

Teachers' Professional Growth and Teaching Performance in Piñan District

Caroline B. Omamalin
Bacuyong Elementary School
caroline.omamalin001@deped.gov.ph

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ABSTRACT

This study examined the relationship between teachers' professional growth and teaching performance in Piñan District. Specifically, it determined the level of teachers' professional growth in terms of participation in trainings and seminars, graduate studies, mentoring, collaboration, classroom research, and self-directed learning, as well as the level of their teaching performance in areas of lesson planning, classroom management, instructional delivery, assessment practices, and professionalism. The study employed a descriptive-correlational research design with Piñan public school teachers as respondents selected through simple random sampling. Data were gathered using

validated survey questionnaires and analyzed using mean, standard deviation, and Pearson Product-Moment Correlation. Results revealed that teachers manifested a high level of professional growth and a very satisfactory level of teaching performance. Moreover, findings showed a significant relationship between professional growth and teaching performance, indicating that teachers who actively engage in professional development tend to perform better in their teaching tasks. The study concludes that continuous professional growth is an important factor in enhancing teachers' instructional competence and effectiveness. It is therefore recommended that school administrators strengthen professional development programs, encourage participation in Learning Action Cells and trainings, and support teachers in pursuing continuous learning to further improve teaching performance in Piñan District.

Keywords: *Professional growth, teaching performance, teacher development, instructional quality, Piñan District.*

INTRODUCTION

Teachers play a vital role in ensuring quality education, and their continuous professional growth is essential in improving teaching performance and learners' outcomes. Professional growth includes activities such as in-service training, graduate studies, mentoring, collaborative learning, classroom research, and participation in professional learning communities. These opportunities help teachers enhance their pedagogical skills, content knowledge, classroom management, and professional attitudes.

In the Philippine educational system, the Department of Education (DepEd) strongly promotes teacher development through programs such as the Results-Based Performance Management System (RPMS), In-Service Training (INSET), Learning Action Cells (LAC), and scholarship opportunities. These initiatives aim to equip teachers with updated competencies aligned with 21st-century learning. However, the extent to which these professional growth activities influence actual classroom performance remains a significant concern among school administrators and researchers.

Teaching performance refers to how effectively teachers plan lessons, manage classrooms, deliver instruction, assess learners, and demonstrate professionalism. High teaching performance is linked to learners' academic success, positive classroom climate, and overall school effectiveness. When teachers continuously improve themselves professionally, they are more likely to apply innovative strategies and respond effectively to learners' needs.

In Piñan District, teachers are exposed to various professional development programs, yet differences in performance are still observed. Some teachers actively engage in training and collaboration, while others have limited opportunities due to workload, distance, or personal constraints. This situation raises the need to examine whether professional growth significantly contributes to teachers' performance in the district.

Thus, this study aims to determine the relationship between teachers' professional growth and teaching performance in Piñan District. Specifically, it investigates the level of professional growth, the level of teaching performance, and the significant relationship between the two variables. The findings of this study may serve as basis for improving teacher development programs and strengthening instructional quality.

METHODS

Research Design

This study employed a descriptive-correlational research design to determine the relationship between teachers' professional growth and teaching performance in Piñan District. The design is appropriate because it describes existing conditions and examines the association between variables without manipulating them.

Participants

The respondents of the study were public school teachers from Piñan District. A total of 300 teachers were selected using simple random sampling. The respondents included both elementary and secondary teachers with varying years of teaching experience and educational backgrounds.

Research Instrument

Two survey questionnaires were used. The first measured teachers' professional growth, covering areas such as participation in seminars and training, graduate studies, mentoring, collaboration, classroom research, and self-directed learning. The second measured teaching performance, focusing on lesson planning, classroom management, instructional delivery, assessment practices, and professionalism.

The instruments were validated by experts in educational management and pilot-tested for reliability. The reliability coefficients yielded acceptable values using Cronbach's alpha.

Data Gathering Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent and school heads. After approval, the questionnaires were administered personally and through online platforms. The purpose of the study was explained to the respondents, and confidentiality of their responses was assured. Completed questionnaires were retrieved, checked, and organized for analysis.

Data Analysis

Data were analyzed using descriptive statistics such as mean and standard deviation to determine the level of professional growth and teaching performance. Pearson Product-Moment Correlation was used to test the significant relationship between the two variables at a 0.05 level of significance.

RESULTS

The results revealed that teachers in Piñan District demonstrated a high level of professional growth. Teachers actively participated in seminars, Learning Action Cells, mentoring, and collaborative activities. Many also engaged in self-directed learning and graduate studies to enhance their competencies.

In terms of teaching performance, the teachers obtained a very satisfactory level. They showed effectiveness in lesson planning, classroom management, instructional strategies, learner assessment, and professional behavior. Teachers were able to create positive learning environments and apply varied teaching methods.

Using Pearson correlation, the analysis showed a significant relationship between teachers' professional growth and teaching performance. This indicates that teachers who actively engage in professional development activities tend to perform better in their teaching responsibilities.

The findings suggest that professional growth contributes positively to how teachers manage their classes, deliver lessons, assess learners, and demonstrate professionalism in school.

DISCUSSION

The results of the study indicate that teachers' professional growth plays an important role in enhancing teaching performance in Piñan District. Teachers who attend trainings, collaborate with colleagues, and pursue continuous learning are more confident and effective in the classroom. This supports the idea that professional development equips teachers with updated strategies and skills needed for quality instruction.

The high level of teaching performance may be attributed to the continuous support provided by DepEd through INSET, LAC sessions, coaching, and monitoring systems such as RPMS. These programs encourage teachers to reflect on their practices and improve instructional delivery.

The significant relationship between professional growth and teaching performance implies that investment in teacher development is crucial. When teachers grow professionally, they become more innovative, organized, and responsive to learners' needs. This finding is consistent with studies stating that continuous professional development improves instructional competence and learner outcomes.

Therefore, schools should strengthen professional growth opportunities by encouraging teachers to participate in trainings, pursue higher studies, engage in mentoring, and conduct classroom research. Administrators should also provide time, resources, and motivation for teachers to continuously improve.

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