PANTAO
(International Journal of the Humanities and Social Sciences)
Volume 5, Issue 3
ISSN 3028-0877 | DOI 10.69651/2022PIJHSS

Investigating the relationship between classroom professionalism and teachers' performance

Geraldine A. Buenaflor*
Cebu Technological University - Main Campus, Cebu City, Philippines

Dr. Gregorio P. Pajaron, Jr.
Cebu Technological University - Main Campus, Cebu City, Philippines
Email: greg52.ph@gmail.com

ABSTRACT

Classroom professionalism is a key factor influencing teacher performance, particularly in instructional quality, student engagement, and adherence to educational standards. This research sought to assess the level of classroom professionalism, measure teacher performance, and explore how the two are related among public elementary educators in Balamban District II for the 2025–2026 academic year. Data was gathered from 100 teachers using surveys, IPCR ratings, and narrative responses, combining quantitative and qualitative techniques. Descriptive result showed that teachers strongly agreed on indicators of professionalism, with the mean scores of 4.49 for professional values and ethical conduct, 4.36 for commitment to professional growth and continual improvement, 4.27 for pedagogical expertise, and 4.52 for professional relationships and collaboration. IPCR performance ratings averaged 4.198, indicating a Very Satisfactory level. The findings revealed that teachers strongly agreed on indicators of professionalism such as pedagogical expertise, commitment to progress, and professional relationships. The results showed a significant and relevant relationship between teachers' professionalism and their performance, and overall, the performance evaluations were noticeably high. Emotional stress, workload, and behavioral disorders were among the challenges noted. The results serve as a basis for designing targeted interventions and training plans that improve teacher effectiveness and support ongoing professional growth. It is recommended that the district implement organized training programs that prioritize behavioral support, stress reduction, and instructional improvement. Furthermore, reevaluating the distribution of the workload might support teachers' general wellbeing and lessen emotional stress.

Keywords: Classroom professionalism, teacher performance, public elementary school teachers, mixed-methods design, performance ratings, professional challenges, developmental training plan.

Date Submitted: July 04, 2026
Date Accepted: July 07, 2026
Date Published: July 14, 2026

*Corresponding author / Email: geraldine.anora001@gmail.com

Recommended citation:
Buenaflor, G. & Pajaron, G., Jr. (2026). Investigating the relationship between classroom professionalism and teachers' performance. Pantao (International Journal of the Humanities and Social Sciences) 5 (3), 1415-1438.

INTRODUCTION

Classroom professionalism plays a crucial role in shaping teacher performance, influencing instructional quality, student engagement, and adherence to educational standards. According to (Creasy, 2015) professionalism in education entails competence, moral behavior, teamwork, and continuous improvement, all of which contribute to the development of a positive and encouraging learning environment.

Professional teaching entails maintaining moral principles, speaking clearly, and aiming for continuous improvement, all of which contribute to the development of a nurturing and stimulating learning environment. With reference to the Philippines, DepEd Order No. 42, s. The Philippine Professional Standards for Teachers (PPST), which were adopted in 2017, outline the fundamental skills required of teachers and emphasize the importance of professionalism in instruction. According to (Roberto & Madrigal, 2018), teachers in the Philippines are generally assessed as proficient and satisfactory in terms of these standards, competence, and performance. Despite outlining the ethical and professional obligations of educators, the DepEd's Code of Ethics is applied differently in different institutions and situations.

According to (UNESCO, 2010), education plays a crucial role in preparing competent human resources and cultivating a highly knowledgeable workforce. Teaching practices are believed to play a vital role in developing deeply educated professionals. Making this concept a reality relies on experienced educators, who guide students toward meaningful careers and civic engagement. According to (Livingstone, 2004), education is essential in creating a culture that promotes lifelong learning. As a result, numerous countries have made investments in educational reforms that support teacher professionalism as a basis for sustained growth. Given the changing nature of education, teacher professionalism has emerged as an important aspect in improving instructional effectiveness and student achievement. (Kpatakpa, 2008) noted that even when academic achievement keeps declining, teachers are frequently blamed for alleged flaws in their teaching strategies. Constant criticism has reduced their effectiveness as teachers, which has resulted in lower student accomplishment.

Teachers must exhibit a variety of competences and maintain high professional standards in order to carry out their duties in the classroom. According to (Darmiati et al., 2020), one of the main factors that propels teachers to take on assignments with zeal and complete them successfully is motivation. Educational institutions constantly deal with performance-related problems since they have a big impact on their overall efficacy and productivity. According to (Ruslan et al., 2020), professional educators can encourage students' innovative behavior, ideas, and actions. Professionalism encompasses qualities such as punctuality, commitment, continuous learning, and ethical behavior. Teacher who exhibits these qualities are likely to be more effective in delivering lessons, managing classrooms, and engaging students, leading to better student outcomes (Evans, 2008).

Understanding the relationship between professionalism and teacher performance can inform school policies and practices. This research can provide evidence-based recommendations for implementing policies that promote, performance evaluation systems, such as professional development opportunities, performance evaluation systems, and administrative support structures (Sachs, 2016).

Though professionalism is a national issue, it is just as crucial to consider its effects in specific educational contexts. This research focuses on three primary schools in Balamban District II, namely Buhingtubig Elementary School, Cantibas Elementary School, and Central Elementary School, which cater to varied student demographics and function according to the guidelines established and follow the standards set forth by the Department of Education. Regarding teacher professionalism, these institutions confront particular difficulties, like

continuously adhering to the PPST framework and incorporating the Code of Ethics into their day-to-day instruction. The research seeks to reveal how institutional culture, policy frameworks, and teacher motivation affect teaching performance by examining professionalism in these diverse settings. This study aims to provide data-driven suggestions that support evaluation procedures, foster teacher development, and guide policy-making, all of which will enhance academic performance and teaching quality across the district.

Statement of the problem

This study assessed the relationship between classroom professionalism and teachers' performance among public elementary school teachers in Balamban District II, Cebu, for the School Year 2025 to 2026 as the basis for a developmental training plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age and gender, educational background, teaching experience, current position or role, subject taught, and grade levels handled?
2. What is the respondents' level of agreement on teachers' professionalism in terms of professional values and ethical conduct, commitment to professional growth and continual improvement, pedagogical expertise, and professional relationships and collaboration?
3. What is the level of teachers' performance as measured by IPCR ratings?
4. Is there a significant relationship between classroom professionalism and teachers' performance?
5. What challenges do teachers encounter in maintaining professionalism and sustaining high performance?
6. Based on the findings, what training plan can be developed to strengthen teachers' professionalism and performance?

METHODOLOGY

The research methodology presents a systematic approach that aligns each study component to ensure the problem is addressed clearly and logically. This investigation employed a combination of quantitative, descriptive and correlational, and qualitative methods. In the realm of scientific research, a descriptive correlational method is characterized as one type in which data is gathered without altering the subject of the study, indicating that the experimenter cannot interfere with the environment being examined in a manner that would lead to changes related to the experiment, such studies being often referred to as observational studies. The researcher applied this design to examine the connections between professionalism in the classroom, practices of school administration, and teacher performance, and by utilizing this strategy, the study sought to uncover natural patterns and correlations, offering valuable insights without the manipulation of any variables. The qualitative method was used to narrate the challenges encountered by the teachers in practicing professionalism, and a thematic approach using phenomenology was employed for this purpose.

The flow of the study follows a narrative sequence detailing its inputs, procedures, and resulting outputs. The input of the study includes respondent demographics such as age, gender, teaching experience, and field of specialization, and it also assesses key aspects of professionalism from classroom conduct to administrative behavior while considering external factors like workload, access to training, and the school's cultural environment. The process

commenced with an examination of relevant literature and the identification of research gaps. The researcher then created a formal survey instrument to gather data and prepared a transmittal letter requesting permission to conduct the study. Once approval was granted by the appropriate authority, the researcher distributed the questionnaires to the participants, and after gathering the responses, the researcher arranged, verified, and summarized the data for analysis using statistical methods to determine the relationships among challenges, coping strategies, and teacher performance. The output of the research yielded important insights and suggestions, which encompass methods for improving teacher performance indicators, such as efficiency, classroom management, and student engagement, support for enhancing teacher student relationships, and strategies to create a better professional atmosphere in schools, particularly for teachers working outside their field of expertise.

The research took place in Balamban District II, an active educational area situated in Balamban, Cebu. This district comprises various elementary schools, each playing a role in creating a vibrant teaching and learning environment, and featuring a diverse student body, dedicated teachers, and engaged community participation, Balamban District II served as an excellent setting for investigating the impact of professionalism on teacher effectiveness. The educational landscape in the district is enhanced by numerous physical resources, such as well-equipped classrooms, up to date teaching technologies, and supportive infrastructure that promotes innovative and effective teaching methods, and additionally, the administrative frameworks, school cultures, and policies throughout the district considerably influence teachers' professional behavior and overall performance. By studying Balamban District II as a whole, the study aimed to identify the critical factors that, in a larger educational environment, lead to improved teacher professionalism and performance. To offer a geographical perspective, a map view of Balamban District II was used to illustrate the district's location, school sites, and nearby regions, serving as a visual aid that helped in comprehending the environmental factors that might impact professional practices at the schools within the district.

The participants in this research were full time educators from multiple elementary schools within Balamban District II. These teachers handle a range of grade levels and subject areas, offering a broad perspective for analyzing how professionalism affects teaching effectiveness, and their varied academic backgrounds, qualifications, and teaching experiences contribute to a richer understanding of the factors that shape professional conduct and overall performance. By concentrating on teachers from numerous schools in the district, the study captured a broader and more representative perspective, allowing for deeper insights into the specifics of professionalism in various school settings. The distribution of respondents across the three participating schools in Balamban District II, namely Buhingtubig, Cantibas, and Central Elementary Schools, showed that Buhingtubig Elementary School contributed 21 respondents, representing 21% of the sample, Cantibas Elementary School contributed 19 respondents, representing 19% of the sample, and Central Elementary School contributed 60 respondents, representing 60% of the sample, for a total number of 100 respondents comprising 100% of the sample. Central Elementary School was the most represented, making up over 60% of the sample, Buhingtubig gave 21%, and Cantibas supplied 19%. This fair representation of various educational settings increases the study's consistency and credibility, and the research was further able to examine the relationship between teacher performance and classroom professionalism by collecting data from a variety of educational contexts, providing insights into the particular dynamics and issues faced by Balamban District II.

To measure the relationship between classroom professionalism and teacher performance, this study used a structured survey questionnaire that was originally designed for Malaysian educators and modified from tools created by Tichenor and Tichenor (2009) and Hasan (2015). These instruments were selected for their conceptual alignment with Sockett's (1993) theory of teacher professionalism, ensuring a strong theoretical foundation, and to

ensure contextual relevance, the items were modified to reflect the specific classroom and school realities of the participants in this study. The responses gathered served as a basis for analyzing the relationship between professionalism and teacher performance.

The researcher formally obtained permission from the school administration in a written letter before starting the data gathering phase. Following acceptance, a pertinent problem in the educational environment was identified to serve as a guide for creating the research title, and after defining specific goals and appropriate techniques, organized survey instruments were developed to gather accurate and reliable data. The research adviser examined and approved these tools to make sure they support the goals of the study, and following final clearance, a methodical and structured process was used to reproduce and deliver the surveys to chosen participants.

The transformation of survey data into actionable insights relied on appropriate statistical analysis, and this study employed several techniques to interpret the collected information. The frequency count was used to determine the distribution and frequency of responses within each category, and this method was utilized to analyze responses related to professionalism, job satisfaction, organizational commitment, and teacher performance, with the examination of the frequency of specific responses identifying patterns and trends that provided deeper understanding of the prevalence and nature of these phenomena. The weighted mean was calculated to assess the aggregated responses from teachers regarding their perceptions of various constructs, and this statistical measure provided a more detailed interpretation of the results by accounting for the importance or significance of each response, allowing for accurate comparisons between different variables and helping identify the most influential factors affecting teacher performance. The standard deviation measured the variability of responses, indicating how consistently participants perceived teacher professionalism and its impact on performance, wherein a lower standard deviation would suggest uniform responses, while a higher value would indicate more diverse opinions. To examine the relationship between classroom professionalism and teacher performance, the researcher employed the Pearson Product Moment Correlation Coefficient, a statistical test that measured the strength and direction of the linear association between the two variables, wherein the computed correlation coefficient (r) indicated the degree of relationship, while the corresponding p value determined its statistical significance. The analysis was conducted using the responses of public elementary school teachers in Balamban District II, Cebu.

To guide this research, each term is defined according to its use in the study and written using simple sentence structure. Commitment to Professional Growth and Continual Improvement refers to the educator's commitment to continuous learning and growth in order to enhance teaching methods and the quality of instruction. Current Position or Role refers to the formal title or role the teacher occupies within the school, like classroom teacher, subject coordinator, or head of department. Development Training Plan is the intended outcome of this study, developed to enhance teacher effectiveness and professionalism in light of the needs and findings of the investigation. Educational Background refers to the educational credentials and diplomas earned by the educator, encompassing both undergraduate and graduate levels of education. Grade Levels Handled refers to the particular grades designated to the instructor for teaching throughout the academic year. Pedagogical Expertise refers to the teachers' expertise and ability in providing effective teaching, implementing instructional strategies, and overseeing learning activities. Professional Relationships and Collaboration refer to how educators build respectful working relationships and maintain open communication with colleagues, pupils, guardians, and relevant stakeholders. Professional Values and Ethical Conduct refer to the ethical standards and moral conduct anticipated from educators in their

professional positions, encompassing honesty, equity, and regard for others. Subject Taught refers to the specific academic discipline or learning field designated for the educator, like English, Mathematics, or Science. Teacher Motivation refers to the internal and external influences that motivate educators to perform well, seek development, and maintain dedication to their career. Teacher Performance explains how well a teacher engages students, conducts classroom activities, teaches lessons, and meets learning objectives as shown by IPCR evaluations. Teaching Experience refers to the length of time a teacher has worked in the field of education, including positions in both public and private institutions. Teacher Quality refers to the overall effectiveness of an educator as demonstrated through professional conduct, instructional competence, and performance outcomes, and in this study, teacher quality encompasses attributes such as commitment to continuous improvement, collaboration with peers, and the ability to meet student needs through effective teaching practices.

RESULTS AND DISCUSSION

This chapter presents a thorough and methodical exposition, analysis, and interpretation of the data gathered from the 100 respondents comprising public elementary school teachers within Balamban District II of Balamban, Cebu, for the academic year 2025 to 2026, employing a descriptive correlational quantitative design supplemented by a qualitative phenomenological approach, with data drawn from a structured survey questionnaire and subjected to frequency count, weighted mean, standard deviation, and Pearson Product Moment Correlation Coefficient analysis at the 0.05 level of significance. The discussion that follows is grounded in the data gathered and is interpreted in direct relation to the objectives of the study, which sought to examine the elements of teacher quality associated with professional development initiatives among educators in the district, to determine the relationship between classroom professionalism and teacher performance, and to identify the challenges encountered by teachers in maintaining professionalism, all of which serve as the foundation for a targeted training plan intended to improve teacher effectiveness and educational outcomes in the region. The analysis encompasses various aspects of teacher quality, including qualifications, pedagogical strategies, and continuous training opportunities, and by employing a structured method of evaluating the diverse data sets collected, this chapter underscores the intricate relationships between these factors and highlights their implications for educational practice, while also aiming to identify gaps and opportunities for growth that may aid policymakers, educational leaders, and stakeholders in making informed decisions that promote ongoing growth and collaboration within the teaching profession.

Demographic profile of the respondents

The respondents' demographic characteristics offer vital context that aids in interpreting the results of the study, with details including age, gender identity, educational attainment, teaching tenure, and classroom roles providing valuable insight into the professional background of the participants. Of the 100 respondents, the cross tabulation of age and gender revealed that 82 percent, or 82 out of 100, of the participants are female, while 18 percent, or 18 out of 100, are male. Within the female group, 16 respondents (16.0%) fell within the 20-to-29-year age bracket, 34 respondents (34.0%) within the 30-to-39-year bracket, 23 respondents (23.0%) within the 40-to-49-year bracket, and 9 respondents (9.0%) fell within the 50 and above bracket. Among male respondents, 6 (6.0%) were aged 20 to 29, 7 (7.0%) were aged 30 to 39, 3 (3.0%) were aged 40 to 49, and 2 (2.0%) were 50 years old and above, yielding age group totals of 22 respondents (22.0%) for 20 to 29 years, 41 respondents (41.0%) for 30 to 39 years, 26 respondents (26.0%) for 40 to 49 years, and 11 respondents (11.0%) for 50 years

and above, out of the overall total of 100 respondents (100%). The overall computed average age was 37.1000 years, with a standard deviation of 9.27906. This gender disparity may reflect broader sociocultural trends affecting the teaching profession within the district, and the predominant age range of respondents falling between 30 and 39 years old suggests a demographic of educators likely in the midst of their professional careers, bridging between early to mid-level career stages, a group that often possesses a wealth of experience and a dynamic approach to pedagogical strategies that may influence their receptiveness to continuing education and professional development initiatives. The moderate standard deviation of 9.27906 around the mean age of 37.1000 reflects a degree of variation in age among respondents, underscoring a broad spectrum of backgrounds and viewpoints that could enrich deliberations surrounding teacher training and professional growth, and such variability may challenge the design and implementation of a standardized training plan, suggesting the value of considering age related preferences and prior teaching experience when crafting future educational programs. These findings are consistent with Galache (2024), who discovered that female teachers aged 30 to 39 are highly interested in professional development and classroom management strategies, both of which significantly enhance teaching performance, and with Fayo and Hilario (2023), who found that educators in this age group recognized classroom observation as a valuable tool for improving professionalism and instructional quality. In contrast, Tagaza and Manalansan (2025) contended that although female dominance in the classroom can encourage teamwork, it might also mask more serious problems with gender equality and representation in positions of leadership, a divergence that prompts consideration of the ways institutional dynamics and training requirements are influenced by demographic trends and underscores the importance of developing inclusive and responsive training initiatives.

The educational background of respondents indicates that among the 100 teachers surveyed, 47 (47.0%) hold a bachelor's degree, 51 (51.0%) hold a master's degree, and 2 (2.0%) hold a doctorate degree. This indicates that a significant proportion of the teachers surveyed hold a master's degree, reflecting a commendable level of academic achievement that often correlates with enhanced pedagogical skills and instructional efficacy, with this group constituting the majority among respondents and suggesting an investment in advanced educational qualifications aimed at improving instructional practices, followed by a noteworthy number of educators possessing bachelor's degrees, denoting a foundational level of academic preparation essential for initial teacher certification and practice, and a smaller segment having attained a doctorate degree, underscoring the presence of highly specialized educators within the district who potentially contribute to advanced instructional methodologies and innovative educational practices. According to Escanda (2024), educators who possess advanced academic qualifications, especially those holding master's and doctoral degrees, exhibited enhanced professional capability and made more effective use of research based instructional practices, being more likely to use differentiated teaching methods, collaborative learning, and continuous improvement practices that directly boost student engagement and learning results, a position supported by the Philippine Professional Standards for Teachers (DepEd, 2020), which state that greater academic qualifications lead to deeper pedagogical knowledge, better classroom management, and more responsive teaching practices. In contrast, Villanueva and Ramos (2023) claimed that although advanced degrees might improve theoretical understanding, they do not always result in better performance in the classroom unless combined with continuous mentoring and training relevant to the student's situation, making clear the importance of both real-world experience and school-based support networks in determining teacher effectiveness, particularly in rural areas. These findings support the

conclusion that the majority of respondents holding master's degrees show a strong commitment to professional development and instructional excellence, while the presence of doctorate holders shows that the district is capable of advanced educational practices and leadership in pedagogical change.

With respect to teaching experience, 31 respondents (31.0%) reported 0 to 5 years of experience, 37 respondents (37.0%) reported 6 to 10 years, 21 respondents (21.0%) reported 11 to 15 years, 10 respondents (10.0%) reported 16 to 20 years, and 1 respondent (1.0%) reported 20 years and above, out of the total of 100 (100.0%). The computed mean teaching experience was 8.6500 years, with a standard deviation of 5.00782, suggesting an average degree of instructional maturity within these educators and a considerable diversity in teaching experience among respondents. This variability is critical for understanding the dynamics of teacher quality within the district, as it implies a mixed cohort of instructional efficacy related to years of experience, and the concentration of respondents within the 6 to 10 year experience bracket signifies that these educators are transitioning beyond the initial stages of their teaching careers and may possess sufficient pedagogical skills and techniques honed through both instructional practice and continued professional development. Burroughs et al. (2019) found that teacher experience measured as years spent in the classroom has a beneficial link to learners' academic performance, particularly regarding reading and mathematics, with teachers of middle level experience of 6 to 10 years frequently exhibiting improved classroom management, deeper curricular understanding, and more consistent instructional delivery. In the Philippine context, Santiago (2024) underlined that strong teaching practice, particularly during the pre-service and early career stages, builds the groundwork for effective instructional approaches, and as teachers enter the mid-career phase, they tend to incorporate more advanced pedagogical practices and become more receptive to student diversity. However, Gore et al. (2023) challenge the assumption that experience and teaching quality are linearly related, as their examination of 990 lessons revealed no significant variation in pedagogical quality across experience levels, implying that professional development and instructional assistance may be more influential than tenure alone, underscoring the significance of continual learning and reflective practice regardless of the length of time spent in service.

In terms of current position or role, 80 respondents (80.0%) were classified as classroom teachers and 20 respondents (20.0%) as special teachers, out of the total of 100 (100.0%). This significant majority underscores the vital contribution of classroom educators to the educational framework within the district, while the remaining 20 percent classified as special education professionals serve students with varied learning requirements that call for customized instructional strategies, a distribution indicative of the prevailing educational environment where traditional classroom instruction is complemented by specialized teaching strategies aimed at fostering inclusivity and addressing the unique learning requirements of individual students. According to Galache (2024), classroom teachers hold a key position in shaping successful classroom management strategies as well as engaging in professional development, both of which have a major impact on teacher performance and student results, while their job involves not only subject knowledge but also adaptability to a variety of learning needs. Gajjar (2017) emphasized how instructors' roles in fostering skill based learning are changing, with teachers of special subjects leading this change since they are expected to incorporate performance based evaluations, creativity, and real world life skills into their lessons, a method that not only improves student abilities but also prepares them for real world challenges, underscoring the need for professional development initiatives that are both role specific and inclusive.

Among the 20 special teachers surveyed regarding subject assignments, 2 (10%) were assigned to MTB-MLE, 2 (10%) to ESP, 3 (15%) to Mathematics, 3 (15%) to Science, 2 (10%) to Filipino, 4 (20%) to English, 2 (10%) to EPP, and 2 (10%) to AP, for a total of 20 (100%).

This analysis reveals a relatively balanced distribution of subjects among the respondents, with the teaching assignments across subjects exhibiting notable consistency except for the English language subject, which has a unique allocation pattern, as 4 out of the 20 teachers, representing 20%, are assigned to teach English. This appears to reflect a strategic prioritization of English language instruction, which underscores its foundational role in shaping students' educational progress, particularly those with exceptional learning needs (Kauffman & Hallahan, 2011), and the presence of a strong concentration of English teachers could be indicative of the subject's perceived complexity and the demands it places on learners, necessitating more specialized support (Al Otaiba & Fuchs, 2006). In contrast, other subjects have a more equitable distribution, with assignments ranging from 2 to 3 teachers per subject area, suggesting that the institution values a diversified instructional approach across various disciplines, thus allowing special educators to deliver an extensive array of teaching methods that respond to learners' varied educational needs, particularly those with disabilities (Schumm & Vaughn, 1997), and such a collaborative teaching environment has the potential to improve the holistic learning journey of students by offering them access to diverse teaching styles and methodologies (Friend & Cook, 2007). The uneven representation of teachers in English as opposed to a more uniform distribution in other subjects brings to light potential implications for instructional practices and resource allocation, and it is crucial to consider whether the current distribution effectively meets the individual educational needs of students across all subject areas (Sindelar et al., 2006). This distribution may reflect systemic factors that influence teacher assignments, such as specialized training, teacher preferences, or curriculum requirements, as special education teachers often have distinct areas of expertise, and their assignments may be influenced by their professional backgrounds and areas of interest (Ethington & Wolfle, 1988). Given the observed distribution, it may be beneficial for the educational institution to conduct a thorough evaluation of the effectiveness of current subject allocations, including gathering feedback from both educators and students regarding the adequacy and impact of instruction in various subject areas (Baker & Zigmond, 1990), and identifying professional development opportunities intended to prepare special education instructors with the competencies required to manage a broader range of subjects, alongside fostering collaborative teaching models such as co teaching arrangements, could further enhance instructional delivery across subjects (Fennell, 2006).

With regard to grade level taught, 14 respondents (14.0%) taught kindergarten, 39 respondents (39.0%) taught primary grades 1 to 3, and 47 respondents (47.0%) taught intermediate grades 4 to 6, out of the total 100 (100.0%). This indicates that most participants are involved in instructing learners across grades 4 through 6, encompassing the upper primary levels, suggesting a concentrated focus on addressing the educational needs of older primary school learners who are preparing for transition into higher educational settings, followed by a noteworthy number of educators responsible for instructing grades 1 to 3, signifying a strong commitment to foundational educational stages where critical literacy and numeracy skills are developed, and finally educators specializing in kindergarten demonstrating a commitment to early childhood education and the nurturing of developmental milestones at this formative stage. According to Prudente et al. (2024), more than 5,500 basic education teachers from different grade levels participated in 22 professional development programs held in the Philippines between 2013 and 2023, and the study underlined how crucial it is to match training programs with educators' real teaching assignments in order to enhance instructional quality and student outcomes. Research from around the world supports the significance of grade level specific teacher training, arguing that curriculum frameworks need to be sensitive to students' cognitive and emotional growth (Duschl et al., 2021), and the requirement for differentiated

support was further supported by Sohel and Bain's (2024) findings that learning gaps resulted from insufficient teacher preparation for particular grade levels during curriculum reform, underscoring the necessity of grade level specific professional development initiatives.

Perceived level of agreement to the teacher's professionalism

This section outlines the perceived level of agreement among respondents concerning four essential indicators of teacher professionalism in public elementary schools within Balamban District II, namely Professional Values and Ethical Conduct, Commitment to Professional Growth and Continual Improvement, Pedagogical Expertise, and Professional Relationships and Collaboration, interpreted using the scale wherein 1.00 to 1.80 is Strongly Disagree (SD), 1.81 to 2.60 is Disagree (D), 2.61 to 3.40 is Agree (N), 3.41 to 4.20 is Moderately Agree (MA), and 4.21 to 5.00 is Strongly Agree (SA).

For Professional Values and Ethical Conduct, respondents rated dressing neatly at 4.9100 (SD=.35090, SA), showing confidence at 4.9400 (SD=.27780, SA), showing a positive attitude every day at 4.9300 (SD=.25643, SA), respect for students and their ideas at 4.8200 (SD=.38612, SA), setting high standards for self and students at 4.7100 (SD=.51825, SA), putting students' welfare ahead of personal interest at 4.6400 (SD=.57770, SA), excitement to teach at 4.5100 (SD=.55949, SA), behaving ethically both inside and outside school at 4.5800 (SD=.55377, SA), considering the education of students as a primary task at 4.5000 (SD=.61134, SA), exhibiting personal responsibility for the quality of one's own teaching at 4.4700 (SD=.64283, SA), being a flexible person when working with students and/or teachers at 4.4600 (SD=.55814, SA), keeping calm in all situations related to school at 4.4000 (SD=.58603, SA), showing creativity when working with a student at 3.9600 (SD=.82780, MA), seeing oneself as a lifelong learner at 3.9800 (SD=.80378, MA), and can't wait to come to school every day at 3.5700 (SD=.72829, MA), yielding an overall mean of 4.492 (SD=0.549245, SA). Findings reveal that self-confidence as a trait demonstrated by educators received the highest mean score, categorizing this trait as strongly agree and signifying that teachers consistently demonstrate a high level of professionalism, reflecting their competence and assurance in their teaching practices, high scores in which are often correlated with positive educational outcomes, including enhanced student engagement and a productive classroom environment. In contrast, the statement regarding teachers' eagerness towards daily school commitments, "Can't wait to come to school every day," received the lowest mean score, classified as moderately agree, suggesting that while most teachers exhibit a relatively positive sentiment towards their work, it may not be consistently reflected across all instances, indicative of variability in enthusiasm that could stem from external factors affecting job satisfaction or overall morale. The overall average rating of 4.492 alongside a standard deviation of 0.549245 further categorizes the general trend of the data as strongly agree, affirming that, as a collective, teachers in the district consistently show professionalism in their roles, with the standard deviation reflecting moderate variability around the mean and reinforcing that while there exists a strong consensus regarding professionalism, individual experiences may vary. Self-efficacy, often known as teacher self-confidence, is a crucial component in determining professional conduct and the efficacy of education, and engagement in professional growth activities shows a positive association with enhanced educator confidence, ultimately leading to improved classroom participation and more precise evaluations of student learning (Li et al., 2024), whose study also discovered that students' social and emotional development, including cooperation, empathy, and emotional control, was significantly predicted by instructors' self-efficacy beliefs. Cañoso (2025) investigated how teacher competence, self-efficacy, and motivation relate to each other in inclusive classrooms, and found excellent positive relationships between these attributes, highlighting that resilient

and effective teachers are more likely to be confident, particularly when backed by strong school leadership and professional development initiatives.

For Commitment to Professional Growth and Continual Improvement, respondents rated choosing teaching strategies based on best practices and the latest research findings at 4.4600 (SD=.61002, SA), dedication to teaching as a lifelong career at 4.6100 (SD=.51040, SA), making presentations at seminars, workshops, and/or conferences at 4.2400 (SD=.68343, SA), actively looking for professional development opportunities at 4.3300 (SD=.73930, SA), experimenting with innovative teaching practices at 4.4700 (SD=.55877, SA), initiating a new program in the classroom to enhance student learning at 4.4600 (SD=.61002, SA), keeping up with current social and political trends that influence education at 4.0900 (SD=.75338, MA), staying in one's own field by reading journals and/or attending conferences and workshops at 3.8400 (SD=.80050, MA), regularly observing other teachers to improve one's own teaching at 4.1300 (SD=.74745, MA), accepting new ideas and changes at 4.7700 (SD=.46829, SA), and engaging in teacher research or action research to improve one's private practice at 4.5800 (SD=.57172, SA), yielding an overall mean of 4.361818 (SD=0.641207, SA). The dimension of accepting new ideas and changes received the highest mean score, indicative of a robust alignment with the principles of ongoing professional development and adaptability in pedagogical practices, interpreted as a consistent demonstration of professionalism among educators emphasizing their willingness to embrace innovative educational methods and curricular advancements. Conversely, the aspect of staying in one's own field by reading journals and/or attending conferences and workshops yielded the lowest mean score, suggesting a moderate level of agreement that may reflect a trend of selective engagement in professional learning opportunities, implying that while teachers recognize the value of staying informed through scholarly resources and professional gatherings, they may not consistently seek out these enriching experiences. The aggregated data outcomes indicate an average rating of 4.36 paired with a standard deviation of 0.64, categorizing the overall response pattern as strongly agree and signifying a collective appreciation for professionalism, with the relatively low standard deviation indicating a consensus among participants regarding their commitment to professional development. According to the OECD (2022), modern teachers must respond to more diverse student demands, incorporate novel pedagogies, and adapt to technology advances, necessitating a mindset of continuous learning and adaptability to change, and engagement in professional growth must be viewed as a continuous endeavor enabling instructors to refresh and enhance their skills in response to evolving educational contexts. As noted by Guevarra (2025), continuing professional development (CPD) encompasses formal and informal learning activities such as seminars, workshops, peer observations, and self-study, which help teachers stay current with instructional strategies and foster dynamic learning environments, with her study highlighting that CPD leads to improved student outcomes by equipping teachers with innovative tools and approaches. These research findings and frameworks support the results of Balamban District II, where teachers expressed high support for embracing new ideas and improvements, confirming that such commitment demonstrates expertise and a proactive approach to educational innovation, although moderate participation in activities such as journal reading and conference attendance shows the need for improved support mechanisms and incentives for deeper CPD participation.

For Pedagogical Expertise, respondents rated teaching in a way compatible with students' current development at 4.3900 (SD=.56667, SA), understanding how academic subjects relate to other topics at 4.3800 (SD=.58223, SA), understanding the developmental needs of children at 4.4600 (SD=.59323, SA), making classroom decisions based on student needs at 4.3900 (SD=.61783, SA), knowing and applying the theory of human development

and learning at 4.2100 (SD=.74257, SA), avoiding the disgraceful act of students at 3.7100 (SD=.82014, MA), doing self-reflection and analyzing one's own teaching at 4.0000 (SD=.75210, MA), regularly evaluating one's own choices and actions in the classroom at 4.2700 (SD=.61718, SA), having extensive content knowledge in certified areas at 4.4300 (SD=.55514, SA), providing all students with a fair learning opportunity at 4.4100 (SD=.60461, SA), having extensive pedagogical knowledge at 4.3600 (SD=.54160, SA), considering all aspects of student life at 4.2500 (SD=.62563, SA), and creating a positive learning environment for students at 4.3100 (SD=.61455, SA), yielding an overall mean of 4.274615 (SD=0.633345, SA). The item understanding the developmental needs of children achieved the highest mean score, categorized as strongly agree, reflecting a robust consensus among educators regarding their comprehension of child development and indicative of their dedication to upholding professional standards in the educational environment. Conversely, the item avoiding disgraceful acts by students received the lowest mean score, categorized as moderately agree, implying that while there is recognition of the importance of maintaining decorum and professionalism, there exist certain instances where adherence to this principle may falter, prompting reflection on factors influencing these discrepancies and the importance of sustained teacher training initiatives related to behavior management and ethical teaching practices. The overall data analysis yielded an average rating of 4.274615 with a standard deviation of 0.633345, classifying overall perception of professionalism among educators in this dimension as strongly agree, underscoring the commitment of teachers in Balamban District II to professional standards while presenting a foundation for a targeted training plan addressing consistent standards of conduct among students. According to the Philippine Professional Standards for Teachers (PPST) framework, teachers are expected to possess a thorough understanding of child development and apply instructional practices aligned with their students' developmental phases, especially in Domain 1 on content knowledge and pedagogy, which helps teachers integrate their practices with learner centered principles ensuring that instruction meets students' different needs (DepEd, 2017). Sikkala et al. (2021) explored subject didactics through a comprehensive review conducted across primary level educator training programs, revealing that effective teaching requires a systematic approach to content knowledge, pedagogical methods, and subject specific assessment, and their proposed theoretical model treats pedagogy and subject knowledge as inseparable, reinforcing the idea that teachers must understand how to present content in developmentally appropriate ways.

For Professional Relationships and Collaboration, respondents rated being a positive model for students and teachers at 4.6200 (SD=.52762, SA), serving as a public reference in education at 4.5500 (SD=.53889, SA), actively participating in school committees and/or jointly making decisions for schools at 4.4300 (SD=.63968, SA), sharing ideas and teaching strategies with other teachers at 4.4600 (SD=.55814, SA), establishing a friendly and cooperative relationship with parents at 4.3500 (SD=.65713, SA), collaborating with other teachers for the benefit of students at 4.4500 (SD=.53889, SA), respecting other teachers and administrators at 4.8000 (SD=.42640, SA), fostering a positive work environment in the school at 4.6600 (SD=.51679, SA), talking about teaching philosophy with other teachers at 4.3100 (SD=.66203, SA), becoming a mentor or being willing to mentor a new and experienced teacher at 4.6400 (SD=.52262, SA), being active in the professional organization of the college at 4.4600 (SD=.70238, SA), and participating in curriculum development at 4.5500 (SD=.59246, SA), yielding an overall mean of 4.523333 (SD=0.573586, SA). The aspect of respecting fellow teachers and administrators yielded the highest mean score, categorically classified as strongly agree, indicative of a consistent demonstration of professionalism suggesting that fostering a respectful and collaborative environment among educators is paramount in cultivating a culture of professionalism that positively influences teaching quality and student outcomes. Conversely, the item concerning discussions about teaching

philosophies among colleagues reported the lowest mean score, while still categorized as strongly agree, underscoring an area in need of further development, indicating that while teachers inherently recognize the importance of professional respect, opportunities or incentives to engage in dialogues about pedagogical beliefs and philosophies are less frequently realized. The aggregate data indicates an average rating of 4.523 alongside a standard deviation of 0.574, reinforcing the conclusion that educators in this district consistently demonstrate professionalism in their roles, highlighting areas of strength and delineating opportunities for targeted interventions to enhance collaborative discussions around teaching ideologies. According to Millett and Tapper (2024), collaborative philosophical inquiry in schools has both social and cognitive advantages, with deeper professional reflection and better instructional quality resulting from teachers having structured conversations about their teaching beliefs and values, illustrating the need for more deliberate frameworks for collaboration given the high level of respect among coworkers alongside the relative scarcity of conversations about teaching philosophies. In the National Capital Region, Cadiong (2024) also highlighted the importance of leadership and professional dedication among primary school teachers, finding that educators demonstrated strong proficiency in instructional delivery and assessment but showed less consistency in participating in group planning and philosophical discussions, reaffirming the necessity of organized professional development courses that promote thoughtful discussion and collaborative instructional research.

Taken together, the summary data of perceived teacher professionalism across the four domains indicates that Professional Values and Ethical Conduct obtained a mean of 4.49 (SD=0.549, SA), Commitment to Professional Growth and Continual Improvement obtained a mean of 4.36 (SD=0.641, SA), Pedagogical Expertise obtained a mean of 4.27 (SD=0.633, SA), and Professional Relationships and Collaboration obtained a mean of 4.52 (SD=0.573, SA), with the adjectival ratings based on the study's scale indicating that teachers continuously exhibit a high degree of professionalism in all areas, providing a quantitative picture of how professionalism is viewed and practiced within this educational setting.

Level of teacher performance based on IPCR

Teacher performance was evaluated using the Individual Performance Commitment and Review (IPCR) system, which indicates how educators carry out their professional tasks and obligations, with evaluations ranging from Very Satisfactory to Outstanding. Among the 100 respondents, 52 teachers (52%) achieved ratings within the 4.21 to 5.00 range, warranting an adjectival rating of Outstanding, while 48 teachers (48%) received ratings between 3.41 and 4.20, qualifying for the descriptive classification of Very Satisfactory, out of the total of 100 (100%), with an overall average rating of 4.198, described as Very Satisfactory, and an overall standard deviation of 0.248. This notable proportion of 52 percent highlights a significant portion of the faculty who consistently exhibit exemplary performance and professional competence, and it is well documented that high performing teachers significantly contribute to enhancing learner success and active participation (Rivkin, Hanushek, & Kain, 2005), suggesting that the institution may benefit from leveraging these individuals for mentoring or leadership roles within professional development initiatives. The 48 percent of teachers rated Very Satisfactory reflect competent performance adequate to meet expected teaching standards, and the close proximity of these ratings to the Outstanding category indicates that nearly all of the teachers are performing at a commendable level, suggesting a positive teaching environment characterized by effective pedagogical practices and a commitment to professional growth (Danielson, 2011). The overall average rating of 4.198, categorized as

Very Satisfactory, is indicative of a strong overall teaching performance across the board, reflecting a high degree of instructional competence among the faculty, and the overall standard deviation of 0.248 suggests that the performance ratings are tightly concentrated near the average, reflecting a fairly consistent level of performance, with the low standard deviation implying consistency in teacher effectiveness that is vital for nurturing a stable educational atmosphere conducive to learning. The distribution of performance ratings, along with the overall average and standard deviation, holds significant implications for future professional development initiatives, suggesting that it may be prudent for the institution to tailor professional development programs to cater not only to teachers rated as Very Satisfactory but also to provide opportunities for those rated as Outstanding to continually enhance their pedagogical skills and share best practices with their peers, facilitating knowledge transfer and fostering an environment of shared professional confidence among faculty members (Bandura, 1993; Hattie, 2008). Furthermore, ongoing assessment of teaching strategies, aligned with the insights gleaned from IPCR ratings, could assist in identifying areas for targeted intervention and support, and by implementing reflective practices and continuous feedback mechanisms, the institution can optimize instructional strategies and reinforce a commitment to high educational standards (Weinburgh & Steele, 2008).

Relationship between teacher classroom professionalism and teacher performance

The study examined the relationship between the four domains of teacher classroom professionalism, namely Teacher Character, Commitment to Change and Continual Improvement, Subject and Pedagogical Knowledge, and Obligations and Working Relationships Beyond the Classroom, and teacher performance as measured by the IPCR, using the Pearson Product Moment Correlation Coefficient at the 0.05 level of significance. The results showed a correlation coefficient of .372** between Teacher Character and IPCR performance, with a two tailed significance value of .000, leading to the rejection of the null hypothesis (Ho) and the interpretation that there is a significant relationship. For Commitment to Change and Continual Improvement, the correlation coefficient was .268**, with a two tailed significance value of .007, also leading to rejection of Ho and the interpretation that there is a significant relationship. For Subject and Pedagogical Knowledge, the correlation coefficient was .280**, with a two tailed significance value of .005, likewise leading to rejection of Ho and the interpretation that there is a significant relationship. For Obligations and Working Relationships Beyond the Classroom, the correlation coefficient was .244*, with a two tailed significance value of .014, again leading to rejection of Ho and the interpretation that there is a significant relationship. The study found a statistically significant positive correlation between teachers' classroom professionalism and their performance as measured by the IPCR across all four domains, and among these, Teacher Character showed the strongest relationship ($r = .372$, $p < .001$), suggesting that teachers who exhibit higher levels of professionalism tend to perform better in their professional duties. This finding aligns with the study of Lee (2024), who emphasized that professionalism, particularly in areas such as pedagogical knowledge, ethical conduct, and collaboration, has a direct influence on teaching performance and student outcomes, and with Cubero (2024), who found a significant positive correlation between the professional qualities of teachers and the academic performance of students, reinforcing the idea that professionalism enhances both instructional quality and learner achievement. However, contrasting evidence was presented by Opina et al. (2024), who found that while professionalism contributes to teaching performance, its effect was moderated by other variables such as institutional support and workload, with some teachers who had high professionalism scores still showing average performance due to systemic constraints like limited resources and administrative burdens. The divergence in findings may be attributed to

contextual differences, as the present study focused on public elementary school teachers in Balamban District II, Cebu, where institutional culture and community engagement may amplify the impact of professionalism on performance, in contrast to studies conducted in more urban or resource constrained settings that may reveal different dynamics where external factors dilute the influence of individual professionalism. It should be noted that this study relied on self-reported measures of professionalism and performance ratings from the IPCR, which may be subject to bias, and that the correlational design does not establish causality, meaning that while professionalism and performance are related, the direction of influence cannot be definitively concluded, nor did the study account for moderating variables such as administrative support, class size, or access to professional development.

Challenges encountered in maintaining professionalism and sustaining high performance

Public elementary school teachers in Balamban District II face a wide range of challenges in managing students who exhibit behavioral difficulties, and their experiences reveal how deeply these issues affect not only classroom dynamics but also their ability to maintain professionalism under pressure. Thematic analysis of respondent narratives identified four major challenges, namely occupational stress, cited by 80 respondents, handling each child's unique behaviors, cited by 92 respondents, retaining professionalism in the face of constant disruptions, cited by 87 respondents, and heavy obligations or designations, cited by 88 respondents, ranging from mild to severe in nature.

Occupational stress emerged as one of the most significant difficulties encountered by teachers, with the demands of teaching combined with administrative tasks, time constraints, and emotional labor contributing to a continual sensation of exhaustion and overwhelm, and teachers reported that these pressures frequently interfere with their ability to remain professional and provide high quality instruction. These accounts highlight the emotional and physical demands that teaching can place on educators, and while they stay dedicated to their roles, the cumulative pressure of instructional and non-instructional responsibilities causes chronic stress that can damage both professionalism and classroom effectiveness. This theme is consistent with worldwide findings, such as those reported in the OECD's Teaching and Learning International Survey (TALIS, 2019), which show how excessive workload and limited assistance contribute to teacher burnout, and the experiences of educators in Balamban District II highlight the need for institutional interventions such as wellness programs, workload management, and mental health support to help teachers maintain their professional standards and well-being.

Handling each child's unique behavior was another frequently cited concern, as each learner has a distinct personality, emotional state, and coping mechanism, and teachers agreed that properly addressing these disparities requires a great deal of patience and empathy, a process that is emotionally draining and, at times, tests their capacity to stay composed and professional. This theme aligns with the findings of Suphasri and Chinokul (2021), who highlighted that managing a variety of behaviors in classrooms often leads to emotional exhaustion, and their study emphasized the importance of reflective practice and emotional management as vital tools for teachers to maintain professionalism when facing behavioral challenges, with teachers in Balamban District II similarly expressing the importance of patience and empathy, echoing broader research on teacher resilience and flexible strategies. The statements indicate that educators are continually adapting to the emotional and behavioral diversity present in their classrooms, and their capacity to maintain professionalism is frequently tested by erratic student behaviors and emotional fluctuations, supporting the

necessity of specialized training and mental health resources to enhance professionalism and foster better relationships in the classroom.

Retaining professionalism in the face of constant disruptions was another common challenge, encompassing unexpected schedule alterations, unannounced assignments, conflicting duties, and fluctuating expectations that disrupt the flow of instruction, with teachers conveying that these interruptions create stress and impede their capability to remain focused, calm, and consistent in providing quality education. This theme highlights how ongoing disruptions hinder teachers' capacity to maintain consistent professionalism, as the unpredictability of schedules, sudden assignments, and overlapping duties create a disjointed work environment that complicates focus and instructional quality, findings that support Beck's (2009) claim that administrative demands can undermine meaningful teaching and align with Berliner's (2014) perspective that changing expectations contribute to teacher burnout. Educators in Balamban District II expressed a desire for clearer planning, enhanced coordination, and greater respect for instructional time, and addressing this issue through organized scheduling and improved communication can assist educators in upholding their professionalism and providing more effective learning experiences.

Heavy obligations or designations constituted a further challenge, as teachers, in addition to teaching, are required to manage papers, attend meetings, and handle classroom dynamics, all while working with limited resources, a workload that strains their abilities and impairs their classroom presence. This significant workload aligns with global patterns documented in the 2019 OECD Teaching and Learning International Survey (TALIS, 2019), which revealed that educators often encounter overwhelming administrative duties and constraints on resources, and the experiences of Balamban District II teachers reflect these systemic challenges, highlighting the necessity for institutional assistance. Teachers reported that dealing with parents or stakeholders who dispute their techniques without fully comprehending the situation can be discouraging, interactions that frequently cause feelings of being misunderstood and underappreciated and can have an impact on motivation, a phenomenon examined by Johnston (2015), who found that the concept of professionalism in teaching is frequently misinterpreted by outsiders, resulting in misjudgments and a lack of appreciation for the hard work of teachers, aligning with the feelings of teachers in Balamban District II who experience discouragement when their approaches are scrutinized without complete understanding. Many teachers also discussed the silent difficulties they have with their own well-being, as maintaining professionalism necessitates emotional stability, yet when their mental health becomes worse, even the finest intentions can fail, with some reporting frustration, particularly when student behavior becomes difficult to handle, and the need to hide their emotions in order to remain composed. The affective impact of educational practice is extensively explored in research, highlighting that an educator's sense of identity remains closely linked to emotional wellness (Rodgers, 2002), and Walkington (2005) further pointed out that upholding professionalism demands emotional steadiness, which can be at risk when mental health is overlooked, a truth illustrated by the unspoken challenges faced by teachers in Balamban District II, who frequently hide their feelings to maintain their composure in front of their students.

Taken as a whole, the findings of this chapter reveal that the 100 respondents in Balamban District II are predominantly female (82%) educators averaging 37.1000 years of age (SD=9.27906), the majority holding master's degrees (51%), averaging 8.6500 years of teaching experience (SD=5.00782), predominantly serving as classroom teachers (80%) at the intermediate grade level (47%), who perceive themselves as consistently professional across all four measured domains, with overall means of 4.49 for Professional Values and Ethical Conduct, 4.36 for Commitment to Professional Growth and Continual Improvement, 4.27 for Pedagogical Expertise, and 4.52 for Professional Relationships and Collaboration, and who

demonstrate a strong overall performance level based on the IPCR system, with an average rating of 4.198 (SD=0.248) and 52% rated Outstanding against 48% rated Very Satisfactory. The statistically significant positive correlations found between all four professionalism domains and IPCR performance (Teacher Character r=.372, p=.000; Commitment to Change and Continual Improvement r=.268, p=.007; Subject and Pedagogical Knowledge r=.280, p=.005; Obligations and Working Relationships Beyond the Classroom r=.244, p=.014) directly address the study's objective of establishing the relationship between classroom professionalism and teacher performance, resulting in the rejection of the null hypothesis across all domains and affirming that professionalism is meaningfully associated with performance outcomes in this district. At the same time, the qualitative findings on occupational stress, difficulty handling each child's unique behaviors, the struggle to retain professionalism amid constant disruptions, and heavy obligations or designations reveal the lived realities that complicate the sustained practice of professionalism, underscoring that high average ratings of professionalism and performance coexist with considerable emotional and systemic strain among teachers. Together, these quantitative and qualitative results contribute to the field by demonstrating that teacher professionalism in this district is both a measurable predictor of performance and a construct sustained under difficult working conditions, findings that provide the empirical and contextual basis for the training and development plan to be presented in the succeeding chapter.

CONCLUSION

In light of the results, educators in Balamban District II are highly skilled professionals who exhibit ethical conduct, teaching proficiency, and collaborative approaches consistently. Their strong consensus in all areas of professionalism—such as character, commitment to personal growth, subject expertise, and professional relationships—demonstrates a profound dedication to delivering quality education and fostering continuous improvement. Although access to ongoing education poses challenges, those who engage in graduate studies and professional development exhibit improved performance and greater confidence in implementing instructional strategies.

Findings from the study revealed a significant association between teacher professionalism and performance, reinforcing the idea that higher standards of professional behavior are linked to superior IPCR ratings. These results align with the theoretical framework utilized in the study. Specifically, Role Theory supports the notion that clearly articulated professional expectations and duties enhance teacher performance, which was apparent in the respondents' strong observance of ethical and instructional standards. Social Cognitive Theory also corresponds with the findings, as teachers who exemplify professionalism affect not only their own actions but also student engagement through self-efficacy and observational learning. Additionally, the results validate Expectancy Theory, suggesting that teachers are more driven to excel when professionalism is connected to acknowledgment, advancement, and institutional backing all reflected in the respondents' dedication to ongoing improvement and collaboration.

The study also endorses Houle’s Theory of Professional Education, which underscores the importance of lifelong learning and professional dedication, illustrated by the teachers' engagement in development opportunities and reflective practices. The findings ultimately demonstrate the fundamental values outlined in the Philippine Professional Standards for Teachers (PPST), which include learner-focused instruction, ethical behavior, and continuous professional development. These values were all clearly demonstrated by the respondents.

Thus, implementing effective interventions and institutional support is crucial to address the obstacles teachers encounter, including occupational stress, behavior management, and workload issues. Enhancing professionalism through focused training, mentorship, and recognition can further boost teacher performance and contribute to the sustained quality of education.

REFERENCES

Al Otaiba, S., & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective? An experimental and longitudinal study. Journal of Learning Disabilities, 39(5), 414–431.https://doi.org/10.1177/00222194060390050501

Amir Salma, Damhuri, Rostitawati Tita. 2019. The effect of teacher performance on improving student learning outcomes in SMA Negeri 1 Telaga Biru. Journal of Islamic Education Management (7): 2

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of transformational leadership and work motivation on teachers' performance. International journal of scientific & technology research, 7(7), 19-29.

Baker, J. M., & Zigmond, N. (1990). Are regular education classes equipped to accommodate students with learning disabilities? Exceptional Children, 56(6), 515–526. https://doi.org/10.1177/001440299005600607

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3

Bass, B.M. (1985). Leadership and Performance Beyond Expectations. Free Press.

Beck, J. (2009). Appropriating professionalism: Reconstructing the professional knowledge of teachers and the implications for educational policy. British Journal of Educational Studies, 57(3), 255–270. https://doi.org/10.1111/j.1467-8527.2009.00440.x

Berliner, D. C. (2014). The accelerating decline in the status and stature of teachers and the concomitant increase in the power of corporate control over schools. Teacher Education Quarterly, 41(1), 89–99.

Burroughs, N., Gardner, J., Lee, Y., Guo, S., Touitou, I., Jansen, K., & Schmidt, W. (2019). A Review of the Literature on Teacher Effectiveness and Student Outcomes. In Teaching for Excellence and Equity (pp. 7–17). Springer. https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2

Cañoso, M. J. P. (2025). Teachers' Motivation, Self-Efficacy, and Competence in Teaching in an Inclusive Classroom. International Multidisciplinary Research Journal, 7(1), 195–201. https://doi.org/10.54476/ioer-imrj/004112

Cadiong, A. M. (2024). Competence, leadership skills, and professional commitment of elementary teachers in the National Capital Region, Philippines. Dinkum Journal of Social Innovation, 3(12), 646–663. https://www.dinkumpublishers.com/archive/djsi/DJSI%20Vol.%203%20No.%2012%20%282024%29/Vol.3%20No.12%20%282024%29%20646-663.pdf

Creasy, K. L. (2015). Defining Professionalism in Teacher Education Programs. Journal of Education & Social Policy, 2, 23-25.

Cubero, J. R. (2024). The impact of teacher professionalism on student achievement in public schools. EPRA International Journal of Climate and Management, 10(3), 22–30. https://eprajournals.com/IJCM/article/9472/download

Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). Association for Supervision and Curriculum Development.

Darling-Hammond, L. (2000). Teacher Quality and Student Achievement. A review of State Policy Evidence. Education Policy Analysis Archives, 8(1).

Darling-Hammond, L. (2006). Powerful teacher education: Lessons from exemplary programs. Jossey-Bass.

Darmiati, D., Kristiawan, M., & Rohana, R. (2020). The Influence of School Leadership and Work Motivation toward Teacher's Discipline. Journal of Social Work and Science Education, 1(1), 32-44.

Danielson, C. (2011). Enhancing professional practice: A framework for teaching (2nd ed.). Association for Supervision and Curriculum Development.

Day, C., Sammons, P.,Stobart, G., and Kington, A. (2007). Teachers Professional Development. A Practical Guide. McGraw-Hill Education.

Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST).https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/

Department of Education. (2020). Philippine Professional Standards for Teachers. Teacher Education Council. https://tec.deped.gov.ph/wp-content/uploads/2020/09/Philippine-Professional-Standards-for-Teachers.pdf

Duschl, R. A., Maeng, S., & Sezen, A. (2011). Learning progressions and teaching sequences: A review and analysis. Studies in Science Education, 47(2),123–182. https://www.tandfonline.com/doi/abs/10.1080/03057267.2011.604476

Escanda, M. (2024). Research-based instructional strategies, professional competence, and pedagogical approaches. International Multidisciplinary Research Journal, 6(1), 1–15. https://doi.org/10.54476/ioer-imrj/636674

Ethington, C. A., & Wolfle, L. M. (1988). Women's selection of quantitative undergraduate fields of study: A comparative analysis. American Educational Research Journal, 25(2), 157–175. https://doi.org/10.3102/00028312025002157

Evans, L. (2008). Professionalism, Professionality, and The Development of Education Professionals. British Journal of Educational Studies, 56(1), 20-38.

Evans, L. (2008). Professionalism, Professionality, and the Development of Education Professionals. British Journal of Educational Studies,56(1), 20-38.

Fantahun, A., Demessie, A., Gebrekirstos, K., Zemene, A., & Yetayeh, G. (2014). A Cross-Sectional Study on Factors Influencing Professionalism in Nursing among Nurses in Mekelle Public Hospitals, 13(1).

Fayo, C. L., & Hilario, C. R. (2023). Effectiveness of classroom observation on teachers' performance. Industry & Academic Research Review, 4(July), 1–12.https://iiari.org/conference_article/effectiveness-of-classroom-observation-on-teachers-performance/

Fennell, H. A. (2006). Leadership for learning: A case study of five Alberta schools in challenging circumstances. Leadership and Policy in Schools,5(4), 353–370. https://doi.org/10.1080/15700760601091275

Friend, M., & Cook, L. (2007). Interactions: Collaboration skills for school professionals (5th ed.). Pearson Education.

Galache, D. M. (2024). Teachers' professional development, classroom management strategies, and performance. International Multidisciplinary Research Journal, 6(1), 1–15. https://doi.org/10.54476/ioer-imrj/391320

Gajjar, N. (2017). The Changing Role of Teachers in Promoting Skill-Based Learning: A Comprehensive Review. RET Academy for International Journals of Multidisciplinary Research.

Gore, J., Rosser, B., Jaremus, F., Miller, A., & Harris, J. (2023). Fresh evidence on the relationship between years of experience and teaching quality. The Australian Educational Researcher, 51, 547–570. https://link.springer.com/article/10.1007/s13384-023-00612-0

Guevarra, I. T. (2025). Enhancing Educational Excellence Through Teachers' Continuous Professional Development. https://depedbataan.com/wp-content/uploads/2025/03/ENHANCING-EDUCATIONAL-EXCELLENCE-THROUGH-TEACHERS-CONTINUOUS-PROFESSIONAL-DEVELOPMENT-CPD.pdf

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge https://link.springer.com/article/10.1007/s11159-011-9198-8

Helsby. (1995). Extract From Bukhatir, S. (2018). The Learning from Experiences and Investing in Opportunities: A Narrative Inquiry about The Career Progress of Public Kindergarten Principal in the United Arab Emirates (UAE). EdD,UCC Institute of Education.

Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, research, and practice (9th ed.). McGraw-Hill. http://www.ir.ucc.edu.gh/dspace/bitstream/123456789/./KPATAKPA%202008. pdf.

Hult, G., & Edstrom, P. (2016). De- Professionalizing NPM Policies have had an effect in Australia, Sweden, and selected locations in Asia, Africa and Latin America. Public Administration, 94,789-804.

Johnston, J. (2015). Challenging dominant discourses of teacher professionalism: Teachers' professional knowledge and autonomy. Teachers and Teaching: Theory and Practice, 21(6), 757–768. https://doi.org/10.1080/13540602.2014.995476

Kartomo Andhika Imam & Slameto. 2016. Evaluation of certified teacher performance. Journal of education management (30): 2

Kauffman, J. M., & Hallahan, D. P. (Eds.). (2011). Handbook of special education. Routledge.

Kpatakpa, E. (2008). Supervision of basic school teachers in Jasikan district. Retrieved February 20, 2012, from

Lee, M. (2024). Professionalism and teacher effectiveness in Southeast Asian classrooms. Asia Pacific Journal of Management and Sustainable Development, 12(1), 45–58. https://ejournals.ph/article.php?id=26165

Leithwood, K., & Jantzi, D. (2005). Transformational School Leadership Effectiveness. The Educational Forum, 69(2), 163-172.

Livingstone, D, W. (2004). The Learning Society: Past, Present, and Future Views. Centre for the Study of Education and Work. Toronto: Canada

Li, X., et al. (2024). The relationship between teacher professional development and students' social-emotional competencies. Current Psychology.

Maryati, E., Fitria, H., & Rohana, R. (2020). The Influence of Principal's Leadership Style and Organizational Culture on Teacher's Performance. Journal of Social Work and Science Education, 1(2),1(2), 127-139.

Millett, S., & Tapper, A. (2024). The benefits of collaborative philosophical inquiry in schools: A review of the evidence. Centre for Applied Ethics and Philosophy, Curtin University. https://ethicsolympiad.org/MillettandTapperonBenefitsofCollaborativePhilosophicalInquiryin Schools.pdf

O'Brien, S. (2016). A journey inside education: four roads to raise a scholar. Abingdon:

OECD. (2022). Teacher professional learning and development. https://www.oecd.org/en/topics/teacher-professional-learning-and-development.html

OECD. (2019). TALIS 2018 Results (Volume I): Teachers and school leaders as lifelong learners. OECD Publishing. https://doi.org/10.1787/1d0bc92a-en

Opina, R., Santos, L., & Dela Cruz, M. (2024). Moderating factors in the link between professionalism and performance among educators. Psychology and Education Journal,61(2),110–125. https://www.scimatic.org/storage/journals/11/pdfs/4016.pdf

O'Sullivan, H. & West-Burnham, J. (2011) Leading and Managing Schools. London: Sage

Parr, G. (2004). Teacher professionalism: Pessimism and/or possibilities. In Proceedings of the Australian Association for Research in Education (AARE) Conference. Melbourne: AARE.

Prudente, M. S., Garcia, J. A. S., Mistades, V. M., Roleda, L. S., & Talaue, F. T. (2024). Systematic review of professional development programs for teachers in the Philippines. Second Congressional Commission on Education (EDCOM II). https://edcom2.gov.ph/media/2024/02/18_Prudente-et-al-Systematic-Review-of-Professional-1.pdf

Raisyifa Destia Nur & Sutarni Nani. 2016. The effect of teacher teaching performance on students' learning motivation. Journal of office management education (1): 1

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. Econometrica, 73(2), 417–458.https://doi.org/10.1111/j.1468-0262.2005.00584.x

Roberto, J., & Madrigal, D. (2018). Teacher quality in the light of the Philippine professional standards for teachers. Philippine Social Science Journal, 1(1), 67-80.

Robiah Sidin. (2002). Konsep guru professional. Prosiding Seminar Kebangsaan Profesion Perguruan. Bangi: Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. Teachers College Record, 104(4), 842–866. https://doi.org/10.1111/1467-9620.00181

Routledge is an imprint of the Taylor & Francis Group, an Informa business.

Sachs, J. (2016). Teacher Professionalism: Why are we still talking about it? Teaching and Teacher Education, 22,413-425.

Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. International Journal of Scientific & Technology Research, 8(8).

Santiago, L. M. (2024). Quality Practice Teaching Experience in Cooperating Schools: Building Foundations for Effective Teacher Education. International Journal of Multidisciplinary: Applied Business and Education Research,5(11). https://ejournals.ph/article.php?id=25233

Schumm, J. S., & Vaughn, S. (1997). Instructional grouping for reading: Teachers' views. Remedial and Special Education, 18(6), 347–356.https://doi.org/10.1177/074193259701800604

Sikkala, E., Uibu, K., Vaas, I., & Krass, T. (2021). Teaching evidence-based subject didactics in primary teacher education. International Electronic Journal of Elementary Education, 13(5), 639–649. https://files.eric.ed.gov/fulltext/EJ1309272.pdf

Sindelar, P. T., Brownell, M. T., & Billingsley, B. S. (2006). Special education teacher supply and quality: The problematic relationship between quantity and quality. Remedial and Special Education, 27(5), 297–306. https://doi.org/10.1177/07419325060270050501

Sinsay-Villanueva, L. M., & Orbeta, A. C. Jr. (2023). Embracing challenges, envisioning solutions: Advancing teacher education and development in the Philippines (Policy Note No. 2023-22). https://doi.org/10.62986/pn2023.22

Sohel, A. B., & Bain, K. (2024). Challenges faced by Grade VI students during the implementation of the new curriculum framework: A case study on Khulna University School. Asian Research Journal of Arts & Social Sciences, 22(3), Article 519. https://journalarjass.com/index.php/ARJASS/article/view/519

Suphasri, P., & Chinokul, S. (2021). Reflective practice in teacher education: Issues, challenges, and considerations. PASAA, 62, 236–264.

Tagaza, R., & Manalansan, D. (2025). Teaching Gender and Culture: A Historical and Pedagogical Inquiry into Gender and Development in Philippine Education. International Journal on Culture, History, and Religion, 7(SI2), 482–496. https://doi.org/10.63931/ijchr.v7iSI2.221

Tichenor, M. (2005). Understanding Teachers, Perspectives on Professionalism.

UNESCO. (2010). Education for Sustainable Development for Changing the Climate of Teacher Education to Address Sustainability. Jakarta: Indonesia.

Vroom, V. H. (1964). Work and motivation. Wiley.

Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. Asia-Pacific Journal of Teacher Education, 33(1), 53–64. https://doi.org/10.1080/1359866052000341124