

TEACHERS PROFESSIONAL DEVELOPMENT AND PRACTICES IN REMOTE SCHOOLS: A MIXED METHOD

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ABSTRACT

The primary goal of the study was to explore the teacher professional development and practices in North District, Bayugan City Division. The quantitative approach utilized an adopted test questionnaire to survey the 56 remote teachers. Moreover, the qualitative inquiry of five purposively selected participants using an in-depth interview unfolded their perceptions in the challenges and coping mechanism on teacher professional development and practices in remote schools. The seven structured themes generated the salient emerging themes such as work overload, non-teaching duties, availability of resources, problem with updated strategies and teaching methods, difficult to find guidance, difficult in engaging students, and difficult to advance carrier. The findings of the study revealed that trainings and seminars had positively high relationship to the teacher performance of the remote teachers. Moreover, the study found out that the teachers agreed specifically suggested to the influence to trainings and seminars to their content knowledge and development, instructional materials development, assessment techniques, and classroom management have a subsequent impact on their teaching performance. Hence it is concluded that there is a need to enhance in training design that is primarily crafted to help in improving the teacher professional development and practices in remote school. As a recommendation, it is imperative to invest in the quality of learning given by the department of education, conducting bridging programs and strong community involvement in the educative process of the institution.

Keywords: *Instructional materials development, Assessment techniques, Teaching methods, Classroom management, Explanatory sequential mixed methods.*

1. INTRODUCTION

The Professional development in remote schools is crucial for educators to effectively navigate the unique challenges of distance learning environments. Teachers require specialized training in remote teaching practices, including proficiency with digital tools and platforms, pedagogical strategies for online instruction, and methods for fostering student engagement and collaboration. Professional development is a key issue in teacher education and there has been a surge of interest in the professional development of teachers in recent years (Egert et al., 2020). However, not all the teachers have a privilege for professional development to improve their practices especially in remote schools.

In Thailand, showed that pre-service teachers' problems were related to curriculum and textbooks, assessment, and other factors supporting teaching success. Also reported the top needed areas for professional development, including the teachers' communicative teaching strategies, teaching listening and speaking, teaching language and culture, and teaching writing. Similarly, investigated 22 primary in-service teachers' beliefs, needs, and challenges in Thailand's teacher training programs (Ulla and Winitkun,2018).

In the Philippines, a pressing need to address these challenges and improve the quality of different subject instruction to achieve the K to 12 curricula goals. Providing remote teachers with ample opportunities to increase their knowledge and confidence in the subject is essential. Teachers' professional development (PD) programs are critical in addressing classroom challenges and improving the quality of subject instruction (Sancar et al., 2021; Chen & Chan, 2022). Improving the quality of education in the Philippines by designing and implementing a professional development program for junior high school remote teachers.

Additionally, in the remote schools of Bayugan City Division, North district was already encountered with these scenarios. But many teachers in the north district are lacking of opportunities for their professional development to improve their classroom management, content development, and localized learning materials in teaching the students at remote schools. Furthermore, it is important to have an activity that are linked to teacher's professional development and encourage professional communication among teachers appear to support change in teaching practice, even after the effects of enhanced knowledge and skills are considered.

The present condition of the teachers in remote schools in their professional development and practices requires an investigation to explore the general issues of their experiences and how they address the challenges of being a teacher in remote schools. Furthermore, based on the general issues and problems presented, there is an urgency to conduct the study to know the professional development and practices of teachers in remote schools. Thus, the researcher was prompted to pursue this study.

1.1 Statement of the Problem/Research Questions

The general problem of the study was to determine the professional development and practices in remote schools.

Specially, this study sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 teaching position;
 - 1.2 gender;
 - 1.3 length of service;
 - 1.4 training attended; and
 - 1.5 speakership involvement?
2. What is the level of influence of professional development and practices to the performance of teachers in terms of:
 - 2.1 content development
 - 2.2 IMs development
 - 2.3 assessment techniques
 - 2.4 teaching methods
 - 2.5 classroom management
3. What is the level of teaching performance in terms of IPCRF rating.
4. Is there a significant difference of the professional development and practices when grouped according to profile?
5. Is there a significant difference of teaching performance when grouped according to profile?
6. Is there a significant relationship in teacher professional development and practices in the respondents teaching performance teaching in remote schools?

Qualitative Phase

The qualitative approach further revealed the teacher professional development and practices in remote schools. This utilized specifically a phenomenological method. This had the following qualitative questions:

1. What are the challenges that hinders the teachers in growing professionally?
2. What are the coping mechanisms of the teachers when faced with difficulties in the professional development and classroom practices.

2. LITERATURE REVIEW

This section includes subjects and literature pertaining to the current idea under investigation to provide readers with a thorough understanding of the teacher's professional development and practices in remote schools. The findings from other literature were presented to enable us to better appreciate and visualize the essential features of this type of research. A number of books, journals, websites, and manuals were examined, and a great many mottos were culled.

Professional Development. Studies of professional learning suggest that experienced teachers have varied and unique professional needs according to personal and professional circumstances, histories, and contexts and not merely due to career length or life stage. Matching appropriate professional development provision to particular professional needs (immediate and developmental) must be considered. This "fit" is critically important in ensuring that there is a positive impact on student learning within the context of the classroom and school (Goodall et al., 2005).

With professional development, instructors can successfully carry out these duties. The evolution of a person's professional function within a profession is commonly referred to as professional growth (Abou-Assali, 2014; Villegas-Reimers, 2003). According to Hoque et al. (2011), it is described as a continuous process that builds professional knowledge and abilities based on the information needs of an individual pursuing a career. The goal of professional development (PD) is to enhance teachers' professional skills through the activities they engage in throughout their careers (Craft, 2002; Day & Sach 2005; Wells, 2014).

A major concern in teacher education is professional development, and in recent years, interest in teacher PD has increased (Egert et al., 2020). PD studies are available for educators in a number of domains with various groups. For instance, some research examined the collaborative reflection methods used by elementary school teachers (Taddese & Rao, 2022) for professional development, while other studies concentrated on middle school teachers (Wang & Yu, 2021).

Efficient PD models, their traits, and potential results in terms of methods used by teachers. Few studies have been conducted, despite the general agreement that PD programs share some essential elements. have tried to demonstrate how these traits interact or impact teachers' methods, using extended, methodical data collection techniques.

Teacher Practices. New teachers juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers. Left to themselves, they may develop counterproductive behaviors. With extra support, however, new teachers learn more effective practices to apply to daily challenges.

Professionals who are in charge of the accomplishment are good teachers. of students, possess strong classroom management techniques, plan and carry out instruction efficiently, keep an eye on students' progress, and possess advanced thinking abilities (Stronge, 2018). Teachers must possess and cultivate these qualities in order to be effective educators. The most crucial factor allowing instructors to acquire these abilities is professional development (PD) (Hamdan & Lai, 2015).

Challenges of remote teachers in Professional Development. Challenges the common assumption that demographic or professional variables significantly impact teachers' foundational content knowledge. Their research suggests that once established, teachers' content knowledge remains relatively stable despite changes in personal demographics or professional backgrounds. Robustness and resilience of foundational knowledge acquired through education and experience. It implies that while external factors such as career shifts or demographic changes may influence teaching practices or instructional approaches, they do not necessarily diminish the core subject matter expertise that teachers bring to their classrooms. Longevity and endurance of educators' content knowledge, highlighting its enduring nature amid varying personal and professional circumstances Harris and Sass (2021).

Coping Mechanisms Graduate Remote Teachers in Teacher Professional Development and Practices. Teachers may bring various personal backgrounds and experiences to their classrooms, the development of effective classroom management techniques is largely shaped by hands-on experience, ongoing reflection, and adaptive

strategies honed through direct interaction with students. This perspective suggests that the ability to maintain a positive and productive learning environment is a skill that can be refined over time, regardless of teachers' demographic characteristics Emmer and Sabornie (2018).

3. METHODOLOGY

3.1 Research Participants

There were eight schools' participants in this study, enough to saturate the information gathered from the studied group. Purposive sampling method was used to select participants for this mixed method. Purposive sampling as the deliberate choice of participants based on the qualities they possess Guetterman (2015). The purposive sampling used in this study was characterized by the incorporation of inclusion criteria to be met by the participants.

Creswell suggests eight to fifteen participants. Therefore, in this study, there were 8 school participants for the In-Depth Interview (IDI). Furthermore, fifty-six are the respondents for survey questionnaire and five participants for in-depth interview on remote teachers in the north district.

3.2 Research Locale

The study was conducted in the North District of the Division of Bayugan City, Agusan del Sur. City of Bayugan is a component city in the landlocked province of Agusan del Sur, Philippines. The city has a land area of 688.77 square kilometers, or 265.94 square miles, which constitutes 6.89% of Agusan del Sur's total area. Its population, as determined by the 2020 Census, was 109,499. This represented 14.81% of the total population of Agusan del Sur province, or 3.90% of the overall population of the Caraga region. Based on these figures, the population density is computed at 159 inhabitants per square kilometer, or 412 inhabitants per square mile. It has a population of 84,340 people. The City of Bayugan was formerly a sitio of Barangay Maygatasan, Municipality of Esperanza. Several versions came out on how the Sitio got its name. First, the place was located along the river, which served as the pathway for the natives going to Esperanza. "Bayugan" is a Manobo term for pathway; since then, the natives have called the place Bayugan. Another version states that "Bayug" trees grew abundantly in this place. It was also believed that the natives used to make this place their meeting spot, and the means of gathering the inhabitants was by knocking on a hollow piece of wood, which they termed the "Bayug."

3.3 Research Participants

This district-wide study was conducted in the Division of Bayugan City, Province of Agusan Del Sur. It included and focused on the responses of the remote teachers particularly in the level of influence and significant relationship of professional development and practices on their teaching performance.

Fifty-six are the respondents for survey questionnaire and five participants for in-depth interview on remote teachers in the north district who have been teaching in the academic year 2023 – 2024 were the respondents of the study. These were the teachers in New Leyte Elementary School, Sto. Niño Elementary School, Victoriana Peling Tagbe National High School, Legaspi Elementary School, Mt. Ararat Elementary School, Berseba Elementary School, Berseba National High School, and San Juan Elementary School were included in the study.

Lastly, the inclusion criteria for the selection of participants were the following: (a) the participants must be teachers of the North District in the school year 2023-2024; (b) teachers who attended in different trainings and seminar; and (c) teachers lacking of opportunities for trainings and seminars.

3.4 Instruments of the Study

Quantitative data were gathered through the use of a survey questionnaire, which was modified by the researcher and validated by a panel of experts. The instrument used in this study was from Grunig (2006). The survey questionnaire is composed of questions about the influence of training, seminars, and speakership on lesson planning, active teaching engagement, and classroom management. The instrument used in this study was validated by three

internal and two external experts. To aid in the statistical interpretation of the research questionnaire, the five-point Likert scale below will be used.

In the quantitative inquiry, for Influence of Trainings and Seminars Attended to Content Knowledge and Development nine (9), Instructional Materials (IM’s) development four (4) items, Influence Teaching Methods six (6) items, Influence Assessment Technique ten (10) items, and Influence Classroom management seven (7) items. A test using an adopted questionnaire on the Effects of a Professional Development Program on the Classroom Practices of Physics Teachers was utilized. An adopted questionnaire is a ready-to-use instrument that tends to be valid and reliable. The mean scores and descriptive ratings are as follows: 4.50-5.00 for strongly agree, 3.50-4.49 for agree, 2.50-3.49 for neither agree or disagree, 1.50-2.49 for disagree, and 1.00-1.49 for strongly disagree. To facilitate the interpretation of the mean, score out from the responses of the respondents on the test questionnaire, the table was used:

Mean Score	Descriptive Rating	Interpretation
4.50-5.00	Strongly Agree	The respondent agrees to the maximum of something
3.50-4.49	Agree	The respondent has the same opinion about something
2.50-3.49	Neither Agree or Disagree	The respondent neither express or oppose the opinion on something
1.50-2.49	Disagree	The respondents express a different something
1.00-1.49	Strongly Disagree	The respondents firmly oppose the opinion or on something

Furthermore, in the second phase of the study, an in-depth interview (IDI) was conducted with the informants.

To gather the data of participants about their professional development and practices in remote schools, the researcher made a structured interview questionnaire, which was pilot tested in another district and validated by one internal expert and two external experts in making qualitative instruments. An in-depth interview with a structured questionnaire is useful to gather the lived experiences of the research participants. In the process, the researcher documents and records the flow of the interview with the aid of video and audio recorders to backup notes. Documentation of important details includes the relevant behaviors and gestures shown by the participants during the interview process.

Seven stages of conducting and analyzing in-depth interviews, namely: designing, interviewing, transcribing, verifying, thematizing, analyzing, and reporting, were followed in this study. The researcher designed a semi-structured interview guide, which was validated by experts; a face-to-face interview with the informants was conducted; their responses were transcribed by the researcher, which was verified by the informants through listening to audio- recordings and checking the printed data; thematic analysis was made by a qualitative expert analyst; and finally, reporting was done to present the findings of the study.

3.5 Procedure

The procedure of gathering data required a number of tasks for the qualitative researcher. Before leaving after the research study, the researcher followed strict procedures for gathering data and participated in a number of events.

First, the researcher ensured that the study adhered to proper research protocols, thus submitted the research, and underwent review and checked by the thesis adviser and the panel.

Second, the researcher asked the permission and consent of the College Administrator of the Assumption College of Nabunturan, the Dean of the Graduate School, and MAED students to conduct the study. The researcher prepared the materials and tools needed for the data gathering, such as the interview guide, audio recorder, and field notes.

Third, the purposive sampling technique was used to identify individuals. Some of the participants were recruited and contacted through the help of gatekeepers. The gatekeepers, therefore, asked to read and sign a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experienced in dealing with school management. The research objectives and the entire methodology were explained to the selected participants. Informed consent forms were also emailed to the participants, who were asked to e-sign the forms if they agreed to the terms that stated their participation would be voluntary and free from coercion and that they would be willing to share their knowledge as needed for the study.

Fourth, the individual in-depth interview was held in person at a specified time agreed upon by the participants after having read and signed the consent letters. The guide questions for the interview were validated before the conduct of this study. To meet the needs of this study, the researcher established a series of scheduled meetings with the participants following dates that would be most convenient for them through virtual meetings. Participants of the survey were sent with meeting links at a time most convenient to them for interviews. Their role and rights were thoroughly explained before the interview, and compensation was provided for their inconvenience. All the proceedings were recorded to ensure validity and reliability in the conduct of the study.

Fifth, the recorded interviews were stored in a flash drive, secured with a password, to be ready for transcription. The drive was stored in a secure and locked storage place that was accessible to only the authorized person of the study, who would be the researcher. It was uploaded to Google Drive, which is not viewable to the public, for additional security and backup. All the responses were transcribed verbatim to ensure a greater degree of accuracy during the data analysis. After the study was conducted, all the data were and would be stored and kept for three years, after which all would be destroyed and disposed of to prevent unauthorized people from using and accessing the files.

Lastly, a thematic analysis was conducted. The participants' responses were analyzed thoroughly based on the core ideas. An analyst assisted the researcher in ensuring the correct analysis of the data.

3.6 Ethical Consideration

The 1979 Belmont Report's guiding principles served as the foundation for the steps taken to ensure ethical considerations in this investigation. Respect for people, beneficence, and fairness were recognized as basic ethical considerations that the researcher followed (National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research, 1979).

The researcher guaranteed that the research participants were duly chosen, as specified. Therefore, the participants were given the study's results to assure fairness and no harm.

4. RESULTS AND DISCUSSION

The following presents the data relative to the research problems stated in the first chapter of this study. The discussions of specific problems were presented sequentially as follows: profile of the participants, influence of seminar and trainings to content knowledge and development, influence of seminar and trainings to Instructional Materials (IM's) development, influence of seminar and trainings to Assessment Techniques, influence of seminar and trainings to Teaching Methods, influence of seminar and trainings to Classroom Management, Significant difference of the respondents' in content knowledge and development, IMS development, assessment techniques, teaching methods and classroom management when grouped according to profile, Significant difference of the respondents' teaching performance when grouped according to profile, and Significant relationship in content knowledge and development, IMS development, assessment techniques, teaching methods and classroom management in the respondents teaching performance teaching in remote schools.

Discussions

The interpretation in the explanatory sequential mixed methods is typically written in the discussion section of the study. This chapter is divided into two discussions such as quantitative and qualitative.

The chapter includes a report comparing the results from the two databases and notes whether there is convergence or divergence between the two sources of information. Typically, the comparison does not yield a clean convergent or divergent situation and the differences exist on a few concepts, themes, or scales.

Quantitative Phase

4.1 Profile of the Participants.

There are more male participants who participated in the study. About 66.1 % of the population in North District, Bayugan City Division was composed of 37 Male teachers and 33.9 % of female teachers who are assigned in the remote schools.

Majority of the participants (55.4%) are teachers who attended relevant trainings on their teaching profession. While other teachers are still aiming for more opportunities trainings to enhance their classroom practices. However, three (5.4%) of the participants haven't attended with any relevant trainings with regards to content knowledge development, IM's development, assessment techniques, teaching methods, and classroom management because of their geographical location the participants in the said district, teachers' deep understanding of subject matter influences student learning outcomes Hill et al. (2005). With the problem in the comprehension of the students, teachers must be required to attend related trainings to be equipped with the essential's strategies and methods in teaching. Challenges encountered by the teachers are discussed in the later part of the section. Majority of the remote teachers in the said district had a teaching position, Teacher I (39.3%).

Teaching experience referred to the number of years of the respondent. In this study, most of the participants have 4-10 years of teaching experience and is followed with teachers having 0-3 years of teaching experience. In this study, it observes the relationship of teaching experience to how many trainings and seminars they attended. A coherent study regarding trainings and seminars mentioned that the length of teaching experience is much strongly correlating the amount of training teachers receive with improvements in their teaching practice and student learning by Yoon et al. (2007).

Lastly, this implies that most remote teachers in North District, Bayugan City Division are considered to experience in appropriate trainings with regards to content knowledge development, IM's development, assessment techniques, teaching methods, and classroom management. The challenges might experience by the remote teachers with no enough training and seminars attended is on how improve the academic performance of the students in remote schools.

4.2 Level of influence of professional development and practices to the performance of teachers in terms of content knowledge, instructional materials (IMs) development, teaching methods, assessment techniques; and classroom management.

4.2.1 Level of Influence of professional development and practices in Content Knowledge.

The result revealed that seminars and training have a high influence to the content knowledge and development particularly in classroom practices for adopting latest teaching strategies and methodologies.

In general, these programs are particularly effective in improving classroom practices by enabling teachers to adopt the latest teaching strategies and methodologies content-specific pedagogy and active learning are particularly effective in improving teaching practices Desimone et al., (2002). This influence is significant as it directly contributes to the quality of education by equipping teachers with current and effective pedagogical tools. Also, It concludes that high-quality professional development, including seminars and training, leads to significant improvements in teachers' content knowledge and teaching practices by Yoon, K. S., Duncan et.al (2023).

4.2.2 Level of Influence of professional development and practices in Instructional Materials (IMs) Development.

The result revealed that seminars and training have a high influence to the Instructional Materials (IM's) Development particularly in classroom practices in making the discussion more meaningful and attractive to the eyes

of the learners. targeted professional development significantly improves teachers' ability to develop effective instructional materials by Garet, M. S., Porter et.al (2023).

Moreover, Instructional Materials (IM's) Development are very important especially in the remote schools that lack of facilities and materials. Professional development programs that focus on IMs development can enhance teachers' abilities to create and use instructional materials effectively Borko, H. (2004). Through seminars and training they can localize and indigenize the learning materials the available on their respective schools.

4.2.3 Level of Influence of professional development and practices in Teaching Methods.

The result revealed that seminars and training have a high influence to the teaching methods particularly in classroom practices for adopting latest teaching strategies and methodologies. Teachers who receive specific training in inquiry-based methods are more likely to implement these practices effectively, leading to improved student achievement Supovitz et al., (2000).

Professional development, especially those incorporating active learning and collaborative elements, significantly enhances teaching methods by Penuel, W. R et.al (2020). Moreover, teaching methods are important in enhancing the comprehension of the students in the remote schools.

4.2.4 Level of Influence of professional development and practices in Assessment Techniques.

The result revealed that seminars and training have a high influence to the assessment techniques of the teacher particularly in crafting questions that can enhance the higher order thinking skills of the students. Well-designed seminars and training sessions can help teachers adopt and effectively use formative assessment techniques to enhance student learning by Wiliam, D. (2010). By doing so, teachers can better understand student learning processes, identify areas where students may be struggling, and adjust their instruction accordingly. This targeted approach not only enhances student learning by providing timely feedback and support but also fosters a more responsive and adaptive teaching environment. Professional development programs focused on assessment literacy can improve teachers' understanding and use of various assessment techniques Stiggins, R. J. (2002).

As a result, the adoption of formative assessment techniques through effective training helps create a dynamic classroom atmosphere where continuous improvement and student-centered learning are prioritized.

4.2.5 Level of Influence of professional development and practices in Classroom Management.

The result revealed that seminars and training have strong influence to the classroom management particularly in the remote schools in enhancing their classroom practices. Teachers who received training showed improved management skills, leading to better student engagement and reduced disruptive behaviors by Emmer, E. T. et al., (2001). This professional development equipped them with strategies to maintain order, engage students more deeply, and address behavioral issues proactively. As a result, classrooms led by these trained teachers saw higher levels of student engagement, as students were more focused and participative in learning activities. Teachers who undergo targeted training in classroom management exhibit improved classroom control, increased student engagement, and reduced disruptive behaviors Marzano et al., (2003). Additionally, the incidence of disruptive behaviors decreased, creating a more conducive learning environment.

4.3 What is the level of teaching performance in terms of IPCRF rating.

Among all the respondents their teaching performance were distributed with 13 (23%) satisfactory on their IPCRF rating, 17 (30%) of the respondents are outstanding in IPCRF rating, and most of the respondents are range 26 (46%) which is very satisfactory in IPCRF rating. Suggest that targeted training initiatives significantly enhance employees' skills, leading to better performance evaluations by Ruwan Abeysekera et al., (2014).

Moreover, teachers in remote school are need to enhance their professional development and practices on their respective school for the improvement of their IPCRF rating teachers who engage in targeted professional development activities tend to show improved performance in areas such as instructional delivery, classroom management, and student engagement, as reflected in higher IPCRF rating Dela Cruz et al., (2016). All of the respondents with a total of 100% are classified as remote teachers of north district in Bayugan City Division.

4.4 Difference between the professional development and practices when grouped according to profile.

The study aimed to observe if there exist differences in respondents' professional development and practices when grouped according to their teaching position, gender, length of service, trainings attended, and speakership involvement. The analysis revealed consistent results across all variables, with no significant differences found in any of the areas examined. This uniformity in the findings is noteworthy and prompts a deeper consideration of the interplay among these variables and their collective impact on teaching effectiveness. As such, discussions on each of the variables must be considered.

It is evident that there is no significant difference in teaching position across teacher professional development and practices. This aligns with Harris and Sass (2021), who found that teacher professional development and practices remains relatively stable regardless of these profile characteristics. It suggests that teacher professional development and practices, once established, does not vary significantly with changes in demographic or professional variables. Similarly, for gender, no significant differences were noted across teacher professional development and practices. This is consistent with Desimone and Garet (2018), who highlighted that the impact of teacher professional development and practices depends more on the quality and relevance of the training rather than the demographic characteristics of the teachers.

Length of service also found out that there is no significant difference when compared according teacher professional development and practices. According to Darling-Hammond et al. (2019), effective teacher professional development and practices result from continuous learning and reflective practice, which are not necessarily tied to demographic factors.

Training attended revealed no significant differences across teacher professional development and practices. Black and Wiliam (2020) argue that effective teacher professional development and practices are rooted in a teacher's understanding of student needs and learning objectives, rather than their demographic profile.

Finally, speakership involvement showed no significant differences across teacher professional development and practices. Emmer and Sabornie (2018) supports that effective teacher professional development and practices are developed through practical experience rather than influenced by demographic factors.

4.5 Difference Between the Respondents' Teaching Performance when Grouped According to Profile.

The study set out to ascertain if grouping respondents based on different profile features resulted in appreciable variations in their ability to teach. The results showed several intriguing points, most notably that there were no significant differences found among the factors observed. A fuller comprehension of the outcomes can also be obtained by considering the interplay between variables.

Considering the teaching position, it resulted to $t=0.151$ ($p=0.925$) which confirms not to reject the null hypothesis. This implies that there is no significant difference in teaching performance regardless of what teaching position he/she has obtained. This result is somewhat unexpected, as one might assume that higher positions, often associated with vast experience and expertise, especially in teaching, would correlate with higher performance levels. However, this finding coheres with the findings by Ost and Schiman (2020) that teacher effectiveness does not significantly vary with years of experience beyond the initial few years. The generalization here is that regardless of hierarchical position, teachers perform at comparable levels, suggesting that other factors, such as intrinsic motivation and teaching strategies, may play a more critical role in influencing teaching effectiveness.

Moreover, gender showed a $t=-0.921$ ($p=0.361$), indicating no significant difference in teaching performance whether the teacher is a male or a female. This result supports the notion of gender equality in teaching capabilities and contradicts stereotypes that might suggest otherwise. A study by Lee and Lam (2019) similarly found no significant influence of teacher gender on student achievement, reinforcing the notion that teaching effectiveness is not gender-dependent. When considering the interplay of gender with other variables like training attended and teaching position, evidently, opportunities for professional development and advancement should be equally accessible to maintain and enhance teaching performance.

Results revealed that the length of teaching service signify no significant difference in the teaching performance with $t=0.739$ ($p=0.505$). This finding is intriguing because it challenges the common assumption that more experienced teachers are inherently better. Notably in the study of Kini and Podolsky (2019), the marginal gains in teacher effectiveness diminish after the first few years of teaching. The interplay between years of teaching and

training and speakership engagement, underpin the importance of continuous professional development for all teachers, no matter how many years the teachers have served.

The analysis of trainings attended showed a $t=0.487$ ($p=0.699$) indicating no significant difference in teaching performance based on the number or types of trainings attended. This finding is supported by a study by Desimone and Garet (2018), which highlighted that not all professional development programs are effective and that the quality and implementation of training matter more than the quantity. It's also possible that the effectiveness of trainings is interdependent on other factors like the teachers' intrinsic motivation and the relevance of the training content to their specific teaching context.

Lastly, when speakership engagement is measured, the $t=0.0089$ ($p=0.928$), leading to the decision that there is no significant difference in teaching performance based on engagement in speakership opportunities. This finding suggests that public speaking, facilitating, and the like do not significantly impact teaching effectiveness. It is in line with a study by Martin and Mulvihill (2020), which found that while public speaking can enhance communication skills, it does not necessarily translate to better teaching performance. The connection between speakership involvement and trainings attended suggests that while these activities can complement a teacher's skill set, they do not independently determine teaching effectiveness.

4.6 Relationship between teacher professional development and practices in the respondents teaching performance.

Among all the variables, it was found out that assessment techniques were positively high relationship, teaching methods and classroom management were positively moderate relationship. Content knowledge and Instructional Materials (IM's) Development were positively low relationship to the teaching performance of the teachers in remote schools.

The content knowledge and development and Instructional Materials (IM's) development showed positively low relationship with the extent to the teacher performance in remote schools. It was discussed in a study that training is essential as teachers cannot automatically know how to teach effectively (Bernardo, 2020). This implies that when the content knowledge and development and Instructional Materials (IM's) development will be increased, their teaching performance as a remote teacher increase. While it is wonderful that instructors face challenges with a positive attitude, it would be ideal to investigate ways of 'getting the work done' without jeopardizing teachers' physiological well-being, personal life, or professional self-concept (Ancho and Bongco, 2019). This also implies that when the teachers will be given more relevant trainings and seminars related to content knowledge and development and Instructional Materials (IM's) development, their teaching performance level increases.

A coherent study mentioned that assessment positively influences student achievement, suggesting that teachers who effectively implement these techniques can significantly improve their instructional effectiveness (Kingston and Nash, 2011). It was reflected also that teaching methods and classroom management have a positively relationship to the teaching performance of the remote teachers.

Among all variables, assessment techniques were associated with the extent of positively high relationship to the teaching performance. Teaching methods and classroom management were related with extent of positively moderate relationship, while the content knowledge and development and Instructional Materials (IM's) Development is related with extent of positively low relationship to the teaching performance of the remote teachers.

Qualitative Phase

Upon accomplishing the in-depth interviews, the data from the audio- recordings were directly transcribed. The responses in vernacular were carefully translated into English. Unnecessary data from the transcriptions were deleted and data reduction was employed to ensure that essential and logical data were gathered and can be simply understood by the readers.

The researcher asked for the assistance from a professional qualitative expert on the thematic analysis of the data.

The presentation of the qualitative discussions was divided into two sets: the challenges and the coping mechanisms. This section highlights each of the emerging themes.

The challenges encountered by the remote teachers of North District, Bayugan City Division were elicited through the two specific questions presented as structured themes. Each structured theme contributes essential theme/s discussed below and corroborated by the authors of some literatures and studies

4.7 Challenges Encountered in Professional Development and Practices for Professional Development as a Remote School Teacher.

In this structured theme, three essential themes emerged from the responses of the school heads. These emerging themes were; work overload, non-teaching duties, and availability of resources.

Work overload among remote school teachers has been a significant area of study, especially in the context of the COVID-19 pandemic. According to Kim and Asbury (2020), the sudden shift to remote teaching drastically increased teachers' workloads due to the need to adapt lesson plans for online delivery, manage virtual classrooms, and provide additional support to students struggling with the new format. Similarly, Hogan and McKnight (2020) found that the extended hours required for remote teaching tasks, including preparing digital content and troubleshooting technical issues, contributed to heightened stress and burnout among educators. Schmidt and Datnow (2020) emphasized that the increased workload left teachers with less time for professional development, impacting their ability to improve instructional practices and ultimately affecting student outcomes.

Moreover, the burden of non-teaching duties on remote teachers has also been extensively studied. García and Weiss (2020) noted that teachers often take on additional administrative roles such as coordinating remote learning logistics, managing communication with parents, and fulfilling increased reporting requirements. These non-teaching responsibilities can significantly detract from the time and energy teachers have available for instructional duties and professional growth. O'Brien and Cook (2021) highlighted that such administrative overloads are particularly challenging in remote settings where teachers also need to ensure the smooth operation of digital learning environments. The increased demand for technical support and continuous monitoring of students' online activities further exacerbates the non-teaching workload.

On the other hand, the availability of resources is a critical challenge for remote school teachers, significantly impacting their professional development. According to Darling-Hammond et al. (2020), disparities in access to technological resources and digital tools create a significant barrier to effective remote teaching and professional growth. Teachers in under-resourced schools struggle to provide high-quality instruction due to a lack of adequate hardware, software, and internet connectivity. Moreover, the absence of professional development resources, such as training programs and peer support networks, exacerbates these challenges (Hamilton, Kaufman, & Diliberti, 2020). The availability of comprehensive and equitable resources is essential for enabling teachers to develop their skills and deliver effective remote education.

4.8 Disadvantages of Limited Access to Professional Development Resources and Opportunities being a Teacher in Remote Schools.

This structured theme elicited five essential themes. The essential themes were: problem with updated, difficult to find guidance, difficult in engaging students, difficult to advance career, and impacts the teaching methods and strategies.

Limited access to professional development resources often results in teachers facing significant challenges in staying updated with the latest educational trends and methodologies. According to Trust and Whalen (2020), remote school teachers frequently encounter difficulties in accessing current information and resources, which hampers their ability to implement new instructional strategies and technologies effectively. This issue is compounded by the rapid pace of educational advancements, leaving teachers in remote areas particularly disadvantaged. Additionally, the lack of timely updates can lead to outdated teaching practices that do not align with current educational standards and student needs.

Moreover, the challenge of finding guidance is a significant disadvantage for remote school teachers with limited access to professional development. Research by Kraft and Papay (2020) indicates that teachers in remote areas often lack mentorship and support from more experienced colleagues, which is crucial for their professional growth. This isolation can lead to feelings of uncertainty and inadequacy as teachers struggle to navigate complex teaching

scenarios without expert advice. The absence of structured guidance hampers their ability to develop effective instructional strategies and classroom management skills, ultimately affecting their teaching efficacy.

Furthermore, the difficulty in engaging students is a pervasive issue among remote school teachers who lack adequate professional development resources. According to Reich et al. (2020), engaging students in remote learning environments requires innovative teaching methods and technological integration, which many teachers are not sufficiently trained to implement. The lack of professional development opportunities means that teachers are often unprepared to create interactive and stimulating virtual classrooms, resulting in lower student engagement and participation. This challenge underscores the critical need for ongoing professional development to equip teachers with the skills necessary to captivate and motivate their students.

Additionally, limited access to professional development resources severely impacts teachers' career advancement opportunities. As noted by Jackson and Bruegmann (2020), continuous professional growth is essential for teachers seeking promotions and specialized roles within the educational system. Remote teachers often miss out on workshops, certifications, and networking opportunities that are critical for career progression. This limitation not only affects their professional aspirations but also contributes to job dissatisfaction and higher turnover rates among remote educators.

Lastly, the impact on teaching methods and strategies is a profound disadvantage of restricted professional development access for remote school teachers. Research by Darling-Hammond et al. (2020) illustrates that teachers who lack exposure to professional development struggle to adopt new pedagogical approaches and effective teaching strategies. This gap in knowledge and skills can lead to the reliance on outdated or less effective teaching methods, hindering student learning outcomes. The availability of professional development opportunities is crucial for teachers to refine their instructional practices and stay aligned with best practices in education.

4.9 Most Effective Strategies in Developing Content Knowledge and Development, Instructional Materials (IM's) Development, Teaching Methods, Assessment Technique, and Classroom Management for Professional Development to One's Daily Teaching Duties.

There were five emerging themes generated in this structured theme. These were: feedback from students, identifying strengths and weaknesses, employ several strategies, join seminars, and incorporate multimedia resources.

One of the most effective strategies for professional development is seeking feedback from students. According to Andrade and Brown (2020), student feedback provides invaluable insights into the effectiveness of teaching methods and instructional materials. Teachers can use this feedback to adjust their strategies, ensuring that their approaches meet students' needs and enhance learning outcomes. This iterative process of receiving and acting on feedback fosters a more responsive and adaptive teaching practice, ultimately leading to improved educational experiences for students.

Furthermore, identifying strengths and weaknesses is crucial for professional development. The study by Hattie and Zierer (2020) emphasizes that self-assessment and reflection enable teachers to pinpoint areas for improvement and recognize their strong points. By understanding their capabilities and limitations, educators can seek targeted professional development opportunities and resources that address specific needs. This personalized approach ensures that professional growth is aligned with individual teaching goals and challenges.

Moreover, employing several strategies concurrently has been shown to be highly effective in professional development. Darling-Hammond et al. (2020) highlight the importance of a multifaceted approach, combining various methods such as peer collaboration, online courses, and practical workshops. This diversified strategy allows teachers to benefit from multiple perspectives and resources, enhancing their content knowledge, instructional materials development, teaching methods, assessment techniques, and classroom management. The integration of diverse learning opportunities leads to a more holistic and comprehensive professional development experience.

In addition, joining seminars is an effective strategy for teachers seeking professional development. According to Koellner and Jacobs (2020), seminars offer opportunities for teachers to engage with experts, gain new knowledge, and discuss innovative practices. These interactions can significantly enhance teachers' content knowledge and instructional skills. Furthermore, seminars provide a platform for networking and sharing experiences with peers, which can lead to collaborative problem-solving and the exchange of best practices.

Lastly, incorporating multimedia resources is essential for modern teaching practices. According to Mayer (2021), multimedia resources such as videos, interactive simulations, and digital tools can enhance the learning

experience by making complex concepts more accessible and engaging. Teachers who utilize these resources can improve their instructional materials, teaching methods, and assessment techniques. The integration of multimedia not only supports diverse learning styles but also keeps students engaged and motivated, thereby enhancing overall classroom management and educational outcomes.

4.10 Solutions Employed on the Challenges Encountered for Professional Development as a Remote School Teacher.

Attend trainings, seek feedback from peers and students, be resourceful, and collaborate with other teachers were the emerging themes in this structured theme.

Further, attending trainings is a crucial solution for overcoming professional development challenges faced by remote school teachers. According to Darling-Hammond et al. (2020), targeted training programs help teachers acquire new skills and stay updated with the latest educational trends. These trainings are particularly effective in addressing specific content knowledge and instructional techniques that remote teachers might lack. Furthermore, well-designed training sessions provide hands-on experiences and practical insights that can be directly applied in the classroom, enhancing the overall teaching effectiveness and confidence of educators.

Similarly, seeking feedback from peers and students is another effective strategy for professional growth. Trust and Whalen (2020) found that feedback from colleagues and students provides diverse perspectives that can significantly improve teaching practices. Peer feedback helps teachers refine their methods and share best practices, while student feedback offers insights into the effectiveness of instructional strategies from the learners' viewpoint. This continuous feedback loop fosters a culture of reflective practice and continuous improvement, which is essential for remote teachers striving to enhance their teaching methodologies and student engagement.

On the other hand, being resourceful is a vital approach for remote teachers who face limited access to professional development resources. According to Hamilton, Kaufman, and Diliberti (2020), resourcefulness involves utilizing available local and online resources to supplement professional growth. Teachers can leverage free or low-cost online courses, open educational resources, and virtual communities to enhance their knowledge and skills. This proactive approach not only addresses the immediate challenges of limited resources but also encourages self-directed learning and innovation in teaching practices.

In addition, collaboration with other teachers is an essential solution for addressing professional development challenges. As highlighted by Kraft and Papay (2020), collaborative efforts among teachers facilitate the sharing of knowledge, resources, and support, which is particularly beneficial in remote teaching contexts. Collaborative professional development activities, such as team teaching, joint planning sessions, and professional learning communities, enable teachers to learn from each other's experiences and expertise. This collective approach not only enhances individual teacher performance but also builds a supportive network that fosters ongoing professional growth and development.

Convergence of Data

By looking at the scores in the 36-item adopted test questionnaire and 5 in-depth interviews on teacher professional development and practices of the 56 remote teachers, most of the items got an agree extent which signifies that the indicators under teacher's professional development and practices. Generally speaking, the mean scores gained from the data manifested that remote teachers has the same opinion on the statements being presented in the survey questionnaire on teacher professional development and practices in remote school.

There are specific suggestions that were enumerated by the remote teachers to improve their IPCRF rating. The remote teachers suggested that they need trainings and seminars all about content knowledge, instructional materials development, assessment techniques, teaching methods and classroom management. All of which were remedied or addressed by implementing bridging programs that helps to the remote teachers to improve their teaching performance.

The result in the quantitative inquiry may be justified with the qualitative data or vice versa. In other words, the test scores may be warranted by the level of influence of teacher professional development and practices in remote schools. It implies that the agree extent is due to their perceptions on their teaching performance.

The divergence or convergence of data may have been visible if the quantitative instrument is specified and categorized based on the structured themes from the qualitative approach.

Implications for Practice

Based on the findings of the study, the following implications for practice are offered.

On Views on the work overload. Encouraging self-care practices, such as setting boundaries between work and personal life, promoting regular breaks, and offering mental health resources, is crucial for maintaining teachers' physical and mental health amidst increased demands. Finally, ongoing evaluation and feedback mechanisms should be established to assess the impact of workload management strategies and to continuously refine support measures based on teachers' feedback and evolving needs.

On the non-teaching duties. Implementing efficient communication channels and collaborative platforms for administrative tasks can streamline processes and reduce administrative burden. Moreover, fostering a supportive work culture that values work-life balance, offers flexibility in scheduling non-teaching duties, and provides opportunities for professional growth and development can enhance job satisfaction and retention among remote teachers.

On the Lacking of Resources. Offering professional development and training sessions focused on maximizing the use of available resources and innovative teaching strategies can empower teachers to adapt and thrive despite limitations. Additionally, fostering a collaborative environment where teachers can share best practices, collaborate on resource-sharing platforms, and receive mentorship can mitigate the impact of resource constraints and enhance instructional quality in remote settings. Continuous evaluation of resource needs and feedback from teachers can guide ongoing improvements and adjustments to ensure equitable access and support for all educators.

On the problem with updated strategies and Teaching methods. Establishing collaborative learning communities where teachers can share experiences, experiment with new methods, and receive constructive feedback can foster a culture of continuous improvement. Moreover, integrating feedback mechanisms and assessment tools to evaluate the impact of updated strategies on student learning outcomes can inform adjustments and refinements in teaching practices.

On the Difficult to find Guidance. Regular professional development sessions, focused on common challenges and emerging trends in remote teaching, can keep educators informed and prepared. Institutional support should also include responsive technical assistance to address technological issues promptly. By prioritizing these measures, institutions can ensure remote teachers have the guidance and support needed to navigate their roles effectively and confidently.

On the difficult in engaging students. Encouraging student autonomy by allowing them to have a say in their learning processes and incorporating their interests into the curriculum can also enhance engagement. Continuous assessment and adaptation of engagement strategies based on student feedback and performance data are essential to ensure that teaching practices remain effective and responsive to student needs. **On the Difficult to Advance Career.** Encouraging participation in professional organizations and conferences, both virtually and in-person, can help remote teachers' network, share best practices, and stay updated on industry trends. By prioritizing these measures, institutions can support remote teachers in building fulfilling and progressive career trajectories.

Implications for Future Research

The following implications for future research are considered:

First, future research may be conducted with quantitative instrument parallel to qualitative instrument to better see the convergence or divergence of two distinct data collected. A quantitative test questionnaire should be divided into components related to the structured themes of the qualitative aspect. Second, a wider scope to represent the foundation or status of the school heads about the financial management operations may also be considered. Third, a follow-up research or re-interview of the same research participants and informants can be considered to see whether their understandings about financial management operations remain consistent or have changed over a period of time.

This study was conducted with remote teachers of North District, Bayugan City Division. Thus, further research could be done to investigate the same phenomenon among remote teachers' professional development and practices. Finally, the findings of the study are based from the responses of teachers in North District, Bayugan City Division as research participants and informants.

5. CONCLUSION

From the quantitative data, the teacher performance of North district, division of Bayugan City have agreed, which denote that there is influence of training and seminars to the content knowledge and development, instructional materials development, assessment technique, teaching methods, and classroom management. When grouped according to teaching position, gender, length in service, training and speakership attended, and IPCRF rating the results yield the same descriptive rating. The quantitative results show that the respondents of the study have almost the same level of understanding in the influence of training and seminars to their teaching performance.

The challenges along with the supplementary trainings and seminars have ripened the remote teachers in the field. As noted, their difficulties have made them familiar with some of the techniques in the overall teaching performance not only in school but in all avenues as well by personally finding solutions for these difficulties along the way. It is important to note that their first – hand experiences have taught them to be dynamic enough in functioning as teachers in remote schools. The trainings and experiences are of equal important in the field of work. With the trainings, the remote teachers of North District can be updated of the necessary information about their teaching performance, which can be actualized through experience in their respective work stations.

Prior to the assumption of duty, it is just essential to conduct an induction program, giving important details on their function as the public teachers assigned in remote schools. Parts of the induction are trainings in terms of work over load, non-teaching duties, availability of resources, problem with updated strategies and teaching methods, difficult to find guidance, difficult in engaging students, and difficult to advance carrier.

The presentation order for this chapter was determined by arranging the research questions in the interview guide in that order. The study's findings were the issues that were emphasized in the discussions section and supported by relevant research and literature.

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