

# Extent and Challenges in the Implementation of the Professional Development Programs to the Performance of Multigrade Teachers

**GENEVEVE S. ABRIL**

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

geneveve.abril@deped.gov.ph

**Abstract** —This study determines the significant relationship between the extent and challenges in the implementation of professional development programs to the performance of multigrade teachers in instructional supervision utilizing the Classroom Observation Tool (COT). The study employed a descriptive-correlational research design utilizing a survey on the extent of professional development programs which were used by Nasution et al., (2024) on their study entitled, "Professional Development Effective from a Teacher Performance Perspective (Study of Literature in Various Countries) and Classroom Observation Tool (COT) to determine the level of performance of teachers. There are eighteen (18) teachers, and 3 school heads involved in this study. After the conduct of instructional supervision and administering the survey, this study a significant relationship between the degree and difficulties of implementing professional development programs and the level of performance of multigrade teachers in instructional supervision through the Classroom Observation Tool (COT). This underscores the pivotal role of ongoing training and assistance in enhancing instructional quality among multigrade teachers. Accordingly, well-organized, supported, and efficiently delivered professional development programs are necessary for the professional development of multigrade teachers and overall classroom instruction enhancement. Resolving the issues related to the implementation of professional development programs is equally important to help teachers maximize their benefits from such programs.

**Keywords** — *Extent, Challenges, Implementation, Professional Development Programs, Performance, Multigrade Teachers*

## I. INTRODUCTION

Multigrade education is an approach designed to address the unique challenges of rural and underserved areas where schools may have limited resources and a small number of learners found to have in the community. This educational model allows a teacher to conduct classes with 2 or multiple grade levels in the same classroom, effectively catering to diverse learning needs and maximizing available teaching and learning resources. The curriculum adapted is flexible to suit the varying learning levels of the learners. Teachers have to develop lessons that can accommodate learners from the different grade levels simultaneously, promoting individualized or differentiated instruction. Teachers often received specialized training to quip them with the skills and knowledge in managing multi-grade level of learners. Various professional development programs aim at enhancing teaching methodologies and strategies suited for multigrade levels are to be given to the teacher to effectively manage the classroom and the learners.

Effective teaching is the prime duty of a professional teacher. Changes in the teaching profession are without end due to the nature of the profession, which is ever-changing timelessly. The teacher is the most significant agent in the teaching-learning process. Teachers could either make or unmake the future of students. Professional development can

be enhanced through faculty development activities such as instructional planning, instructional delivery, knowledge of the subject matter, rapport with the students and classroom management. There is a rise in teaching strategies in the twenty-first century through teamwork and innovation (Nairz-Wirth & Feldmann, 2019). Improving teacher quality has become a vital thing to student fulfillment; teacher professionalism gained more prominence. Nowadays, instructors' continuous professional development is broadly visible as crucial for enhancing teachers' overall performance and effectiveness and enhancing dedication to their work most especially to teachers handling multigrade classes. Teachers must always adapt to the current educational system changes to meet the multigrade levels of students' needs and demands for the global market. With the No Filipino Child Left Behind Act of 2010, all citizens have the right to quality instruction, and that the State shall take appropriate steps to make that education accessible.

Recent reforms focus on curriculum standardization, which results in teachers become accountable for students' performance. For developing countries like the Philippines, producing highly skilled and globally competitive graduates is a great challenge for all educators. The effectiveness of instruction is dependent on the caliber of teachers. In the book of Stronge (2018) some researchers define teacher effectiveness as to student achievement. As a teachers' influence is far-reaching, it is challenging to determine what outcomes might demonstrate the effectiveness and how to measure results. Furthermore, many external variables affect each potential measure of effectiveness outside teachers' control. In totality, we can agree that effective teachers make an extraordinary and lasting impact on students' lives.

Teaching is a complex process that includes both an art and a science (Marzano, 2007). Moreover (Cayirdag, 2017) emphasized that the art of teaching is based on teachers' flexibility, creativity, and ability to go with their gut now. The science of education is the teachers' ability to structure and design a purposeful classroom experience and engage in curriculum design and needs. Pedagogical knowledge and content knowledge are at the backbone of the teaching-learning process. Preparing students as lifelong learners have something to do with a deeper understanding of how pedagogy affects learning (Paniagua & Istance, 2018).

It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional development activities such as the instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills.

Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance. According to Ajayi, Onibeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in students' educational attainment. All the knowledge and skills needed by multigrade teachers are acquired aside from the education they had but on professional development programs provided to them by the department. Hence, it is in this premise that the researcher, being a multigrade teacher, formulated this study to determine the significant relationship between the extent and challenges in the implementation of professional development programs to the performance of multigrade teachers in multigrade school in the Municipality of Kananga, Leyte Division. A proposed instructional supervisory plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently an aspirant instructional leader and a classroom teacher in the above mentioned local, would like to delve worthy research undertaking that would benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent and challenges in the implementation of professional development programs to the performance of multigrade teachers in instructional supervision utilizing the Classroom Observation Tool (COT) in multigrade schools in the Municipality of Kananga, Leyte Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of professional development programs attended by multigrade teachers?

2. What are the challenges met by multigrade teachers in the implementation of professional development program?
3. What is the level of performance of multigrade teachers based on Classroom Observation Tool (COT)?
4. Is there a significant relationship between the extent of implementation of professional development programs and level of performance of multigrade teacher based on classroom observation tool (COT)?
5. Is there a significant relationship between the challenges met in the implementation of professional development programs and level of performance of multigrade teacher based on classroom observation tool (COT)?
6. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to explore the relationship between the extent and challenges in the implementation of professional development programs to the performance of multigrade teachers. It is descriptive because it describes the variables-extent and challenges in the implementation of professional development programs and performance of teachers. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in multigrade schools which are San Ignacio ES-Kananga III, Mahawan ES & Sto. Domingo ES-Kananga I in the Municipality of Kananga, Leyte Division. The eighteen (18) multigrade teachers and 3 school heads were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is a survey on the extent of professional development programs which were used by Nasution et al., (2024) on their study entitled, "Professional Development Effective from a Teacher Performance Perspective (Study of Literature in Various Countries). The survey is composed of 30-item statements which describes the effectiveness of professional development programs of multigrade teachers. The survey can be accomplished using the Five-Point Likert Scale of which 5 means Strongly Agree, 4 means Agree, 3 means Moderately Agree, 2 means Disagree and 1 means Strongly Disagree. Moreover, to measure the performance of multigrade teachers in instructional supervision, the researcher utilized the Classroom Observation Tool (COT) for proficient and highly proficient teachers in the conduct of classroom observations.

**Sampling.** The eighteen (18) multigrade teachers and 3 school heads from San Ignacio Elementary School, Kananga III District, Mahawan Elementary School and Sto. Domingo Elementary School of Kananga 1 District were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principal. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference.

*Treatment of Data.* The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent and challenges met in the implementation of professional development programs and performance of multigrade teachers. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Extent of Implementation of Professional Development Programs**

A	Indicators	Weighted Mean	Description	Interpretation
1	Change in classroom interaction quality after a professional development program	4.19	Agree	High
2	The ecological approach contributes to the design of personalized lesson schedules that are more aligned with the interests and needs of each teacher	3.75	Agree	High
3	Professional development of teachers in collaborative techniques can give importance to knowledge of mathematics and as a teacher's reflection on character traits and emotional aspects.	3.64	Agree	High
4	Teacher professional development can be improved by means of teachers having confidence in themselves and evaluating them as their contribution to development.	4.08	Agree	High
5	Teacher professional development in improving performance can be done with digital storytelling in inclusive education.	3.64	Agree	High
6	Professional development focuses on the term digital literacy	3.78	Agree	High
7	Teacher professional development with assessment literacy can foster teacher knowledge and skills.	3.78	Agree	High
8	The use of video tutorials can develop professionals in higher education with distance learning	3.95	Agree	High
9	Peer feedback, given all the agreements and changes implemented by participating teachers, can be a powerful tool for strengthening professional development and improving teaching practice.	3.96	Agree	High
10	The collaborative practice of continuing professional development in physical education is increasingly recognized for its tangible benefits to teachers and students.	3.79	Agree	High
11	The potential for training as an instrument and professional development, according to the teacher's reflection	3.78	Agree	High
12	Important factors such as travel, resources and space, inclusive school culture and the tendency of teacher collaboration in increasing job development	3.65	Agree	High
13	Professional development for teachers has creatively adapted and integrated the features of the framework by illustrating a model.	3.90	Agree	High
14	The level of teacher professional development can increase teacher satisfaction with the support provided by the school, then dissatisfaction occurs when the salary offered does not match performance	3.66	Agree	High
15	Teacher training and teacher professional development are important issues in all schools, and significant investment is being made to develop them.	3.65	Agree	High



16	The effectiveness of the teacher professional development program shows the main elements of its formation and pays attention to coherence and complementarity between models and their implementation.	3.55	Agree	High
17	The concept of ecological learning that is applied to professional development and updating for schools become a useful analytical mechanism	3.70	Agree	High
18	In another 24 years the positive impact on professional development is to produce better academics and a new culture that is more oriented towards campus life.	3.72	Agree	High
19	Professional development in the educational field is very effective if applied	3.68	Agree	High
20	Professional training and development policies at the national level are very useful in primary and secondary education	3.56	Agree	High
21	The ecological learning approach has proven useful for analyzing the actual means that teachers use for their professional development and updating.	3.66	Agree	High
22	Teacher professional development is carried out with the experts in teaching and learning. LS is carried out by collaborating in design, observation, discussion of parallel lessons.	3.90	Agree	High
23	In increasing the professional development of teachers, one of the most important things is their placement in learning	3.87	Agree	High
24	Digital tools have contributed to the professional development of teachers and the improvement of students' oral communication competence.	3.88	Agree	High
25	Informal learning has a relationship with professional and organizational development.	3.67	Agree	High
26	Teachers are expected to strengthen their professional performance by enhancing their teaching strategy and professional identity.	3.69	Agree	High
27	The teacher professional development phase studied clearly shows the pedagogical knowledge built.	3.80	Agree	High
28	Teacher professional development can contribute to the physical structure as an element that has an influence on the implementation of learning	4.00	Agree	High
29	The role of sharing practice in informal learning contexts and especially in communities of teacher practice is critical to effective teacher professional development in the academic literature.	4.02	Agree	High
30	Teachers' commitment to participate in professional development may have a lasting influence on students' affective learning outcomes.	3.98	Agree	High
	<b>AVERAGE</b>	<b>3.80</b>	<b>Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 1 assesses the degree of implementation of professional development programs for multigrade teachers, attaining an average weighted mean of 3.80, which is quite "High". This indicates that the programs are carried out and regarded significantly improve multigrade teaching practices, especially classroom interaction.

The highest-rated measure (4.19 - High) is "Change in classroom interaction quality after a professional development program." This indicates that teachers significantly improve classroom interaction and teaching practices after attending such programs. The impact of implementing professional development programs undergone by the multigrade teachers is clear. The worst-rated indicator (3.55-High) is "The effectiveness of the teacher professional development program demonstrates the key aspects of creation and takes note of coherence and complementarity between models and their application". This implies that teachers find the programs effective but may struggle to match various training models with their own classroom practice. This means that it might be hard for teachers to consolidate different approaches to training within a single effective teaching method. This could call for improved program structuring, coherence, and means of practical implementation. As classroom interaction is a positive result of professional development, training must include interactive strategies, differentiated instruction, and student involvement techniques applicable within multigrade environments. Professional development activities must ensure that various instructional models are well-designed, complementary, and feasible for multigrade teachers. Follow-up mentoring or coaching sessions can fill gaps in implementation.

**Table 2**  
**Challenges Met in the Implementation of Professional Development Programs**

<b>A</b>	<b>INDICATORS</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Multigrade teachers have limited access to professional development program for most of the schools are in remote or rural areas.	3.92	Agree	High
2	Professional development programs are often designed for single-grade classrooms, failing to address the specific needs of multigrade teaching.	3.65	Agree	High
3	Training may require teaching aids or technology that are unavailable in multigrade settings.	3.46	Agree	High
4	Multigrade teachers often handle administrative tasks in addition to teaching, further straining their schedules.	3.87	Agree	High
5	Access to experienced mentors or facilitators who understand multigrade challenges may be limited.	3.75	Agree	High
6	Professional development programs may not align with the cultural or linguistic context of the school.	3.58	Moderately Agree	Average
7	Multigrade teachers may lack guidance or feedback after initial training sessions.	3.60	Moderately Agree	Average
8	Communities may prioritize basic teaching duties over professional growth activities.	3.55	Agree	High
9	Many professional development programs are not ongoing, leading to challenges in sustaining learned practices.	3.76	Agree	High
10	Professional development increasingly relies on digital tools, which may be inaccessible in multigrade schools.	3.59	Agree	High
11	Multigrade teachers may lack the training to effectively use technology for their own development.	3.90	Agree	High
12	Multigrade teachers may feel undervalued, reducing their motivation to engage in professional development.	4.10	Agree	High
13	Multigrade teachers often have heavy workloads due to managing multiple grade levels simultaneously, leaving little time for professional growth.	4.00	Agree	High
14	Schools may lack the financial resources to support multigrade teachers' participation in workshops and seminars.	3.80	Agree	High
15	Training may not provide strategies to handle diverse age groups and learning levels within one classroom.	3.78	Agree	High
	<b>AVERAGE</b>	<b>3.75</b>	<b>Agree</b>	<b>High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 2 evaluates the extent of challenges met in the implementation of professional development programs for multigrade teachers. The study revealed that the extent of challenges encountered in the implementation of professional development programs for multigrade teachers is high, with an average mean of 3.75. This signifies that multigrade teachers face notable difficulties when engaging in professional development initiatives. The indicator with the highest challenge, rated at 4.10 (High), states that "Multigrade teachers may feel undervalued, reducing their motivation to engage in professional development." This suggests that teachers in multigrade settings may experience a lack of recognition and appreciation, affecting their willingness to participate in training opportunities. The lowest-rated challenge, at 3.46 (High), states that "Training may require teaching aids or technology that are unavailable in multigrade settings." This indicates that while resource constraints are an issue, they are perceived as slightly less significant than the lack of motivation. The results highlight the need for targeted interventions to improve professional development programs for multigrade teachers. The high perception of feeling undervalued suggests the necessity of recognition programs, incentives, and support systems to boost teacher morale. Additionally, resource allocation and accessibility to teaching aids and technology should be enhanced to ensure effective training. To address the challenges, school heads and policymakers must enhance teacher motivation by recognizing and valuing multigrade teachers' contributions. The need to provide accessible and practical training tailored to multigrade settings.

**Table 3-A**  
**Performance of Proficient Teachers**

<b>A</b>	<b>PERFORMANCE INDICATORS</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Apply knowledge and content within and across curriculum learning areas.	4.60	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.42	Very Satisfactory
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.43	Very Satisfactory
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.36	Very Satisfactory
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.37	Very Satisfactory
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.25	Very Satisfactory
7	Established a learner-centered culture by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.45	Very Satisfactory
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.30	Very Satisfactory
9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.45	Very Satisfactory
	<b>AVERAGE</b>	<b>4.40</b>	<b>Very Satisfactory</b>

**Legend:**
**RANGES                      INTERPRETATION**

- 4.500-5.000 *Outstanding*  
 3.500-4.499 *Very Satisfactory*  
 2.500-3.499 *Satisfactory*  
 1.500-2.499 *Unsatisfactory*  
 Below 1.499 *Poor*

Table 3-A shows the performance level of skilled teachers during instructional supervision by teachers using the Classroom Observation Tool (COT). It was indicated in the table that the performance level of multigrade teachers through the implementation of instructional supervision using the Classroom Observation Tool (COT) got an average weight mean of 4.40, which falls under the “Very Satisfactory” category. This outcome indicates that multigrade teachers successfully apply instructional strategies and achieve performance standards in their pedagogical practices. Nevertheless, albeit being commendable, their performance can still be improved to achieve the “Outstanding” level. The findings indicate that instructional supervision through the application of the COT positively affects the performance of multigrade teachers, and this is to ensure that they are upholding quality teaching standards. Nonetheless, to add to their teaching competence, ongoing professional development and constant undertaking of instructional supervision may assist teachers in honing their instructional strategies and classroom management techniques. The indicator had the highest score of 4.60 (Outstanding), which says, “The teachers can apply knowledge and content within and across curriculum learning areas.” This outcome indicates that teachers can apply subject matter in multiple areas, enhancing student interaction, critical thinking, and deeper learning. This interdisciplinary foster integral education, wherein students relate concepts beyond single subjects. The excellent performance indicates that instructional supervision facilitates the teachers’ capacity to tie together content across the curriculum. Conversely, the data also suggest that the indicator receives the lowest average mean, which states, “Maintained learning environments that promote fairness, respect, and care to encourage learning,” with a mean of 4.30 (Very Satisfactory). The outcomes illustrate that while teachers exhibit good instructional practices, there could be issues in consistently providing an inclusive and supportive classroom environment. It could be influenced by factors such as varied student backgrounds, behavioral management, or classroom dynamics.

**Table 3-B**  
**Performance of Highly Proficient Teachers**

<b>A</b>	<b>PERFORMANCE INDICATORS</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Modified effective application of content knowledge and within and across curriculum learning areas.	5.00	Outstanding
2	Developed and applied teaching strategies to promote critical and creative thinking as well as other higher-order thinking skills.	5.00	Outstanding
3	Modified and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning as well as developed the learner's pride of their language, heritage and culture.	4.00	Very Satisfactory
4	Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.00	Very Satisfactory
5	Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	4.00	Very Satisfactory
6	Exhibited a learner-centered culture that promotes success by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.00	Very Satisfactory
7	Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.	4.00	Very Satisfactory



8	Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	4.00	Very Satisfactory
9	Modified effective application of content knowledge and within and across curriculum learning areas.	4.00	Very Satisfactory
<b>AVERAGE</b>		<b>4.22</b>	<b>Very Satisfactory</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

Table 3-B examines the performance level of highly effective multigrade teachers on instructional supervision with the Classroom Observation Tool (COT). The outcome provides an average mean score of 4.22 and is interpreted as “Very Satisfactory.” This indicates that such teachers have good instructional practices and can impart lessons in multigrade classrooms. In addition, the indicators produced the highest or ideal mean of 5.00 (Outstanding), which says, “Highly Proficient teachers adapted effective use of content knowledge and within and across curriculum learning areas and developed and implemented teaching strategies to enhance critical and creative thinking as well as other higher-order thinking skills.”. These indicators confirmed that highly skilled multigrade teachers are efficient and have abilities that will assist the students in attaining learning objectives. The top-rated indicator (5.00-Outstanding) indicates how they adapt and use content knowledge effectively in and between curriculum learning areas. It also creates and enacts teaching plans that foster critical, creative, and higher-order thinking capacities. These findings uphold that competent multigrade teachers effectively provide productive learning experiences and deal with the wide range of their students’ needs. However, the remaining indicators in the Classroom Observation Tool (COT) got a mean of 4.0 (Very good). These indicators account for reaching the average weighted mean of 4.22, which is Very Satisfactory. As highly effective instructors already possess great content application and critical thinking instructional skills, their ongoing professional growth must continue emphasizing teaching methods, innovation, differentiated instruction, and technology to sharpen their teaching capacities further. Although the overall performance is “Very Satisfactory”, focused interventions to the lower-scoring indicators can potentially shift them into the “Outstanding” ranking. Domains like classroom management, assessing techniques, and learners’ engagement plans can be enforced through training and learning from peers. The research attests that these highly skilled multigrade teachers are the success drivers of their students and strong instructional leaders. Though their knowledge application in terms of content and the strategies for higher-order thinking is excellent, more should be done to support other teaching capacities so that a better performance level can still be achieved.

**Table 4**  
**Test of Relationships**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Implementation vs COT</b>	0.72	4.681	2.556	Reject Ho	Significant Relationship (Strong)
<b>Challenges vs COT</b>	0.70	4.593	2.556	Reject Ho	Significant Relationship (Strong)

Table 4 shows the outcomes of tests, checking the correlations between the degree and difficulties of implementing professional development programs and the performance of level of multigrade teachers in instructional supervision using the Classroom Observation Tool (COT). It was found in the study that the level of implementation of professional development programs in increasing the level of performance of multigrade teachers got a calculated value of  $t$  (4.681), which is higher than the table value (2.556) at 0.05 level of significance; hence, the null hypothesis is rejected. This implies a strong correlation between the level of implementation of professional development programs and the performance level of multigrade teachers in instructional supervision using the Classroom Observation Tool (COT). The  $r$  value (0.72) indicates a strong positive correlation between the two variables, implying that the better the professional development programs are implemented, the better the instruction and performance of multigrade teachers. Additionally, it was also displayed on the table that the level of difficulties encountered in the application of professional development programs and performance level of multigrade teachers in instructional supervision using the Classroom Observation Tool (COT) got a calculated value or  $t$  (4.593), which is also higher than the table value (2.556) at 0.05 level of significance. Hence, the null hypothesis is rejected. This implies a strong relationship between the number of challenges encountered in implementing professional development programs and the performance level of multigrade teachers in instructional supervision using the Classroom Observation Tool (COT). The  $r$  value (0.70) indicates a strong positive correlation between the two variables, implying that teacher performance is compromised as challenges in implementing professional development programs rise. Shared problems like resource shortages, training materials, or administrative assistance shortcomings could limit educators' ability to execute their learning experiences fully. Meeting these challenges has the potential to maximize the power of professional growth initiatives.

#### IV. CONCLUSION

The research results affirm the presence of a significant relationship between the degree and difficulties of implementing professional development programs and the level of performance of multigrade teachers in instructional supervision through the Classroom Observation Tool (COT). This underscores the pivotal role of ongoing training and assistance in enhancing instructional quality among multigrade teachers. Accordingly, well-organized, supported, and efficiently delivered professional development programs are necessary for the professional development of multigrade teachers and overall classroom instruction enhancement. Resolving the issues related to the implementation of professional development programs is equally important to help teachers maximize their benefits from such programs.

#### V. RECOMMENDATIONS

1. Apply the recommended instructional supervision plan to attain the research goal.
2. Improve professional development programs suited to the singular needs of multigrade instruction.
3. Offer sufficient resources, such as teaching materials, technology, and funding.
4. Provide improved administrative support and teacher incentives to foster participation and motivation.
5. Promote shared learning communities for teachers to share best practices and strategies.
6. Perform additional research to determine specific issues impacting professional development implementation and their direct effect on teacher performance.
7. Put in place a monitoring and evaluation system to monitor the effectiveness of professional development programs, make the necessary adjustments, and
8. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

---

**ACKNOWLEDGMENT**

This study is a cooperation piece of numerous minds whose creativity insights and contribution were shown to help part and realize this study. The researcher is thankful for the inspiration and wisdom as she wishes to express her utmost and earnest gratitude and appreciation. First and foremost, the researcher extends deepest gratitude to the Almighty God, for giving her the courage and strength, experience and the opportunity to conduct and complete this research study satisfactorily and for His abounding wisdom, guidance and unconditional love for the continuous blessings to this achievement. Dr. Sabina Con-ui, Dean of the Graduate Studies for her support and encouragement and constructive suggestions that pushed her to finish this study. Dr. Jasmine B. Misa, her adviser whose expertise and brilliant insights pushed her to give focus on this study, for her patience and determination in giving constructive comments and technical assistance throughout of her study until the final work. The panel of examiners: Dr. Bryant C. Acar (Chairman) Dr. Anabelle A. Wenceslao (Member) and Dr. Elvin H. Wenceslao (Member), for their commendable comments and suggestions which contributed to the total enhancement of the study; To San Ignacio Elementary School, MaHawan Elementary School and Sto. Domingo Elementary School teachers for allowing and accepting her whole-heartedly to conduct the study and for the assistance given during the data gathering process especially to Dr. Else N. Caliwan, Dr. Francis June P. Madrazo and Mrs. Maricel R. Dignos, School Heads for their encouragement, pieces of advice to grow professionally. To her father and late mother, to her supportive siblings, her late grandparents and to her partner in life for the never-ending love, encouragement and for being the inspirations to keep moving forward despite the struggles; and to the people she failed to mention, her sincerest thanks for everything; and To all of you, her sincerest and deepest gratitude.

**REFERENCES**

- [1] Gallego, P., & Caingcoy, M. (2020). Competencies and Professional Development Needs of Kindergarten Teachers. <https://core.ac.uk/download/552966921.pdf> MEI : India Speaks November 2021. <http://www.mei.org.in/india-speaks-148>
- [2] Andria, M. (2022). Pre-service language teachers' perceptions of professional learning and development resulting from Greek as a Foreign Language teaching placements. *Educar*, 58(1), 19–34. <https://doi.org/10.5565/rev/educar.1396>
- [3] Borba, K. P. de. (2022). TEACHER PROFESSIONAL DEVELOPMENT IN TIMES OF ACADEMIC NEOLIBERALISM: WHAT NURSING TEACHERS THINK. *Revista Brasileira de Educacao*, 26. <https://doi.org/10.1590/S1413-24782021260036>
- [4] Darmawang, D., Bakhrani, B., & Zaki, S. A. (2021). Efektivitas Model Pembelajaran PPG dalam Menghasilkan Guru Profesional yang Berkarakter. *Seminar Nasional LP2M UNM*. <https://ojs.unm.ac.id/semnaslemlit/article/download/25574/12819>
- [5] de Borba, K. P. (2021). Teacher professional development in times of academic neoliberalism: what nursing teachers think. *Revista Brasileira de Educacao*, 26, 1–24. <https://doi.org/10.1590/S1413-24782021260037>
- [6] de Proença, M. C. (2022). Teacher professional development: reflections on pedagogical and mathematical knowledge. *Educacion Matematica*, 34(2), 72–100. <https://doi.org/10.24844/EM3402.03>
- [7] Estévez, I. (2021). Learning ecologies and teacher professional development: Opportunities and challenges in a changing educational context. *Publicaciones de La Facultad de Educacion y Humanidades Del Campus de Melilla*, 51(3), 71–89. <https://doi.org/10.30827/PUBLICACIONES.V51I3.19541>
- [8] García-Lázaro, I. (2022). Professional development through internship experiences from preservice teachers' vision. *Revista Fuentes*, 24(2), 149–161. <https://doi.org/10.12795/revistafuentes.2022.19665>
- [9] Giraldo, F. (2021a). A reflection on initiatives for teachers' professional development through language assessment literacy. *Profile: Issues in Teachers' Professional Development*, 23(1), 197–213. <https://doi.org/10.15446/profile.v23n1.83094>



- [10] Giraldo, F. (2021b). Language assessment literacy and teachers' professional development: A review of the literature. *Profile: Issues in Teachers' Professional Development*, 23(2), 265–279. <https://doi.org/10.15446/profile.v23n2.90533>
- [11] Gonçalves, L. L. (2021). COMMUNITY OF PRACTICE AND CONTINUING PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION TEACHERS IN A BRAZILIAN SCHOOL. *Movimento*, 27. <https://doi.org/10.22456/1982-8918.113015>
- [12] Gonçalves, L. L. (2022). COLLABORATIVE CONTINUING PROFESSIONAL DEVELOPMENT IN PHYSICAL EDUCATION: AN INTRODUCTION. *Movimento*, 28. <https://doi.org/10.22456/1982-8918.127919>
- [13] Gonzaga, R. R. (2022). The change of policies in the continuous training and professional development of teachers in Mexico: Transitions, postponements and challenges. *Education Policy Analysis Archives*, 30. <https://doi.org/10.14507/EPAA.30.7181>
- [14] González-Falcón, I. (2022). Professional development of teachers of Spanish for immigrant students: Achievements and pending challenges. *Psicoperspectivas*, 21(1). <https://doi.org/10.5027/psicoperspectivas-vol21-issue1-fulltext-2535>
- [15] Gràcia, M. (2020). Use of a digital tool as a professional development resource to improve oral communicative competence of children in primary and secondary education. *Revista de Investigacion En Logopedia*, 10(2), 135–149. <https://doi.org/10.5209/RLOG.67125>
- [16] Hernández-Ramos, J. P. (2021). The use of video tutorials in the post-COVID19 era: Assessment and influence on the development of the teaching identity of the future education professional. *Revista de Educación a Distancia*, 21(65). <https://doi.org/10.6018/RED.449321>
- [17] Hervas, G. (2023). Training and professional development through the Japanese approach of Lesson Study. Principles for its design and application. *Educacion Medica*, 24(1). <https://doi.org/10.1016/j.edumed.2022.100784>
- [18] Indriono, R. L. & H. (2020). Psikologis dalam Memberikan Perawatan dan Layanan Kesehatan Pasien COVID-, Dampak Tenaga Profesional Kesehatan Lilin Rosyanti, Pada Hadi, Indriono Keperawatan, Jurusan Kemenkes Kendari, Poltekkes. *Faktor Penyebab Stres Pada Tenaga Kesehatan Dan Masyarakat Pada Saat Pandemicovid-19*, 12. <https://myjurnal.poltekkes-kdi.ac.id/index.php/HIJP>
- [19] Julaekha, S., Duryat, M., & Suhatma, S. (2022). Upaya Kepala Sekolah dalam Meningkatkan Profesionalisme Kerja Tenaga Kependidikan di Madrasah Aliyah Kapetakan Cirebon. In *JIEM (Journal of Islamic Education Management)* (Vol. 6, Issue 2, p. 190). IAIN Syekh Nurjati Cirebon. <https://doi.org/10.24235/jiem.v6i2.11848>
- [20] Lanzo, N. C. (2022). Online university teachers' professional development: An analysis of learning ecologies. *Educar*, 58(2), 321–336. <https://doi.org/10.5565/rev/educar.1528>
- [21] Larrea, V. A. (2021). Teacher training and professional development in accordance with level of school effectiveness. *Revista de Educacion*, 2021(393), 155–179. <https://doi.org/10.4438/1988-592X-RE-2021-393-489>
- [22] Morer, A. S. (2021). Primary school teachers' professional development through the learning ecologies lens: New ways for keeping up to date in uncertain times. *Publicaciones de La Facultad de Educacion y Humanidades Del Campus de Melilla*, 51(3), 21–45. <https://doi.org/10.30827/PUBLICACIONES.V51I3.20790>
- [23] Morgado, J. C. (2022). Mobile technologies as a strategy for teaching professional development and (re)enchantment: What do veteran teachers think about it? *Revista Portuguesa de Educacao*, 35(1), 428–448. <https://doi.org/10.21814/RPE.24177>
- [24] Pak, K. (2020). An integrative approach to professional development to support college- and career-readiness standards. *Education Policy Analysis Archives*, 28, 1–27. <https://doi.org/10.14507/epaa.28.4970>
- [25] Passarelli, M., Dagnino, F. M., Persico, D., Pozzi, F., & Pozzi, F. (2022). Gamification and support to self-regulation as a means to promote practice sharing for teacher professional development (<i>Ludificación y fomento de la autorregulación para incentivar el intercambio de prácticas docentes en el desarrollo profesional del . In Culture And Education (Vol. 34, Issue 4, pp. 800–835). Taylor & Francis. <https://doi.org/10.1080/11356405.2022.2102291>



- [26] Pirez, M. O. R., Suárez, F., & Jordan, E. del P. A. (2021). Teaching process design for 4.0 industry. In *Universidad, ciencia y tecnología* (Vol. 25, Issue 111, pp. 129–136). AutanaBooks. <https://doi.org/10.47460/uct.v25i111.523>
- [27] Purdiyanto, P., & Hadiwinarto, H. (2020). Evaluation of Teachers' Professionalism In Improving The Quality Of Madrasah Education In The Era Of Globalization. *At- Ta'lim : Media Informasi Pendidikan Islam*, 19(2), 335–350. <https://doi.org/10.29300/attalim.v19i2.3979>
- [28] Ramírez-García, M. (2021). Approach to the early childhood education teacher's specialised knowledge about length and its measurement in a collaborative context of professional development. *Acta Scientiae*, 23(7), 120–147. <https://doi.org/10.17648/acta.scientiae.6311>
- [29] Ramon, M. R. R. (2021). Peer feedback and its impact on professional teaching development. *Revista Complutense de Educacion*, 32(3), 371–382. <https://doi.org/10.5209/rced.70173>
- [30] Ramos-Rodríguez, E. (2020). An effective programs model for the professional development of mathematics teachers. *PNA*, 15(1), 27–49. <https://doi.org/10.30827/pna.v15i1.11559>
- [31] Ridwan Ahmad Maftuhin, P. K. P., & Danang Aji Setyawan. (2021). Efektifitas guru pendidikan jasmani dalam pembelajaran daring The effectiveness of physical education teachers in online learning. *Edu Sportivo*, 1(1), 106–111. [https://doi.org/10.25299/es:ijope.2021.vol2\(2\).7007](https://doi.org/10.25299/es:ijope.2021.vol2(2).7007)
- [32] Ruiz-Palomino, P. (2020). How and when servant leaders fuel creativity: The role of servant attitude and intrinsic motivation. *International Journal of Hospitality Management*, 89. <https://doi.org/10.1016/j.ijhm.2020.102537>
- [33] Ruiz, R. B. (2020). From continuous medical education to competence-based continuous professional development. *Revista Cubana de Educacion Medica Superior*, 34(2), 1–18.
- [34] Sallán, J. G. (2020). Teacher's informal learning: Relation with professional and organizational development. *Revista Brasileira de Educacao*, 25. <https://doi.org/10.1590/S1413-24782020250046>
- [35] Sánchez, F. R. (2022). Satisfaction of Teachers in Rural Public Schools in the Province of Granada Regarding Their Professional Development. *Aula Abierta*, 51(3), 275–284. <https://doi.org/10.17811/rifie.51.3.2022.275-284>
- [36] Sum, R. K. W., Wallhead, T., Wang, F. J., Choi, S.-M., Li, M., & Liu, Y. (2022). Effects of teachers' participation in continuing professional development on students' perceived physical literacy, motivation and enjoyment of physical activity. In *Revista de psicodidáctica* (Vol. 27, Issue 2, pp. 176–185). Elsevier BV. <https://doi.org/10.1016/j.psicoe.2022.05.003>
- [37] Tafazoli, D. (2021). Language teachers' professional development and new literacies: An integrative review. *Aula Abierta*, 50(2), 603–614. <https://doi.org/10.17811/RIFIE.50.2.2021.603-614>
- [38] Torres, E. (2022). Change in early childhood classroom interaction quality after a professional development programme (Cambio en la calidad de las interacciones pedagógicas en Educación Infantil tras un programa de desarrollo profesional). *Infancia y Aprendizaje*, 45(1), 220–243. <https://doi.org/10.1080/02103702.2021.1972699>
- [39] Torres, E. M., Narea, M., & Mendive, S. (2021). Change in early childhood classroom interaction quality after a professional development programme (Cambio en la calidad de las interacciones pedagógicas en Educación Infantil tras un programa de desarrollo profesional). In *Infancia Y Aprendizaje* (Vol. 45, Issue 1, pp. 220–243). Taylor & Francis. <https://doi.org/10.1080/02103702.2021.1972699>
- [40] Urbano, R. N. (2021). The impact of teacher professional development program on the construction of academic capacities at the Universidad Autónoma de Baja California. *Revista de La Educacion Superior*, 50(197), 77–95. <https://doi.org/10.36857/RESU.2021.197.1580>
- [41] Vargas, S. (2021). Teachers' Epistemological Beliefs and their Relationship with Professional Development Linked to the Teacher Evaluation System. *Psykhé*, 30(2). <https://doi.org/10.7764/psykhe.2019.21809>
- [42] Villegas-Torres, P. (2021). Approaching teaching as a complex emotional experience: the teacher professional development stages revisited. *Profile: Issues in Teachers' Professional Development*, 23(2), 231–242. <https://doi.org/10.15446/profile.v23n2.89181>

- [43] Yasar-Akyar, O. (2022). Special Education Teacher's professional development through digital storytelling. *Comunicar*, 30(71), 1–12. <https://doi.org/10.3916/C71-2022-07>
- [44] Yot-Domínguez, C. (2022). Teachers' formal and non-formal learning strategies for their professional development: Design and validation of an instrument. *Education Policy Analysis Archives*, 30. <https://doi.org/10.14507/epaa.30.6717>

#### AUTHOR'S PROFILE



**MS. GENEVEVE S. ABRIL**

Geneveve Subere A bril also known as “Ebeb” was born in Zone Pluto 1, Montebello Kananga, Leyte on January 16, 1993. She was the youngest daughter of Celso Rebuyas Abril and the late Lilia Manatad Subere. She finished her elementary education at Montebello Elementary School in the year 2005-2006. She continued her quest for education and able to finish her secondary education at Kananga National High School. She fulfilled her dream to become a teacher as she pursued her college degree and finished Bachelor in Elementary Education at Western Leyte College on March 20, 2015, and passed the Licensure Examination for Teachers last September 30, 2015.

After she graduated her bachelor's degree, she became a substitute teacher in Balagtas Elementary School last October 10, 2016-December 2, 2016. Another substitute teacher in Aguiting Elementary School from August 25, 2017-September 20, 2017. Next, a substitute teacher in Tugbong Central School last November 22, 2017-December 22, 2017. A substitute teacher at Tagaytay Elementary School last January 08, 2018-February 2, 2018. And at the same year, fortunately, she became a permanent teacher I in the Department of Education in Leyte Division and was assigned in San Ignacio Elementary School, a multigrade school in Kananga II District as Grade 3 and 4 teacher on June 4, 2018.

For her professional growth, in 2024 she satisfactorily completed the academic requirements for the degree of Master of Arts in Education (MAED) with the field of specialization on School Administration and Supervision last May 2024 at Western Leyte College of Ormoc City. She also participates various trainings and seminars, virtual and non-virtual in-service trainings for her professional growth and enhance her teaching skills. She is a woman of courage and a God-fearing individual who believes that the Lord would give what is meant for her.