in the 1st District of Quezon to guide the development of a needs-based and responsive professional development program. Responding to the changing education needs of the 21st century, a continuous teacher development program was emphasized throughout the study. A researcher-made questionnaire validated using experts' judgment and pilot-tested on 15 teachers was distributed to 100 MAPEH teachers across the district. Results showed that, despite most participants having received several training sessions and workshops, involvement in research and innovation remained low. Professional development was at the moderate level, and teaching capability was high overall. Notably, a significant relationship existed between total professional development and teaching capability. However, the number of seminars and workshops did not significantly affect teaching capability, suggesting that frequency alone is insufficient to achieve effectiveness. Additionally, professional development challenges and needs were very strongly correlated with teaching ability. While the majority faced challenges due to time constraints and inadequate access to quality training, a significant number of teachers still demonstrated high teaching competence. The research concludes that professional development, when integrated and responsive to actual classroom needs, is crucial in improving teacher performance. Based on these findings, a customized professional development program will be developed to address the unique needs and gaps identified among MAPEH teachers in the district.

KEYWORDS: *Professional Development, Teaching Capability, Junior High School, MAPEH teachers, Professional Development Program*

INTRODUCTION
Teachers' attributes and skills are vital to shaping instruction and student development (Gepila Jr., 2020). To strengthen this, DepEd institutionalized the Expanded Career Progression System through EO 174, s. 2022, underscoring the State's commitment to professional growth. Yet, studies reveal gaps—training often lacks follow-up (Bautista & Pascual, 2019), inequities persist between urban and rural teachers (Peña & Garcia, 2021), and programs remain fragmented (De Guzman et al., 2020).

The Division of Quezon has prioritized career progression (DM No. 036, s. 2024), but no evaluation exists on its effect on MAPEH teachers. Despite MAPEH's crucial role in creativity, wellness, and cultural identity (Culajara, 2021), teachers face limited specialization, generic programs (Ronquillo, 2023), and resource constraints in rural contexts (Paclibar, 2023).

This study fills the gap by examining the professional development of Junior High School MAPEH teachers in Quezon, aiming to identify needs, inform targeted training, and strengthen holistic education in the division.

Purpose of the Research
The research focused on the level of professional development and teaching capability of MAPEH teachers in the 1st District of Quezon and how it can be used as a basis for formulating a professional development program.

Specifically, this study seeks to answer the following questions:
1. What is the demographic profile of the respondents in terms of:
    1.1. Age;
    1.2. Sex;
    1.3. Number of years in teaching; and
    1.4. Teaching position?
2. What is the Professional Development level of the respondents in terms of:
    2.1. Professional Development Profile
    2.1.1. Advanced Degree;
    2.1.2. Training and Workshop; and
    2.1.3. Research and Innovation?
    2.2. Experiences Encountered in Pursuing Professional Development?

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2.3. Professional Development Needs?

3. What is the Teaching Capability level of the respondents in terms of:

3.1. Performance/ Practice

3.1.1. Teaching Strategy;

3.1.2. Classroom Management;

3.1.3. Assessment?

3.2. Experiences encountered in manifesting teaching capability?

3.3. Teaching Capability Needs?

4. Is there a significant relationship between the following variables:

4.1. Professional Development Profile and Teaching Capability?

4.2. Experiences Encountered in Professional Development and Teaching Capability?

4.3. Professional Development Needs and Teaching Capability?

METHODS

Research Design/Research Instrument/Data Gathering Procedures

This study employed a descriptive survey design to assess the professional development and teaching capabilities of Junior High School MAPEH teachers in the 1st District of Quezon. It aimed to identify strengths and weaknesses in teaching strategies, classroom management, and assessment as bases for a targeted professional development program. Demographic data such as age, sex, years of experience, and teaching position were also gathered to determine trends influencing professional growth. The study further examined teachers' involvement in advanced studies, training, workshops, research, and innovation, along with the challenges they faced in pursuing professional development.

Research Instrument

A structured researcher-made questionnaire was used, consisting of three parts: (1) Demographic Profile (age, sex, teaching role, years of experience), (2) Professional Development Profile (educational attainment, trainings, research involvement), and (3) Teaching Capability (strategies, classroom management, assessment). Items included closed-ended and Likert-scale questions. Content validation was conducted by experts, and a pilot test with 15 MAPEH teachers yielded a Cronbach's Alpha of 0.92, confirming high reliability.

Data Gathering Procedures

Data were collected through an online questionnaire via Google Forms, distributed to Junior High School MAPEH teachers in the 1st District of Quezon. Ethical protocols were observed: participation was voluntary, informed consent was secured, and confidentiality was guaranteed. Respondents answered within a two-week period, with reminders sent to ensure adequate response. Both quantitative and qualitative data were obtained, and findings were reported in aggregate to protect anonymity.

RESULTS AND DISCUSSION

Part 1. The Demographic Profile of the Respondents

The demographic profile of Junior High School MAPEH teachers in the 1st District of Quezon was analyzed in terms of age, gender, position, and teaching experience. Almost half of the respondents (46%) were aged 31–40, while 32% were 21–30, indicating a generally young to mid-aged workforce. Female teachers (55%) slightly outnumbered males (45%).

In terms of position, the majority were in entry- and mid-level ranks, with Teacher I comprising 43%. Only 8% were Master Teachers, showing limited representation in higher ranks. For teaching experience, 47% had 6–10 years of service, while most had 10 years or less overall.

These findings show a teaching force that is relatively young, predominantly female, and concentrated in lower ranks with moderate teaching experience, suggesting an active but still-developing workforce with significant professional development needs. .

Table 2

Demographic Profile of the Teacher Respondents

Demographic Profile	Grouping	Frequency	Percentage
Age	21-30 years old	32	32
	31-40 years old	46	46
	41-50 years old	12	12
	51-60 years old	10	10
Gender	Male	45	45
	Female	55	55
Teaching Position	Teacher I	43	43
	Teacher II	23	23
	Teacher III	26	26
	Master Teacher I	6	6
	Master Teacher II	2	2
Number of Years in Teaching	1-5 years	18	18

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	6-10 years	47	47
	11-15 years	17	17
	16 years and more	18	18
Total		**100**	**100**

Part 2. Professional Development level of the respondents

Nearly half of the respondents (49%) had units toward a Master's degree, 23% had completed one, and 6% pursued doctoral studies. In the past five years, 45% attended 1–3 trainings, 27% attended 4–6, 13% attended 7–9, and 15% attended 10 or more. For research, 77% had no output, 20% had one, 2% had two, and 1% had three.

The results indicate strong academic advancement, moderate training participation, but low research involvement, pointing to a need for greater support in research and innovation.

Table 3

Professional Development Profile of the Teacher Respondents

Professional Development Profile	Group	Frequency	Percent
Advance Degree	None	22	22
	Earned units in Master's Degree	49	49
	Master's Degree Graduate	23	23
	Earned units in Doctorate Degree	3	3
	Doctorate Degree Graduate	3	3
Training and Workshop (within 5 years)	1-3	45	45
	4-6	27	27
	7-9	13	13
	10 or more	15	15
Completed Research and Innovation	None	77	77
	One (1)	20	20
	Two (2)	2	2
	Three (3)	1	1
Total		**100**	**100**

Part 3. The Teaching Capability level of the respondents

The study examined the teaching capability of Junior High School MAPEH teachers in the 1st District of Quezon in terms of professional development experiences, needs, and classroom practices.

With an overall weighted mean of 2.93 ("Agree"), teachers recognized the value of professional development. They agreed that activities attended were applicable to teaching needs (3.49) and well-organized (3.29). However, challenges included budget limitations (3.02), lack of time (2.72), and difficulty balancing PD with teaching duties (2.65). Other concerns were limited access to new materials (2.60) and lack of mentoring or follow-up (2.54). Teachers also reported being overwhelmed by numerous PD options (2.80).

These results show that while teachers value professional development, barriers in time, resources, and support systems limit their full participation.

Table 4

Teacher's Level of Experiences Encountered in Pursuing Professional Development

Statement	Mean	Verbal Interpretation	Rank
1. The professional development programs I have attended are relevant to my teaching needs.	3.49	Strongly Agree	1
2. The training programs I have attended are well-organized and beneficial.	3.29	Strongly Agree	2
3. The professional development programs have provided me with practical strategies that I have successfully applied in my teaching experience.	3.14	Agree	3
4. I received sufficient support from my school head in pursuing professional development.	3.03	Agree	4

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5.	Financial limitations prevent me from attending professional development programs.	3.02	Agree	5
6.	I feel overwhelmed by the number of professional development opportunities available.	2.80	Agree	6
7.	I lack sufficient time to attend professional development activities.	2.72	Agree	7
8.	I found it difficult to balance professional development with my teaching duties.	2.65	Agree	8
9.	I struggle to access up-to-date professional development materials.	2.60	Agree	9
10.	I often encountered a lack of appropriate follow-up or mentorship after professional development activities.	2.54	Agree	10
General Average		**2.93**	**Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

The study identified key professional development needs of Junior High School MAPEH teachers in the 1st District of Quezon. The overall mean of 3.27 ("Strongly Agree") shows that teachers recognize the importance of continuous learning.

The highest-rated need was more opportunities for collaboration with other MAPEH teachers (mean = 3.35, Rank 1). Teachers also strongly agreed on the need for training in incorporating technology into the classroom (3.33) and professional education in teaching health (3.33). Another important area was assistance in integrating cultural activities into MAPEH lessons (3.31). Other areas such as arts integration, advanced teaching practices, classroom management, monitoring strategies, facility access, and research and innovation (3.20) were rated "Agree," reflecting secondary but still necessary needs.

Overall, the findings emphasize that teachers seek professional development that is collaborative, technology-driven, health-focused, and culturally relevant, while also addressing broader classroom and instructional challenges

Table 5
Extent of Teacher's Professional Development Needs

Statement		**Mean**	**Verbal Interpretation**	**Rank**
1.	More opportunities for collaboration with other MAPEH teachers.	3.35	Strongly Agree	1
2.	Training on integrating technology in teaching.	3.33	Strongly Agree	2.5
3.	Professional development focused on student health education.	3.33	Strongly Agree	2.5
4.	Guidance on incorporating cultural activities in MAPEH lessons.	3.31	Strongly Agree	4
5.	Training on integrating arts education effectively in teaching.	3.25	Agree	5
6.	Advanced training in teaching strategies.	3.24	Agree	6.5
7.	Workshops on classroom management.	3.24	Agree	6.5
8.	Workshops related to student assessment and evaluation techniques.	3.23	Agree	8
9.	Access to additional teaching materials and resources.	3.20	Agree	9.5
10.	The training focused on research and innovation in the field of MAPEH education.	3.20	Agree	9.5
General Average		**3.27**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

The overall mean score for teaching strategy capability was 3.42 ("Strongly Agree"), showing that MAPEH teachers have high confidence in using varied instructional approaches. The highest-rated item was encouraging active student participation (mean = 3.60), followed by using cooperative learning techniques (3.53) and incorporating multimedia resources (3.53).

Other strategies, such as designing lessons based on student needs, applying varied assessment tools, and implementing student-centered activities, were also rated highly, indicating well-rounded teaching practices.

Overall, the results suggest that MAPEH teachers are capable of employing diverse and creative methods that promote participation and address different learning needs, though continuous training remains important to further strengthen flexibility and innovation in instructional practices.

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Table 6
Teacher's Level of Teaching Capability in Performance and Practice in terms of Teaching Strategy

Statement	Mean	Verbal Interpretation	Rank
1. I encourage active student participation.	3.60	Strongly Agree	1
2. I use cooperative learning techniques effectively.	3.53	Strongly Agree	2.5
3. I incorporate multimedia resources to enhance my lessons.	3.53	Strongly Agree	2.5
4. I design lessons based on students' interests and needs.	3.42	Strongly Agree	4.5
5. I use a range of assessment tools to measure student understanding.	3.42	Strongly Agree	4.5
6. I regularly incorporate student-centered activities into my lessons.	3.38	Strongly Agree	6
7. I effectively use a variety of teaching strategies in my MAPEH classes	3.36	Strongly Agree	7
8. I feel confident in implementing modern teaching strategies.	3.34	Strongly Agree	8
9. I adapt my teaching strategies to accommodate diverse learning styles and needs.	3.33	Strongly Agree	9.5
10. I continually update my teaching strategies in response to recent educational trends and developments.	3.33	Strongly Agree	9.5
Average	**3.42**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

The overall mean score for classroom management was 3.48 ("Strongly Agree"), showing that MAPEH teachers have strong skills in maintaining effective learning environments. The highest-rated item was promoting collaboration and teamwork (mean = 3.64), followed by encouraging respectful communication (3.58) and enforcing clear rules (3.48). Other areas, such as handling conflicts, using positive reinforcement, and addressing disruptive behavior, were also rated highly, reflecting well-rounded classroom management capabilities.

While teachers generally rated themselves highly, slightly lower scores were seen in handling large or diverse classes. This suggests a need for targeted professional development in managing heterogeneous groups, applying differentiated instruction, and sustaining classroom order in dynamic MAPEH settings.

Table 7
Teacher's Level of Teaching Capability in Performance and Practice in terms of Classroom Management

Statement	Mean	Verbal Interpretation	Rank
1. I promote student collaboration and teamwork.	3.64	Strongly Agree	1
2. I encourage respectful communication among students.	3.58	Strongly Agree	2
3. I establish clear classroom rules and ensure they are consistently followed.	3.48	Strongly Agree	3.5
4. I handle classroom conflicts efficiently.	3.48	Strongly Agree	3.5
5. I effectively use positive reinforcement techniques.	3.47	Strongly Agree	5
6. I use strategies to ensure all students are engaged in lessons.	3.46	Strongly Agree	6
7. I maintain an organized and disciplined classroom environment.	3.44	Strongly Agree	7.5
8. I reinforce positive behaviors consistently.	3.44	Strongly Agree	7.5
9. I effectively manage disruptive behaviors.	3.43	Strongly Agree	9
10. I can maintain classroom control even in large or diverse classes.	3.41	Strongly Agree	10
Average	**3.48**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

Assessment is vital in MAPEH, as it measures progress and supports both theory and practice. The overall mean score was 3.45 ("Strongly Agree"), showing that teachers demonstrate strong capability in assessment. The highest-rated indicator was regularly assessing students' practical skills (mean = 3.57), followed by applying formative and summative methods (3.51) and using varied approaches across MAPEH components (3.49). Teachers also rated highly in using assessment results to improve instruction (3.48) and aligning assessments with lesson goals (3.47).

However, lower scores were noted in providing timely feedback (3.32) and engaging students in self- and peer evaluation (3.40). These areas highlight the need for targeted professional

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development to strengthen teachers' skills in giving constructive feedback and promoting learner reflection. Overall, the findings show that while MAPEH teachers are strong in assessment practices, continued support in feedback and student involvement will further enhance instructional outcomes.

Table 8

Teacher's Level of Teaching Capability in Performance and Practice in terms of Assessment

Statement	Mean	Verbal Interpretation	Rank
1. I regularly assess students' understanding of practical MAPEH skills.	3.57	Strongly Agree	1
2. I use both formative and summative assessments to evaluate my students' learning.	3.51	Strongly Agree	2
3. I incorporate different assessment techniques for different MAPEH components (e.g., PE, music).	3.49	Strongly Agree	3
4. I use assessment data to improve my teaching practices.	3.48	Strongly Agree	4
5. I ensure that my assessments are fair and aligned with the lesson objectives.	3.47	Strongly Agree	5
6. I adjust my teaching based on the results of student assessments.	3.44	Strongly Agree	6.5
7. I use authentic assessment methods such as portfolios and projects.	3.44	Strongly Agree	6.5
8. I clearly communicate assessment expectations to students.	3.42	Strongly Agree	8
9. I involve students in self-assessments and peer assessments.	3.40	Strongly Agree	9
10. I provide timely and constructive feedback.	3.32	Strongly Agree	10
Average	**3.45**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

Teaching capability covers strategies, classroom management, and assessment, all crucial in MAPEH where diverse disciplines demand adaptability. The overall mean was 3.45 ("Strongly Agree"), showing strong competence. Classroom Management ranked highest (3.48), followed by Assessment (3.45) and Teaching Strategy (3.42). These results highlight teachers' strength in maintaining order and measuring learning outcomes, while also pointing to the need for improvement in instructional methods and feedback practices. Targeted training in formative feedback and self-assessment can further enhance student engagement and holistic growth.

Table 9

Teacher's Level of Overall Teaching Capability in Performance and Practice

Variable	Mean	Verbal Interpretation	Rank
Teaching Strategy	3.42	Strongly Agree	3
Classroom Management	3.48	Strongly Agree	1
Assessment	3.45	Strongly Agree	2
General Average	**3.45**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree 2.51 – 3.25 = Agree
1.76 – 2.50 = Disagree 1.00 – 1.75 = Strongly Disagree

Teachers' experiences reveal the real challenges they face in delivering quality instruction, especially in MAPEH where adaptability is essential. Results show a moderate difficulty in utilizing teaching capabilities (overall mean = 2.65). The highest-rated challenges were students' resistance to participate and difficulty in differentiating instruction (2.85), followed by problems in implementing strategies (2.77) and lack of resources (2.73). On the other hand, assessment design (2.49) and classroom management (2.38) were less problematic, suggesting competence in these areas. These findings emphasize the need for targeted support in motivating learners, adapting instruction, and providing adequate resources to strengthen teaching quality

Table 10

Teacher's Level of Experiences Encountered in Manifesting Teaching Capability

Statement	Mean	Verbal Interpretation	Rank
1. Some students resist engaging in classroom activities.	2.85	Agree	1.5
2. I face challenges in differentiating instruction to meet the needs of all students.	2.85	Agree	1.5
3. I experience difficulties in implementing effective teaching strategies.	2.77	Agree	3

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4.	I lack sufficient resources to implement my teaching strategies fully.	2.73	Agree	4
5.	I have faced difficulties in managing my classroom effectively and would benefit from additional support and guidance.	2.68	Agree	5
6.	I find it challenging to assess the range of MAPEH skills fully.	2.67	Agree	6
7.	I struggle to meet the diverse learning needs of my students.	2.58	Agree	7
8.	I face challenges in integrating technology into my teaching.	2.52	Agree	8
9.	I struggle to design assessments that accurately measure student learning.	2.49	Disagree	9
10.	I struggle with managing classroom behavior during certain MAPEH activities.	2.38	Disagree	10
General Average		**2.65**	**Agree**	

Legend: 3.26 – 4.00 = Strongly Agree *2.51 – 3.25 = Agree*
1.76 – 2.50 = Disagree *1.00 – 1.75 = Strongly Disagree*

Teachers expressed a strong need for professional development in MAPEH, with an overall mean of 3.29 ("Strongly Agree"). The top priorities were training on curriculum integration (3.40), staff development for student well-being (3.38), and access to teaching materials (3.36). Other significant needs included differentiated instruction (3.35), student-centered activities (3.29), and technology integration (3.28). Lower but still important needs were classroom behavior management in hands-on activities (3.19) and using assessment data to guide instruction (3.16). These results highlight teachers' desire for training that supports interdisciplinary teaching, learner engagement, and innovative pedagogy. School leaders and policymakers should respond by providing targeted professional development, adequate materials, and systemic support to strengthen MAPEH instruction and improve student outcomes.

Table 11
Teacher's Extent of Teaching Capability Needs

Statement		**Mean**	**Verbal Interpretation**	**Rank**
1.	I need more training opportunities to integrate various subjects into a unified curriculum effectively.	3.40	Strongly Agree	1
2.	I would benefit from professional development focused on promoting student well-being.	3.38	Strongly Agree	2
3.	I need access to more teaching resources.	3.36	Strongly Agree	3
4.	I need additional training on differentiating instruction to accommodate diverse learning styles in MAPEH.	3.35	Strongly Agree	4
5.	I require support in designing and implementing engaging, student-centered activities in MAPEH lessons.	3.29	Strongly Agree	5
6.	I require further development in using technology for teaching MAPEH.	3.28	Strongly Agree	6
7.	I need more workshops on student assessment techniques.	3.27	Strongly Agree	7
8.	I need more training on effective classroom management techniques.	3.26	Strongly Agree	8
9.	I need further guidance on effectively managing student behavior during hands-on and performance-based MAPEH activities.	3.19	Agree	9
10.	I need assistance in enhancing my skills in utilizing assessment data to improve instructional strategies in MAPEH.	3.16	Agree	10
General Average		**3.29**	**Strongly Agree**	

Legend: 3.26 – 4.00 = Strongly Agree *2.51 – 3.25 = Agree*
1.76 – 2.50 = Disagree *1.00 – 1.75 = Strongly Disagree*

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Part 4. The significant relationship between the Professional Development Profile and Teaching Capability; Experiences Encountered in Professional Development and Teaching Capability; and Professional Development Needs and Teaching Capability

This section examined the relationship between teachers' professional development and their teaching capability. Results showed that advanced degrees were significantly correlated with classroom management ($r = 0.289$, $p = 0.003$) and assessment ($r = 0.199$, $p = 0.047$), suggesting that higher qualifications improve teachers' ability to manage classes and evaluate student learning. No significant relationships were found with teaching strategies, challenges in manifesting teaching capability, or professional development needs. These findings indicate that while advanced degrees strengthen certain technical skills, they do not automatically enhance all aspects of teaching. Continuous, context-based training focused on lesson planning, inclusive practices, and differentiated instruction remains necessary. In conclusion, academic credentials support classroom management and assessment but should be complemented by sustained professional development to achieve holistic teaching improvement.

Table 12

Significant Relationship between the Teacher's Level of Advance Degree and their Level of Teaching Capability

Variables	Correlation Coefficient	Degree of Relation	p-value	Conclusion
Teaching Strategy	0.183	Positive/Weak	0.068	Not Significantly Correlated
Classroom Management	.289**	Positive/Moderately Weak	0.003	Significantly Correlated
Assessment	.199*	Positive/Weak	0.047	Significantly Correlated
Experiences encountered in manifesting teaching capability	-0.195	Negative/Weak	0.052	Not Significantly Correlated
Teaching Capability Needs	-0.124	Negative/Weak	0.221	Not Significantly Correlated

**Significant at a 5% level of significance*

This study explored whether the number of training and workshops attended by teachers relates to their teaching capability. Results showed weak and statistically non-significant correlations across all variables: teaching strategy ($r = 0.074$), classroom management ($r = 0.097$), assessment ($r = 0.091$), experiences ($r = 0.008$), and professional needs ($r = 0.126$). These findings suggest that simply attending more training does not lead to improved teaching performance. The results highlight the need to focus on the quality and relevance of professional development rather than its frequency. Effective programs should be context-based, subject-specific, and sustained to meaningfully enhance teachers' pedagogical skills.

Table 13

Significant Relationship between the Teacher's No. of Attended Training and Workshop and their Level of Teaching Capability

Variables	Correlation Coefficient	Degree of Relation	p-value	Conclusion
Teaching Strategy	0.074	Positive/Weak	0.463	Not Significantly Correlated
Classroom Management	0.097	Positive/Weak	0.339	Not Significantly Correlated
Assessment	0.091	Positive/Weak	0.366	Not Significantly Correlated
Experiences encountered in manifesting teaching capability	0.008	Positive/Weak	0.935	Not Significantly Correlated
Teaching Capability Needs	0.126	Positive/Weak	0.212	Not Significantly Correlated

**Significant at a 5% level of significance*

This study examined the link between teachers' research and innovation projects and their teaching capability. Results showed a weak but significant positive correlation with classroom management ($r = 0.206$, $p = 0.039$), suggesting that research participation helps teachers manage classes more effectively. A weak negative correlation was also found with teaching capability needs ($r = –0.206$, $p = 0.040$), indicating that teachers engaged in research perceive fewer professional development needs. No

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significant relationships were observed with teaching strategy, assessment, or teaching experiences. These findings suggest that while research supports classroom management and self-efficacy, its impact on instruction and assessment may require additional support, such as coaching or collaborative inquiry, to translate into practice.

Table 14

Significant Relationship between the Teacher's No. of Completed Research and Innovation and their Level of Teaching Capability

	Correlation Coefficient	Degree of Relation	p-value	Conclusion
Teaching Strategy	0.042	Positive/Weak	0.681	Not Significantly Correlated
Classroom Management	0.206*	Positive/Weak	0.039	Significantly Correlated
Assessment	0.151	Positive/Weak	0.135	Not Significantly Correlated
Experiences encountered in manifesting teaching capability	-0.192	Negative/Weak	0.056	Not Significantly Correlated
Teaching Capability Needs	-.206*	Negative/Weak	0.040	Significantly Correlated

**Significant at a 5% level of significance*

This table shows a significant positive relationship between teachers' professional development experiences and all components of teaching capability. Correlations were found with teaching strategy (r = 0.269, p = 0.007), classroom management (r = 0.201, p = 0.045), assessment (r = 0.198, p = 0.048), experiences in manifesting capability (r = 0.499, p = 0.000), and professional needs (r = 0.562, p = 0.000). These results indicate that richer professional development experiences strengthen classroom practices and heighten awareness of growth areas. Prior studies (Felix & Abrogena, 2024; Dayagbil & Alda, 2024; Wong et al., 2023) confirm that CPD improves teacher confidence and practice, especially when experiential, reflective, and embedded in real contexts. Thus, professional development must move beyond passive workshops to include mentoring, collaboration, and feedback, consistent with Constructivist and Human Capital perspectives.

Table 15

Significant Relationship between the Teacher's Level of Experiences Encountered in Pursuing Professional Development and their Level of Teaching Capability

Variables	Correlation Coefficient	Degree of Relation	p-value	Conclusion
Teaching Strategy	0.269*	Positive/Moderately Weak	0.007	Significantly Correlated
Classroom Management	0.201*	Positive/Weak	0.045	Significantly Correlated
Assessment	0.198*	Positive/Weak	0.048	Significantly Correlated
Experiences encountered in manifesting teaching capability	0.499*	Positive/Moderately Weak	0.000	Significantly Correlated
Teaching Capability Needs	0.562*	Positive/Moderately Strong	0.000	Significantly Correlated

**Significant at a 5% level of significance*

This table shows the relationship between teachers' perceived professional development needs and their teaching capabilities. Significant positive correlations were found in Teaching Strategy (r = 0.501, p = 0.000), Classroom Management (r = 0.395, p = 0.000), Assessment (r = 0.366, p = 0.000), and Teaching Capability Needs (r = 0.415, p = 0.000). However, Experiences in manifesting capability (r = 0.136, p = 0.176) was not significant, indicating a gap between awareness of needs and classroom application. These findings suggest that teachers are most aware of their need to strengthen teaching strategies, while also recognizing gaps in classroom management and assessment. Professional development must therefore be needs-based, experiential, and reflective, ensuring that identified areas for growth translate into improved classroom practice.

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Table 16

Significant Relationship between the Teacher's Extent of Professional Development Needs and their Level of Teaching Capability

Professional Development Needs				
Variables	**Correlation Coefficient**	**Degree of Relation**	**p-value**	**Conclusion**
Teaching Strategy	0.501*	Positive/Moderately Strong	0.000	Significantly Correlated
Classroom Management	0.395*	Positive/Moderately Weak	0.000	Significantly Correlated
Assessment	0.366*	Positive/Moderately Weak	0.000	Significantly Correlated
Experiences encountered in manifesting teaching capability	0.136	Positive/Weak	0.176	Not Significantly Correlated
Teaching Capability Needs	0.415*	Positive/Moderately Weak	0.000	Significantly Correlated

**Significant at a 5% level of significance*

This table shows the relationship between teachers' perceived professional development needs and their teaching capabilities. Significant positive correlations were found in Teaching Strategy ($r = 0.501$, $p = 0.000$), Classroom Management ($r = 0.395$, $p = 0.000$), Assessment ($r = 0.366$, $p = 0.000$), and Teaching Capability Needs ($r = 0.415$, $p = 0.000$). However, Experiences in manifesting capability ($r = 0.136$, $p = 0.176$) was not significant, suggesting a gap between awareness of needs and classroom application. These findings indicate that teachers are most aware of their need to enhance teaching strategies, while also recognizing areas for growth in classroom management and assessment. Professional development must therefore be needs-based, reflective, and practice-oriented to translate identified gaps into improved teaching performance.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The majority of respondents are middle-aged women in the early to mid-career stage, with 6–10 years of teaching experience. Many hold advanced degrees and attend trainings, though fewer engage in research. While teachers display satisfactory competence in teaching, classroom management, and assessment, they still face challenges in applying these skills and see clear areas for improvement. Notably, the number of seminars attended showed no significant link to teaching capability, highlighting that quantity does not guarantee better performance. Since professional development profile, experiences, and identified needs are positively related to teaching capability, programs must be needs-responsive, practice-based, and regularly assessed to provide sustainable support for MAPEH teachers in the 1st District of Quezon.

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