Level of Implementation of Professional Development and Teachers' Performance in Santa Cruz Districts, Marinduque Province

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Abstract

Teacher quality is essential in achieving educational goals and improving learner outcomes. With the implementation of the MATATAG Curriculum and evolving educational demands, continuous professional development (PD) is necessary to strengthen teachers' competencies and instructional effectiveness. This study examined the level of implementation of Professional Development Programs (PDP) and their relationship to teachers' performance in the Santa Cruz Districts, Marinduque Province. The study aimed to determine teachers' demographic profile, assess the implementation of PDPs, evaluate teachers' performance based on IPCRF ratings, identify significant differences in PDP implementation and performance according to demographic variables, and develop an enhanced professional development framework. A quantitative descriptive-correlational design was employed. Participants included 164 Kindergarten to Grade 6 teachers from the Santa Cruz East, South, and North Districts. Data were gathered through a validated researcher-made questionnaire based on the NEAP framework and PPST standards. Teachers' performance ratings were obtained from their IPCRF records. Statistical tools used were frequency count, percentage, weighted mean, and One-Way ANOVA. Most respondents were aged 30–39 years, had Master's units, attended 1–3 professional development trainings, and had 11–15 years of teaching experience. The implementation of PDPs was rated at a Very High Extent across all dimensions, with opportunities for continuous learning obtaining the highest mean. Teachers' overall IPCRF rating was Very Satisfactory. Significant differences in PDP implementation were found based on age and number of trainings attended, while teachers' performance significantly differed across demographic variables. The study proposed the STEP-UP Framework, a mentor-driven model for sustained teacher growth. Professional Development Programs were implemented to a very high extent and positively influenced teachers' professional growth and performance. Findings highlight the need for needs-based, data-driven, and PPST-aligned development initiatives to sustain teacher effectiveness and improve educational outcomes.

Keywords Educational Management, Teacher Education; Professional Development Program, Teacher Performance, IPCRF, Professional Growth, Teacher Competence; Quantitative Research, Descriptive-Correlational Design, Survey Questionnaire, ANOVA, Statistical Analysis; Philippines, Asia