

Teachers' Professional Development and Its Relationship with the Implementation of Development Education Programs in Lapu-Lapu City Schools

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ABSTRACT

Public schools provide continued professional development, but there are still gaps between policy goals and classroom practice. This study determined the implementation of Development Education programs along objectives and content integration, teaching strategies, instructional materials and monitoring evaluation and mechanisms in selected public schools in Lapu-Lapu City. The study used a mixed-methods approach, obtaining quantitative survey data and qualitative interview data. The quantitative results indicated that the program implementation was “Fully Implemented” in terms of objectives ($M=3.3206$), teaching techniques ($M=3.3016$) and monitoring mechanisms ($M=3.3778$) but was hampered by instructional resources which were only “Much Implemented” ($M=2.8825$). The overall competency profile of teachers leans toward “Proficient” ($M = 3.1318$), leaning on peer-led Learning Action Cells ($M = 3.3300$) and mentorship from master teachers ($M = 3.4000$) than self-directed research ($M = 3.1667$). Inferential research revealed three institutional dynamics: training-driven (Marigondon), structural compliance (Babag) and decoupling policy-practice (Maribago). The qualitative results showed several major obstacles such as excessive ancillary workloads, limited time and obsolete textbooks. Consequently, program sustainability requires ecosystem-specific, resource-supported interventions rather than one-size-fits-all training, serving as the basis for a proposed enhanced professional development plan.

Keywords: Professional Development, Teacher Competencies, Content Integration, Level of Implementation, Development Education

Chapter 1

THE PROBLEM AND ITS RESEARCH DESIGN INTRODUCTION

Rationale of the Study

Development education has become a global need in contemporary pedagogical discourse, in line with the United Nations 2030 Agenda for Sustainable Development. Bourn (2020) argues that development education is a revolutionary paradigm for building global citizenship, equipping students to engage with complex global challenges such as environmental sustainability, social justice and poverty. In the context of the Philippines,

the integration of the Sustainable Development Goals (SDGs) in the national curricula especially through the Department of Education's MATATAG Curriculum is critical in equipping teachers and students with the necessary proficiencies for sustainable community development (UNESCO, 2017). Hence, professional education with its pedagogical framework defines the underlying structure of this transition and links local classroom activities with global interconnections.

Many studies of the practice of development education around the world have consistently shown that experiential and competency-based approaches are effective in developing socially aware learners (Scheunpflug & Asbrand, 2006). Though there are recorded accomplishments in training of teachers on how to include SDGs at the national level, there is a large gap in local implementations especially in secondary cities like Lapu-Lapu City. In particular, it is important to understand how instructional materials and teaching skills evolve in practical, field-based settings, and to examine how much educators in these settings are operationalizing national policy in their day-to-day teaching.

Professional development must be based on the actual demography and field activities. Learning Action Cell (LAC) sessions, Focus Group Discussions (FGDs) and specialized seminars are institutional mechanisms that are crucial in allowing teachers to internalize new concepts and innovative teaching practices. These collaborative platforms are necessary to ensure that professional development plans are not theoretical but are continually produced and revised in the field (DepEd, 2016). Educational frameworks emphasizing instructional approaches, evaluation procedures, and methods of content integration can more successfully engage students, hence enhancing academic achievement and the application of development education concepts.

National policies have aggressively promoted development education, yet there are few empirical data on development education, teachers' abilities and localized factors in non-metro regions. Existing literature often refers to more systemic challenges, such as how too much administrative paperwork can cause delays in the provision of seminar outputs, thus preventing the immediate and effective transfer of professional development concepts to actual classroom instruction (Department of Education [DepEd], 2023). Moreover, a major friction point emerges in the pedagogical transition from traditional frameworks to active teaching approaches, as educators typically lack the tools required to foster sophisticated classroom discussions on sensitive global concerns (Bamber, 2016). Importantly, there is a lack of evidence examining the impact of varying instructor demographics, such as age and length.

This study intends to determine the exact level of development education program implementation among the public school teachers in Lapu-Lapu City and at the same time identify its major determinants, operational challenges and strategic interventions in order to fill these systemic gaps in teacher competencies and to surmount the barriers that hinder the successful execution in the field. This study aims to offer the empirical foundation for an Enhanced Professional Development Plan by rigorously analyzing these components to reduce administrative hassles and maximize student involvement. Thus, the investigation is driven by the following logical sequence of research questions: 1) What is the teacher profile and context? 2) What is the level of program implementation? 3) What are the teacher competencies? 4) What are the determinants of implementation? 5) What are the challenges? and 6) What strategic recommendations emerge?

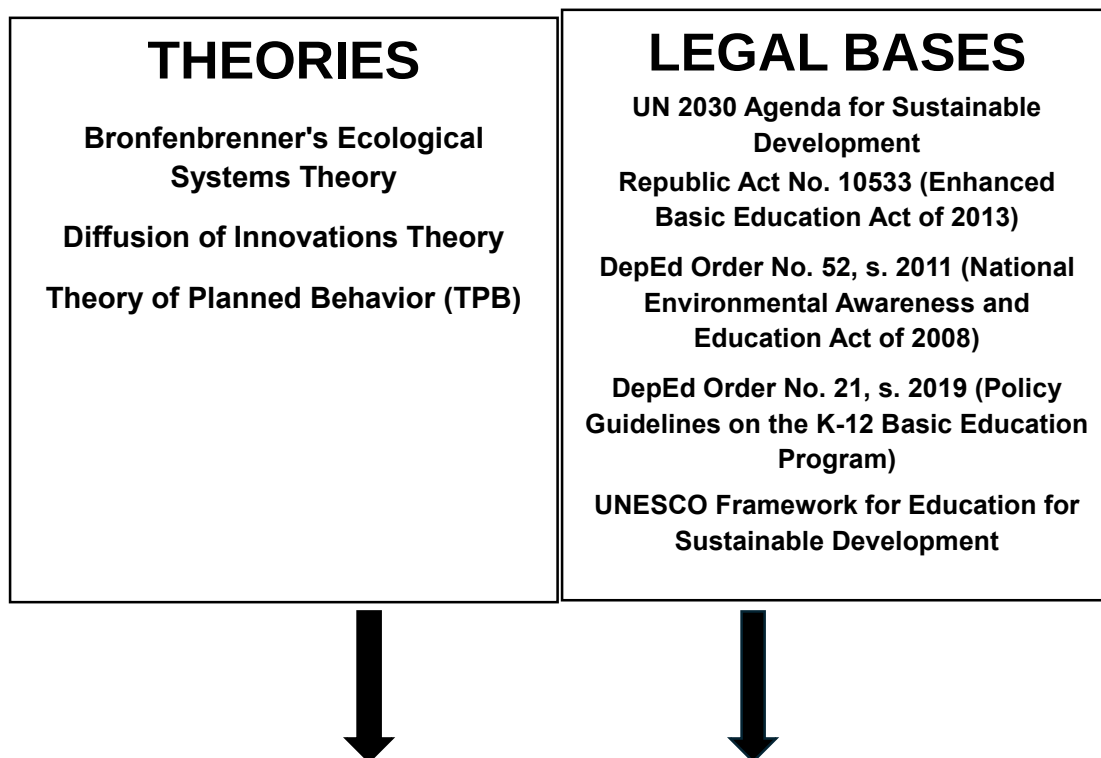
To realize the above purposes, this study employs a rigorous mixed-methods research methodology, allowing for a full investigation of not only the measurable implementation levels but also the complex qualitative

experiences of educators. The quantitative phase, addressing RQ1 to RQ4, uses a structured profile questionnaire and established implementation rubrics to explore the linkage between teacher profiles, competency levels, and implementation outcomes (Creswell & Plano Clark, 2018). To this purpose, RQ5 and RQ6 are answered by means of a qualitative approach with semi-structured interviews to capture the depth of pedagogical issues and the creation of strategic proposals. The study's target population is the instructors in the public schools at chosen institutions in Lapu-Lapu City to ensure the results are reflective of the specific socio-educational scene in this secondary city. The data were collected via three study tools: a researcher-made questionnaire, standardized competency rubrics, and a verified interview guide.

After the introduction, this chapter presents a detailed examination of key literature and accompanying research including viewpoints from both global and local contexts of development education. Chapter 3 describes how the information from the three schools in Lapu-Lapu City was presented, analyzed and interpreted. Chapter 4 presents the results that directly address the study objectives, including a data-driven examination of implementation levels and teacher skills. Chapter 5 presents the Study Output. It includes the proposed Enhanced Professional Development Plan and a set of specific recommendations for educational reform and for additional study.

Theoretical Background

This research assumed that the Enhanced Professional Development Plan is effective in bridging identified competency gaps and barriers to foster a more globally responsive and pedagogically teaching environment in Lapu-Lapu City. This study is anchored and supported by Bronfenbrenner's Ecological Systems Theory, Diffusion of Innovations Theory and Theory of Planned Behavior (TPB).



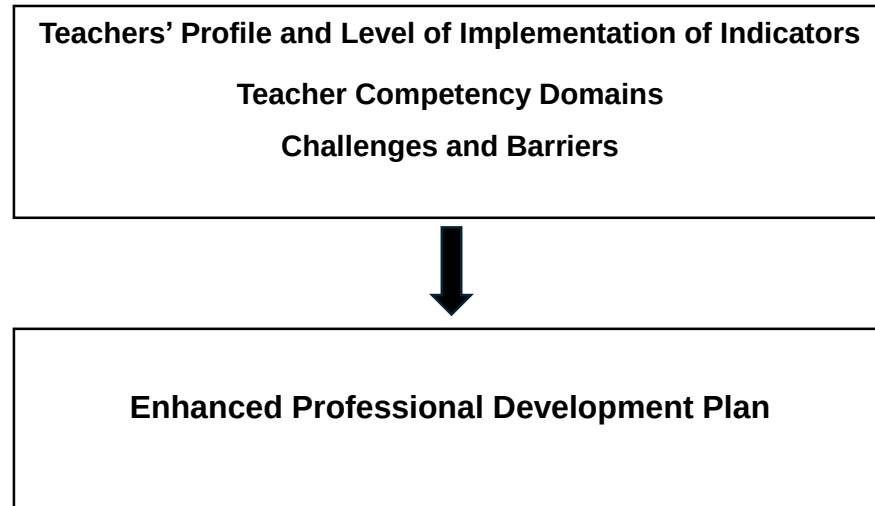


Figure 1
Theoretical Conceptual Framework of the Study

Bronfenbrenner's Ecological Systems Theory. The idea states that human growth is the consequence of the interaction of the person with several levels in his or her environment, ranging from the local microsystem to the more distant macrosystem. Apply the framework. We are able to have a better understanding of the fact that the growth of teachers and the execution of programs in education are not only reliant on the specific talents of teachers, but also on the comparison or reinforcement of the contrasts between their school community, policies, and society values (Simply Psychology, 2025).

Diffusion of Innovations Theory. This hypothesis was first put out by Everett Rogers . It explains how new ideas , practices or technology are diffused across a social system over time . Applied to development education programmes it considers the introduction of new curriculum as a ‘innovation’ to be accepted by educational stakeholders. The rate of acceptance is dependent on the perceived relative advantage of the new program, its conformity with established values of teaching and the complexity of its implementation in the school system. Thus, knowing the pathway educators follow from initial knowledge of an educational mission to complete integration is vital to institutional success. The framework emphasizes the importance of clear, feasible and highly relevant training of teachers in order to reduce resistance and speed up the universal adoption of the educational reform.

Theory of Planned Behavior (TPB). The TPB implies that the intention of an individual to do a certain behaviour is influenced by his or her attitude towards that behaviour, subjective norm and perceived behavioural control. For educators, this implies the successful implementation of development programs is motivated by their personal professional beliefs and confidence that they have the skills and administrative support needed to effectively deliver these programs inside the classroom. When instructors perceive a shortage of resources or a lack of leadership commitment to the change, their sense of control diminishes, which directly impedes their intention to implement the new practices.

The UN 2030 Agenda for Sustainable Development through Sustainable Development Goal 4 aims to ensure inclusive and equitable quality education and to promote opportunities for lifelong learning for everyone. The primary international motivator for governments to incorporate development education into national

curriculum is that learners get the knowledge and abilities to contribute to sustainable development and global citizenship (SAI Philippines, n.d.). Member states are advised to enhance their teaching approaches to develop empathy, cultural literacy and environmental stewardship among students. The worldwide recommendation underlines the need of moving away from conventional rote learning to active problem-based learning.

Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 standardized the K-12 curriculum in the Philippines emphasizing the development of 21st century skills such as critical thinking and global citizenship. The legislation offers the institutional flexibility to include programs on development education so that students may address the challenges of a global society through the expansion of the basic education cycle (Respicio & Co., 2026). A lengthier timeframe provides a deeper, more gradual investigation of the world's complicated concerns, rather than a rushed assessment of the fundamentals. Subjects like social studies and science have been redesigned to help students look at real world problems through the prism of ethics and macroeconomics.

Republic Act No. 9512 or the "National Environmental Awareness and Education Act of 2008" is a major legislative basis for the integration of sustainability, ecological preservation and civic duty in the Philippine educational system. The legislation specifically requires that environmental education be part of the curriculum in all educational levels, in public and private schools, as well as in barangay childcare, preschool, and non-formal learning institutions. The law says the teaching should include important global and local concerns including climate change, trash disposal, protecting wildlife and plants and sustainable use of natural resources.

DepEd Order No. 21, s. 2019: Policy Guidelines on the K to 12 Basic Education Program It emphasizes competency-based learning strategy that incorporates global agendas to the core curriculum. It gives a standard framework for teacher training and program assessment, ensuring that development education is a key skill that is tested and supported at all levels of basic education (DepEd, 2019). If these criteria are standardized, the Department of Education will be able to systematically detect gaps in educational delivery and allocate resources more fairly. Educators get tailored professional development modules that boost their confidence in teaching difficult topics like sustainable economics and human rights. This assures that the level of development instruction is constant, rigorous, no matter where a school is located geographically. The policy also offers comprehensive evaluation techniques that examine a student's critical thinking and behavioral inclination and not simply written memory. This systemized reinforcement, over time, implants a culture of continual development and knowledge of the world at large across the whole bureaucracy.

The UNESCO Framework for Education for Sustainable Development gives global standards and strategic guidance for the reorientation of education to address global issues. It highlights fundamental learning skills like systems thinking and anticipatory competency that may be tailored to the local secondary school settings to enable students to lead social transformation (UNESCO, n.d.). These skills help young learners to understand the complex causes behind today's environmental and social problems. This paradigm fosters an anticipatory mentality that educates students to rightly anticipate the long-term consequences of contemporary human activities. It is progressive in supporting youthful leadership, asking students to become active innovators rather than passive consumers of information. Moreover, the framework provides a flexible template for local policy-makers to adapt their area curriculum.

THE PROBLEM

Statement of the Problem

This study examined the implementation of Development Education programs among teachers in public schools in Lapu-Lapu City and to determine its relationship with teachers' professional development during School Year 2026-2027 as basis for proposing an enhanced professional development plan.

Specifically, this study sought to answer the following questions:

1. What is the level of implementation of Development Education programs in public schools in terms of:
 - 1.1 Objectives and content integration,
 - 1.2 Teaching strategies and learning activities,
 - 1.3 Instructional materials and resources
 - 1.4 Monitoring, evaluation and feedback mechanisms?
2. What is the level of teachers' professional development in relation to Development Education as to:
 - 2.1 Formal Trainings and Seminars
 - 2.2 Pedagogical Skills & Curriculum Development
 - 2.3 Collaboration, Mentorship & Learning Communities
 - 2.4 Research, Professional Reading & Self-Directed Learning
3. What competencies do teachers demonstrate in implementing Development Education programs?
4. Is there a significant relationship between teachers' professional development and the implementation of Development Education programs?
5. What challenges and barriers do teachers encounter in the implementation of Development Education programs?
6. Based on the findings of the study, what enhanced professional development plan can be proposed?

Statement of the Null Hypothesis

The hypothesis is tested at $p=0.05$

H0: There is no significant relationship between teacher's professional development and the implementation of Development Education programs.

Significance of the Study

The researcher conducted the study in order to assess the level of implementation and evaluate the teacher competencies in development education programs among schools in Lapu-Lapu City. The result of this study will be helpful to the Department of Education (Division Office), Education Program Supervisors, School Heads, Faculty, Students and to other future researchers as well.

Department of Education (Division Office). This study may be beneficial as it provides a baseline for policy formulation and resource allocation for development education across the division.

Education Program Supervisors. The findings of this study will results of this study will form a blueprint for developing targeted division-wide training and curriculum monitoring tools.

School Heads. The results of this study could be a guide or instructional leadership to help them in supporting teachers thru localized mentorship and school-based learning action cells (SLACs) or focus group discussions (FGDs).

Faculty. This study will allow teachers to determine their own level of competency and to advocate for the precise resources or training that they need to be more effective.

Students. This study will also benefit the students because it will make sure that they are getting a globally relevant and excellent education contextualized to their home in Lapu-Lapu City.

Future researchers. Ultimately, this will benefit the future researchers as this study acts as a foundation or comparative study for further academic inquiries into development education in the Philippines.

RESEARCH METHODOLOGY

This section presents the methods and procedures used in conducting this study. It discusses the research design, research method, research environment, and the participants of the study, the research instruments, data collection method and statistical treatment of data and scoring procedure.

Design

This study employed the embedded mixed-method design, wherein it combines the quantitative and qualitative data gathering and analysis strategies in a single study. In this particular design, the quantitative technique is prominent and it is the main mechanism for measuring and mapping broad institutional trends across the division. Embedded inside this overall structure is a complementary qualitative component which adds depth, context and meaning to the numerical data. This design is uniquely suited to the approved problem statement as the quantitative strand establishes the broad statistical realities of program implementation, while the embedded qualitative insights uncover the underlying classroom mechanics, ensuring that the final output is empirically verified and practically grounded.

The major, dominating strand of this research employs a descriptive-correlational quantitative methodology especially designed to answer Statement of the Problem (SOP) issues 1, 2, 3, and 4. The descriptive dimension encompasses the quantification of the actual extent of Development Education (DevEd) programme implementation across key dimensions such as objectives and integration of content, teaching strategies, instructional materials and monitoring mechanisms, whilst at the same time measuring current levels of teacher professional development and competencies demonstrated. The principal method for data gathering is a highly planned and standardized questionnaire survey delivered to the teaching professionals of Babag, Marigondon and Maribago National High School. Following the descriptive evaluation, a correlational analysis using Pearson's Product-Moment Correlation Coefficient was carried out to statistically determine the significance, strength, and direction of the association between teachers' professional growth and program of the study.

The qualitative component is integrated into this broader quantitative framework and is carefully placed to respond to the more profound contextual realities and systemic barriers described in SOP 5. The standardized survey is good at calculating implementation ratings but there is nothing built into it that explains why specific institutional qualities function or stall. To capture these qualitative nuances, data was collected through semi-structured key informant interviews and focus group discussions with selected academics from the three target universities. This qualitative inquiry is well grounded within the particular issues, institutional limits and professional anxiety teachers feel in incorporating sustainable development ideas into their diverse curriculum. These two different approaches are integrated using an embedded merging approach, where the qualitative findings are nested in and used to augment the primary quantitative results at the data analysis step. Instead of evaluating the datasets as a whole, statistical findings from the survey questionnaires (mean scores, correlation coefficients etc.) were provided first to prepare the ground for the practical reality of DevEd

implementation. Immediately after these numbers, the qualitative themes that emerged from the thematic analysis of the teacher interviews were contrasted with the data. The side-by-side integration enables the researcher to immediately evaluate, explain or question the statistical tendencies detected in the quantitative data with the actual voices of the teachers.

This extensive merging method provides a smooth and robust transition from the data analysis to the final outcome of the study. This synthesis is critical to respond to SOP 6, so that the ensuing Enhanced Professional Development Plan is not only a theoretical framework.

Flow of the Study

The researcher used the approach as recapitulated in Figure 2, which illustrates the systematic flow of the research process from the identification of teacher profiles to the assessment of implementation levels and the eventual formulation of the development plan. The flow of the study was divided into three parts (3); Input, Process, and Output.

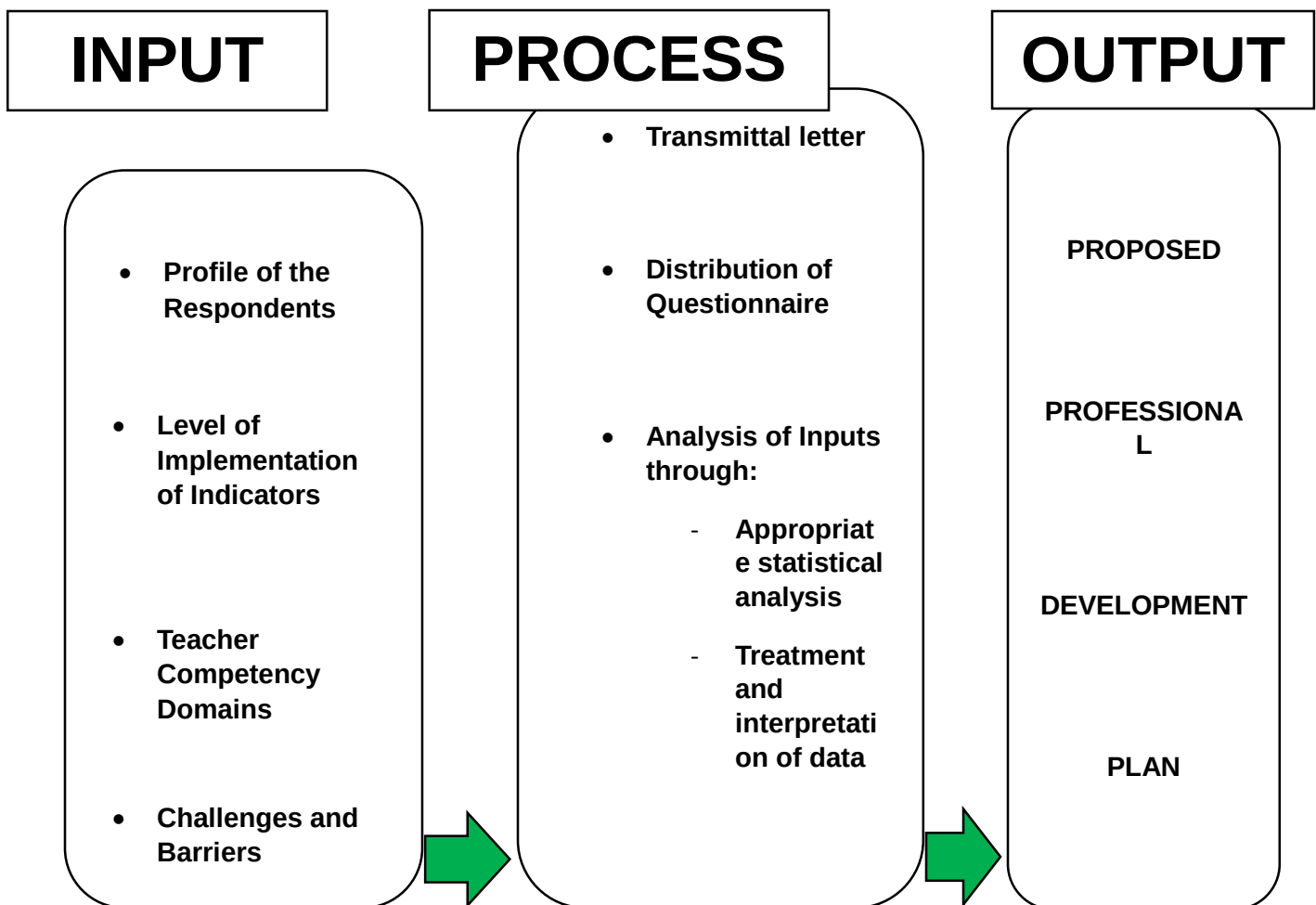


Figure 2

Research Flow of the Study

A Transmittal Letter was sent to the 3 schools through their School Head, asking for approval to conduct the

study. Survey questionnaires were distributed to the target respondents at least 30 teachers per school. The data was gathered, tallied, and tabulated, and subjected to appropriate statistical treatment. The summary of findings was presented through different tables with discussion and supporting literatures. Conclusions and recommendations were presented in the concluding chapter.

Environment

The research has undertaken in the Division of Lapu-Lapu City particularly in the three identified schools which are Babag National High School, Marigondon National High School, and Maribago High School. Together these three schools offer a distinctive institutional cross-section of the city's public secondary education environment, from huge metropolitan centers, to burgeoning academic-vocational hubs, to smaller coastal, community-based learner communities. Marigondon National High School is one of the biggest and oldest schools in the city and is usually a center for regional educational programs, whereas Babag National High School is meant to cater to an increasing number of students who take up various academic tracks. Meanwhile, Maribago High School plays an important localized function, catering to a tighter community of learners. By anchoring the study in these several institutional frames, the study captures the whole spectrum of teacher profiles, resource capacities, and school environments across the division.

This specific context is particularly well suited to examine the authorized problem statement since the institutional variety of the schools closely reflects the study's primary characteristics. To assess the levels of Development Education implementation (SOP 1), teacher competences (SOP 3), and systemic hurdles (SOP 5), varied operational realities must be considered from Marigondon's hefty organizational demands to Maribago's extremely localized limits. The different levels of institutional support and professional exposure in these schools also offer the requisite data variety to establish if there is a substantial association between teachers' professional development and program implementation (Statement of the Problem 4). In the end, the selection of this multifaceted environmental matrix guarantees that the final data is not restricted to one type of school and that the resultant Enhanced Professional Development Plan (Statement of the Problem 6) is highly scalable, richly contextualized, and viable for division-wide deployment.



Location of Map of the Research Environment

Respondents

The main objective of this study was to collect valid, empirical, and detailed data on the demographic and professional characteristics of teachers and the assessment of the levels of program implementation, which

resulted in the development of the Enhanced Professional Development Plan. To gain a thorough comprehension, the study separated two different groups of participants for the explanatory sequential mixed-methods design: quantitative survey participants and qualitative interview participants.

The quantitative phase had a sample of ninety (90) secondary school teachers from the Schools Division of Lapu-Lapu City. The application of a stratified random sample technique fairly reflected the selected sites. 30 teachers were randomly selected from three (3) institutions, namely: Babag National High School, Marigondon National High School and Maribago High School. 2. The size of this sub-sample ($n = 30$ per site; aggregate $N = 90$) is statistically sufficient as per Central Limit Theorem which allows for normality of data for comparative analysis across sites and enables for a logistically achievable 100% retrieval rate of questionnaires. A standardized survey questionnaire was employed to examine teachers' experiences in professional development and their perceptions of development education programs.

The following step is qualitative and consists of conducting semi-structured interviews with ten (10) teachers purposively picked from the quantitative sample. The goal of this step was to provide a more textured interpretation of the quantitative data, including providing more nuanced understandings, contextual stories and lived experiences regarding the problems and triumphs in the field.

Table 1
Distribution of Respondents

Classification of Participants	No. of Participants	Total	%
Teachers from Babag NHS	30	30	33.33
Teachers from Maribago HS	30	30	33.33
Teachers from Marigondon NHS	30	30	33.33
Total	90	90	100

Instruments

The instrument employed a questionnaire that has been developed by the researcher in accordance with the various sub-problems and has been validated by the School Principal, Assistant School Principal and Master Teacher II of Gun-ob High School. To accommodate the respondent-groups of participants who are teachers, the questionnaire is subject to appropriate modifications. Basically, only one survey questionnaire was used in this study.

The research instrument consisted of four individual components, meant to collect detailed data related to the subject. The first portion collects demographic information, thereby generating a profile of the participants. The second part examines the perceived level of implementation of development education programs by the various respondent groups. The third part evaluates the skills of the instructors for the implementation of these programs, their strengths and opportunities for professional growth. Finally, the fourth segment presents many issues and difficulties that instructors face throughout the implementation stage. This systematic method provides a means to rigorously examine the link between professional growth and quality of program delivery.

Content validation was achieved through iterative reviews of the questionnaire by Master Teachers and School Heads. It was presented to the Master Teachers and School Heads for comments and suggestions for the enhancement of the questionnaire.

Data Gathering Procedures

The researcher obtained a formal permission from the Schools Division Superintendent of the DepEd Lapu-Lapu City and School Heads of Babag National High School, Marigondon National High School, and Maribago National High School. At the same time, the quantitative survey has validated by experts and pilot tested, and a semi-structured interview guide was developed for the qualitative strand. The 90 teacher-respondents were purposively sampled and asked to sign Informed Consent Forms that indicated voluntary participation and confidentiality as stipulated in the Data Privacy Act of 2012.

The researcher physically visited the three schools during non-teaching hours to orient and deliver the 15-to-20-minute survey questionnaires to the 90 instructors. The teachers were given two weeks to complete the questions. At the same time, qualitative data was collected through audio-recorded semi-structured interviews and focus groups with a purposive sub-sample of instructors, and through thorough field notes. The researcher additionally triangulated the data through document evaluations of current school implementation reports, lesson plans and monitoring logs.

The surveys were collected after two weeks and the results were recorded, encoded into a statistical software spreadsheet and cleaned for analysis. Qualitative audio recordings were transcribed verbatim and cross-referenced with field notes for thematic coherence. All datasets were anonymized with alphanumeric numbers to safeguard the identities of the participants. Finally, descriptive statistics and Pearson's were used to analyze quantitative data and qualitative transcripts were analyzed thematically. Both data sets were merged to form the basis of the Enhanced Professional Development Plan.

Statistical Treatment of Data

All the data gathered were analyzed and treated using the following statistical tools:

Frequency Distribution and Percentage was used to describe the profile of the respondents in Part I (Age, Gender, Education, Experience, and Trainings) and the challenges identified in Part IV.

Weighted Mean was used to determine the average responses in Part II (Level of Implementation) and Part III (Teacher Competencies).

Ranking was used in Part IV to identify which challenges and barriers are most prevalent among teachers in Lapu-Lapu City.

Pearson's Product-Moment Correlation Coefficient (Pearson's r) was used to determine the strength of the relationship between the Professional Development and the Implementation of Development Education Programs.

Scoring Procedures

For the extent to which the development education programs are implemented in terms of objectives, strategies, and resources, as well as the level of teacher competencies in terms of knowledge, skills, and attitudes, the following scoring procedure was utilized:

For Part II (Level of Implementation)

Scale	Range	Verbal Description	Interpretation
4	3.26 – 4.00	Very High	The indicator is implemented between

Implementation	75 to 100%		
3	2.51 – 3.25	High implementation	The indicator is implemented between 50 to 75%
2	1.76 – 2.50	Moderate implementation	The indicator is implemented between 25 to 50%
1	1.00 – 1.75	Low/Minimal implementation	The indicator is implemented between 0 to 25%

Very High Implementation: This pertains to development education programs which are included in the school's objectives, instructional methodologies and resources in a consistent and widespread manner.

High Implementation: This indicates that the programs are implemented regularly and meet the standard requirements for educational delivery.

Moderate Implementation: This indicates that the programs are practiced only sometimes or in part in everyday school operations.

Low/Minimal Implementation: This indicates that there is neither or no indication of the implementation of a development education program in the school.

For Part III (Teacher Competencies)

Scale	Range	Verbal Description	Interpretation
4	3.26 – 4.00	Expert	The competency is demonstrated between 75 to 100%
3	2.51 – 3.25	Proficient	The competency is demonstrated between 50 to 75%
2	1.76 – 2.50	Developing	The competency is demonstrated between 25 to 50%
1	1.00 – 1.75	Beginning	The competency is demonstrated between 0 to 25%.

Expert: This indicates that the teacher has continuously demonstrated superior knowledge, mastery of skills and proactive attitudes in development education.

Proficient: This designation signifies that the teacher has basic knowledge but needs to undergo further training to improve professional skills.

Developing: This designation signifies that the teacher has basic knowledge, but needs to undergo further training to improve professional skills.

Beginning: This designation signifies that the teacher has some knowledge and does not have the mastery needed at this time to implement the concepts of development education effectively.

DEFINITION OF TERMS

To facilitate better understanding about the Teachers' Professional Development and the Implementation of Development Education Programs, the operational terms are hereby defined:

Content Integration. This refers to how teachers at the three selected schools incorporate development education subjects into their regular lesson plans and everyday instruction.

Development and Education Programs. These are the programs and activities to be evaluated in Babag National High School, Marigondon National High School and Maribago High School.

Implementation Barriers. This refers to the specific obstacles that were found out by the teacher respondents in Part IV of the research instrument and are grouped into themes like lack of training, lack of instructional materials or time restrictions.

Instructional Materials and Resources. This pertains to the modules, textbooks, digital technologies, and specialized instructional materials that have been purposefully designed for development education.

Learning Action Cell (LAC). This refers to the school-based group of teachers who engage in collaborative learning where the proposed professional development plan be applied and discussed by faculty.

Level of Implementation. This shows the level of consistency of integration of development education across objectives, teaching techniques and resources in the three selected schools and the level to which a planned curriculum or program is put into reality.

Monitoring and Evaluation. This pertains to the feedback and assessment mechanisms used by school heads to oversee development education practices in their respective schools.

Professional Development. This refers to the academic background, teaching experience and the trainings attended linked to teaching as shown in the respondent profile.

Professional Development Plan. This is to the systematic document that describes the goals, skills to be developed and actions to be taken for the professional development of a person or a group of individuals, which will be prepared based on the findings obtained to enhance the capacities of teachers in developmental education.

Teacher Competencies. This pertains to the synthesis of knowledge, skills, attitudes and values required by an educator to perform professional tasks effectively and efficiently.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This study examined the implementation of development education programs and its relationship with teachers' professional development in selected schools of Lapu-Lapu City. This chapter provides insight, as evidenced by a review of pertinent literature, into the integration of development education within the curriculum and its bearing on the formulation of a proposed professional development plan for school improvement.

Review of Related Literature

The Development Education-Education for Sustainable Development coupling is rooted in the concepts of transformative education that seek to shift the place of the learner in society. By using Bronfenbrenner's Ecological Systems Theory, we are able to comprehend more clearly how systems ranging from classroom interactions to national programs such as the MATATAG Curriculum impact the development of teachers.

These programs have been mandated by a variety of legislative frameworks such as the United Nations 2030 Agenda, Republic Act 10533 and the many DepEd Orders. In these frameworks, global citizenship is viewed as one of the critical capabilities of the 21st-century Filipino learner.

Both global and Philippine criteria for DE and ESD highlight the integration of objectives, instructional practices and evaluation methods with the Sustainable Development Goals (SDGs). As Pacho (2025) argues, successful implementation will need a change to ‘foundational resilience’ in which students are prepared to keep pace with technological innovation yet also preserving ethical frameworks. The higher-order integration is marked by a shift from passive transmission of knowledge to student-centered learning. Yet current empirical research suggests that curricular alignment is increasing but the level of implementation in secondary schools is inconsistent and generally assessed by rubric-based assessments that seek for evidence of inquiry-based approaches.

Core competences for DE/ESD are structured in knowledge, skills and values threefold. Teachers need to be well knowledgeable of global-local concerns and pedagogical abilities to support experiential learning. Talaue et al. (2025) state that “digital productivity” and high-level digital integration have become fundamental needs for current educators. While many instructors display basic ICT literacy, there is a gap among “moderately confident” teachers who fail to integrate complicated DE content utilizing sophisticated technologies. The self-efficacy of teachers is an important predictor of the extent to which the ideas of global citizenship education (GCED) are transformed into classroom practice, as clearly stated in UNESCO’s ESD framework. Various teacher-related and institutional concerns impact the success of DE programs. The key way to increase teachers’ knowledge and skills is professional development (PD) (Popova et al., 2022). School-based, job-embedded, and focused on the intersection of topic and pedagogy are related to effective implementation (Fairman et al., 2020). Statistical correlations tend to identify teacher experience and quantity of specialized training as significant predictors of implementation success. Moreover, institutional support (e.g., resource availability and policy enforcement) assists instructors to translate attendance at seminars into classroom instructional modifications (Sims & Fletcher-Wood, 2020).

In spite of the movement to transformative education, there are still a number of hurdles. Typical hurdles include an over-burdened curriculum, scheduling constraints and lack of particular training. In the Philippine context, teachers in secondary cities such as Lapu-Lapu City are confronted with the difficulty of balancing national standards and the localization of global ideals in the context of local socio-economic realities. They argue that bold reforms such as the MATATAG Curriculum are in danger of turning into administrative exercises if “readiness gaps” are not addressed (Kilag et al, 2024). The qualitative observations of educators tend to focus on the problem of handling several instructional activities at the same time and the urgent need to bring in new complicated global topics (Llanos et al., 2024).

If Development Education is to go from an awareness-raising exercise to a ‘pedagogy of hope and transformation’ (Bourn, 2022) it has to be regarded as a continual and continuing process. Professional Development should be successful and multidimensional and relevant to instructors’ everyday conditions (Sancar et al., 2021). Recent studies suggest that equity-based Professional Development should be given priority to bridge the learning gap for underrepresented areas. Other important answers are de-congesting the curriculum to make way for 21st century skills and developing community collaborations.

Related Studies

Professional development in schools is important in assisting teachers to improve their teaching methods and strategies as to meeting changing classroom needs and learning styles of the students. These programs allow instructors plentiful chances to work together, share stories and critically reflect on their best teaching practices. This constant evolution provides teachers with better skills to transform theory into practical solutions for their learners. Vygotsky's assertion that learning is a consequence of internalization and appropriation of acquired knowledge for solving social problems foregrounds teacher agency in learning and professional growth (Abakah, 2023).

According to Aguilar-Forero (2025), Development education initiatives in public schools have progressed from isolated pilot projects to a systematic "multidimensional approach" that embeds global citizenship, technological literacy, and sustainable development goals directly into the core curriculum. In different places these projects focus on "futures thinking". It uses artificial intelligence and digital platforms, letting students participate in scientific partnerships and cultural exchanges worldwide, crossing borders. Further, "equity-based" development has been a focus of public school systems. That means investments in infrastructure, including climate-resilient classrooms and high-speed internet access, specifically target closing the gap for communities that are overlooked. The aim is to help raise the next generation of youth to be lifelong learners and technologically prepared for the future.

This study will also review the level of implementation of the different indicators stated such as Objectives and Content Integration, Teaching Strategies and Learning Activities, Instructional Materials and Resources and Monitoring, Evaluation and Feedback Mechanism. The implementation level aims to address the differences between theoretical ideas and how they are actually used in the classroom. This approach also helps ensure that teaching standards are consistently met throughout the curriculum. The purpose is to identify strengths and weaknesses in these areas and to provide a full collection of data to help the institution make decisions and to guide teachers in the use of these standards in their classrooms. The systematic method guarantees that even with changes in educational demands, the foundation pillars of the curriculum remains strong and flexible to meet learner's needs and interests.. By filling these operational gaps, the institution can advance toward a more integrated educational environment where teacher growth is mapped directly to measurable implementation standards (Lynch, 2022).

Objectives and Content Integration focus on the competencies in the lesson plan in every topic made. This alignment ensures that instructional goals are not only met but are also measurable within the classroom environment (Morales, 2023). It also includes the integration of the topic into a more contextualized, indigenized, and localized instruction as to easy retention of students' learning. By embedding local culture and community-based resources into the curriculum, educators can bridge the gap between abstract concepts and the students' immediate reality (Santos & Reyes, 2024). Through these lived experiences, students may relate to the content and can interact more dynamically during the discussion.

The Teaching Strategies and Learning Activities are one of the factors that can help motivate students to eagerly learn. In this way, teachers will choose a strategy that suits the students' interests, abilities and pacing. Through professional development programs, teachers can apply the different strategies into their daily lessons. Consequently, this will provide teachers a wide array of learning activities to be given to the students

including the diagnostic, formative, summative assessments and performance tasks. According to Bautista (2023), continuous upskilling in pedagogical techniques allows educators to transition from traditional lecture-based methods to more adaptive, learner-centered assessments that better reflect student progress.

Another indicator for the level of implementation is the Instructional Materials and Resources. This entails the updated textbooks, supplementary activities, offline and online modules, and worksheets used in the classroom setting regardless of the modality applied in a certain school. The effectiveness of these resources is heavily dependent on their alignment with current educational standards, as well-structured materials directly influence the quality of student-teacher interaction (Lopez, 2023). Some of the materials produced are in line with the competencies in the curriculum while others are outdated; hence, they are difficult to utilize based on the weekly discussions. This discrepancy often forces educators to seek or develop more relevant, digital-ready alternatives to ensure that instructional delivery remains responsive to contemporary learning needs (Chen & Rivera, 2024).

While materials provide the tools for instruction, the quality of delivery is ensured through structured Monitoring and Evaluation. Regular classroom observations are most practiced in the public schools. Each school year demands at least 2 classroom observations to be observed by their respective Master Teachers. This is one of the factors in Monitoring, Evaluation, and Feedback Mechanism that needs to be investigated, as structured observations serve as a critical catalyst for reflective practice and continuous professional development among educators (Torres, 2023). Giving also feedback to the students helps teachers conclude on how assessment works on them and how strategies fit on the certain topic. Effective feedback mechanisms not only bridge the gap between current and desired student performance but also allow teachers to recalibrate their instructional approach in real-time (Hernandez & Kim, 2024). But these systems are often hampered in their usefulness by “administrative congestion.” Teachers already have a huge amount of paperwork and other duties, which means that classroom observations might become a “box-ticking” exercise based on compliance, rather than a meaningful exercise in improving teaching skills. When administrative constraints take precedence over instructional help, it stifles the PD initiatives the school system is trying to promote.

The learnings from the different seminars or trainings may be shared by the teachers to their colleagues. Through this, teacher competencies will be developed, and teaching strategies may be improved into a more responsive and collaborative practice that directly addresses classroom gaps and challenges. This peer-sharing culture is particularly evident in localized school settings where collaboration and consensus of the plans is formalized. Findings show that science teachers believed that the Learning Action Cell helps them develop new teaching techniques, and they see the importance of the development program and how it enriched their knowledge, skills, and capabilities as teachers (Olvido et al., 2025).

The teacher competencies in this research entails specifically Knowledge, which is the teacher’s understanding of the professional development education programs and concepts. This includes the awareness of policies and mandates set in the institution, as a deep comprehension of these frameworks is essential for aligning classroom goals with national educational standards (Villena, 2023). When it comes to Skills, this pertains to the ability to encourage critical thinking skills and linking lessons to the community issues and concerns. This also emphasizes the reflection on teaching practices related to education and classroom assessments. In terms of Attitude, it entails the students’ active participation and involvement in the school and community activities including the promotion of respect in the context of learning through diversity and

inclusivity. Educators who embody these inclusive attitudes often create more equitable learning environments that foster higher levels of student agency and social responsibility (Gomez & Tan, 2024). In relation to the teaching competency of Values, collaboration with colleagues, arriving at an agreed decision for the common good and the commitment to continuous improvement through professional development programs in the field—such as attending seminars/training-workshops, continuing studies in Master’s or Doctor’s Degrees, and resource speakerships—are vital. These professional values ensure that teachers remain lifelong learners, directly impacting the long-term sustainability of school-wide development initiatives (Reyes, 2025).

Moreover, this research has also specified that challenges and barriers may cause the ineffectiveness and inefficiency in the implementation of the PD programs. Some of these are lack of adequate and updated textbooks, instructional materials, and teaching resources. Some of these are insufficient time due to heavy teaching and curriculum load, due to numerous paperwork and designated ancillaries. This administrative congestion significantly reduces the bandwidth teachers have for meaningful pedagogical reflection and the adoption of new strategies (Abad & Castro, 2024). Another barrier stated is the limited confidence among teachers in handling development education topics because not all teachers were able to attend the seminars/trainings. Additionally, limited students’ interest due to large class size affects the whole context of the professional development programs. Research indicates that without localized support and manageable student-teacher ratios, even the most robust professional development initiatives struggle to achieve sustainable results at the classroom level (Perez, 2025). The implementation of these professional development programs may seem to be challenging due to the multiple struggles, challenges and concerns battling in the field. Consequently, addressing these systemic issues is vital for transforming institutional barriers into opportunities for meaningful pedagogical innovation (Salas, 2024).

Chapter 3

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter adopted a systematic and rigorously defined procedure and expressed a purpose based on empirical inquiry to explore how development education programs are implemented by teachers in public schools in Lapu-Lapu City and to explore how this implementation is related to teachers’ professional development. The study is designed to create evidence that will guide and construct a better, data-informed professional development plan that is compatible with contemporary educational needs and policy contexts. In doing so, this work aims to articulate clear research questions, specific methodological steps, and outline criteria for interpreting findings to provide a robust basis for refining professional development strategies that support the effective integration of development education into classroom practice. The ultimate objective is to generate practical recommendations to enhance teacher capacity, fidelity of the curriculum, and student results through sustained professional development.

OBJECTIVES AND CONTENT INTEGRATION

Objectives and Content Integration is very essential in the classes. The lesson should be aligned always with the learning objectives before presenting it to the class. As it may be observed, the content must be always integrated with the contextualized situations that students may relate to. Deploying contextualized learning materials anchored in the students' immediate real-world experiences drastically improves their conceptual

understanding and simplifies complex learning tasks compared to rigid, standardized curriculum delivery (Paulmitan and Manceras, 2025).

Table 2
Objectives and Content Integration

	MARIBAGO		BABAG		MARIGONDON	
Indicator	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Lesson objectives are clearly aligned with the UN Sustainable Development Goals.	3.32	.702	3.4054	.59905	3.3226	.70176
Development education topics are integrated into daily learning competencies.	3.35	.608	3.4324	.55480	3.3548	.60819
Curriculum materials highlight the local impact of global issues on Lapu-Lapu City's environment/economy.	3.00	.730	3.2432	.64141	3.0000	.73030
Mean	3.22	0.680	3.36	0.5984	3.2258	0.6801
Description	Fully Implemented		Fully Implemented		Fully Implemented	

The lowest ranking indicator across the three sites is the emphasis of the curricular materials on the local consequences of global challenges to the ecology and economy of Lapu-Lapu City. The mean suggests that this focus is regularly observed and set, but the considerably larger standard deviation suggests pockets of inconsistency in documentation and consistency. This distinction implies an area for more explicit professional development focus: translating global-local discourses into consistent teaching resources, lesson exemplars, and documentation at the unit level. The contrast between high levels of subject integration and limited levels of local-global issue articulation points to a possible disconnection between the practice of teachers and the explicit articulation of local contexts in curriculum resources.

Table 2 presents the results of the objectives and content integration across Maribago, Babag, and Marigondon. This shows how aims of development education are integrated into everyday practice in these schools. The data suggest that the lesson objectives are aligned to the UN Sustainable Development Goals, development education themes are embedded in core learning competencies and the curriculum materials focus on the local consequences of global issues to the environmental and economic context of Lapu-Lapu City. Especially, Maribago had a mean score of 3.23 with a standard deviation of 0.68 which shows a high level of agreement with the claims given. Babag has a mean of 3.36 with a standard deviation of 0.60 implying a similarly strong implementation. The scores of Marigondon are similar to that of Maribago with a mean of 3.23 and a standard deviation of 0.68, showing the constant trend of completely achieved development education statements across the three villages.

The convergence of findings across the three sites suggests a common trajectory for embedding development education into the fabric of everyday teaching and learning, suggestive of sustained teacher commitment to integrating global sustainability concepts with locally relevant environmental and economic realities. Together, these findings point to an overarching district-wide move toward a development education approach, realized thru explicit goals, integrated topics and materials that highlight local-global connections, and thus underpin teachers' professional development by bolstering on-the-ground application of sustainability principles.

OVERALL OBJECTIVES AND CONTENT INTEGRATION

This entails the summary of the objectives and content integration of the three schools from the three indicators emphasizing lesson objectives clearly aligned with UN Sustainable Development Goals, development education topics and curriculum materials which impacts global issues in Lapu-Lapu City.

Table 3
Overall Objectives and Content Integration

Objectives and Content Integration	Mean	Std. Deviation	Description
Lesson objectives are clearly aligned with the UN Sustainable Development Goals.	3.3810	.62605	FI
Development education topics are integrated into daily learning competencies.	3.4095	.56662	FI
Curriculum materials highlight the local impact of global issues on Lapu-Lapu City's environment/economy.	3.1714	.67164	MI
Overall	3.3206	0.6214	FI

Legend: 1.00-1.75-Not Implemented (NI); 1.76-2.50-Slight Implemented (SI); 2.51-3.25-Much Implemented (MI); 3.26-4.00-Fully Implemented (FI)

Table 3 shows the ways in which development education subjects are integrated into daily classroom practice in three sites in Lapu-Lapu City (Maribago, Babag and Marigondon). The interpretation of the overall data shows that integration of the reapproaching a satisfactory level and a reasonably small dispersion. This demonstrates that instructors consistently translate policy expectations into classroom actions. Specifically, the indicator on the integration of development education subjects in daily learning skills has a high mean score, suggesting that the topics are not just taught but are integrated into the daily sequence of learning objectives, activities, and assessments.

Overall, the composite indicator suggests that development education is largely implemented with an average mean in the mid-30s and a moderate spread. This trend indicates the notion that development education programs have established themselves in Lapu-Lapu City schools and are becoming part of the everyday practice, rather than being peripheral or episodic. These findings show that teachers in these contexts work in a generally unified professional environment in which development education is possible thru routine preparation and classroom delivery, but there is scope for improving documentation practices and the explicit

embedding of localized analyzes of global issues.

TEACHING STRATEGIES AND LEARNING ACTIVITIES

Teaching Strategies are one of the crucial factors and indicator of determining success in the delivery of lesson. The learning activities consist of the different examinations, performance tasks and written works which will determine the students' academic performance which has a also a connection with the teachers' strategies used. deliberate selection of dynamic instructional methods directly influences student engagement and academic performance, reinforcing that the harmony between structured classroom activities and teacher execution serves as a core driver of learner competence (Agustin et. al, 2025).

Table 4
Teaching Strategies and Learning Activities

	MARIBAGO		BABAG		MARIGONDON	
No.	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1.	3.5161	.67680	3.4595	.60528	3.5161	.67680
2.	3.2903	.73908	3.2432	.76031	3.2903	.73908
3.	3.3226	.79108	3.1081	.73725	3.3226	.79108
Mean	3.3763	0.7357	3.2703	0.7009	3.3763	0.7357
Description	Fully Implemented		Fully Implemented		Fully Implemented	

Experiential learning approaches are applied such as role-play and simulations to explore social justice issues, and collaborative projects that address identifiable community issues in Lapu-Lapu City. There is also frequent cooperative action to develop and implement remedies to community concerns. Role-play, simulations and other experiential learning approaches are applied to address social justice challenges. Students work in groups on projects to solve problems that the community faces in Lapu-Lapu City. There are also collaborative activities that are carried out regularly to develop and implement solutions to community-based concerns (Cochico, 2025).

The instructional methodologies and learning activities used in Maribago, Babag and Marigondon are presented in Table 4. The findings are closely aligned with the ideas of experiential and collaborative learning. It means that Maribago has a high level of implementation with a mean score of 3.3763 and a standard deviation of 0.7357, which implies that the claims specified are actually carried out. Babag has an average value of 3.2703 with a standard deviation of 0.7009, showing a similar degree of full implementation. Marigondon has the same extent of implementation of the stated statements, with a mean score of 3.3763 and a standard deviation of 0.7357 which is the same as Maribago.

The findings suggest a coherent and thorough integration of the experiential and collaborative learning activities throughout the three locations, which is in line with the wider aim of improving teachers' professional competences in accordance with the developmental education objectives. Capilitan and Malabago (2024) stated that field-based, collaborative action frameworks, when expanded in professional development programs, significantly improve teacher self-efficacy and shift basic instructional practices from passive lecturing to active, student-centered facilitation.

OVERALL TEACHING STRATEGIES AND LEARNING ACTIVITIES

This entails the totality of the teaching strategies and learning activities of the three schools from the three indicators which include experiential learning, engaging in collaborative projects and collaborative projects which focus on community-based problems.

Table 5
Overall Teaching Strategies and Learning Activities

Teaching Strategies and Learning Activities	Mean	Std. Deviation	Description
Experiential learning (e.g. roleplay, simulations) in the exploration of social justice issues.	3.4762	.62165	FI
Students work in groups to address particular problems in Lapu-Lapu City.	3.2571	.74716	FI
Collaborative projects address community-based problems.	3.1714	.75265	MI
Overall	3.3016	0.7071	FI

This pattern shows that although collaborations are often seen and well established, documentation and consistency may still have slight gaps in some cases. The need to document processes and to ensure that they are used in a uniform way seems to be an emerging duty in these initiatives, although they are a visible and repeating aspect of classroom practice. The heavy instructional workload often leads to a gap between project implementation and rigorous documentation, thus emphasizing the critical importance of well-structured reporting templates and dedicated administrative tracking mechanisms in school professional development frameworks (Salazar and Macahilig, 2025).

Table 5 shows the summary of the outcomes in three locations in Lapu-lapu City Maribago, Babag, and Marigondon emphasizing the use of experiential learning activities within the framework of social justice concerns. The greatest mean score is found for experiential learning modalities (e.g. role-plays and simulations) with a mean score of 3.4762 and a standard deviation of 0.62165, suggesting such approaches are widely embedded and systematically included into lessons and activities. The data show a clear and documented pattern of consistent use across numerous educational contexts, indicating an established habit of use of experiential methodologies to study social justice issues.

The mean average of all three locations is 3.3016 with a standard deviation of 0.7071 which is categorized as completely implemented in the report. Collectively, the findings illustrate a consistent path in which experiential learning for social justice is deeply established, and collaborative problem solving via community-based projects demonstrates strong, sustained implementation with potential for improved documentation and systematization. The convergent pattern across sites points to a shared commitment to developing teachers' professional competencies thru authentic, place-based learning experiences which connect classroom inquiry with real-world community issues and, in turn, helps to reaffirm the professional development imperative for teachers working in settings that are increasingly requiring social responsibility and civic mindedness.

INSTRUCTIONAL MATERIALS AND RESOURCES

Instructional Materials and Resources are one of the significant steps in achieving sustainable learning. Books, modules, learning materials, worksheets and other supplemental materials should be readily available at its convenience and must be easily accessible to the teachers and students. Immediate availability of well-structured supplementary modules and localized worksheets not only closes equity gaps among diverse learners but also serves as the foundational bedrock for maintaining academic momentum and instructional continuity (Daclan, 2025).

Table 6
Instructional Materials and Resources

	MARIBAGO		BABAG		MARIGONDON	
No.	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1.	2.6774	.74776	2.7297	.90212	2.6774	.74776
2.	2.6452	.75491	2.8649	.91779	2.6452	.75491
3.	3.2581	.57548	3.0811	.86212	3.2581	.57548
Mean	2.8602	0.6927	2.8919	0.894	2.8602	0.6927
Description	Much Implemented		Much Implemented		Much Implemented	

The importance of these instructional materials and resources leads a brighter future for the students. Some of the learners may motivate to learn more due to their visual intelligence. The textbooks must be updated and delivered on time to supply and sustain the delivery of instruction and lesson. The reason of this leads to the visually engaging and culturally contextualized graphics within modern instructional resources directly stimulate cognitive curiosity, thereby transforming passive readers into active participants (Legaspi & Belen, 2024). But the timely release of updated texts allow teachers to easily stay in line with the curriculum and continue to engage learners of all learning types. Taneo (2025) says that, “This leads to interruptions in the instructional momentum with delays in resource distribution”.

Table 6 presents the educational materials and resources in Maribago, Babag and Marigondon. The data collected suggest a high level of integration of these aids into instructional practice. Specifically, updated textbooks and digital resources are available for usage. Multimedia tools are introduced into program delivery to enrich instructional experiences. The total score on these indicators in Maribago is 2.8602 with a standard deviation of 0.6927 which implies that the supplied characteristics are highly implemented. Babag has a mean of 2.8919 and a standard deviation of 0.894 showing similar strong uptake. Marigondon has a mean of 2.8606 and standard deviation of 0.6927 which shows a comparable degree of implementation.

The results, therefore, show a strong agreement between the professional practices of teachers and the utilization of varied instructional resources, pointing out a shared path in the use of modern texts, local resources and multimedia tools for the promotion of development education within the framework of development-oriented teaching. A good combination of digital resources and contextualized physical materials offered to teachers is a significant driver of professional progress that allows instructors to seamlessly transition from traditional lecture methodologies to developmentally oriented, interactive teaching (Villaflor & Sotto, 2025).

OVERALL INSTRUCTIONAL MATERIALS AND RESOURCES

This entails the overall results of instructional materials and resources of the three schools from the three indicators which includes updated textbooks and digital resources, contextualized materials and multimedia tools integrated in the program delivery.

Table 7
Overall Instructional Materials and Resources

Instructional Materials and Resources	Mean	Std. Deviation	Description
Updated textbooks and digital resources are available for use.	2.7143	.85163	MI
Contextualized materials (localized for Lapu-Lapu City) are used.	2.8000	.87046	MI
Multimedia tools are integrated into program delivery.	3.1333	.78528	MI
Overall	2.8825	0.8358	MI

Legend: 1.00-1.75-Not Implemented (NI); 1.76-2.50-Slight Implemented (SI); 2.51-3.25-Much Implemented (MI); 3.26-4.00-Fully Implemented (FI)

Instructional resources are not only useful in the delivery of lesson but also allow students to attain higher performance and continue learning. Students connect the teachings to their own life experiences and to situations in which they find themselves. Localized resources suggest that the use of educational tools that are rooted in the students' immediate socioeconomic and cultural context greatly minimizes academic abstraction, leading to increased retention rates and a sustained motivation for lifelong learning (Patalinghug, 2024).

Table 7 displays the overall results of three sites in Lapu-Lapu City Maribago, Babag and Marigondon. Data show that the use of multimedia tools incorporated into the delivery of programs received the highest mean score of 3.1333 with a standard deviation of 0.7853 indicating that this indicator is regularly observed and well established in the schools examined. Evidence of regular application with modest lapses in consistency or documentation reflects a mature phase of implementation supported by teachers' continued professional practice. Conversely, the mean score for updated textbooks and digital resources is the lowest at 2.7143 with a standard deviation of 0.8516, which suggests that although these resources are available, their use is less consistent and could be unevenly distributed across different settings.

The accompanying analysis calls this signal routinely monitored but not fully optimized with occasional lapses in documentation or access that require targeted professional growth. The overall data from all sites show an average mean of 2.8825 with a standard deviation of 0.8358, which is classified by the study as "much implemented," indicating a generally high level of integration of development education practices, though there is room for improvement in terms of resource alignment and systemic documentation. The high program implementation level without effective reporting mechanisms signals a critical turning point where professional development needs to shift from basic implementation training to focused seminars on systemic compliance and resource optimization (Macasero, 2025).

MONITORING, EVALUATION AND FEEDBACK MECHANISM

The systematic flow of the delivery of the lesson and how the teachers handled the lesson should be monitored and evaluated. In the public schools, the Master Teachers and the Head Teachers are the ones who monitor the performance of the teacher through classroom observations and the strategies and methods will be emphasized in the Learning Action Cell (LAC). The monitoring role of instructional leaders serves as a critical catalyst for curriculum alignment, ensuring that the instructional gaps identified during formal evaluations are systematically addressed through targeted peer mentoring (Delos Santos and Ramirez, 2025).

Table 8
Monitoring, Evaluation and Feedback Mechanism

	MARIBAGO		BABAG		MARIGONDON	
No.	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1.	3.3226	.65254	3.4054	.59905	3.3226	.65254
2.	3.3226	.65254	3.4324	.64724	3.3226	.65254
3.	3.2903	.69251	3.3784	.72078	3.2903	.69251
Mean	3.3118	0.6659	3.4054	0.6557	3.3118	0.6659
Description	Fully Implemented		Fully Implemented		Fully Implemented	

If teachers are monitored and will be given feedback on their teaching performance, strategies and techniques, they will step into a room of improvement and daily success of teaching. The crucial part of monitoring and feedbacking is that the teacher's acceptance of the suggestions and criticisms. Structural efficacy of instructional monitoring relies heavily on the recipient's constructive mindset; when teachers actively accept evaluative feedback rather than viewing it defensively, they show significantly greater leaps in pedagogical adaptability and classroom management (Lumapas, 2025).

Table 8 shows the monitoring, evaluation and feedback systems used in Maribago, Babag and Marigondon that are suggestive of the extent to which these activities influence ongoing program delivery. The findings show that regular classroom observations focus on program delivery, input from MTs and administrators is actively used to better teaching techniques, and assessment results feed back into program improvement. There are consistent signs of effective implementation across the three sites: Maribago, with a mean of 3.3118 and a standard deviation of 0.6659, has a strong implementation of the mechanisms mentioned; Babag, with a mean of 3.4054 and a standard deviation of 0.6557, has a high implementation of the mechanisms mentioned; and Marigondon, with a mean of 3.3118 and a standard deviation of 0.6659, has a high implementation of the mechanisms mentioned.

All these trends imply the need for immediate feedback, regular monitoring, and data-informed improvement to enhance program delivery and overall performance. The site-level convergence is an expression of the same commitment to use evaluative feedback to improve the quality of education, to achieve program objectives, and to foster the continuous growth of teaching methods and student outcomes. Thus, peer mentorship supports rigorous monitoring systems to improve the program's success by driving educators to modify their teaching techniques proactively (Ontillas & Sabal, 2024).

OVERALL MONITORING, EVALUATION AND FEEDBACK MECHANISM

This entails the summary of the results of monitoring, evaluation and feedback mechanism of the three schools from the three indicators such as regular classroom observations, feedbacking from the Master Teachers or Principals and assessment results in improving the program.

Table 9
Overall Monitoring, Evaluation and Feedback Mechanism

Monitoring, Evaluation and Feedback Mechanism	Mean	Std. Deviation	Description
Regular classroom observations are performed on program delivery.	3.3810	.61050	FI
Feedback from the MTs/Principals is used to improve teaching practices.	3.4000	.64450	FI
Assessment results help improve the program.	3.3524	.70685	FI
Overall	3.3778	0.65395	FI

Legend: 1.00-1.75-Not Implemented (NI); 1.76-2.50-Slight Implemented (SI); 2.51-3.25-Much Implemented (MI); 3.26-4.00-Fully Implemented (FI)

Monitoring is a systematic approach where results are evaluated, performances are assessed and strategies are reviewed. According to Villahermosa and Ocampo (2025), monitoring as a continuous data-driven loop rather than an isolated compliance event offers educators a comprehensive diagnostic roadmap that helps them maintain consistent program quality and improve classroom delivery.

Table 9 shows the total results of the three sites in Lapu-Lapu City (Maribago, Babag, and Marigondon). The data shows that feedback from Master Teachers (MTs) and school principals is being used to improve the teaching practices. The highest mean score of 3.400 with a standard deviation of 0.6105 is for the item “Feedback from the MTs/Principals is used to improve teaching practices”. This pattern indicates that participants perceive a clear, intentional integration and systematic practice of feedback-driven improvement across the educational activities, highlighting a cohesive cycle of reflection, adaptation, and implementation. In comparison, the item “Assessment results help improve the program” has the lowest mean score among the indicators at 3.3524 and a standard deviation of 0.6445 yet it is nevertheless evaluated as being highly integrated and regularly used.

Although there may be somewhat greater variation in how assessment results are turned into program enhancements, suggesting an opportunity to provide additional alignment between assessment findings and program revisions. The whole data set for all the items has a mean of 3.3778 and standard deviation of 0.6539. This shows that the statements are indicating the full implementation and not partial adoption.

FORMAL TRAININGS AND SEMINARS

Schools are expected to hold trainings and seminars to the teachers for this would strengthen and improve their strategies, techniques and methods employed in the classroom. The trainings and seminars are visible in

the public schools in the Department of Education if the teacher-participants are willing to participate. INSET or In Service Training is always there in every school year and this is one of the techniques that DepEd has given to the teachers for their professional progress. According to Marcos (2023), continuous school-based professional development programs are crucial in improving teacher capabilities and addressing increasing curriculum needs in the Philippine public school system.

Table 10
Formal Trainings and Seminars

	Mean	Std. Deviation	Description
Formal Trainings and Seminars			
Participation in specialized workshops on integrating development and global challenges into the basic education curriculum.	3.20	.407	MD
Completion of post-graduate course, units or approved certification modules explicitly addressing development education framework.	3.17	.461	MD

Legend: 1.00-1.75-Not Developed (ND); 1.76-2.50-Minimally Developed (MD); 2.51-3.25-Moderately Developed (MD); 3.26-4.00-Highly Developed (HD)

The above indicators are participation in specialist workshops on the integration of development and global concerns and completion of post-graduate courses, units or authorized certification modules. These signs were a sign of quality work in accordance with professional training and seminars. Advanced coursework and specialist training modules provide a structured criterion for verifying a teacher's specific knowledge and dedication to long-term professional excellence (Alieto, 2024).

Table 10 presents that the two indicators specified above is only Minimally Developed (MD). Participation in specialized workshops has a mean of 3.20, with a standard deviation of .407 and the completion of post-graduate courses, units and accredited certification modules has a mean of 3.17, with a standard deviation of .461. This means that the teachers were exposed to these kinds of workshops but not that with much expertise. On the other note, some of the teachers have not yet completed their post-graduate studies and other courses.

Formal trainings and seminars have been conducted in the different schools, districts, divisions, regions and even in the national level. Teachers also must be encouraged to integrate these specialized workshops in the delivery of the lesson and must be inspired to continue different short courses or even their post-graduate studies for continued learning and professional growth. Scaffolding professional growth through a combination of tiered institutional workshops and independent graduate studies directly translates to enriched classroom pedagogy and better student outcomes (Perez, 2025).

PEDAGOGICAL SKILLS & CURRICULUM DEVELOPMENT

Pedagogical Skills entails the strategies, methods, techniques and styles used by the teacher to improve students' learning and motivation. While it is being agreed that these pedagogical skills are needed in the

delivery of learning, it is best to acknowledge that these must be intertwined with the curriculum development. The curriculum is the backbone and heart of learning in a school or institution. Bridging the gap between instructional methods and curriculum frameworks is essential, as pedagogical strategies lose their structural efficacy if they are not intentionally mapped to core curricular objectives (Reyes, 2024).

Table 11
Pedagogical Skills & Curriculum Development

Pedagogical Skills & Curriculum Development	Mean	Std. Deviation	Description
Training in student-centered and active learning pedagogical practices (e.g., participatory mapping, context-based problem solving) relevant to development principles.	3.20	.407	MD
Professional orientation/guidance on Designing Assessment Instruments for successful evaluation of students' global perspectives, civic values and sustainable behaviors.	3.20	.407	MD

Legend: 1.00-1.75-Not Developed (ND); 1.76-2.50-Minimally Developed (MD); 2.51-3.25-Moderately Developed (MD); 3.26-4.00-Highly Developed (HD)

Indicators above are training in student-centered and active learning pedagogical practices and professional orientation or guidance in building assessment tools. The metrics were evidence of quality work in accordance with pedagogical skills and curriculum development. Teachers need resources to construct valid assessment tools and apply active learning strategies (Santos, 2025) so that they can maintain a strong and curriculum-aligned learning environment. Table 11 shows that two indicators specified above is only Minimally Developed (MD). Both indicators have a mean of 3.20 with a standard deviation of .407. This shows that not all teachers have the chance to participate in the training on student-centered and active learning pedagogical strategies. It also reveals that teachers must have lacking orientation or guidance in designing assessment instruments.

The essential and realistic era of the pedagogical skills and curriculum development lies on the hands of the teachers. Teachers can transform students and synthesize topics into a more impactful and real-world learning environment. With the current adaptations and adjustments of the instructional methods and changes of the curriculum, teachers bridge the gap between the said curriculum and the students' active learning engagement. Teachers serve as the primary curriculum translators whose contextualized instructional choices directly determine how effectively national educational mandates manifest as meaningful classroom learning (Dizon, 2024).

COLLABORATION, MENTORSHIP & LEARNING COMMUNITIES

Collaboration is a sense of camaraderie, consensus and teamwork among the members of the group. This entails the collective efforts and shared responsibilities of the teachers and students in the field while Mentorship pertains to the coaching and guiding of a teacher from a superior or immediate head. The learning communities are those groups who collaborate and share ideas, information and professional practices.

Cultivating robust professional learning communities creates a structured ecosystem where shared mentorship and collaborative teamwork directly enhance collective teacher efficacy and school performance (Castro, 2025).

Table 12
Collaboration, Mentorship & Learning Communities

Collaboration, Mentorship & Learning Communities	Mean	Std. Deviation	Description
Participate actively in learning communities (PLCs, LAC or focus groups) with other educators to share excellent teaching approaches in Development Education.	3.33	.480	HD
Mentoring or instructional coaching from senior teachers, master teachers or education specialists on the efficient roll-out of development education projects;	3.4000	.56324	HD

Legend: 1.00-1.75-Not Developed (ND); 1.76-2.50-Minimally Developed (MD); 2.51-3.25-Moderately Developed (MD); 3.26-4.00-Highly Developed (HD)

The indicators mentioned above are: active involvement in Professional Learning Communities (PLCs) or Learning Action Cells (LAC) and mentorship or instructional coaching by the senior instructors or master teachers. These indicators were a testimony of quality work in the line of Collaboration, Mentorship and Learning Communities. A lasting foundation for peer-led accountability and ongoing instructional improvements is professional development integrated into structural components such as LAC sessions and mentorship from master teachers (Villaluz, 2024).

Table 12 presents that two indicators specified above is Highly Developed (HD). Active participation in Professional Learning Communities or focus groups has a mean of 3.33 with a standard deviation of .480 while Mentorship or instructional coaching has a mean of 3.4000 with a standard deviation of .56324. This assumes that most of the teachers have attended the different LAC sessions or collaborative works to share their best practices in their classroom. Teachers have also gained motivation and appreciation from the feedback given from their immediate head or master teachers who are seasoned teachers and highly proficient in their craft.

Collaboration is an essential tool to monitor teachers' integration of shared practices and strategies used in the classroom. It is defined as a dynamic, interactive process where educators engage in collective inquiry and shared decision-making to design, implement, and evaluate instructional modules (Montejo, 2021). Through peer monitoring and feedbacking with the master teachers, it posits that guaranteed improvement of teaching will follow. Structured peer observation and master teacher feedback loops create high accountability, directly leading to sustained gains in classroom teaching performance (Valdez, 2025).

RESEARCH, PROFESSIONAL READING & SELF-DIRECTED LEARNING

Research is one of the main core courses to be taught in all the professions. This is how one interprets and finds facts and theories in the varied circumstances. Professional Reading is a comprehensive and religious

act of reading and researching journals and publications while Self-Directed Learning is an effort of an individual to identify the needs and evaluate on their own learning outcomes. The integration of ongoing professional reading and autonomous, self-directed models of learning are critical for professionals to maintain evidence-based practices and meet the demands of quickly changing industry norms (Buan, 2024).

Table 13
Research, Professional Reading & Self-Directed Learning

Research, Professional Reading & Self-Directed Learning	Mean	Std. Deviation	Description
Involvement in action research initiatives or academic investigations aimed at assessing or improving Education results within the school.	3.1667	.74664	MD
Willingness to participate in self-directed professional development such as reading scholarly literature, online modules, and international webinars on new themes in education for sustainable development.	3.1000	.71197	MD

Legend: 1.00-1.75-Not Developed (ND); 1.76-2.50-Minimally Developed (MD); 2.51-3.25-Moderately Developed (MD); 3.26-4.00-Highly Developed (HD)

The indicators set above are engagement or involvement in action research projects or academic inquires in the school and commitment to self-directed professional development. These indicators were a testament of quality work in line with Research, Professional Reading and Self-Directed Learning. A teacher's commitment to self-directed inquiry and school-based action research not only validates their professional autonomy but also bridges the gap between educational theory and effective classroom practice (Macipig, 2025).

Table 13 presents that two indicators specified above is Minimally Developed (MD). Engagement or involvement of action research projects has a mean of 3.1667 with a standard deviation of .74664 while Commitment to self-directed professional development has a mean of 3.1000 with a standard deviation of .71197. This indicated that teachers lack engagement in conducting action research and other global webinars that emphasizes the importance of sustainable development education.

Research has a big role in the field of education as this will provide solutions to the problems or gaps encountered. The development of research education has global implications such as collaborative innovations, benchmarking and standardized professional development competencies. Leveraging international benchmarks and cooperative research initiatives allows educational institutions to establish globally standardized competency frameworks that effectively elevate local instructional quality (Galano, 2025).

COMPETENCIES IN IMPLEMENTING DEVELOPMENT EDUCATION PROGRAMS

The teacher competencies are one of the significant driving tools that emanates from their teaching proficiency, resources, philosophy and institutional leadership. This anchors their knowledge between the development

education programs and the consistent demonstration and performance in the delivery of the lesson. If school leaders align institutional resource allocation directly with a clear pedagogical philosophy, teacher competence transitions from a state of mere baseline compliance to a dynamic, sustained mastery in daily lesson delivery (Berdin, 2025).

Table 14
Teacher Competencies

	MARIBAGO		BABAG		MARIGONDON	
No.	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1.	3.0323	.60464	3.0000	.57735	3.0323	.60464
2.	2.8710	.71842	2.8919	.69856	2.8710	.71842
3.	3.1613	.58291	3.1622	.50075	3.1613	.58291
4.	3.0968	.65089	3.1081	.61390	3.0968	.65089
5.	3.3548	.66073	3.1892	.51843	3.3548	.66073
6.	3.4194	.62044	3.3784	.54525	3.4194	.62044
Mean	3.155933	0.639672	3.121633	0.575707	3.155933	0.639672
Description	Expert		Expert		Expert	

With the numerous years of experience and expertise, teachers' competencies grow and foster into a wider opportunity that will land students to be motivated and eager to learn. With these development education programs, the competencies are evident in the delivery of the lesson. Seasoned and highly proficient teachers who undergo structured developmental training are uniquely capable of translating their years of expertise into highly engaging classroom environments that systematically elevate student motivation and participation (Amadora, 2025).

Table 14 lists the competences suggestive of executing development education programs in three localities: Maribago, Babag, and Marigondon. The table shows expert judgments of knowledge, skills, attitudes and values pertinent to the practice of Development Education. Average scores and score range per school indicate a fairly high level of ability. Maribago has a mean of 3.156 and a standard deviation of 0.640 which classified the group as expert. Babag also recommends expert proficiency with a mean of 3.122 and a standard deviation of 0.576. Again, Marigondon, with a mean of 3.156 and a standard deviation of 0.640, indicates expert rank. Collectively, these results point to a robust and uniform level of competency among experts in the implementation of development education programs across the studied locales. Through the different workshops, seminars and trainings attended by the teachers, these development education programs have already been integrated in the different context of the learning areas in this curriculum. Intensive, multi-disciplinary teacher workshops effectively standardize instructional competencies across school sites, allowing complex developmental concepts to be uniformly integrated into diverse subject areas (Dungog, 2025).

OVERALL TEACHER COMPETENCIES

This entails the totality of the teacher competencies of the three schools from the following indicators such as

explaining core concepts of development education, awareness of Agenda for Sustainable Development, inquiry-based teaching strategies, national curriculum standards, social responsibility and challenges between stereotypes and biases.

Table 15
Overall Teacher Competencies

	Mean	Std. Deviation	Description
I can describe the basic principles of development education (e.g., social justice, sustainability).	3.0095	.58004	P
I understand the 2030 Agenda for Sustainable Development and its implications to the Philippine curriculum.	2.8857	.69772	P
I can use inquiry-based teaching approaches to investigate social issues.	3.1619	.52116	P
I can conform with the national curriculum standards appropriate to the local context of Lapu-lapu City.	3.1048	.61899	P
I have a strong belief in social responsibility through my work in community-based development programs.	3.2381	.56371	E
I offer students safe space to explore stereotypes and biases.	3.3905	.56322	E
Valid N (listwise)	3.13175	0.590807	P

Legend: 1.00-1.75- *Beginning (B)*; 1.76-2.50- *Developing (D)*; 2.51-3.25-*Proficient (P)*; 3.26-4.00-*Expert (E)*

These competencies focus on the modern challenges especially clinging to the agenda of Sustainable Development Goals wherein these goals must be addressed by the government to help the schools, teachers and learners grow into a more improved performance. Localized educational reforms cannot succeed in a vacuum; rather, they require direct government subventions and policy frameworks that structurally integrate SDG targets into regional school budgets and teacher-training mandates (Lumantas, 2025).

Table 15 gives an overall picture of teachers' competencies in relation to the alignment of classroom activities with development education objectives. Importantly, the setting that allows students to be safe to confront stereotypes and biases had the highest mean score of roughly 3.39 with standard deviation of approximately 0.56. This means that teachers constantly exhibit good knowledge, abilities, attitudes and values about development education, and that learners experience a supportive context for critical debate and reflective thinking.

In contrast, the lowest participation is on the awareness of the 2030 Agenda for Sustainable Development and its relation to the Philippine curriculum with a mean of about 3.01 and a higher variance of standard deviation of approximately 0.70. Thus in development education the correct knowledge, skills, attitudes and values are modeled by teachers but the translation of such awareness into curriculum relevant conduct is uneven between respondents. Overall the mean of the statistics in general is about 3.13 (with a standard deviation of about 0.59) and presents a capable collective profile with specific space for growth. The important juncture of the

major diversity in the execution of global sustainability programs (Godinez, 2024) is the point where institutional training needs to go beyond generic pedagogy and focus solely on tailored workshops for contextualized material design.

SIGNIFICANT RELATIONSHIP BETWEEN TEACHERS' PROFESSIONAL DEVELOPMENT AND THE IMPLEMENTATION OF DEVELOPMENT EDUCATION PROGRAMS

The significant relationship entails between the control variables and the teacher's professional development. These control variables are Objective and Content Integration, Teaching strategies and Learning Activities, Instructional materials and resources and Monitoring, Evaluation and Feedback Mechanism.

Table 16
Significant Relationship

Control Variables			Marigondon	Babag	Maribago
Teacher's Professional Development	Objectives and content integration	Correlation	.391	.148	.035
		Significance (2-tailed)	.036	.443	.856
	Teaching strategies and learning activities	Correlation	.743	-.033	-.091
		Significance (2-tailed)	.000	.865	.640
	Instructional materials and resources	Correlation	.741	-.285	.045
		Significance (2-tailed)	.000	.134	.816
	Monitoring, evaluation and feedback mechanisms	Correlation	.743	-.195	-.039
		Significance (2-tailed)	.000	.312	.839
	Objectives and content integration	Correlation	.032	.665	-.181
		Significance (2-tailed)	.871	.000	.348
	Teaching strategies and learning activities	Correlation	-.198	.578	-.102
		Significance (2-tailed)	.303	.001	.598
	Instructional materials and resources	Correlation	-.285	.804	.082
		Significance (2-tailed)	.134	.000	.672
		Correlation	-.195	.804	.016

	Monitoring, evaluation and feedback mechanisms	Significance (2-tailed)	.312	.000	.935
	Objectives and content integration	Correlation	-.288	-.021	.518
		Significance (2-tailed)	.130	.914	.004
	Teaching strategies and learning activities	Correlation	.720	.069	-.190
		Significance (2-tailed)	.000	.721	.322
	Instructional materials and resources	Correlation	-.124	.700	-.154
		Significance (2-tailed)	.522	.000	.426
	Monitoring, evaluation and feedback mechanisms	Correlation	-.039	.016	-.154
		Significance (2-tailed)	.839	.935	.426

The relationship between development education programs and teacher professional development varies significantly amongst schools. The table 13 presents Pearson correlation coefficients and two-tailed significance values (p-values) for associations among five indicators of teacher professional development (TPD): objectives and content integration, teaching strategies and learning activities, instructional materials and resources, monitoring, evaluation and feedback mechanisms, and the composite construct “objectives and content integration.”

There are multiple strong, statistically significant connections across sites, but particularly for Marigondon, where there are several robust links between teacher practice factors and TPD indicators. The table shows strong site-specific patterns. Marigondon shows a strong, consistent set of links among PD indicators, especially relating instructional styles, materials/resources and feedback systems to objectives/content integration. Babag displays more variable and generally weaker connection which leads to suggesting in a context-sensitive dynamics. Maribago is the most varied with several non-significant associations pointing to differential PD implementation or contextual factors obscuring the signal strength.

These findings emphasize the need of context-sensitive design and assessment of teacher professional development. They call for policy guidance that encourages integrated PD ecosystems – a blend of strategy formulation, material support and feedback culture – understanding that integration may vary from school to school. Further study is needed to evaluate longitudinal changes and potential variables (e.g., leadership practices, existence of PLC, adequacy of resources) to better understand causal linkages between PD components and instructional quality and student outcomes. Disparate cross-site variance in teacher performance measures generally reflects localized deficiencies in leadership emphasis.

CHALLENGES AND RESPONSES FROM THE SELECTED RESPONDENTS FOR ORAL INTERVIEW

The respondents have expressed their opinions and thoughts through answering the core interview questions of the challenges they faced in implementing development education programs in their respective schools.

OPENING QUESTION

Most of the teacher-respondents put emphasis on the difficulty of implementing development education programs in their classes over the past school years due to the numerous deadlines and reports from their ancillaries. In regard to the integration of development education topics in their lessons, most of the time, they will apply all their learnings from the seminars and trainings.

As a teacher-adviser, I find it hard to implement in my class due to the ancillaries I am handling right now but surely, some of those lessons were applied in my class. (Participant 1)

It challenged me to implement these programs but with time management, I have made it. (Participant 2)

It was hard over the past years, but I have applied it most of the time in my class. (Participant 3)

There were challenges yet I have applied some of those topics in the seminars I have attended. (Participant 4)

There were difficulties but I need to apply those strategies I have learned to help my learners. (Participant 5)

I have had trouble as I am also new to the field but with the help of my Master Teacher, I have implemented some. (Participant 6)

Yes, there were difficulties but have implemented those. (Participant 7)

Due to the class loads, I sometimes forgot to implement what I have learned in the seminars. But one thing is for sure, I have learned every school year. (Participant 8)

As a teacher with 3 years' experience, it is hard for me to implement especially there are new changes into the system. (Participant 9)

I always apply what I have learned in the training/seminars/workshops in my classes. (Participant 10)

DOMAIN-SPECIFIC CHALLENGES (OBJECTIVES AND CONTENT INTEGRATION)

The teacher-respondents have shared their unique difficulties in aligning their lesson objectives with the development education concepts and shared same sentiments on how they manage the integration of development education topics alongside their regular subject requirements despite of working under pressure.

As a subject teacher, themes like global citizenship or social justice can be too hard to grasp for the learners in a basic context. In terms of how I manage the integration, I try to fit the development education topics as much as I could. (Participant 1)

Global development themes sometimes overcrowd the curriculum. I don't usually mind this much. (Participant 2)

We lack instructional materials for this, that is why it is hard for us teachers to implement but we strive hard to produce our own. (Participant 3)

Difficulty in the assessments are my hard core. Some of the tests are more objective while students are very lenient on this. (Participant 4)

There were a lot of challenges and difficulties such as time constraints, but I managed to do so by doing some

research in my vacant time. (Participant 5)

Some of the students are not yet ready in terms of vast complex global topics so I try to localize my examples despite the pressure. (Participant 6)

There are a lot of difficulties and one of those is time constraints. Due to a lot of paperwork, I can minimally integrate this in my class. (Participant 7)

I think one of the difficulties is that only some teachers are sent to training so only they have the knowledge to teach on this. Maybe they can share their learnings in our LAC session. (Participant 8)

As a newbie teacher, it is very hard to cling to topics such as global development goals, but I have tried to use some in my recent years especially in Grades 9 and 10. (Participant 9)

Surely these topics are not new especially in Araling Panlipunan subjects but for other subjects, it is new. Yes, I feel pressured by time constraints. (Participant 10)

DOMAIN-SPECIFIC CHALLENGES (TEACHING STRATEGIES AND LEARNING ACTIVITIES)

The teacher-respondents have experienced a lot of challenges in using active learning strategies for development education. Even with this situation, critical thinking skills are one of the skills they put emphasis into. Development issues have its complexity and topic sensitivity; thus, barriers are evident in the process.

Some of the teaching strategies are easy to integrate in my class such as roleplays and debates. One of the learning strategies I need to enhance is the cases studies. Some of the topics are vast in knowledge and students find it hard to analyze. (Participant 1)

There are specific strategies that are hard to implement due to some of the students not being able to read at their own level. That is why I always use higher order thinking skills questions during my discussion to help them learn more. (Participant 2)

Challenges are part of the process but if there are sensitive topics or students struggle to do so, I make sure that I will explain the lessons further for them to understand better. (Participant 3)

There will be challenges in the process but as a teacher, I ensure that my students will adapt to my way of questioning – including HOTS type of questions. (Participant 4)

By choosing the best teaching strategy, you can surely attain student's best learning. Yes, students struggle with complex topics especially to non-science class sections. (Participant 5)

I am integrating Collaborative Learning and Differentiated Instruction in my class. In terms of sensitive topics, I explain the concept first before handing it over to my students. (Participant 6)

In terms of learning strategies, I have no concerns about them so far because my students enjoy group activities. I also encourage critical thinking on development issues especially when I am handling Grade 10 Araling Panlipunan. (Participant 7)

Online strategies such as gamification and any other platforms could be a hindrance to learning if there is no internet connection. I also noticed that students cannot comprehend complex topics even though they are now in Grade 10. (Participant 8)

As teacher, I am using active learning strategies such as reporting and debates. I encourage critical thinking on development issues but some of the students cannot relate. So, what I'll do is to synthesize topics and teach them from general to specific. (Participant 9)

There are struggles in bringing the materials into a group activity since not all students can afford to buy and

bring such. In this 21st century, we need to integrate higher thinking skills activities so that students can think beyond the box. (Participant 10)

DOMAIN-SPECIFIC CHALLENGES (INSTRUCTIONAL MATERIALS AND RESOURCES)

The teacher-respondents have signified their resource-related challenges in implementing development. Some of the teachers shared how they crafted the modules in pandemic time and learning activities for remediation and contextualization.

Not all textbooks are updated, and not all resources are contextualized. I create my own contextualized supplementary activities. (Participant 1)

Some of the textbooks are way outdated and some of these will be delivered late. I have created a lot of worksheets related to the topic. (Participant 2)

No, it is not available, that's why I have to search resources online ahead of my class. I hope this will be taken into action. (Participant 3)

Partly, yes, it's available but not in line with competencies. I have experienced creating my own module as one of the learning resources in my class. (Participant 4)

The textbooks delivered are outdated and not aligned with the competencies. Yes, I create my own contextualized resources, but it consumes more of my time. (Participant 5)

Yes, most of the textbooks are not updated. Hopefully, in this new term, new books will be sent in the field. Yes, I created some Learning Activity Sheets (LAS) last school year. (Participant 6)

Books are not updated but we have learning resources available online through LRMDs portal. Yes, I believe it is really time consuming to make my own resource material, especially handling a lot of subject loads. (Participant 7)

Sad to say, yes. Some books are misaligned with the competencies. I hope we can receive another set of books in line with the new policy system this school year. I have created 2 modules in pandemic time and being a Grade 10 teacher, I am still using some of those activities. (Participant 8)

We have received books and modules late. It could have been delivered earlier. Anyway, I have done research online and used some of the resources from such platforms. Yes, I was a module writer before and it consumed my time. I have also created SIP and other worksheets. (Participant 9)

Not all textbooks are available online and some of them are outdated. Yes, I was a module writer and have also crafted learning materials and activity sheets in a contextualized manner. (Participant 10)

DOMAIN-SPECIFIC CHALLENGES (MONITORING, EVALUATION AND FEEDBACK)

The teacher-respondents have similar responses in terms of the technical assistance given by their Master Teachers, Head Teachers and School Principals. It is also believed that these respondents confirmed that assessments help in improvement and enhancement of the school programs and activities including the barriers existing in the process.

I am thankful for the technical assistance given by my Master Teacher in terms of my classroom observation. I applied all her suggestions for my next class. I believe assessment results are improved in our department especially when assessing the least-learned competencies. (Participant 1)

Yes, feedback from my School Principal and MTs are useful. Yes, there is sufficient time to analyze, and this

gives us the need to improve. (Participant 2)

As a teacher with 3 years' experience, I still feel pressured when I am observed by my Master Teacher. But I have learned from her. I also believe that assessment results into an enhanced program especially the academic performance of the students. (Participant 3)

The challenge was during my classroom observation because I got pressured in its preparation of lesson plan and ppt but this made me realize that it's my steppingstone to growth. Assessment helps not only our students but also us, teachers, to grow and learn more. (Participant 4)

In my own perspective, the feedback from the MTs, HTs and School Principals is useful enough to guide us as new teachers. Through assessment, I discovered the gaps in the four corners of the classroom. This will help us improve as a school community. (Participant 5)

Yes, I have learned a lot from my MT, thanks to him. He guided me all through my teaching journey. He never belittled my efforts and preparation. In analyzing data and assessment, it is recommended that the school leaders will act as mentors on how to put action in it. (Participant 6)

Thankfully, I learned from my MT. In terms of the assessment, it is hard to identify the barrier since I am not a School Head but if there's anything I could be of help, I will follow their suggestions in creating such implementation. (Participant 7)

Yes, feedback from them is useful but the challenge here is the pressure before the classroom observation. Some of the assessments help improve our school activities during the debriefing and evaluation. (Participant 8)

Yes, their feedback and monitoring are regular and I followed them. In assessing results to improve programs in our school, it is best to do with the guidance of the School Head. (Participant 9)

I usually feel the grace under pressure in preparing my lesson plan and instructional materials before my classroom observation but with the help of my MT, I have done it well. Yes, there will be sufficient time to analyze the data, especially during LAC Sessions and Focus Group Discussions. (Participant 10)

SYSTEMATIC AND PROFESSIONAL CHALLENGES

The teacher-respondents have varied responses in the support from their school administration and the implementation of development education in their classes. Specified from their answers, trainings and seminars attended is a solution of being prepared to implement the program, but some do not agree as this cause barriers in their preparation of the activities made.

Our school admin is very supportive. Through the trainings and seminars I have attended, it gave me motivation to teach more. There are no attitudinal barriers so far. (Participant 1)

Our school helps us in implementing these development education programs, that's why we have re-echo seminars in district and school level. There is no lack of interest in stakeholders. (Participant 2)

Indeed, our school is supportive of the resources, that's why we are prepared to implement what we learned from the seminars. (Participant 3)

Our school principal is very active in implementing the development education programs into our specific classes. Yes, we are prepared. (Participant 4)

Yes, the school has shown support in terms of the seminars being implemented at the school level. Salute to our school head. (Participant 5)

The support we received is the instructional materials and resources being used as participants and training facilitators. With this support, I have concluded that we are prepared. (Participant 6)

Yes, I feel prepared especially if I am the learning facilitator and re-echoing the seminars at the district level.

The support from our school head and district supervisors is evident. (Participant 7)

Yes, school support from the admin hits different. So far, with all the years participating in the different seminars and training-workshops, I have gained more knowledge especially in the teaching strategies. (Participant 8)

No question with the support as it is seen and given. I have learned that these seminars and trainings mold me for who I am today as a teacher in the field. (Participant 9)

I am always thankful for the support given by our school. In terms of the training and seminars, these influence my ability to teach more and learn more and integrate these new discoveries and learnings with my students. (Participant 10)

CLOSING AND RECOMMENDATIONS

The teacher-respondents have signified their answers of the single biggest barrier to effective implementation of development education in their respective schools. Specific support, resources and interventions were also noted in helping them overcome the challenges.

For me, the single biggest barrier is time. To help us with this, maybe the seminar should be planned on time. (Participant 1)

In my own opinion, biggest barrier is resources. DepEd can allocate bigger budget for this. (Participant 2)

The single biggest barrier is time. Most of us are busy, maybe seminars and training should be two weeks' time to give us the courage to submit our outputs in its deadline. (Participant 3)

Single biggest barrier for me is time management. It is hard for us teachers to have multiple tasks while attending a seminar at the same time. (Participant 4)

The biggest barrier aside from time is the preparation. The resource materials, speakers, matrix, food and budget should be considered as well. (Participant 5)

In my own opinion, the single biggest barrier is the budget, If there is no budget, then there will be no supply of learning materials in the trainings/seminars. (Participant 6)

The single biggest barrier is time. I hope DepEd will consider that by having seminars and training, they should not also interfere with us teachers with multiple tasks in school which makes us bombarded. (Participant 7)

For me, time management. Looking at the challenge of keeping up our ancillaries, teacher tasks and paperwork while working with the seminars we have attended, I guess it's a big hassle for us. (Participant 8)

The single biggest barrier in implementing these is lack of materials. Say for example, there will be a seminar on learning resources but right after, there will be no textbooks delivered or there will be no lesson plans given. (Participant 9)

For me, single biggest barrier is time. Due to a lot of paperwork, I cannot imagine where to insert my schedule in the submission of outputs for the seminar and with no learning resources provided. (Participant 10)

Chapter 4**SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION**

The findings, conclusion, and recommendations are presented in this chapter based on the data interpreted in the previous chapter.

SUMMARY

The study aimed to find out the association of professional development of selected public schools in Lapu-Lapu City and the implementation of Development Education programs. Specifically, it assessed the implementation level across four core dimensions—objectives and content integration, teaching strategies and learning activities, instructional materials and resources, and monitoring, evaluation, and feedback mechanisms. It also evaluated teachers' level of professional development across formal training and seminars, pedagogical skills and curriculum development, collaboration and mentorship, and research and self-directed learning, while identifying the competencies teachers demonstrate and the operational challenges they encounter. Finally, the study tested for a significant relationship between teachers' professional development and program implementation to inform the proposed action plan.

FINDINGS

Based on the sub-problems raised, the findings below are attained:

The baseline quantitative assessment revealed that Development Education programs were generally integrated across the target public schools in Lapu-Lapu City, which shows a district-wide status of “Fully Implemented” in terms of Objectives and Content Integration ($M = 3.3206$, $SD = 0.6214$), Teaching Strategies ($M = 3.3016$, $SD = 0.7071$), and Monitoring, Evaluation, and Feedback Mechanisms ($M = 3.3778$, $SD = 0.6540$). Teachers exhibit a good level of competence in connecting the objectives of the lesson with the UN Sustainable Development Goals ($M = 3.3810$) and in using experiential learning methods such as role-plays and simulations ($M = 3.4762$) in safe and inclusive classroom environments ($M = 3.3905$). However, a major implementation lag arises in terms of instructional materials and structural resources, which only reached a ‘Much Implemented’ criterion ($M = 2.8825$, $SD = 0.8358$). The lack of updated textbooks and formal digital assets ($M = 2.71$) coupled with small gaps in translating macro-global themes into explicit economic and environmental realities localized for Lapu-Lapu City ($M = 3.17$) restrict the deep-tier optimization of the program across all classrooms.

In terms of professional development of teachers, the collective profile across competencies was rated as “Proficient” ($M = 3.1318$, $SD = 0.5908$). Teachers are involved in and benefit from institutionalized, human-centered support mechanisms scoring highest in obtaining mentoring from master teachers or senior educators ($M = 3.4000$) and engaging in professional learning communities or local Learning Action Cells ($M = 3.3300$), both rated as “Highly Developed”. Conversely, self-directed professional development (e.g., engagement with current academic literature, research projects were “Minimally Developed”, specifically in action research ($M = 3.1667$), and global webinars related to emerging sustainable education trends ($M = 3.1000$)) is still significantly limited. This suggests that professional capacities are maintained through school-mandated, peer-to-peer structures, rather than individualized academic initiatives.

Inference analysis demonstrated that three completely independent institutional ecosystems are in operation

across the district and there is no common pattern of behavior. In Marigondon, there was strong and significant positive correlation between professional development and teaching strategies ($r = .743$, $p = .000$), instructional materials ($r = .741$, $p = .000$), and monitoring ($r = .743$, $p = .000$) showing how targeted teacher support is directly stimulating active implementation in the classroom. On the other hand, Babag is a purely top-down bureaucratic model. The individual professional development is not at all related to implementation metrics ($p > .05$). Compliance is achieved only through rigid internal curriculum guidelines. The objectives are closely linked to materials ($r = .804$, $p = .000$) and administrative monitoring ($r = .804$, $p = .000$). In Maribago, a more heterogeneous relationship was observed, showing non-significant correlations across several implementation variables. Qualitative interviews have verified that the necessity for localized learning resources, heavy ancillary loads, time constraints, and delayed or outdated textbooks are among the significant operational barriers.

CONCLUSION

The study revealed that the Development Education programs in public schools of Lapu-Lapu City have a strong structural base in terms of policy-congruent lesson objectives ($M=3.3810$), regular supervisory feedback ($M=3.4000$) and experiential teaching strategies ($M=3.4762$) but their long-term fidelity is hampered by resource deficiencies, particularly outdated or misaligned textbooks ($M=2.7143$). administrative supervision and participatory pedagogy, but their long-term fidelity and transformation are severely hampered by scarcity of resources and very fragmented institutional operational frameworks. There exists a disconnect between global policy frameworks (e.g., 2030 Agenda) and localized instructional materials that makes it difficult for teachers to translate abstract global goals into relevant, place-based lessons for their students, thus resulting in student apathy. Furthermore, teacher professional development is more dependent on school-based collaborative spaces like Learning Action Cells ($M=3.3300$) than self-directed academic research ($M=3.1667$). Professional development is absent for teachers, or is poorly established, and depends almost exclusively on local, peer-led spaces (LAC cells), and not on self-directed academic study, which renders professional development reactive rather than proactive.

Last but not least, a one-size-fits-all training approach is not workable, as professional development is a major catalyst for classroom change in some school ecosystems (Marigondon) but is entirely negated by administrative compliance or total operational disconnection in others (Babag and Maribago). For sustainable progress, an ecosystem-specific, resource-supported, and data-based professional development strategy is needed that advances schools from structural compliance with policies to localized high-impact instructional implementation.

This study is limited to the answers of the quantitative survey and the qualitative interview of the selected public school teachers in three identified schools in Lapu-Lapu City (Maribago High School, Babag National High School, and Marigondon National High School) during the School Year 2026-2027. The study does not include private schools and direct observation in the classroom of the students' learning outcomes.

RECOMMENDATIONS

This study does not intend to replace another Professional Development Plan that DepEd has already been crafted. Based on the results and conclusion, the following recommendations are hereby presented:

1. **Develop a Professional Development Plans.** The Department of Education Division of Lapu-Lapu City, with the leadership of the school heads, may enhance customized interventions and professional development plans that are responsive to the operational realities presented in this study and suits to the abilities of the teachers. Systems-driven settings such as Babag need streamlined administrative compliance pathways to allow autonomous educational innovation. Operational reconciliation in decoupled frameworks like Maribago should be the exclusive domain for professional growth. To close the gap between theory and practice, master instructors must be educated to undertake active classroom practicums that require written lesson goals to be explicitly correlated to daily teaching activities.
2. **Establish a Contextualized and Localized Material Development Hub.** In the setting of Maribago High School, a localized material development workshop should be targeted to address the finding where teachers reported heavy time constraints in the production of individual resources and the contextualized materials got low mean implementation ($M=2.6452$). Thru this course, Maribago teachers will be equipped with localized and ready to use Learning Activity Sheets (LAS) and exemplars. These LAS and exemplars link global concepts (e.g. SDGs) to the local ecology and economics of Lapu-Lapu City, thus reducing the individual cost of preparation and increasing the relevance of the lesson.
3. **Align Program Evaluation and Student Assessment to Data-Driven Systematization.** The weakest assessment domain was adapting the curriculum with real student learning data ($M = 3.35$) even with full implementation of administrative supervision and principal-led feedback systems ($M = 3.40$). School leaders and master teachers must be involved in teaching educators how to develop rubrics and performance-based assessments that measure sustainable behaviors, civic ideals, and global citizenship. School quality assurance teams should require quarterly formal audits of student assessment data and the immediate use of this data to re-align and alter instructional plans and material distribution to build a comprehensive data-driven cycle.
4. **Promote Self-Directed Digital Learning Pathways and Action Research.** The professional development of teachers is least developed in the literature on teachers' commitment to global sustainable education ($M = 3.10$), autonomous academic engagement ($M = 3.17$), and involvement in action research ($M = 3.17$). School administrators therefore need to set up transparent reward schemes. Teachers engaged in action research initiatives to solve local Development Education concerns should be given priority points for ranking and promotions, as well as institutional finance. The approved self-paced online courses, international seminars and digital open-source libraries should also be included in the official Professional Development hours of instructors by DepEd. This would shift teachers from reactive compliance to proactive, self-directed professional development.
5. **Improve task Architecture and Establish Special Institutional Funding.** School administrators should rationally distribute the work to eliminate the structural barrier. This is due to the significant teaching and curricular tasks which made 58.09% of the instructors not to successfully utilize Development Education. Schools are encouraged to decongest the content by integrating the important Development Education programs in the current integrated subject blocks such as Science, Araling Panlipunan and Edukasyon sa Pagpapakatao. Simultaneously, school administrators must proactively set aside a portion of their School Maintenance and Other Operating Expenses (MOOE) funds or establish public-private community

partnerships to finance essential student-led local community projects, field simulations, and specialized instructional toolkits. This will move theories from the classroom into supported community initiatives.

Chapter 5

OUTPUT OF THE STUDY

ENHANCED PROFESSIONAL DEVELOPMENT PLAN

This chapter presents the proposed Enhanced Professional Development Plan, which comprises three (3) parts: Part I – tactical Training & Seminar Matrix that entails the Target School Ecosystems and Identified Lags, Seminar/Training Title and Scope, Modality & Duration, Expected Key Outputs and Resource & Budget Allocations, Part II – Consolidated Budget Summary & Planning Committee that includes Program Component, Cost Breakdown, Committed Roles and Designated Personnel and Responsibilities and Part III – Policy Directives & Institutional Incentives that covers the Institutionalized Rewards System, Credited Training Hours and Data-Driven Quality Audits.

Rationale

This Enhanced Professional Development Plan (EPDP) is intended to address the reported delays and setbacks of resources based on the responses from the teachers in the three schools (Marigondon National High School, Babag National High School and Maribago High School). Baseline quantitative data presents a strong structural base and Fully Implemented status on program objectives and participatory pedagogy ($M=3.32$). Deep classroom optimization is severely hampered by a 58.09% resource deficiency rate characterized by lack of localized textbooks ($M=2.88$) and macro-global themes that do not align with localized environmental and economic realities ($M=3.17$). In addition, traditional professional development has been characterized as haphazardly constructed and largely reactive, with local, peer-led settings as opposed to self-directed academic pursuits ($M=3.10$). Most notably, inference analysis shows that a “one-size-fits-all” training model is totally unfeasible as professional growth acts as a direct classroom catalyst in some school ecosystems like Marigondon National High School ($r=.743$, $p=.000$) but totally independent of practice in others like Babag National High School and Maribago High School. This proposal consequently rejects a one-size-fits-all training approach in favor of data-informed, site-specific interventions tailored to the distinctive operational realities, acute workload demands, and instructional bottlenecks confronting various school ecologies.

Objectives

The objective of this proposed Enhanced Professional Development Plan is to establish specific and focused goals that will connect the divide between global education concepts and classroom practices. The idea is to first institutionalize cross-cutting sustainability principles in K-12 daily lesson logs in strict compliance with DepEd Order No. 4, s. 2016. Secondly, to increase the validity of the development education, which is to give ample preparation and time for the trainings and seminars needed to attend coupled with enough resource materials that will be beneficial in the implementation and integration of the programs in the classroom lessons. Thirdly, it aims for promotion and proactive and autonomous research culture among educators by designing transparent institutional rewards, allocation points for promotions, and recognized professional development credit hours for self-paced digital learning pathways and action research.

Scheme of Implementation

The proposed Enhanced Professional Development Plan will be implemented through a collaborative, data-driven structure in three linked administrative levels with a consolidated budgetary allocation of ₱192,250.00. The plan, which is guided by the executive planning committee of the Schools Division Superintendent, School Heads and Education Program Supervisors, translates basic training criteria into localized action tracks relevant to the environment. Schools will be optimizing local Learning Action Cells (LAC) as Contextualized and Localized Material Development Hubs that will systematically produce, audit and publish place-based reading modules and child-friendly storybooks. Instructional materials will be embedded straight into current topic blocks like Science and Araling Panlipunan to ensure long-term accuracy and realistic workload structures. Finally, school quality assurance teams will conduct formal quarterly audits of student learning data and training efficacy metrics, establishing a continuous, data-driven cycle for the timely realignment of instructional resources and teacher interventions.

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ENHANCED PROFESSIONAL DEVELOPMENT PLAN FOR TRAININGS & SEMINARS

Division: Lapu-Lapu City

School Year: 2026-2027

I. Tactical Training & Seminar Matrix

Target School Ecosystem & Identified Lag	Seminar / Training Title & Scope	Modality & Duration	Persons Involved	Budget	Source of the Budget	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
Marigondon Ecosystem Lag: Maximize strong positive correlatio	Advanced Experiential Development Education Emphasis:	During INSET (Face-to-face)	Invited Resource Speakers Stakeholders	MOOE	School/ District/ Division MOOE	5 days	Lesson Exemplars of teachers Teacher's Portfolio	Integration of Contextualized Teaching Strategies	

n between professional growth and teaching strategies	Standardized and contextualized teaching strategies								
Babag Ecosystem Lag: High Instructional Alignment	Compliance in relation to Classroom Innovation Emphasis: Empowering teachers to shift into creative autonomy.	During INSET (Face-to-face)	Invited Resource Speakers Stakeholders	MOOE	School/District/Division MOOE	5 days	Strategic Action Plan Peer-reviewed innovation models	Integrating Innovation and Creativity in Classroom Practices	
Maribago Ecosystem Lag: Disconnection between lesson planning and daily resource allocation	Aligning Curricular Activities within Classroom Practice Emphasis: Bridging the gap between lesson plans and actual material deployment.	LAC Session / Focus Group Discussion (FGD)	Master Teachers Head Teachers School Principal Stakeholders	MOOE	School/District/Division MOOE	2-3 days	Lesson Plans matched with readily available resources Class observation aligned to contextual teaching	Development of Quality Lesson Plans	

Individual Academic Gaps Proactive and Timely Action Research	Action Research & Pathways for Sustainable Development	Seminar / Webinar	Researchers School Principal District and Division Supervisors Research Panelists	MOOE	School/District/Division MOOE	3 days	Complete Action Research	Submission of Approved Division Action Research	
Material / Resource Scarcity No updated contextualized textbooks available for use	Crafting Contextualized Materials	LAC Session / Seminar	Teacher-Writers Content Developers School Heads Division Supervisors	MOOE	School/District/Division MOOE	5 days	Publication of contextualized learning activity sheets and other resources	Development of Contextualized Materials	

II. Consolidated Budget Summary and Planning Committees

Program Component		Cost Breakdown
1.	Marigondon Ecosystem	PHP17,500.00
2.	Babag Ecosystem	PHP17,500.00
3.	Maribago Ecosystem	PHP17,500.00
4.	Individual Academic Gaps through Action Research	PHP15,000.00
5.	Crafting of Localized Materials/Resources	PHP30,000.00
Committee Roles		Designated Personnel
1.	Program Chairpersons	Schools Division Superintendent Education Program Supervisors District Supervisors School Heads
2.	Curriculum Team	Education Program Supervisors

	District Supervisors School Heads
3. Logistics, Finance and Resource Mobilization	Division Budget Officer School MOOE Budget Officers Stakeholders
4. M & E / Quality Assurance	Senior Education Program Specialist
5. Secretariat and Documentation	Master Teachers Head Teachers LAC & Subject Coordinators

III. Policy Directives and Institutional Incentives

- Institutionalized Rewards System – Teachers who will submit complete approved action research will have higher points in promotion/ranking.
- Credited Training Hours as CPD units – All hours of seminars/webinars/LAC sessions will be counted as additional CPD units

Prepared By:	Reviewed & Recommending Approval:	Approved By:
Lead Researcher / Focal Person	School Head / Quality Assurance	Schools Superintendent Division

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