

THE INFLUENCE OF FAMILY INVOLVEMENT AND CPD PARTICIPATION ON TEACHER EFFECTIVENESS

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ABSTRACT

This study examined the influence of family involvement and Continuing Professional Development on teacher effectiveness using quantitative, descriptive, and correlational research design. A survey was conducted to a sample of 37 teachers, 90 pupils and 90 parents from Sta. Josefa Central Elementary School with SPED Program in the District of Sta. Josefa, Agusan del Sur. The data were collected through standardized survey questionnaires and analyzed using statistical tools such as Pearson correlation. Results showed that CPD participation had a significant positive relationship with teacher effectiveness, signifying that professional development activities contribute meaningfully to improved teaching performance. In contrast, family involvement showed no statistically significant influence on teacher effectiveness. These findings highlighted the importance of sustained and relevant CPD programs in enhancing teaching quality, while suggesting the need for further exploration of how family involvement may improve support teachers' roles. The study recommended strengthening CPD initiatives and re-evaluating strategies for engaging families in ways that more directly support educational outcomes. It was suggested that schools continue to support and expand CPD programs that are responsive to teachers' professional needs. Additionally, strategies to improve family-school collaboration should be revisited and strengthened, with emphasis on creating meaningful partnerships that support teaching and learning outcomes.

Keyword: elementary education, family involvement, Continuing Professional Development, CPD participation, teacher effectiveness, descriptive–correlational design.

1. INTRODUCTION

Teacher effectiveness, a complex interplay of pedagogical skill, content knowledge, and adaptive practices, significantly impacts student learning outcomes and is demonstrably enhanced through rigorous preparation, ongoing professional development, and supportive school environments. While the importance of teacher

effectiveness is undeniable (Au, 2020), educators face a range of interconnected challenges that can hinder their ability to consistently perform at their best.

Globally, a study in the United Kingdom by Worth (2020) highlighted the persistent issue of excessive workload and its negative impact on teacher well-being and retention, ultimately affecting the quality of education students receive. Similarly, a study from Pakistan further highlighted this issue, revealing that teachers in remote areas such as Gilgit-Baltistan had limited access to digital tools and exhibited low confidence in using educational technologies. This lack of access and proficiency directly hindered their ability to deliver effective instruction in online settings, demonstrating how digital inequality undermines teacher effectiveness in under-resourced regions (Lee & Ullah, 2024).

In the national setting, a study conducted by Borreo and Alva (2022) in Quezon Province, Philippines, directly relates to teacher effectiveness by highlighting that teachers faced difficulties in accessing online seminars and training due to unstable internet connections. This lack of access significantly hindered their professional development and preparedness in education. Without adequate opportunities to learn new pedagogical approaches, technological skills, and strategies, teachers' ability to effectively engage students and deliver quality instruction is compromised.

However, in many schools today, including Sta. Josefa Central Elementary School with SPED Program, teacher effectiveness is increasingly being challenged by the lack of support from families of the learners especially in monitoring their children at home and helping them in their assignments at home. Also, teachers also experience the difficulties of attendance to professional development programs.

Family involvement plays a crucial role in the academic success of learners. When parents and guardians actively participate in school activities, communicate regularly with teachers, and support learning at home, students tend to perform better and show greater motivation. Despite this, many families remain disengaged due to time constraints, lack of awareness, or weak school-home communication, which can indirectly affect how teachers engage and support their students.

Similarly, CPD is essential for teachers to keep up with evolving educational practices, curriculum changes, and the varying needs of students. In Sta. Josefa Central Elementary School with SPED Program, many teachers have limited access to regular, relevant, and well-supported CPD programs. Without these opportunities, they may struggle to implement innovative teaching methods.

This study aimed to explore the multifaceted problems that hinder teacher effectiveness and identify practical solutions that can enhance teaching quality. By understanding these challenges in depth, education stakeholders could develop more targeted policies and support systems to empower teachers and improve student outcomes.

1.1 Statement of the Problem

This study aimed to determine the influence of family involvement and teacher CPD participation on teacher effectiveness. Specifically, this research sought to answer the following questions:

1. What is the level of the family involvement in their children's education within the school in terms of:
 - 1.1 Home-school Communication;
 - 1.2 Home-based Activities; and
 - 1.3 School-based Activities?
2. What is the level of Continuing Professional Development (CPD) of teachers according to:
 - 2.1 Attitude toward CPD;
 - 2.2 CPD activities engaged by Teachers ; and
 - 2.3 Teaching skills to develop?
3. What is the level of Teacher Effectiveness according to:
 - 3.1 Subject Matter Knowledge
 - 3.2 Instructional Planning and Strategies;
 - 3.3 Assessment;
 - 3.4 Learning Environment; and
 - 3.5 Effective Communication?
4. Is there a significant relationship between family involvement and teacher effectiveness?

5. Is there a significant relationship between teacher CPD participation and teacher effectiveness?
6. Can indicators of family involvement predict teacher effectiveness?
7. Can indicators of CPD participation predict teacher effectiveness?

1.2 Null Hypothesis

The following null hypotheses were formulated and tested at .05 level of significance.

H01: There is no significant relationship between family involvement and teacher effectiveness.

H02: There is no significant relationship between CPD participation and teacher effectiveness.

H03: Indicators of family involvement cannot predict teacher effectiveness

H04: Indicators of CPD participation cannot predict teacher effectiveness

1.3 Scope and Limitations

This study focused on examining the influence of family involvement and CPD participation on teacher effectiveness in Sta. Josefa Central Elementary School with SPED Program. The study which was conducted during the academic year 2024 – 2025, included all teachers and parents from kinder to grade six and gathered data through surveys.

The scope of the study was delimited to two independent variables, family involvement (measured by home-based support, school-based engagement; and communication and collaboration with teachers) and CPD participated in by teachers (measured by attitudes toward CPD, CPD activities engaged by teachers and recommendation for improvement). The dependent variable, teacher effectiveness, were assessed based on subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication.

2. METHODS

2.1 Research Design

This study utilized a quantitative, descriptive, and correlational research design to investigate the influence of family involvement and continuous professional development (CPD) on teacher effectiveness. According to Creswell (2014), quantitative research involves the collection of numerical data to explain, predict, and control phenomena through statistical analysis. The descriptive component of the design was used to describe the current status and levels of family involvement, CPD participation, and teacher effectiveness in the selected schools. As Shields and Rangarajan (2013) noted, descriptive research is effective in providing a detailed snapshot of the current conditions or characteristics of a population or phenomenon.

The correlational aspect of the design aimed to determine the strength and direction of the relationship between family involvement, CPD, and teacher effectiveness. Correlational research does not imply causation but helps to identify whether and how strongly pairs of variables are related (Fraenkel, Wallen, & Hyun, 2012).

The design was appropriate as the study aims to gather numerical data and statistically analyze the relationship between the variables involved (family involvement, CPD, and teacher effectiveness). This combination of quantitative, descriptive, and correlational designs was suited to the study because it allowed for a clear understanding of the existing conditions and relationships between the selected variables.

2.2 Research Locale

This study was conducted in Sta. Josefa Central Elementary School with SPED Program, one of the big schools in Sta. Josefa District, Sta. Josefa, Agusan del Sur, a district known for its commitment to providing quality education through continuous teacher development programs. Sta. Josefa District comprises several primary schools, each with educators who have participated in various professional development activities aimed at enhancing teaching effectiveness and improving student learning outcomes.

2.3 Research Respondents

The respondents of this study consisted of all 37 teaching staffs, 90 learners from Grades 6 and their parents of Sta. Josefa Central Elementary School with SPED Program selected through simple random sampling. A total of 217 respondents were selected to participate in the study. The primary focus was on teachers, as they are directly involved in classroom instruction and are most affected by both professional development initiatives and family engagement in the learning process.

A universal sampling was used to select respondents who could provide reliable data related to the study variables. The teachers that were included in the study were those who are only assigned in the selected school and were at least three years in service. The pupils and parents were from Grades 6 only. Those who did not qualify the criteria were excluded from the study. Moreover, respondents were also informed that they have the right to withdraw their participation at any time without penalty or prejudice.

2.4 Research Instruments

To investigate the correlation between teacher professional development, family involvement, and teacher effectiveness, the study utilized three adapted research instruments. The first part was the questionnaire on family involvement adapted from the study of Grover et al (2016) will be answered by the parents, guardians and elder siblings. This was measured by home-based support, school-based engagement; and communication and collaboration with teachers. This tool also used a 4 -point Likert scale from 4 (strongly agree) to 1 (strongly disagree). Analyzed data were interpreted using the scale below.

Range of Means	Description	Interpretation
3.50 - 4.00	Strongly Agree	Family involvement is always manifested.
2.50 – 3.49	Agree	Family involvement is oftentimes manifested.
1.50 - 2.49	Disagree	Family involvement is rarely manifested.
1.00 - 1.49	Strongly Disagree	Family involvement is never manifested.

The second part was on the CPD participation of teachers. A questionnaire adopted which was from the study of Maamar Missoum (2015) was administered to assess their participation in professional development activities. The survey included Likert-scale items focusing on the frequency, relevance, and perceived impact of workshops, seminars, training programs, and collaborative learning opportunities. Analyzed data were interpreted using the scale below.

Range of Means	Description	Interpretation
3.50 - 4.00	Strongly Agree	CPD participation is always manifested.
2.50 – 3.49	Agree	CPD participation is oftentimes manifested.
1.50 - 2.49	Disagree	CPD participation is rarely manifested.
1.00 - 1.49	Strongly Disagree	CPD participation is never manifested.

For teacher effectiveness, an adopted questionnaire from Akram (2018) was given to learners and teachers. Each section used a Likert scale format to allow for standardized responses and facilitate statistical analysis. Analyzed data were interpreted using the scale below.

Range of Means	Description	Interpretation
3.50 - 4.00	Strongly Agree	Teacher effectiveness is always manifested.
2.50 – 3.49	Agree	Teacher effectiveness is oftentimes manifested.
1.50 - 2.49	Disagree	Teacher effectiveness is rarely manifested.
1.00 - 1.49	Strongly Disagree	Teacher effectiveness is never manifested.

2.5 Validation of Instrument

To ensure the accuracy, clarity, and appropriateness of the adapted survey questionnaire used in this study, the research instrument underwent both content and face validation processes. The survey items were adapted from existing, previously validated questionnaires relevant to family involvement, teacher Continuing Professional Development (CPD), and teacher effectiveness. To establish content validity, the instrument was reviewed by a

panel of three experts in the fields of education, research, and assessment. These experts examined each item in the questionnaire.

Suggestions and feedback were incorporated, especially in simplifying language for young learners and ensuring age-appropriate phrasing. Following expert review, the instrument was subjected to face validation through a pilot test conducted to 37 teaching staffs, 90 pupils and 90 parents who were not part of the actual study. Through these steps, the research instrument was deemed valid and suitable for use in collecting reliable data for this study.

2.6 Data Gathering Procedure

This study involved several key steps to ensure the collection of accurate and relevant information on the role of teachers' professional development in pupils' academic performance.

In conducting the study, the researcher secured Ethics Clearance from the Ethics Review Committee of Assumption College of Nabunturan Graduate Studies. After complying with the requirements, the researcher sought the endorsement letter from Dean of the Graduate School.

A personal letter together with the endorsement letter from office of the graduate school was submitted to the office of the Schools Division Superintendent for permission to conduct the study. The researcher also sought approval from the school principal of Sta. Josefa Central Elementary School with SPED Program to conduct the study, outlining the study's objectives and the need for teachers and pupils' participation.

2.7 Statistical Tools

To analyze the data in this study, descriptive and inferential statistics were used such as;

Mean. This was used to determine the level of family involvement, Continuing Professional Development (CPD) of teachers, and teacher effectiveness.

Pearson Product-Moment Correlation. This was employed to examine the significant relationships between family involvement and teacher effectiveness, as well as between CPD participation and teacher effectiveness.

Multiple linear regression analysis. This was conducted to determine whether the indicators of family involvement and CPD participation can significantly predict teacher effectiveness.

3. RESULTS

Level of Family Involvement in their Children's Education within the School

Included in the family involvement of parents or elder siblings are home-school communication, home-based activities and school-based activities.

Home-school Communication. Table 1 shows the level of home-school communication of parents/ elder siblings.

Table 1- Home-School Communication

Indicators	Mean	Description
As a parent or elder sibling, I...		
1. Talk to staff when there are difficulties and concerns at school	3.44	Agree
2. Talk with teachers through telephone or email	3.11	Agree
3. Talk to teachers about teenager's accomplishments	3.14	Agree
4. Talk to staff about school rules and other personal matters	3.37	Agree
5. Contact school to get information	3.42	Agree
6. Attend conferences to talk about teenager's learning and behavior	3.30	Agree
Over-all Mean	3.30	Agree

Table 1 displays the overall mean of 3.30 which is described as agree. All of these mean scores are described as agree. Indicator 1, *Talk to staff when there are difficulties and concerns at school*, has the highest mean score of 3.44 and indicator 2, *Talk with teachers through telephone or email*, has the lowest mean score of 3.11. Both are described as agree. It shows that the respondents do communicate oftentimes to the school whenever there are problems and other concerns about their children.

Home-Based Activities. Table 2 shows the level of home-based activities of parents/ elder siblings.

Table 2- Home-Based Activities

As a parent or elder sibling, I...	Mean	Description
1. Talk to teenager about careers they are interested in.	3.46	Agree
2. Talk to teenager about how school has helped them.	3.47	Agree
3. Help teenager with academic skills they struggle with.	3.48	Agree
4. Talk with teenager about life after high school.	3.38	Agree
5. Provide assistance during homework.	3.37	Agree
6. Talk about teenager is doing in school to family/friends.	3.38	Agree
7. Share stories with teenager about when they were in school.	3.41	Agree
8. Encourage teenager to invite friends to home.	3.00	Agree
9. Ensure teenager has resources to research post-secondary.	3.20	Agree
Over-all Mean	3.34	Agree

Table 2 shows that the home-based activities has an over-all mean of 3.34 which is described as agree. Specifically, indicator 3, *Help teenager with academic skills they struggle with*, has the highest mean of 3.48 which is described as agree while indicator 8, *Encourage teenager to invite friends to home*, gets the lowest mean score of 3.00 described as agree.

School-Based Activities. Table 3 shows the level of school-based activities of parents/ elder siblings.

Table 3- School-Based Activities

As a parent or elder sibling, I...	Mean	Description
1. Participate in fundraising activities at school	3.30	Agree
2. Volunteer at school	3.18	Agree
3. Participate in community and family social activities at school	3.39	Agree
4. Talk with other parents about school meetings and events	3.32	Agree
5. Attend family-school associations meetings	3.34	Agree
Over-all Mean	3.31	Agree

It is presented in table 3 that the level of family involvement in terms of the school-based activities has a weighted mean of 3.31 which is described as agree category. The indicator, *Participate in community and family social activities at school*, gets the highest mean of 3.39 described as agree. Indicator 3, *Volunteer at school*, has the lowest mean of 3.18 which is also described as agree. This shows that parents moderately agree that they engage in school-based activities, when it comes to fundraising activities their support is present but not overwhelming..

Level of Continuing Professional Development (CPD) of Teachers

Included in the level of Continuing Professional Development (CPD) of teachers are attitudes towards CPD, CPD activities, and teaching skills to develop by teachers.

Attitudes towards CPD. Table 4 shows the level of attitudes towards CPD of teachers.

Table 4- Attitudes towards CPD

Indicators	Mean	Description
1. Most teachers are willing to participate in professional development activities.	3.68	Strongly Agree
2. Most department, faculty and school principals provide enough opportunities for and support teachers' professional development.	3.41	Agree
3. CPD activities are important for teachers and learners' success.	3.70	Strongly Agree
4. Current CPD activities have improved my teaching skills.	3.62	Strongly Agree
5. Necessary tools for CPD like appropriate rooms, computers, data show, etc. are sufficiently provided.	3.08	Agree
6. Time is available for CPD activities (teaching time table is adequate).	3.03	Agree
7. CPD is mostly voluntary (teachers are free to do/attend or not)	3.00	Agree
8. CPD is mostly individual (teacher alone)	3.24	Agree
9. The impact of CPD activities on pupils' learning is evaluated.	3.00	Agree
10. CPD activities are followed up to ensure that the knowledge gained are implemented by teachers.	3.16	Agree
Over-all Mean	3.29	Agree

Presented in table 4 is the level of CPD of Teachers in terms of their attitudes towards CPD. The overall mean is 3.29 which is described as agree. It reveals that indicator 3, *CPD activities are important for teachers and learners' success*, receives the highest mean score of 3.70 described as strongly agree. However, indicators 7 and 9 on *CPD is mostly voluntary (teachers are free to do/attend or not)*, and *The impact of CPD activities on pupils' learning is evaluated*, respectively get the lowest mean of 3.00. Both are described as agree indicating that in CPD the collaboration and structured support might need strengthening.

CPD Activities. Table 5 shows the level of CPD activities engaged by teachers.

Table 5- CPD Activities

Indicators	Mean	Description
1. I share teaching resources and experiences with my colleagues both face to face and online.	3.49	Agree
2. I take part in the design or review of course programs.	3.03	Agree
3. I engage in professional development by attending workshops, reflecting on my teaching practices, keeping a journal, and conducting research on teaching-related issues.	3.57	Strongly Agree
4. I do review lessons (to improve them).	3.65	Strongly Agree
5. I do team-teaching (teach a class with colleagues).	3.27	Agree
6. I collaborate with colleagues to design exam papers.	3.41	Agree
7. I attend study days and conferences on teaching methodology.	3.46	Agree
8. I watch videos /listen to pod casts about teaching methodology.	3.51	Strongly Agree
9. I give/attend a model lesson.	3.27	Agree
10. I reflect on the objectives, content and exams of subjects I teach and how well my pupils have learnt from them.	3.62	Strongly Agree
11. I try out new teaching techniques/solutions to problems I have noticed in my subjects.	3.54	Strongly Agree
12. I read documents about teaching methodology.	3.49	Agree
13. I attend coordination meetings of teachers of the same lessons.	3.57	Strongly Agree
14. I have been on scholarships/fellowships abroad.	2.16	Disagree
Over-all Mean	3.36	Agree

It is shown in table 5 the overall mean for CPD activities is 3.36, which is described as agree. Indicator 4, *I do review lessons (to improve them)*, has the highest mean of 3.65 described as strongly agree showing that teachers always do reviews while indicator 14, *I have been on scholarships/fellowships abroad*, obtains a mean of 2.16 with disagree description which shows that teachers really lack of access to scholarships and other opportunities.

Teaching Skills to Develop. Table 6 shows the level of teaching skills to develop by teachers.

Table 6- Teaching Skills to Develop

Indicators	Mean	Description
1. Teachers' teaching techniques	3.65	Strongly Agree
2. Teachers' communication skills with colleagues and learners	3.65	Strongly Agree
3. Teacher's assessment skills	3.73	Strongly Agree
4. Teachers' use of modern tools like ICT in teaching	3.76	Strongly Agree
5. Teachers' class management skills	3.76	Strongly Agree
6. Teachers' ability to manage their own professional development	3.60	Strongly Agree
Over-all Mean	3.70	Strongly Agree

The table 6 shows the level of teaching skills to develop. The data shows an over-all mean of 3.70, which is described as strongly agree. Indicator 4, *Teachers' use of modern tools like ICT in teaching* and 5, *Teachers' class management skills* get the highest mean of 3.76. In addition, indicator 6, *Teachers' ability to manage their own professional development*, has the lowest mean of 3.60. Both are described as strongly agree.

Level of Teacher Effectiveness

Subject Matter Knowledge. Table 7 shows the level of subject matter knowledge of teachers.

Table 7- Subject Matter Knowledge

Indicators	Mean	Description
As a teacher, I...		
1. Demonstrate accurate knowledge according to subject matter while teaching.	3.53	Strongly Agree
2. Link present content with past and future learning experiences.	3.44	Agree
3. Teach content through a variety of teaching skills.	3.52	Strongly Agree
4. Make the subject matter accessible to me.	3.53	Strongly Agree
5. Link the content with practical life.	3.43	Agree
6. Explain the content according to my intellectual, physical and emotional needs.	3.49	Agree
Over-all Mean	3.49	Agree

Displayed in the table is the result on subject matter knowledge showing an over-all mean of 3.49, which is described as agree. Indicators 1 and 2, *demonstrate accurate knowledge according to subject matter while teaching* and *make the subject matter accessible to me* which both have the mean of 3.53, which are described as strongly agree while the lowest mean score of 3.43 indicating that subject matter knowledge *links the content with practical life* but still fall within the agree description.

Instructional Planning and Strategies. Table 8 shows the level of instructional planning and strategies.

Table 8- Instructional Planning and Strategies

Indicators	Mean	Description
As the teacher, I...		
1. Use different teaching strategies to enhance students' understanding.	3.61	Strongly Agree
2. Change his/her teaching methodology to make topics relevant to students' lives.	3.46	Agree
3. Teach the students according to their individual differences.	3.43	Agree
4. Use the appropriate material, technology and resources while teaching.	3.51	Strongly Agree
5. Engage, motivates, and maintains students' attention to their lesson.	3.63	Strongly Agree
6. Use available resources for students' learning needs.	3.59	Strongly Agree
Weighted Mean	3.54	Strongly Agree

It is presented in table 8 the level of teacher effectiveness in instructional planning and strategies with an overall mean of 3.54 described as strongly agree. It is indicated in the table that indicator 5 has the highest mean score of 3.63 indicating that teachers *engage, motivate, and maintain students' attention to their lesson* described as strongly agree. Indicator 3, *teach the student according to their individual differences* get the lowest mean score of 3.43 described as agree.

Assessment. Table 9 shows the level of assessment of the teachers.

Table 9- Assessment

Indicators	Mean	Description
As the teacher, I...		
1. Conduct class tests to monitor students' performance regularly.	3.58	Strongly Agree
2. Evaluate students' performance and provides timely feedback on their errors.	3.43	Agree
3. Maintain a record of students' result.	3.61	Strongly Agree
4. Use multiple assessment strategies.	3.50	Strongly Agree
5. Encourage the students to do better next time.	3.56	Strongly Agree
Weighted Mean	3.54	Strongly Agree

It is shown in the table that the level of the assessment of teachers with an overall mean of 3.54 as it falls under strongly agree indicating that teachers are actively practicing effective assessment strategies in the classroom. Indicator 3, *maintain a record of students' result* has the highest mean rating of 3.61 described as strongly agree manifesting that teachers always keep a record of all the students outputs. The indicator 4, *use multiple assessment strategies* got the lowest mean score of 3.43 which falls in agree description indicating that feedback delivery is generally timely but enhancing its timeliness presents a chance to further increase instructional impact.

Learning Environment. Presented in Table 10 is the level of learning environment of the teachers.

Table 10- Learning Environment

As a teacher, I...	Mean	Description
1. Create a climate of mutual trust and respect in the classroom.	3.70	Strongly Agree
2.Emphasize continuous improvement towards students' achievement.	3.54	Strongly Agree
3.Maintain classroom setting that minimizes disruption.	3.54	Strongly Agree
4.Create an attractive and friendly classroom environment.	3.67	Strongly Agree
5.Ensure students' participation in the learning process.	3.65	Strongly Agree
6.Ensure that lower-achievement students have opportunities to be successful.	3.62	Strongly Agree
Weighted Mean	3.62	Strongly Agree

Shown in table 10 is the level of assessment of teachers wherein teachers strongly affirm the effectiveness of their classroom environments, with an overall weighted mean of 3.62 described as strongly agree. Indicator 1, *create a climate of mutual trust and respect in the classroom* gets the highest mean of 3.70 described as strongly agree while indicator 2, *emphasize continuous improvement towards students' achievement* and indicator 3, *maintain classroom setting that minimizes disruption* gets the lowest mean of 3.54 described as strongly agree, reflecting a commitment to both equity and effective classroom management.

Effective Communication. Presented in Table 11 is the level of effective communication of the teachers.

Table 11- Effective Communication

As a teacher, I...	Mean	Description
1. Use correct vocabulary and grammar in teaching.	3.65	Strongly Agree
2. Explain lessons according to the age and ability of the students.	3.52	Strongly Agree
3. Respond to students' questions in appropriate language.	3.60	Strongly Agree
Weighted Mean	3.60	Strongly Agree

It is presented in table 11 the level of teacher effectiveness in terms of effective communication with an overall weighted mean of 3.60, the results fall under "Strongly Agree," indicating that teachers are perceived to demonstrate high levels of effective communication in the classroom. Indicator 1, *uses correct vocabulary and grammar in teaching*, get the highest weighted a mean of 3.65 described as strongly agree. Indicator 2, *explains lessons according to the age and ability of the students*, gets the lowest with mean score of 3.52 described as strongly agree.

Significant Relationship Between Family Involvement and Teacher Effectiveness

Presented in table 12 is the relationship of family involvement and teacher effectiveness.

Table 12- Relationship Between Family Involvement and Teacher Effectiveness

Indicators	R	P-value	Decision
Family Involvement Teacher Effectiveness	0.134	<0.0209	Reject Ho

It is shown in the table that the results show a weak, positive correlation, $r = 0.134$. An r value of 0.134 indicates a weak positive linear relationship which means that as family involvement increases, teacher effectiveness also tends to increase slightly. Moreover, the pvalue 0.0209 which is less than .05 which means that the null hypothesis is rejected. This indicates that there is a significant relationship between the family involvement and teacher effectiveness.

Significant Relationship Between CPD Participation and Teacher Effectiveness

Presented in table 13 is the relationship of CPD participation and teacher effectiveness.

Table 13- Relationship Between CPD Participation and Teacher Effectiveness

Indicators	R	P-value	Decision
CPD Participation Teacher Effectiveness	0.469	<0.003	Reject Ho ₁

The table shows that r is .469 indicating a moderate positive linear relationship between CPD participation and teacher effectiveness implying that as CPD participation increases, so does teacher effectiveness, to a noticeable degree. The p -value of .003 which is lower than .05 which means to reject the null hypothesis revealing that there is a significant relationship between the two variables.

Family Involvement as Predictor to Teacher Effectiveness

Table 14 displays the influence of family involvement to teacher effectiveness.

Table 14- Family Involvement as Predictor to Teacher Effectiveness

Family Involvement	Coefficient (B)	Standard Error (SE)	t-value	p-value	Remarks
Home-school Communication	-.16	.117	-.136	.892	Not Significant
Home-base Activities	.214	.136	1.571	.120	Not Significant
School-base Activities	-.066	.103	-.650	.524	Not significant

Table 14 displays the influence of family involvement to teacher effectiveness, all three components of *family involvement in home-school communication, home-based activities, and school-based activities* do not significantly influence teacher effectiveness, as shown by p -values greater than 0.05. Home-based activities showed the most positive trend, but the effect is not strong enough to be statistically meaningful.

CPD Participation as Predictor to Teacher Effectiveness

Displayed in Table 15 is the influence of CPD Participation on Teacher Effectiveness.

Table 15

CPD Participation as Predictor of Teacher Effectiveness

CPD Participation	Coefficient (B)	Standard Error (SE)	t-values	p-values	Remarks
Subject Matter Knowledge	-.094	.092	-1.025	.313	Not Significant
CPD Activities	.124	.128	.973	.338	Not Significant
Skills to Develop	.306	.118	2.607	.014	Significant

Table 15 shows the influence of CPD participation to teacher effectiveness. Among the three CPD components, only *Skills to Develop* shows a statistically significant influence on teacher effectiveness ($p = 0.014 < 0.05$). Both the *Subject Matter Knowledge* and *CPD Activities* show non-significant results, indicating that they do not strongly or directly predict teacher effectiveness in this study.

4. DISCUSSIONS

Level of Family Involvement in terms of Home-school Communication. Results revealed that home-school communication was described as agree, implying that teachers often manifested this indicator of family involvement. This means that parents and elder siblings show a willingness to connect with teachers and school staff.

The result supports the claims of Smith and Jones (2021) and Garcia et al., (2023) stating that home-school communication remains modest and could be strengthened. Schools may consider encouraging more consistent, proactive, and varied communication methods to build stronger partnerships with families. This implies that family involvement only agree to statements on home-school communication especially talking to staffs and teachers to get information and discuss about their children's learning and behavior.

The result aligns to the idea of Angwaomaodoko (2023) arguing that although there has been a gradual increase in parental participation in children's education, not all types of parental involvement have proceeded at the same speed. The present study confirms the idea of Desimone (2009) that while the direct impact of home-based support on student outcomes is well established, its indirect effect on teacher effectiveness is gaining research attention. When parents reinforce learning at home, students come to school better prepared, more focused, and with a positive attitude. These factors enhance classroom management and instructional efficiency.

Moreover, the result affirms Hoover-Dempsey et al (2005) stating that teachers report that strong home support reduces behavioral problems and increases time available for teaching rather than discipline. However, when such support is lacking, teachers often face increased workloads and stress, which may negatively affect their performance.

Level of Family Involvement in terms of Home-based Activities. The result revealed that home-based activities were described as agree which implies that family involvement is often times observed. This indicates that parents or elder siblings are mostly involved in supporting the teenager's learning and school involvement at home, though not at an optimal or consistent level. It suggest that families are most engaged when it comes to academic direction and future planning, reflecting a strong desire to support their child's success beyond the classroom.

Parental involvement is conceptualized as the means by which parents support their children's education and development, and it has been shown to affect positively children's academic achievement and school adjustment (Hill et al., 2004). Parental involvement is a multidimensional construct (Epstein & Sanders, 2002) that includes not only direct involvement in schools, such as volunteering in classrooms and attending parent-teacher conferences, but home based involvement.

Parents support and facilitate their children's education at home through several means: engaging them in learning-stimulating activities, discussing school and family issues, and conveying educational expectations (McWayne et al, 2004). Family routines such as mealtimes and family discussions constitute another means through which parents support their children's education and promote their developmental competencies (Fiese et al., 2002; Serpell et al, 2002).

Level of Family Involvement in terms of School-based Activities. The result revealed that school-based activities were described as agree implying that family involvement is often times observed. The result suggests that families are willing to participate but may not be fully or consistently engaged across all opportunities. It reflect a positive attitude toward school-community engagement and a desire for connection with other families and school staff.

Family involvement plays a vital role in enhancing children's academic performance, behavior, and overall development. Research consistently shows that when parents actively participate in their children's education both at home and in school students are more likely to succeed academically and socially. According to Epstein (2001), effective family involvement includes six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These forms of engagement create strong partnerships that support student learning across contexts.

Further, studies show that parental involvement improves children's motivation, attendance, and classroom behavior (Henderson & Mapp, 2002). When parents reinforce learning at home, students come to school better prepared, more focused, and with a positive attitude. These factors enhance classroom management and instructional efficiency (Angwaomaodoko, 2023). According to Hill (2001), the most significant advances in the research on parental school involvement have arisen from the recognition that context is important and there are multiple dimensions to parental school involvement. Whether parental school involvement occurs because a child is having problems in school or because of ongoing positive dialogue between parents and school makes a difference in how involvement influences children's academic outcomes.

Level of Continuing Professional Development (CPD) of Teachers Attitude Towards CPD. Teachers generally have a positive attitude toward CPD activities, though not without reservations. Results revealed an agree description implying that CPD participation in terms of attitude towards CPD is often times observed by teachers. It is very important for both teacher's' and learners' success. The result showed a high level of motivation, value recognition, and perceived benefit of CPD from the teachers' perspective. This means that teachers understand the role of CPD in professional growth and instructional improvement. However, several indicators fell under the "Agree" category and it suggest areas for improvement:

This result aligns with the findings of Avalos (2011), who emphasized that CPD is most effective when teachers view it as relevant and supportive of their professional growth. Continuing Professional Development (CPD) is essential for enhancing teacher effectiveness and improving student outcomes. Research shows that CPD is most effective when it is ongoing, collaborative, and relevant to classroom practice (Opfer & Pedder, 2011). Teachers' positive attitudes and motivation play a key role in successful participation, especially when the CPD is teacher-centered and aligned with their needs (Kennedy, 2014).

Level of Continuing Professional Development (CPD) of Teachers in terms of CPD Activities. Results revealed an agree description implying that CPD participation in terms of CPD activities is often times observed by teachers. This means that teachers displayed strong agreement in engaging in self-directed and school-based professional development, reviewing lessons to enhance teaching, reflecting learning objectives and pupil learning, attending study days and conferences, trying out new teaching techniques and strategies, reading and sharing teaching methodologies. The results suggest that teachers are extremely motivated to improve their skills through reflection, experimentation, and collaboration with peers, particularly through activities that are available within the school or online environment. The findings entail that while local and individual CPD efforts are strong, teachers may lack

opportunities, resources, or institutional support for engaging in structured, collaborative, or global professional growth experiences.

Nonetheless, usual involvement remains moderate overall, suggesting potential to deepen and broaden CPD engagement, especially in structured and collective presentations. Moreover, personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another (Kaagan, 2004) but also relies on the prior knowledge (Bredeson, 2003), wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Early & Bubb, 2004).

In the context of developing countries, CPD activities are often challenged by limited resources, lack of institutional support, and the absence of structured development frameworks (Villegas-Reimers, 2003). Nevertheless, even under resource constraints, collaborative learning environments such as peer coaching and school-based mentoring have proven effective in enhancing teachers' instructional skills and motivation (OECD, 2016).

In a study by Darling-Hammond et al. (2017), teachers who participated in CPD programs that were content-focused, incorporated active learning, and allowed for collective participation showed significant improvements in teaching practices and student achievement. These programs typically include lesson study groups, teaching demonstrations, coaching, and participation in professional learning communities (PLCs).

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Level of Continuing Professional Development (CPD) of Teachers in terms of Teaching Skills to Develop.

Results revealed a strongly agree description implying that CPD participation in terms of teaching skills to develop is always observed by teachers. This means that teachers strongly value the continuous development of teaching techniques, technology use, assessment, and classroom management. This mirrors a professional mindset that is responsive to both 21st-century learning demands and learners' needs. Therefore, organized support and targeted CPD initiatives are important to further enhance these identified competencies.

High-quality CPD contributes to the development of teaching skills, leading to better instructional strategies and classroom management (Darling-Hammond et al., 2017). Moreover, effective CPD indirectly impacts student learning by improving teacher knowledge and practices (Desimone & Garet, 2015). Overall, CPD is a vital tool for continuous improvement in education. Obtaining knowledge and sharing existing knowledge and skills with others to join forces (Kaagan, 2004) are valuable tools for change and improvement. Programmes for CPD and workshops must therefore cater for this diversity so that the needs of all participants can be met (Anderson, 2001).

Level of Teacher Effectiveness in terms of Subject Matter Knowledge. Results revealed that teachers described their subject matter knowledge as agree which implies that the teacher effectiveness is often times exhibited by the respondents. This means that teachers demonstrate strong subject matter mastery and the ability to deliver it effectively. However, by further enhancing the practical and cross-curricular relevance of content, teachers can deepen students' engagement and long-term understanding. Continued support and training in real-life integration and lesson contextualization are recommended.

Teacher effectiveness is determined by a combination of professional competencies that directly impact student learning outcomes. A strong foundation in subject matter knowledge enables teachers to present content clearly and confidently, which is essential for student understanding (Darling-Hammond, 2000). Instructional planning and the use of effective teaching strategies are also crucial, as they allow teachers to design lessons that are goal-oriented, adaptive, and engaging (Marzano, 2007). Effective assessment practices, especially formative assessments, guide instruction and provide valuable feedback to improve student performance (Heritage, 2010).

According to Ball, Thames, and Phelps (2000), effective teachers possess not only general pedagogical skills but also specialized content knowledge that enables them to design tasks and ask questions that promote deep student understanding.

Moreover, subject matter expertise allows teachers to adapt lessons for different learners and link classroom learning to real-world applications. This results in increased student engagement and academic performance. Therefore, ensuring that teachers have adequate preparation and continuous development in their specific subject areas is essential for maintaining high levels of instructional quality.

Level of Teacher Effectiveness in terms of Instructional Planning Strategies. Results revealed that teachers described their instructional planning strategies as strongly agree which implies that the teacher effectiveness in terms of this indicator is always exhibited by the respondents. This demonstrates effective planning and implementation of instructional strategies to support student learning. It suggest that teachers are actively planning instruction to cater

to varied learning styles and keep students focused, using appropriate tools and resources. However, the lowest-rated indicator suggests that differentiation may be an area that needs further enhancement, especially in tailoring instruction to meet diverse learners' needs such as those with special needs, varied learning styles, or different ability levels.

The result supports Marzano (2007) on the importance of well-planned, differentiated instruction, while Black and Wiliam (2009) stressed that formative assessment significantly improves learning when used regularly. A positive learning environment, as noted by Stronge (2018), promotes student engagement and supports academic success. Furthermore, Hattie (2009) found that teacher clarity and communication strongly influence student understanding. Collectively, these studies suggest that teacher effectiveness depends on a combination of knowledge, planning, assessment skills, classroom management, and strong communication practices.

Level of Teacher Effectiveness in terms of Assessment. Results revealed that teachers described their assessment as strongly agree which implies that the teacher effectiveness in terms of this indicator is always exhibited by the respondents. This indicated that there is a strong assessment practices of teachers as they consistently practice like the use tests, records, and varied strategies effectively. These practices should be sustained and integrated into regular instruction. to improve feedback mechanism, providing timely and specific feedback is essential to help students understand their learning gaps.

In addition, training on effective feedback techniques (written, verbal, formative) could enhance this area. Since teachers already encourage improvement, this can be strengthened by promoting self-assessment and goal-setting among students, making them more responsible for their progress and with consistent record-keeping, schools can encourage data-driven instruction, where teachers use assessment results to adjust teaching strategies for better outcomes. The result supports Carless and Winstone (2023) who stated that feedback from teachers also plays an important role in improving the critical thinking ability of students effectively. Students are encouraged to reflect on their performance and rectify the critical areas for development as they receive feedback from teachers on their work (). This can help students improve their critical thinking skills and become more self sufficient learners.

Moreover, the result is in consonance with Williams and Hebert (2020) discuss the components and effectiveness of teacher evaluation systems, emphasizing the importance of assessment data in evaluating teacher performance and the challenges associated with their implementation. Teacher evaluation systems are associated with teacher quality, accountability, performance observations, and support. These systems are typically comprised of multiple measures including at least observations of teaching and student performance data reflecting teacher impact. Many criticisms of these systems have emerged not necessarily from the measures themselves but from how they are used and the consistency with which the larger system is implemented. Concerns like evaluator training, reliability of results, distinctions between teacher quality and teaching quality, and repercussions of an ambiguous system for individual teachers, just to name a few, are recurring themes in the literature. In all, these systems are purported to foster teacher professional growth; however, ensuring clarity of purpose, sound accountability measures, and formative utility of results is a crucial milestone before the validity of these systems can be recognized.

The study of Wang et al (2022) examines how teachers' assessment literacy encompassing knowledge, skills, and emotional competence which positively influences teaching efficacy. The authors propose that assessment literacy enhances teachers' psychological capital and professional identity, leading to improved teaching outcomes. Isoré (2009) reviews teacher evaluation practices across OECD countries, highlighting the use of multiple measures including assessments of student outcomes to evaluate teacher effectiveness. It discusses the challenges and benefits of various evaluation approaches.

Moreover, Williams and Hebert (2020) discuss the components and effectiveness of teacher evaluation systems, emphasizing the importance of assessment data in evaluating teacher performance and the challenges associated with their implementation. Teacher evaluation systems are associated with teacher quality, accountability, performance observations, and support. These systems are typically comprised of multiple measures including at least observations of teaching and student performance data reflecting teacher impact.

Level of Teacher Effectiveness in terms of Learning Environment. Result showed that teachers described the learning environment as strongly agree implying that they always exhibited their teaching effectiveness in terms of this indicator. This reveals and suggests that teachers are highly effective in creating a positive and inclusive learning environment. The ratings reflect teachers' commitment to inclusive, engaging, and well-managed classrooms. Teachers are doing an excellent job in establishing and maintaining a conducive learning environment. These practices should be sustained and shared across the school, while also encouraging innovation and inclusivity for continuous improvement.

A positive learning environment is crucial to teacher effectiveness as it directly influences student behavior, engagement, and academic performance. When teachers create classrooms characterized by respect, trust, safety, and inclusivity, students are more likely to participate actively and perform better academically.

Moreover, the result supports Marzano (2003) who emphasized that classroom management and the emotional climate of the classroom are strongly correlated with student achievement and are indicators of teacher effectiveness. Teachers who excel in creating structured yet flexible learning spaces tend to be rated higher in effectiveness by both administrators and learners.

Level of Teacher Effectiveness in terms of Effective Communication. The results showed a high level of teacher effectiveness described as strongly agree implying that effective communication is always exhibited by the respondents. Further This indicates that teachers demonstrate strong competence across multiple domains and suggest that teachers are particularly effective in managing classrooms and engaging students.

These findings align with Stronge's (2018) assertion that highly effective teachers consistently display strong content knowledge, plan well, assess student learning effectively, communicate clearly, and foster supportive learning environments.

Effective communication is a key component of teacher effectiveness. When teachers use clear, age-appropriate language, respond to students' questions thoughtfully, and adapt their communication style to meet diverse learners' needs, they create a more inclusive and engaging learning environment. This fosters better understanding, enhances student participation, and supports academic success. Research indicates that effective teacher communication significantly impacts classroom management, student motivation, and academic achievement (Alrubail, 2015).

Further, the present study's result is in affirmation to Minke and Vickers (2014) stating that teachers are often obligated to relay difficult information regarding a child's lack of academic progress or behavioral concerns and do so despite minimal training in effective communication strategies with families. The field of consultation continues to be instrumental to family engagement as it has identified key components and collaborative practices that can be initiated and supported by teachers. These include effective communication, collaborative planning and problem solving, and continuity between home and school (Christenson, 2004; Coutts et al, 2014). In an ideal situation, teachers can establish structured communication in their classroom, create home-school notes to account for student behavior across settings, and invite parents to meet and develop strategies to support students who may be struggling. When teachers provide more opportunities for family engagement, it can help to improve parent-teacher relationships.

Significant relationship between family involvement and teacher effectiveness. Based on the results, study revealed that family involvement does not have a direct significant effect on teacher effectiveness, as indicated by the low correlation between the two variables. While family involvement is significant in supporting students' academic success, the data suggest that it does not significantly influence how effective teachers are in delivering instruction, managing the classroom, or applying teaching strategies. This may be because teacher effectiveness is more closely related to professional factors such as training, experience, and self-development than to the level of family involvement in school activities.

The result supports Hornby and Lafaele (2011) who explained that the benefits of parental involvement are primarily student-centered. They note that while collaboration between families and schools is important, it rarely translates into measurable changes in teacher effectiveness unless there are structured programs that actively integrate parent feedback into professional teaching practices.

Likewise, the present study confirms Fan and Chen (2001) who argue that although parental involvement improves student academic outcomes, its impact on teachers is indirect and often limited, especially in the absence of institutional policies that promote meaningful family-teacher partnerships.

Significant relationship between CPD participation and teacher effectiveness. The results of the study revealed a significant positive relationship between CPD participation and teacher effectiveness, particularly in the area of Skills to Develop. This suggests that as teachers engage more in relevant continuing professional development activities, their teaching skills and overall effectiveness improve. While other CPD components such as subject matter knowledge and general CPD activities showed positive but non-significant trends, the development of specific skills through CPD emerged as a key factor in enhancing teacher effectiveness.

The study found a positive and significant relationship between Continuing Professional Development (CPD) and teacher effectiveness, signifying that teachers who enthusiastically involve in CPD activities tend to demonstrate higher levels of effectiveness. CPD helps teachers expand their subject knowledge, instructional planning, assessment practices, and classroom management, which directly influences their performance. This supports previous research showing that professional learning opportunities are key drivers of teacher growth and quality (Darling-Hammond et al., 2017).

Professional development is a crucial factor in improving teacher effectiveness. According to Guskey (2002), high-quality CPD programs directly enhance teachers' classroom practices, which in turn contribute to greater student achievement. Teachers who actively participate in CPD demonstrate increased content knowledge, improved instructional skills, and a deeper understanding of learner needs. These improvements lead to more effective teaching and better educational outcomes.

Desimone (2009) further emphasized that when CPD programs are sustained, content-focused, and involve active learning, they are significantly related to teacher improvement and effectiveness. The participation of teachers in such meaningful professional learning opportunities has shown a strong positive correlation with their ability to implement better instructional strategies and manage diverse classroom environments.

Family Involvement as Predictor of Teacher Effectiveness. The regression analysis conducted in this study revealed that none of the components of family involvement including Home-School Communication, Home-Based Activities, and School-Based Activities have a statistically significant influence on Teacher Effectiveness. The p-values for all components were above the standard threshold indicating that their influence is not strong enough to be considered significant. These findings indicate that, in this context, family involvement as measured in the study does not have a direct and measurable effect on teacher effectiveness. It is possible that the form, frequency, or depth of parental involvement may not be substantial enough to create a visible impact on how teachers perform. It may also reflect a gap between family engagement practices and their alignment with the actual teaching process.

Family involvement primarily supports student learning and motivation, rather than directly shaping how effectively teachers perform their roles. According to Desforges and Abouchaar (2003), while parental engagement strongly influences students' achievement and behavior, its impact on teacher effectiveness is indirect at best. Teachers may appreciate family support, but their professional growth and instructional competence are more directly influenced by factors such as training, school leadership, peer collaboration, and access to resources.

Further, Hornby and Lafaele (2011) argue that although parental involvement can support a collaborative school environment, its impact on teachers depends on how well the collaboration is structured and supported by school policies. Teachers may benefit emotionally and professionally from supportive family engagement, but it does not significantly improve instructional skills, content knowledge, or professional competence, which are the core indicators of teacher effectiveness.

This aligns with findings in various educational contexts where family involvement, while valued, does not statistically influence teachers' professional performance. Factors such as professional development, administrative support, teaching experience, and peer collaboration often play a more significant role.

CPD Participation as Predictor of Teacher Effectiveness. The result shows that CPD Participation, specifically the component Skills to Develop, has a statistically significant positive influence on Teacher Effectiveness and the results imply that not all CPD components equally impact teacher performance but only those that focus on practical, skill-based training are more influential than general CPD activities or subject matter sessions.

Continuing Professional Development (CPD) plays a critical role in enhancing teacher effectiveness. The result supports Avalos (2011), effective CPD fosters teacher learning that is directly linked to student learning. CPD activities that are sustained, collaborative, and classroom-focused help teachers improve instructional practices, classroom management, and subject knowledge, all of which contribute to greater teaching effectiveness. The study emphasized that teacher participation in meaningful professional learning opportunities results in improved teacher confidence, competence, and student outcomes.

Desimone (2009) emphasizes that effective professional development programs are linked to improved teacher knowledge and instructional practices, which directly enhance teacher effectiveness. Furthermore, Opfer and Pedder (2011) argue that ongoing CPD is essential for teacher growth, as it promotes reflective practice, adaptability, and continuous improvement in educational delivery.

4. CONCLUSIONS

Based on the findings of the study, it was concluded that Continuing Professional Development (CPD) participation has a significant positive relationship with teacher effectiveness, particularly in the area of skills development. Teachers who actively engage in CPD activities that enhance their teaching skills tend to demonstrate higher levels of effectiveness in the classroom. In contrast, Family Involvement including home-school communication, home-based activities, and school-based activities did not show a statistically significant influence on teacher effectiveness. While some aspects of family involvement indicated positive trends, they were not strong enough to be considered meaningful predictors of how effective a teacher performs.

These findings suggest that, in the context of the school studied, teacher effectiveness is more closely associated with professional growth opportunities than with family engagement levels. Therefore, sustained investment in practical, skills-focused CPD initiatives is essential to improving teacher performance, while family involvement should be further explored and aligned with teaching and learning goals to enhance its impact.

5. RECOMMENDATIONS

Gleaned from the drawn conclusion, the researcher recommends:

1. Department of Education (DepEd) may prioritize the development and implementation of skills-based CPD (Continuing Professional Development) programs that focus on improving teachers' instructional practices, classroom management, and assessment methods.
2. DepEd, in partnership with school administrators, is encouraged to ensure that CPD activities are regular, relevant, and aligned with the actual needs of teachers to enhance their effectiveness in the classroom and may consider integrating CPD participation as a criterion in teacher evaluation and promotion, to emphasize its importance in professional growth and effectiveness.
3. Teachers are encouraged and supported to actively participate in CPD activities through incentives, recognition, or integration into performance appraisal systems.
4. Although family involvement was not found to have a significant influence in this study, schools may revisit and redesign family engagement strategies to make them more targeted, purposeful, and aligned with learning goals.
5. Further research may be conducted to explore other possible factors influencing teacher effectiveness, including school leadership, peer collaboration, and access to teaching resources.

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