



# The Relationship Between In-Service Teacher Self-Efficacy and Professional Enhancement in Career Progression

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## Abstract

**Background and Aim:** The relationship between the sense of efficacy of in-service teachers and their professional improvement is one of the most important issues in teacher professional development, especially in the state elementary school. Sustained professional learning and career advancement have been greatly correlated with teacher efficacy. Based on the Theory of Social Cognitive and Experiential Learning theories developed by Bandura, this research paper investigated the correlation between sense of efficacy in in-service teachers regarding their student engagement, classroom management, and instructional strategies, and how they relate to professional improvement based on the variables of knowledge acquisition and skills development, and how they relate to the selected socio-demographic variables.

**Materials and Methods:** The research design used was a descriptive-correlational research design that included a sample size of 30 in-service teachers ( $n = 30$ ) in the elementary schools in Tubod, Lanao del Norte. A structured survey questionnaire was used as a method of data collection. Since the data were in the ordinal form due to the Likert scale, the strength and direction of the associations between sense of efficacy and professional enhancement were determined using Spearman's rho correlation coefficient ( $r_s$ ). Chi-square tests and descriptive statistics were used to analyze group differences according to career progression.

**Results:** The findings showed that the in-service teachers had a very high level of sense of efficacy in all dimensions (overall  $M = 3.77$ ,  $SD = 0.214$ ), and a very high level of professional improvement in knowledge acquisition and skill development (overall  $M = 3.78$ ,  $SD = 0.204$ ). There was a significant and statistically significant correlation between the sense of efficacy and the professional enhancement of the teachers ( $r_s = 0.785$ ,  $p < 0.001$ ). There were no statistically significant differences in teachers' professional improvement when the groups of teachers were based on career progression ( $F = 7.60$ ,  $p = 0.107$ ).

**Conclusion:** The results show that in-service teachers who give more positive reports on teaching efficacy equally make more positive reports on professional development activities, which highlights the strong relationship between teaching efficacy beliefs and professional development. This association adds useful empirical evidence to the existing theories on teacher learning by showing how self-efficacy is correlated with long-term engagement of knowledge acquisition and skill development in a public school-based early childhood setting. It is based on this that the study informs the planning of professional development by emphasizing the significance of efficacy-sensitive support structures to the in-service teachers. The proposed GROW program is introduced as a research-based framework to be piloted and discussed in future policy, whose implementation would help adjust the professional learning opportunities to the efficacy profiles and career stages of teachers to help them improve the instructional performance and workforce growth continuously.

**Keywords:** In-service Teachers, Teacher self-efficacy, Professional enhancement, Career progression, Knowledge acquisition, Skill development





## Introduction

Teachers in early childhood education (ECE) have a significant impact on how students grow cognitively, socially, and emotionally during their early years. The success of early childhood teaching extends beyond instructional competency and is directly tied to teachers' long-term professional growth. The ongoing accumulation of professional knowledge and abilities that improve teaching methods and facilitate career advancement is referred to in this study as professional growth. In educational research, professional progress is being explored alongside teacher self-efficacy—a psychological term relating to teachers' views in their power to plan, organize, and implement actions essential to perform instructional tasks effectively. When taken as a whole, professional development and self-efficacy play a crucial role in explaining how educators traverse structured career systems, participate in lifelong learning, and react to institutional expectations. Empirical evidence repeatedly reveals that teachers who actively participate in professional growth display improved success in instructional planning, classroom management, topic understanding, and student interaction (Padillo et al., 2021).

Despite these findings, the Philippine public-school system exposes a continuous difficulty, notably among in-service early childhood teachers, who often exhibit poor enthusiasm toward formal career advancement. This reluctance is frequently attributed to the stringent requirements of promotional systems, including detailed documentation, performance ratings, and records of professional successes. Earlier regulations, such as MEC Order No. 10, s. 1979 and DECS Order No. 57, s. 1997 established norms for career progression based on teaching performance, leadership potential, research and innovation, and involvement in training programs. While these policies aim to foster excellence, they also impact teachers' perceptions of their professional competence and influence their motivation to participate in continued professional development.

More recently, DepEd Order No. 174, s. 2022, which created the Expanded Career Progression System for public school teachers, reaffirmed the expectations for ongoing professional development, skill improvement, and competency-based promotion. Within this policy framework, teachers' psychological resources—particularly their feeling of self-efficacy—play a significant role in influencing their reactions to professional demands. Teacher self-efficacy, which is based on Bandura's Social Cognitive Theory, includes ideas about how to effectively manage classrooms, engage students, and provide instruction. Complementing this perspective, Experiential Learning Theory posits that professional development emerges through reflective practice and active engagement in learning experiences, suggesting that efficacy beliefs are theoretically linked to professional development outcomes such as knowledge acquisition and skill enhancement.

Although past studies have proven links between teacher self-efficacy and teaching quality, persistence, and participation in professional development, newer research tends to study self-efficacy, professional development, or career progression in isolation. Moreover, empirical research rarely disaggregates teacher self-efficacy into specific dimensions or matches these domains with verifiable professional growth objectives, such as advances in knowledge and abilities. Evidence is also scarce about whether these relationships differ across socio-demographic characteristics, including career growth and teaching experience, particularly within policy-driven public-school contexts. Consequently, a significant research gap remains: there is a lack of localized, domain-specific evidence examining the relationship between distinct dimensions of teacher self-efficacy and professional growth outcomes among in-service early childhood educators operating within a defined career progression framework.

By concentrating on in-service early childhood educators at the Tubod public elementary schools in Lanao del Norte, this project aims to close this gap. This setting is both accessible and conceptually relevant, since it illustrates a policy-regulated and resource-constrained local context where national career progression regulations directly influence teachers' professional trajectories. By examining this environment, the literature on teacher development gains context-specific evidence, especially when it comes to the underrepresented provincial experiences in the Philippine educational system. Guided by this reasoning, the study explores the relationship between teachers' self-efficacy and professional





progress, operationalized through knowledge acquisition and skills development, while considering chosen socio-demographic characteristics.

Specifically, the study intends to answer the following research questions: (1) How effective are in-service teachers in terms of student engagement, classroom management, and instructional strategies? (2) How can in-service teachers improve their professional development in terms of learning new things and honing their existing skills? (3) Is there a strong relationship between teacher self-efficacy and professional growth? (4) When instructors are categorized based on career development and other pertinent sociodemographic characteristics, do their levels of professional growth differ significantly? The findings of this study are expected to provide empirical support for the formulation of evidence-based professional development plans and the implementation of contextually responsive interventions targeted at encouraging sustained professional growth among early childhood educators.

## Objectives

The research will explore the connection between the sense of efficacy possessed by in-service teachers and their professional development in the knowledge acquisition and skill development for career development. In particular, the research aims to: (1) estimate the mean levels of teacher self-efficacy in three areas student engagement, classroom management, and instructional strategies using descriptive statistics; (2) estimate the mean levels of professional improvement in terms of knowledge acquisition and skill development; (3) test the association between teacher efficacy and professional improvement using Spearman rho correlation; and (4) test whether there are significant differences in professional growth across categories of career progressions using Kruskal-Wallis test.

## Hypotheses

(H<sub>0</sub>) The relationship between the in-service teacher's sense of efficacy and their professional development in the knowledge acquisition and skill development is not statistically significant.

(H<sub>1</sub>) The sense of efficacy of in-service teachers is statistically significantly related to their professional growth in terms of knowledge, learning, and skill development.

## Literature review

The relationship between in-service teachers' perceptions of their own effectiveness in the areas of classroom management, instructional strategies, and student engagement, and their professional development—which is operationalized in terms of knowledge acquisition and skill development—is the main focus of this literature review. The review advances the claim that teachers' efficacy beliefs influence their motivation, perseverance, capacity for reflection, and participation in professional learning processes, all of which have an impact on long-term professional development. This claim is based on Bandura's Social Cognitive Theory. This theoretical position is more relevant to the field of early childhood public school environments, where the significance of continuous professional development is increased due to growing instructional demands, complex classroom dynamics, and constant regulatory changes. The review addresses concerns about construct validity and the sufficiency of self-reported indicators of professional development, in addition to synthesizing empirical results and clarifying construct parallelism between theory, measurement, and results. The theoretical consistency of the construction and the measurement justification of the current research are thus defined in this part.

### In-Service Teachers' Sense of Efficacy

Teachers' sense of efficacy relates to teachers' beliefs in their ability to organize and execute instructional actions essential to successfully achieve teaching assignments. Grounded on Bandura's Social Cognitive Theory, efficacy beliefs serve both as predictors and determinants of performance, influencing teachers' effort, persistence, resilience, help-seeking behavior, and openness to learning (Bandura, 1986, 1997). These strategies are particularly significant for in-service teachers, whose professional development unfolds through continual practice, reflection, and adaptation within authentic classroom situations.





In this study, teacher self-efficacy is conceived using the Teacher Sense of Efficacy Scale (TSES) established by Tschannen-Moran and Hoy. The TSES operationalizes teacher efficacy into three empirically supported domains: student engagement, instructional techniques, and classroom management (Tschannen-Moran & Hoy, 2001). The scale—particularly its frequently used short-form version—has shown excellent internal consistency, factorial validity, and cross-cultural application across multiple educational settings, including both international and local contexts. Employing this coherent approach allows the present investigation to avoid construct fragmentation and assures alignment between theoretical foundations and measurable efficacy characteristics.

Existing research highlights that when contextual adaptations of the TSES are required, they should maintain factor integrity and content relevance. Studies involving the adaptation of TSES items often apply stringent techniques, including systematic translation, expert validation, and confirmatory factor analysis, to maintain psychometric soundness (Tschannen-Moran & Hoy, 2001; Klassen et al., 2009). Anchoring the present study in the TSES framework consequently increases construct validity while permitting contextual sensitivity to the reality of early childhood public school settings.

Empirical syntheses frequently reveal that teachers with stronger efficacy beliefs demonstrate higher instructional commitment, greater involvement in professional learning, and increased flexibility in adopting pedagogical innovations (Klassen & Tze, 2014). Importantly, these efficacy beliefs do not work in isolation but interact dynamically with professional growth events and institutional environments. The next subsections summarize this body of information across the three categories of teacher self-efficacy.

#### **Efficacy in Student Engagement**

Efficacy in student engagement relates to teachers' confidence in their capacity to actively involve learners, sustain interest, and foster meaningful participation in classroom activities. Empirical studies conducted across international contexts consistently demonstrate that teachers who possess strong engagement-related efficacy are more willing to experiment with instructional strategies, closely monitor students' responses, and actively seek professional learning opportunities (Tschannen-Moran & Hoy, 2001; Klassen & Tze, 2014). Cross-national data further reveal that supportive school climates and collaborative professional cultures greatly boost teachers' efficacy in engaging pupils, while variability among educational contexts remains evident (Klassen et al., 2009).

Research also indicates that efficacy in student involvement acts as a motivational avenue for professional success. Teachers who are confident in their ability to engage with students are more likely to seek out pedagogical knowledge, improve their lesson plans, and develop skills that adapt to the diversity of their students (Bandura, 1997). This link is particularly salient in early childhood education, where active engagement forms the foundation of learning and requires instructors to regularly modify developmentally appropriate and play-based techniques. Despite its importance, a large portion of the work to date has focused mostly on student outcomes, paying little attention to how engagement-related efficacy supports teachers' own professional growth, especially in terms of gaining new knowledge and developing existing abilities. This disparity underlines the need for more exploration into the function of student engagement efficacy as a driver of professional progress among early childhood educators.

#### **Efficacy in Classroom Management**

Classroom management efficacy relates to teachers' views on their capacity to produce structured, respectful, and effective learning environments. Empirical data consistently link high levels of classroom management efficacy to decreased occupational stress, enhanced emotional regulation, and the formation of favorable classroom climates (Klassen & Chiu, 2010; Tschannen-Moran & Hoy, 2001). Instead of focusing on reactive disciplinary actions, these circumstances allow teachers to focus more on introspective practice and instructional improvement.

Research further reveals that excellent classroom management promotes professional growth through several channels. Competent management promotes instructional confidence, supports reflective appraisal of teaching practices, and fosters professional resilience—a key factor in sustaining long-term career development (Bandura, 1997). From a theoretical standpoint, these processes correspond with Bandura's statement that efficacy beliefs influence cognitive, motivational, and affective functioning when individuals participate in difficult activities.





Despite these realizations, the effectiveness of classroom management has primarily been studied as a predictor of student conduct and classroom order rather than as a tool to assist teachers in their own professional growth. As a result, its function in supporting teachers' learning and skill development is still little understood. The current study adds to the body of literature by directly connecting classroom management effectiveness with professional development results. This strengthens the conceptual connection between teacher efficacy views and ongoing professional development.

### **Efficacy in Instructional Strategies**

Instructional strategies' effectiveness refers to teachers' confidence in their ability to select, modify, and apply appropriate teaching approaches to support learning. Teachers with higher instructional efficacy are more likely to embrace new approaches, engage in collaborative learning, and pursue long-term professional development, according to research conducted in a variety of educational contexts (Tschannen-Moran & Hoy, 2001; Klassen & Tze, 2014). Because it encourages instructors to pursue new pedagogical information and continuously improve their instructional skills—behaviors linked to successful lifelong learning in the teaching profession—instructional efficacy directly contributes to professional development (Bandura, 1997).

These professional learning behaviors are also congruent with experiential and adult learning views, which emphasize experimentation, reflection, and ongoing development as fundamental processes of professional learning (Kolb, 1984; Knowles et al., 2015). However, structural factors may make it more difficult to put efficacy into practice, especially in public school settings where opportunities for experimentation and long-term professional learning may be limited due to time constraints, severe workloads, and resource limitations (OECD, 2009). Even though these elements are important, previous studies have frequently viewed instructional efficacy more as a predictor of immediate classroom results than as a long-term driver of professional development. Addressing this gap reinforces the case for studying instructional techniques efficacy as a predictor of teachers' continuous knowledge acquisition and skills development, especially among in-service educators working within constrained and policy-driven environments.

### **Professional Enhancement of In-Service Teachers**

The ongoing improvement of instructors' knowledge, abilities, and teaching methods through both formal and informal learning procedures is referred to as professional enhancement. Professional improvement, which is founded on adult learning theory and experiential learning theory, places a strong emphasis on reflective, practice-based learning, where teachers actively create knowledge via experience, teamwork, and introspection (Kolb, 1984; Knowles et al., 2015). The current study operationalizes professional enhancement in terms of knowledge acquisition and skill development—dimensions that are commonly acknowledged in educational research as fundamental markers of professional development (Desimone, 2009).

One of the most popular methods for assessing these variables is the use of self-report instruments, and research has shown both their advantages and disadvantages. Self-reported measures are particularly important in capturing internalized learning, reflective awareness, and perceived competence—dimensions of professional advancement that are not readily detectable through external indicators alone (Avalos, 2011). These measurements allow instructors to explain changes in their understanding and practice that may not immediately convert into formal career outcomes.

At the same time, researchers note that self-reports may be sensitive to common-method variance and social desirability bias, especially when educators judge their own success and professional growth (Podsakoff et al., 2003). The use of self-reported knowledge and skills development is still supported when the emphasis is on perceived professional improvement rather than objective career progression, even though triangulation with structural indicators like completed trainings, promotions, professional portfolios, or performance evaluations is advised (Desimone, 2009). Acknowledging these methodological considerations promotes transparency and strengthens the interpretive rigor of the present investigation.

### **Knowledge Acquisition**

In-service teachers actively incorporate pedagogical, subject, and contextual knowledge into their teaching practices as part of their knowledge development process. Key ideas like metacognition and





reflective learning have been applied more and more to adult learners, including teachers in professional practice, even though cognitive developmental theories were initially designed for learners (Flavell, 1979; Knowles et al., 2015). Contextualized, practice-based, and collaborative learning experiences are among the best ways for instructors to acquire professional knowledge, according to empirical research (Avalos, 2011; Desimone, 2009).

Both theoretical and empirical evidence further imply that teacher self-efficacy serves as a crucial antecedent to knowledge acquisition. Strong efficacy beliefs increase the likelihood that teachers would actively seek feedback, participate in self-directed learning, and incorporate newly learned material into their teaching methods (Bandura, 1997; Klassen & Tze, 2014). Despite these realizations, a large portion of the literature still focuses on learners and pays little attention to in-service instructors, especially those employed in public school systems' early childhood settings. Addressing this gap increases the relevance of the present study by linking teacher efficacy with knowledge acquisition in a policy-driven and practice-based professional context.

### **Skill Development**

The term "skill development" describes the ongoing improvement of educators' professional, instructional, and classroom management abilities via practice and education. Research compiled from systematic reviews consistently shows that informal and collaborative professional learning activities, like peer discussion, mentoring, and reflective practice, are more successful and long-lasting in fostering skill development than one-time or strictly formal training programs (Avalos, 2011; Desimone, 2009). These modes of learning allow teachers to contextualize skills within their everyday practice and adjust them to meet changing classroom demands.

Efficacy beliefs play a vital role in skill development, as they influence teachers' desire to experiment with new techniques, persist through instructional hurdles, and adapt instruction in response to feedback (Bandura, 1997). The conceptual connection between teacher self-efficacy and professional development is strengthened by these processes, which are closely linked to long-term professional development and career sustainability. Empirical literature further indicates that in-service teachers' sense of efficacy in student engagement, classroom management, and instructional strategies constitutes a key psychological resource that facilitates both knowledge acquisition and skills development (Klassen & Tze, 2014; Tschannen-Moran & Hoy, 2001). Efficacy beliefs facilitate long-term professional development through mechanisms like drive, perseverance, reflective practice, and participation in professional learning.

Despite this increasing amount of data, current research often looks at these dimensions separately, uses little contextualization, or fails to adequately conceptualize problems with measurement congruence and methodological bias. The current study fills these shortcomings by adopting a unifying framework of teacher efficacy, specifically operationalizing professional growth variables, and explicitly addressing methodological limitations. In doing so, it presents a theoretically consistent and empirically based basis for analyzing teacher self-efficacy as a predictor of professional growth among early childhood educators in publicly financed school contexts.

### **Conceptual Framework**

This research is based on the Social Cognitive Theory of Bandura, which is a theory that holds the belief that people base on their abilities to affect their performances, motivation, perseverance, and learning on their abilities in certain environmental settings. Following this theoretical prism, the conceptual framework hypothesizes that the sense of efficacy of in-service teachers (measured through the prism of student engagement, classroom management, and instructional strategies) is systemically related to their professional growth, operationalized as knowledge acquisition and development of skills.

In the framework, the teacher's sense of efficacy is the independent variable, which consists of three dimensions that are interrelated, namely efficacy in student engagement, efficacy in classroom management, and efficacy in instructional strategies. These dimensions capture how confident teachers were in their ability to manage instructional and classroom demands and are theorized to affect professional learning practices, including seeking feedback, practice in reflection, and participation in



professional development. These efficacy beliefs do not work alone as they interact with experiences and professional settings of teachers to influence learning outcomes, as provided by Social Cognitive Theory.

Knowledge acquisition and skill development are the dependent variables in the framework that constitute the essential elements of professional development. Instead of showing a direct causality presence, the framework shows associational relationships, which are in line with the correlational design of the study. The arrows of the model are directional relationships, which are theoretically based and tested based on the cycle of statistical association rather than cause and effect.

In order to provide coherence to the general study, some socio-demographic variables are positioned to contain control or contextual variables, such as gender, teaching experience, and career progression. These are not considered as some of the main predictors but recognized as background traits that may affect the strength or direction of the relationship between teacher efficacy and professional improvement. Their presence raises the clarity of the analysis and provides the correspondence of the framework to the proposed research goals and analytical steps.

Notably, the framework separates empirical variables and practical implications. The GROW Professional Advancement Program has not been formulated as an outcome variable in the model and as a mediator or moderator. Rather, it is represented as a proposed applied output, guided by the existing findings of the empirical relations that exist between teacher efficacy and professional improvement. The program is therefore based on the findings and theoretical findings of the study itself, as opposed to being directly tested or measured in the research design.

On the whole, the remodeled conceptual framework is a clear and theoretically grounded framework that connects teacher efficacy with professional improvement by keeping within the boundaries of correlational analysis. It provides a logical framework for matching the research questions, variables, and statistics, as well as the establishment of evidence-based professional development interventions among in-service teachers, especially in early childhood schools and publicly funded schools.

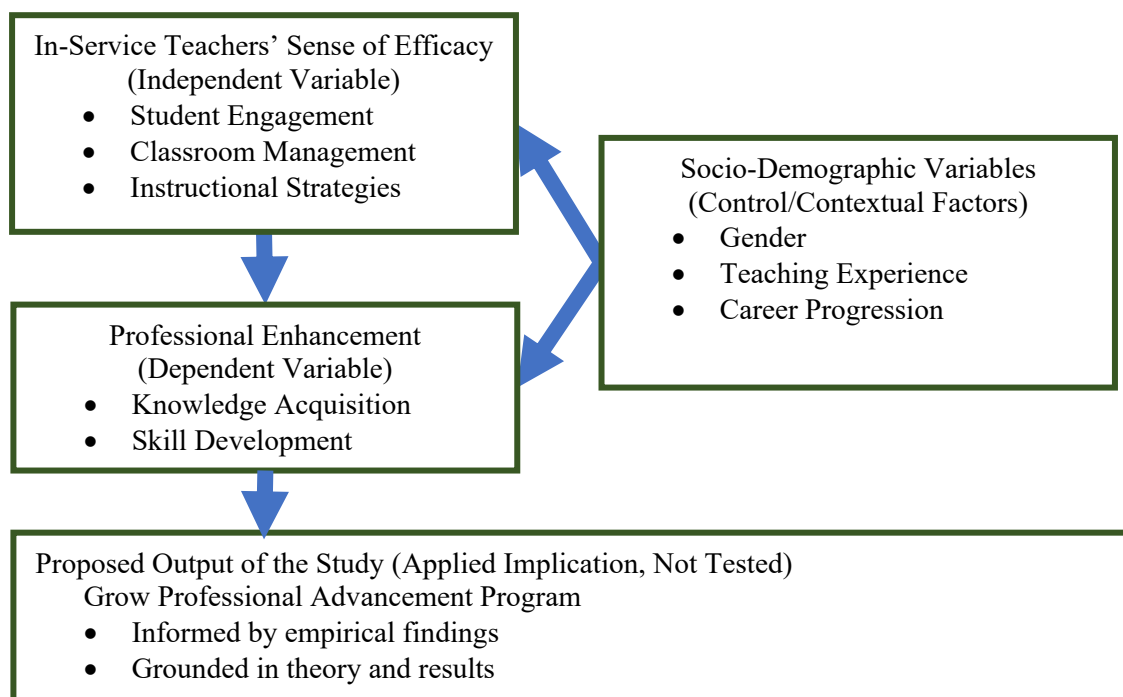


Figure 1. Theoretically-based example of a conceptual framework of the theoretically-grounded relationships between student engagement, classroom management, and instructional strategies (sense of efficacy) and professional enhancement (knowledge acquisition and skill development) in in-service teachers and socio-demographic variables used as controls. The GROW Professional



Advancement Program is an applied output that is based on the findings of the study and is not a variable that is tested in the model.

## Methodology

### Research Design

The study has used a quantitative descriptive-correlational research design, which is suitable for investigating the strength and direction of relationships between variables without manipulation as well as without cause and effect (Creswell, 2023). The selection of the design was quite purposeful since the main aim of the research was to investigate the connections between the sense of efficacy of the in-service teachers and their professional development, but not to determine the causal and predictive impact. Descriptive-correlational designs are very common in the research of educational studies that require exploration of patterns between professional beliefs, competencies, and developmental outcomes, especially when experimental control is not possible and it is also not ethical.

The descriptive part recorded the degree of the in-service teacher efficacy in engaging students, managing the classroom, and using teaching strategies, and the degree of their professional growth in knowledge acquisition and skill development. The correlational part considered the extent to which these efficacy areas were statistically linked to professional improvement key results. As per the nature of the design, the study does not present that teacher efficacy is the cause of professional enhancement, but it is a report of associative relationships based on the theoretical consonances of Bandura's Social Cognitive Theory and experiential theory of learning, which posits that professional beliefs and experiences of learning are mutually reinforcing but not directional.

### Population and Sample Size

The population of interest was the early childhood in-service teachers who worked in the elementary schools (public schools) of Tubod, Lanao del Norte. This population was chosen due to the reason that early childhood teachers work in very dynamic teaching settings that require them to undergo continuous professional learning, reflective practices, and adjust to changes in curricula and policies. A convenience sampling method was used purposely. The teachers were considered to include those teachers (a) who were presently teaching in the elementary schools (either in the early childhood or kindergarten level), (b) whose years of teaching experience did not exceed one year, and (c) who willingly chose to participate. Those teachers who went on a 5-year or more extended leave or did not directly participate in classroom teaching were omitted. The sample size fits the previous discrepancies in reporting sample sizes since 30 in-service teachers constituted the final sample ( $n = 30$ ). Although the sample size is small, it is similar to the ones employed in exploratory correlational research on teacher education and sufficient to conduct non-parametric statistical analysis. Nonetheless, the small sample size and several career progression groups interpret the subgroup analyses as tentative, and the research does not infer that it has the statistical power to support the ability to make stable comparisons of inferences. Further, since all the participants belonged to public schools, the type of institution was eliminated as an explanatory variable since it lacked variance.

### Research Instrument

The data source was a structured and self-administered questionnaire that consisted of three primary parts and was measured on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Reducing central tendency bias was done using a forced-choice scale.

#### *Part I: Demographic Profile*

The data collected in this section were on gender, years of teaching experience, level of career progression, teaching assignment, and type of institution. Analysis of these variables was done as control or grouping variables.

#### *Part II: Teacher Sense of Efficacy.*

The adaptive conceptual framework applied in measuring teacher sense of efficacy was the Teacher Sense of Efficacy Scale (TSES) conceptual framework, which is in parallel with the Social Cognitive Theory developed by Bandura. The items were placed in three subscales:

- Effectiveness in Student Engagement.
- Effectiveness in Classroom Management.





-Effectiveness in Instructional strategies.

The adaptation of items was done based on the pre-existing studies (e.g., Tschannen-Moran and Hoy, 2001; Agbaria, 2011; Ansyar et al, 2020) so that the concepts used by the developers were consistent with the setting of early childhood teaching in Philippine public schools. The process of adaptation paid attention to the clarity of language and relevance to the context, but the theoretical consistency remained related to the initial constructs.

#### *Part III: Professional Enhancement.*

Professional improvement was measured using self-reported measures of knowledge, learning, and skill improvement, which were based on recent professional development writings. These indicators were chosen since they are fundamental cognitive and practical aspects of teacher development, which are highlighted in the adult and experiential learning theories. Although self-report measures have been used in the research on teachers, the study considers the possibility of common-method variance and social desirability bias, which are mentioned in the limitations.

#### **Pilot Testing and Reliability.**

A pilot test was conducted before the actual data collection to determine clarity and internal consistency. The alpha coefficients by Cronbach were larger than acceptable, which showed high reliability:

- Efficacy Student Engagement: 0.80higher.
- Efficacy of classroom management:  $50.004 > 0.80$ .
- Instructional Strategies Effectiveness:  $\sim 0.80$ .
- Knowledge Acquisition:  $\alpha > 0.80$
- Skill Development:  $\alpha > 0.80$

Measurement precision among constructs was ensured by calculating the reliability of each subscale separately.

#### **Data Collection Procedure**

The researcher-administered questionnaires that were issued between September and November 2025 were the source of data collection. The purpose of the study was explained to the subjects, who were assured of anonymity and confidentiality, and we informed them about the research. This was done voluntarily, and no personal information was taken. There were clear guidelines aimed at reducing the error of respondents and alleviating the assessment fears that are related to the professional hierarchy.

#### **Data Analysis**

The levels of teacher efficacy and professional enhancement were summarized with the help of descriptive statistics (frequency, percentage, mean, and standard deviation). Since Likert-scale data are ordinal in nature, the sample size is small, and the data do not satisfy any assumptions regarding their normality, we used the rho correlation coefficient (rs) of Spearman to compare the relationships between domains of teacher efficacy and variables of professional enhancement. The Kruskal-Wallis test was used to test group differences in professional enhancement at different levels of career progression, and this is suitable when there are ordinal data and unequal groups. Tests like ANOVA and t-tests were not used because during the preliminary evaluation, it was found that the tests did not satisfy their assumptions. Mean-based interpretations were balanced with cautious and descriptive results interpretations as opposed to inferential interpretations. This research is limited due to the use of self-report and a cross-sectional study design, which face the risk of selection bias, common-method variance, and failure to draw a cause-and-effect relationship. These weaknesses were overcome in terms of anonymity, uniform scale formatting, and prudent interpretation of results. The results of the study are posed as associative and not causal and are meant to guide further longitudinal or mixed-method research.

## **Results**

### **Demographic Characteristics**

The final sample was composed of 30 early childhood in-service teachers who were working in the public elementary schools of Tubod, Lanao del Norte. The sample teaching workforce was





predominantly female (96.7%), as in Table 1, and this is in keeping with the gender breakdown that is usually reported in early childhood and primary schooling. This population background applies as previous educational studies propose that career-related gender trends and extended participation in early-grade teaching settings could influence the instructional confidence of teachers and classroom management behaviours. Regarding career development, almost half of the respondents were Teacher I (46.7%), then Teacher II (20.0%), and Teacher III (20.0%). The percentage of those who were Master Teachers was very low, with Master Teacher II only having one respondent. The experience with teaching was well dispersed, with the highest percentage of 21 years and above (30.0), which indicated an experienced group. The majority of the respondents taught Grades 1 to 3, meaning that they are continuously working in contexts of foundational learning in which classroom management and instructional flexibility are especially pronounced. The sample only comprised respondents working in public schools, placing the results squarely in the sector of the public-school institution and excluding institutional variation.

Table 1. Demographic Statistics of Respondents (n = 30)

| Characteristic               | Profile            | Frequency | %     |
|------------------------------|--------------------|-----------|-------|
| Gender                       | Male               | 1         | 3.3   |
|                              | Female             | 29        | 96.7  |
|                              | Prefer not to say  | 0         | 0     |
| Career Progression           | Teacher I          | 14        | 46.7  |
|                              | Teacher II         | 6         | 20.0  |
|                              | Teacher III        | 6         | 20.0  |
|                              | Master Teacher I   | 3         | 10.0  |
|                              | Master Teacher II  | 1         | 3.3   |
|                              | Master Teacher III | 0         | 0     |
|                              | Others             | 0         | 0     |
| Years of Teaching Experience | 0–5 years          | 6         | 20.0  |
|                              | 6–10 years         | 7         | 23.3  |
|                              | 11–15 years        | 3         | 10.0  |
|                              | 16–20 years        | 5         | 16.7  |
|                              | 21 years and above | 9         | 30.0  |
| Teaching Level               | Kindergarten       | 2         | 6.7   |
|                              | Grade 1            | 8         | 26.7  |
|                              | Grade 2            | 9         | 30.0  |
|                              | Grade 3            | 9         | 30.0  |
|                              | Multi-grade        | 2         | 6.7   |
|                              | Others             | 0         | 0     |
| Types of Institution         | Public School      | 30        | 100.0 |
|                              | Private School     | 0         | 0     |
|                              | Other              | 0         | 0     |





Table 2. Scoring Procedure and Interpretation

| Rating | Scoring Scale | Qualitative Description | Qualitative Interpretation |
|--------|---------------|-------------------------|----------------------------|
| 4      | 3.26 – 4.00   | Strongly Agree          | Very High                  |
| 3      | 2.51 – 3.25   | Agree                   | High                       |
| 2      | 1.76 – 2.50   | Disagree                | Low                        |
| 1      | 1.00 – 1.75   | Strongly Disagree       | Very Low                   |

Table 3 shows the descriptive statistics in terms of the efficacy of in-service teachers in student engagement, classroom management, and instructional strategies. The mean scores fell within a range of 3.73 to 3.83 on a 4-point scale, which is a very high perceived efficacy on all domains. The mean (M) of classroom management (3.83, SD = 0.231) was the highest, followed by student engagement (M = 3.75, SD = 0.322), and then instructional strategies (M = 3.73, SD = 0.278). The total mean score of effectiveness was 3.77(SD=0.214).

Theoretically, these results are in line with the self-efficacy model by Bandura, which states that after exposure to teaching, experienced teachers tend to have high confidence in handling instructional needs, especially in teaching environments that are stable. Nonetheless, the fact that the scores are distributed around the top range of the scale is indicative of a ceiling effect, which could be indicative of a lack of variability in answers. Ceiling effects of this type are typical of self-report assessments of professional competence and could be impacted by social desirability bias, in which the respondent would give positive assessments of their own professional competence. This weakness is a drawback because it limits the ability of the scale to identify smaller differences between respondents, and it must be taken into account when interpreting later correlational findings.

Table 3. Level of In-Service Teachers' Sense of Efficacy

| Variables   | Min  | Max  | Mean | SD    | Qualitative Interpretation |
|---|------|------|------|-------|----------------------------|
| Efficacy in Student Engagement                          | 3.00 | 4.00 | 3.75 | 0.322 | Very High                  |
| Efficacy in Classroom Management                        | 3.00 | 4.00 | 3.83 | 0.231 | Very High                  |
| Efficacy in Instructional Strategies                    | 3.00 | 4.00 | 3.73 | 0.278 | Very High                  |
| Level of In-service Teachers' sense of efficacy (Total) | 3.25 | 4.00 | 3.77 | 0.214 | Very High                  |

Table 4 demonstrates that the levels of professional advancement are also very high among respondents, whose mean scores in knowledge acquisition are 3.81 (SD = 0.268) and 3.75 (SD = 0.237) in skill development. The mean of the overall professional advancement amounted to 3.78 (SD = 0.204). These results indicate that the respondents feel themselves involved in ongoing professional education. The amount of perceived knowledge and skill development, according to the experiential learning theory, is high, which means that the practitioner continues to reflect, apply, and refine their practice. Just like the efficacy scores, though, the scores are consistently high, which is again the result of the lack of dispersion, which could be caused by self-report biases and professional values that promote positive self-evaluation.





Table 4. Level of Professional Advancement of In-service Teachers

| Variables   | Min  | Max  | Mean | SD    | Qualitative Interpretation |
|---|------|------|------|-------|----------------------------|
| Knowledge Acquisition                                   | 3.00 | 4.00 | 3.81 | 0.268 | Very High                  |
| Skill Development                                       | 3.25 | 4.00 | 3.75 | 0.237 | Very High                  |
| Professional advancement of in-service teachers (Total) | 3.38 | 4.00 | 3.78 | 0.204 | Very High                  |

Table 5 demonstrates the correlation between the sense of efficacy and the professional development among the in-service teachers. The findings showed that there is a strong correlation with a positive correlation and the correlation is statistically significant ( $r_s = 0.785$ ,  $p < .001$ ). This observation suggests that educators who expressed greater confidence in their teaching skills also expressed greater levels of professional development in terms of knowledge acquisition and skill development.

Hypothetically, this correlation concurs with the educational studies showing that educators with more efficacy beliefs are better motivated to participate in professional learning, continue to develop their skills, and pursue improvement opportunities. Nonetheless, because of employing common-method self-report measures and ceiling effects in both constructs, the strength of the correlation is to be taken cautiously. Although the tendencies of the relationship are impressive, it can be overstated by the similarity of measurement situations and a weak range of scores. Therefore, the outcome is viewed as a sign of a powerful associative tendency, and not as an indication of a causal/behavioral impact.

Table 5. Relationship Between Teacher Efficacy and Professional Advancement

| Variable   | Correlation Coefficient<br>(Spearman's rho) | Effect size | p-value  | Remarks     |
|--|---|-------------|----------|-------------|
| In-service teachers and professional advancement that influence their professional lives | 0.785                                       | Strong      | < 0.001* | Significant |

\*Correlation is significant at the 0.05 level

Table 6 illustrates the findings of the Kruskal-Wallis test of variance of professional progression in terms of levels of career progression. It was found that the difference was not statistically significant ( $2 = 7.60$ ,  $4$ ,  $p = 0.107$ ). Since the group sizes are small and uneven, especially within the categories of Master Teacher, this non-significant finding cannot be taken to mean that there is no difference, but simply as an inconclusive finding. Substantively, the finding is interesting in the sense that it argues that professional development does not only involve upward promotion. Earlier-stage teachers seem to be involved with professional learning at a similar level as those teachers in higher career stages. This trend can be compared to the modern view on education that focuses on the idea that professional development is not a functional process, but a constant process. Nevertheless, this trend requires additional research involving substantial and more equalized samples because of its weak statistical strength.

Table 6. Differences in Professional Advancement by Career Progression

| Variables   | $\chi^2$ | df | p-value | Remark          |
|---|----------|----|---------|-----------------|
| Career progression and professional advancement among in-service teachers | 7.60     | 4  | 0.107   | Not Significant |

Conclusion, in general, the findings suggest extremely high rates of teacher efficacy and professional growth, a positive relationship of high strength between these constructs, and no decisive





differences in professional development by levels of career progression. Although these results have theoretical significance and are in line with the existing educational models, they should be viewed through the prism of ceiling effects, self-report bias, small subgroups, and the correlational design. They are critical factors when considering the context of the results and informing further discussion and recommendations.

## Discussion

The research investigated the connection between the sense of efficacy and professional improvement of in-service teachers among the Early childhood teachers in the public elementary schools in Tubod, Lanao del Norte. The discussion is organized to explain the findings on the frames of descriptive-correlational design on the basis of Social Cognitive Theory and Experiential Learning Theory, and in accordance with the analyses of the Results section.

### **Sense of Efficacy and Professional Growth of the teacher.**

The findings found that teachers demonstrated extremely high levels of efficacy in student engagement, classroom management, and instructional tactics, alongside very high levels of professional advancement in terms of knowledge acquisition and skills development. Interpreted through the perspective of Bandura's Social Cognitive Theory, increased self-efficacy demonstrates great confidence in one's competence to plan, organize, and execute behaviors essential to meet teaching expectations effectively (Bandura, 1997). According to theory, these efficacy beliefs affect perseverance, drive, and readiness to take on difficult work-related tasks, which could account for the consistently high efficacy evaluations found in this study.

Furthermore, the high levels of professional development are consistent with the tenets of experiential learning theory, which prioritizes learning via active practice, reflection, and ongoing participation in professional situations (Kolb, 1984). The results support the idea that teacher professional development is experience-based, cyclical, and integrated into practice by indicating that respondents believe they actively participate in continuing professional learning processes.

The presence of a ceiling effect, which could limit score variability and lower sensitivity in identifying differences among respondents, is suggested by the clustering of responses at the top end of the measurement scale. This phenomenon is frequent in self-reported measures of professional competence and may be impacted by social desirability bias, particularly in professional situations where norms stress competence, commitment, and ongoing progress (Podsakoff et al., 2003). While the high ratings are theoretically relevant and consistent with recognized frameworks, they should therefore be taken with caution.

### **Relationship Between Teacher Efficacy and Professional Enhancement**

The presence of a strong and statistically significant positive link between teacher sense of efficacy and professional enhancement ( $r_s = .785, p < .001$ ) is one of the study's main conclusions. This finding is in line with other educational research showing that teachers who have high confidence in their ability to teach are more inclined to invest in learning, pursue professional development, and participate in professional learning activities (Klassen & Tze, 2014). Efficacy beliefs impact motivation, effort, and perseverance within the framework of Bandura's Social Cognitive Theory, offering a theoretical justification for why instructors with higher efficacy are more actively engaged in professional development activities (Bandura, 1997).

However, it's crucial to stress that this association is associative rather than causative. Given that the data were acquired using a cross-sectional design and self-reported measures, the observed strong correlation cannot be construed as evidence that teacher efficacy directly promotes professional improvement. Alternative interpretations are feasible, including the potential that engagement in professional development increases teachers' efficacy views or that both dimensions are influenced by common contextual or personal factors. Furthermore, the correlation coefficient may have been inflated due to common-method variance and limited score ranges (Podsakoff et al., 2003). Therefore, rather than being definitive evidence of behavioral or developmental causality, the results should be taken as evidence of a substantial correlation between teachers' efficacy beliefs and their perceived professional enhancement.





### **Professional Advancement and Career Progression.**

When teachers were categorized based on career advancement, the comparison showed no statistically significant variations in professional growth. This result should be taken as inconclusive rather than as evidence of equivalency, given the small and uneven subgroup sizes—particularly among the Master Teacher levels. In such circumstances, the Kruskal-Wallis test's statistical power is diminished, which limits its capacity to identify group differences even when they might exist (Creswell & Creswell, 2023). As a result, methodological limitations rather than meaningful group similarities may be partially responsible for the lack of statistically significant results.

Nevertheless, the lack of observable differences demands substantial consideration. According to Desimone (2009), one tenable reason is that professional development options in the public school system might be very consistent across career levels, giving teachers at various career stages access to comparable learning opportunities and development activities. Another possible explanation is that formal promotion—such as designation to Master Teacher positions—may not necessarily correspond to perceived professional growth, particularly when such roles emphasize administrative, supervisory, or mentoring responsibilities rather than continued acquisition of instructional knowledge and skills. Regardless of rank or professional standing, this interpretation aligns with current views on lifelong learning, which highlight ongoing professional development as a crucial and constant component of teaching (OECD, 2009). From this perspective, professional development is seen as a continuous, practice-based process that is integrated into teachers' daily work rather than as a result of hierarchical advancement.

### **Socio-demographic Factors: A Wary Interpretation.**

Although sociodemographic factors, including career progression and teaching experience, were mentioned in the Results section, stratified or multivariate analytical approaches were not used in this study to look at how they would affect teacher self-efficacy or professional development. Consequently, the findings should not be construed as evidence that these factors directly influence the observed outcomes. Rather, the conversation recognizes that teachers' personal beliefs and professional experiences may interact with contextual factors, such as school culture, leadership support, and access to professional development opportunities, to shape both efficacy perceptions and professional growth (Desimone, 2009; OECD, 2009).

Addressing these complicated linkages requires future study designs that integrate greater sample sizes and multivariate analytical methodologies. In order to strengthen causal inferences and improve the explanatory power of research in this field, such designs would enable a more nuanced examination of how individual, organizational, and contextual factors jointly contribute to teacher self-efficacy and professional improvement (Creswell & Creswell, 2023).

### **GPAP Implications on the GROW Professional Advancement Program.**

The suggested GROW Program is an applied inference drawn from the current study's findings rather than an intervention that has been empirically evaluated. Its design is strongly driven by the results, particularly the substantial positive correlation between teacher self-efficacy and professional enhancement, as well as the comparatively lower—though still high—median efficacy ratings in instructional tactics. As such, the program is meant as a theory- and evidence-informed professional development model rather than a validated causal solution (Creswell & Creswell, 2023).

The GROW Program specifically focuses on the following elements: (a) instructional strategy workshops that help teachers become more confident in their ability to choose, modify, and apply effective teaching strategies; (b) collaborative learning groups and mentoring structures that build on teachers' strong classroom management efficacy to support peer learning and shared professional expertise; and (c) structured reflective practice activities that are in line with experiential learning principles to support sustained knowledge acquisition and skills development (Kolb, 1984). These elements align with studies showing that collaborative, reflective, and practice-based professional learning is most successful (Desimone, 2009).

The program intentionally targets instructional techniques' efficacy, as this domain demonstrated the lowest mean efficacy score among the three efficacy dimensions assessed. By emphasizing this area, the GROW Program strengthens teachers' overall effectiveness beliefs while addressing a possible area





for professional development. The curriculum, which is based on Social Cognitive Theory, represents the idea that teachers' motivation, perseverance, and participation in professional learning activities can all be improved by boosting their confidence in their ability to instruct (Bandura, 1997).

Overall, the GROW Program is viewed as a flexible, context-sensitive professional development framework that may be customized by educational leaders according to local resource restrictions and institutional needs. Its efficacy would need to be further assessed using both process and outcome indicators. The results of this study corroborate theoretical viewpoints that highlight the motivating role of efficacy in professional development and add to the larger body of research that links teacher efficacy views to professional development. Crucially, the findings imply that professional development should be seen as an ongoing activity that teachers at all career phases can access, rather than being only determined by formal rank or promotion. For practitioners and policymakers, these findings underline the need to establish professional development efforts that increase teachers' perceptions of their teaching abilities while guaranteeing fair learning opportunities across the career continuum.

### Knowledge Contribution

In this research, some substantive contributions to the knowledge about teacher development were made as they produced empirical, theoretical, contextual, and practice-oriented insights about the relationship between the sense of efficacy and the professional growth of in-service teachers. One, the study has given empirical results on a local underrepresented setting, namely, the public elementary schools within Tubod, Lanao del Norte, which indicates that the sense of efficacy among teachers is closely and significantly linked with their professional development with respect to knowledge acquisition and skill development. Although the efficacy of the teachers and their professional development has been studied separately, the paper contributes to the current literature by showing that the two terms are closely interrelated in the context of early childhood education, thus filling the gaps in both domestic and global research.

Second, the results provide a contribution to the theoretical world, as they support major assumptions of the Social Cognitive Theory by Bandura. The high rates of efficacy found in all three areas of student engagement, classroom management, and instructional strategies echo the opinion of Bandura that effective self-belief boosts motivational effectiveness, persistence, and readiness to put effort into professional endeavors. The high correlation between efficacy and professional enhancement serves as empirical evidence on the idea that teachers who hold the belief in their instructional abilities are more likely to participate in the process of continuous learning, which can be training, mentoring, and reflective practices. By so doing, the study goes beyond the descriptive results and explains teacher efficacy as a psychological source of lifelong professional learning.

Third, the research adds to the conceptual knowledge by showing that there is no significant difference in the enhancement of a profession during various levels of career progression. This discovery disputes the widespread belief that an increase in rank or formal promotion is a sure-footed way of increased professional growth. Based on the Experiential Learning Theory, the findings indicate that professional learning is entrenched in the everyday teaching practice as opposed to being primarily contingent on either position or title. The teachers at all levels seem to take part in professional improvement in a similar way since the classroom experience, reflection, and the contextual requirements keep influencing the continuous learning. This observation adds new knowledge to the debate on professional development and career structure in the teaching field.

Fourth, the study presents contextual knowledge as it puts these relationships in the setting of the early childhood public school in a particular place in the Philippines. The research validates the fact that global patterns of teacher efficacy and professional learning are true in this local context by comparing the findings with the past international research that indicates the same high levels of efficacy among practicing teachers. Simultaneously, the research suggests the significance of analyzing teacher development in the context of institutional and culturally localized circumstances, which would enrich the literature about teacher development with localized evidence.

Lastly, the research paper brings practice-oriented research in terms of the creation of the GROW Professional Advancement Program, which transforms the empirical results into a practical model of



teacher development. Contrary to generic professional development models, GROW is clearly based on the outcomes of the study. These components are aimed at enhancing the domains of efficacy, specifically the instructional strategies, which showed the lowest (although sufficiently high) mean, with the help of specific training, learning groups, and reflection. The GROW model can provide an evidence-based way of maintaining teacher growth by connecting program elements to proven connections between efficacy and professional development. This contribution fills the gap between research and practice, offering a theoretically-based and context-driven model of professional development to school leaders and policymakers.

Collectively, these contributions provide an insight into the role of teacher efficacy as an agent of ongoing professional development, as well as provide grounded theory, policy, and practice implications. The research, therefore, contributes to the body of knowledge by not just validating the available theoretical expectations but also building on them with localized findings, critical interpretation, and applied innovation.



Figure 2 Teacher Efficacy–Driven Professional Development Model (TED-PD Model)

## Conclusion

This research made the conclusion that in-service teachers in the public elementary schools of Tubod, Lanao del Norte, indicated high efficacy scale scores of teaching in the areas of classroom management, student engagement, and instructional strategies, and high levels of professional growth in terms of knowledge acquisition and skill growth. These results prove that educators recognize themselves as fully confident in their teaching profession and are involved in ongoing professional development. Significantly, the findings reveal a significant and statistically significant correlation between teachers' sense of efficacy and their professional development, which is indicative of the fact that teachers who indicate having stronger self-beliefs about their teaching ability are also likely to indicate stronger participation in professional learning activities.

The analysis also showed that there are no statistically significant differences in the levels of professional enhancement with the levels of career progression, thus suggesting that the level of participation by teachers in professional learning is not significantly different based on rank or position.



This observation implies that it is possible that professional improvement is a continuous and negotiated part of the teaching position, per se, and not a role of official promotion or professional rank. Since the data is both correlated and self-reporting, the findings must be treated with a great deal of care and must not be used as an indication of causal effect between efficacy, professional growth, or career growth. It is based on these findings that the study provides the GROW (Guiding Resilience and Opportunities to Advance Workforce) Program as a research-based suggestion to enable the further professional growth of in-service teachers. The program is aimed at its future design and pilot implementation, which is to mentor, learn together, and develop specific skills according to the results of the study. It is suggested that future studies should empirically investigate the feasibility and effectiveness of the GROW program and that the causal pathways be investigated in longitudinal or experimental studies. On the whole, the paper presents evidence that teacher efficacy and professional improvement are interconnected and highlights the need to maintain context-oriented professional learning opportunities for in-service teachers.

### Recommendation

In accordance with the findings and conclusions of this research project, and taking into account the localized nature and correlational study of this research, the following evidence-based and stakeholder-fitted recommendations can be made:

1. For In-Service Teachers: The teachers are advised to continue their involvement in professional learning programs like seminars, mentoring, collaborative reflection, and peer observation because the programs were closely linked to a greater degree of professional improvement in the research. Considering the self-reported nature of the findings, the focus should be on reflective practice and self-assessment as affordable and viable strategies that will facilitate the process of continuously enhancing the instructional strategies, classroom management, and student engagement. The involvement in a professional learning community in schools could also reinforce efficacy beliefs and facilitate collective professional development.

2. For School Administrators: School leaders are recommended to experiment with school-based professional development programs, i.e., mentoring programs of early-career teachers, systematic peer coaching, and small, intensive reflective learning groups. These programs will be in alignment with the evidence in the study that teacher efficacy and professional improvement are closely related and are practical to the available resources in schools. The suggested GROW Program is to be regarded as a pilot tool, with set objectives, roles, and indicators of evaluation, instead of an answer to a question. Administrators are advised to match the professional development opportunities to the instructional needs that have been observed, especially in the instructional strategies, and to evaluate the outcomes through the formative feedback and participation indicators.

3. In the case of the Department of Education, this study provides provisional, evidence-based research information as opposed to the reasons to initiate a complete overhaul of the system at the policy level. The Department of Education might want to fund local or divisional-level professional development programs based on teacher efficacy, reflective practice, and experiential learning of early childhood teachers. Multi-site research and pilot testing of Continuing Professional Development (CPD) models in early childhood education should come before expansion or redesign of the models to achieve scalability, resource viability, and contextual appropriateness.

4. To Teacher Education and Higher Education Institutions: It is also advised that teacher training institutions should overhaul and enhance in-service training programs through the incorporation of modules clearly aimed to facilitate teacher self-efficacy and experiential learning, aligned to the Social Cognitive Theory and Experiential Learning Theory. These modules ought to strike a balance of both theoretical and practical activities as simulation of a classroom, reflective journals, and problem-based learning. These improvements to the curriculum can be made at an institutional level and are consistent with the results of the study concerning the high relationship between efficacy beliefs and professional enhancement.

5. For Future Researchers: It is highly recommended that future research be conducted to enlarge the current results by using larger and more heterogeneous samples with a comparison of both privatized





and public schools, as well as between rural and urban settings. A solution to self-report and correlational research limitations can be found in mixed-method research methods, which enable researchers to utilize both quantitative and qualitative data by using quantitative measures and qualitative interviews or observations to obtain the contextual and experiential variables. It is also suggested that longitudinal research design and experimental design will be used, both to check directionality and possible causal relationship between teacher efficacy, professional development, and career advancement, and to evaluate the effectiveness of the suggested programs, including GROW.

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