

Professional Development of the English Language Teachers in Siargao Division

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Abstract: *This study evaluated the professional development of English language teachers in Siargao Division concerning Child Friendly School System (CFSS) goal 6. It examined the respondents' profiles and the implementation of professional development, focusing on continuing education, co-teacher support, and administrator support. The results showed that most teacher-respondents are females aged 30-39 who have not begun their Master's Degrees and hold Teacher I positions. Administrator-respondents are generally females aged 30-49 with MA units and Head Teacher I positions. Siargao Division has implemented programs for professional development, including graduate studies, supportive colleague environments, and administrative support. There was no significant difference in how the implementation was perceived based on the respondents' profiles. English teachers reported experiences with seminars, workshops, training, and collaboration, while school administrators noted initiatives, professional development programs, and monitoring.*

The study concluded that the English teachers and administrators in Siargao Division are predominantly female, relatively young, and well-educated. Administrators view professional development as highly effective in terms of continuing education and support, while teachers rate it as "implemented." Professional development mainly involves seminars and workshops, with a strong emphasis on literacy and teaching methodologies.

Keywords: Professional Development, English Language Teachers, Siargao Division, Child Friendly School System (CFSS), Seminars and Workshops

I. INTRODUCTION

Nowadays, professional development of teachers is regarded as an essential part of the educational policies to raise the quality of teaching as well as learning processes. Sadeghi, K., & Richards, J. C. (2021) highlighted that professional development of language teachers is one major measure to ensure that teachers remain updated and avoid the risk or leaving the profession. In the ever-changing landscape of English language education, the professional development of English teachers plays a pivotal role in ensuring quality instruction and student learning outcomes. As stewards of linguistic and communicative skills, these educators play a crucial role in shaping the English proficiency of the next generation. The professional development of English language teachers holds profound implications for the quality of education, the attainment of language skills, and the overall academic success of students in Siargao Division. According to Hayes, et.al (2019) Research tells us that successful continuing professional development (CPD) for teachers is multi-faceted, lifelong, can take place inside or outside the workplace and is influenced not just by the experience of the CPD activity itself but also by teachers' prior professional experiences, their beliefs and contexts (both instructional and socio-cultural) and their own personal circumstances.

The commitment to professional development is twofold for educators. Firstly, they bear a moral responsibility towards their students, guiding them in learning and refining their skills within the classroom setting. Secondly, teachers serve as influential role models in society, contributing to shaping the perspectives of future generations. In essence, teachers play a dual role: within the classroom, fostering the growth of their students, and in society, molding the mindset of tomorrow's leaders for a better future.

Furthermore, given the status of English as the global lingua franca, English language teaching holds undeniable worldwide significance. EL teachers must remain vigilant and stay abreast of ongoing developments and changes in their field (Jasper 2020). Engaging in continuous professional development becomes imperative for them.

Simultaneously, there is a pressing need for teachers to assess and reevaluate their traditional teaching methodologies, adapting them to align with contemporary teaching standards (Golding and Gray 2021).

Hence, this research aims to ascertain the knowledge, perceptions, and feedback of the English language teachers in Siargao Division on Continuing Professional Development. Through this research, a deeper comprehension of the professional development needs of English language teachers in Siargao Division can be attained, thereby paving the way for informed strategies that catalyze their growth and, by extension, enrich the educational landscape of Siargao Division.

II. REVIEW OF LITERATURE

This segment introduces the governing principles and concepts in the review of related readings, literature, and studies considered relative to the present study.

Continuing Professional Development is defined as any learning outside of undergraduate education or postgraduate training that helps you maintain and improve your performance. It covers the development of your knowledge, skills, attitudes, and behaviors across all areas of your professional practice (Al-Ismael and Naserallallah 2023).

In a like manner, Dhanavel (2023) Continuing professional development (CPD), also known as continuing professional learning (CPL), is a lifelong process of improving an individual's knowledge, skill, attitude, belief, in short, expertise in a job, for the successful achievement of the set goals. In education, teachers need to update themselves constantly on various aspects of their job so that they can improve their students' learning outcomes and the society.

Professional development for English language teachers refers to the continuous process of improving and expanding their knowledge, skills, and competencies in the field of education. It involves engaging in a variety of activities specifically designed to enhance their teaching abilities, knowledge of language and linguistic theory, and understanding of the latest instructional techniques and technologies. Professional development can take various forms, including: Workshops and Training Sessions, these can be organized by educational institutions, professional organizations, or government agencies to focus on specific topics such as language teaching methodologies, assessment techniques, classroom management strategies, and integrating technology into instruction.

Smith, and Gillespie (2023) underscores that professional development can promote student learning by first summarizing the state of professional development in ABE and grounding their discussion in those realities. Short-term or one-session workshops, trainings, seminars, lectures, and conference sessions are one of the mainstays of professional development. Conferences and Seminars are also a form of Professional development. These events bring together educators from diverse backgrounds to discuss the latest research, best practices, and innovative approaches in English language teaching. They offer opportunities for networking and professional growth.

Likewise, Graduate Courses and Advanced Degrees, pursuing further education through graduate-level courses, certificate programs, or advanced degrees in English language teaching, linguistics, or related fields can provide in-depth knowledge and expertise. In fact, higher education can make a substantial contribution to sustainable development Wang and Zhou 2023).

In a like manner, Online Learning and Webinars, are some of the numerous online platforms and webinars that offer convenient and accessible professional development opportunities for English language teachers, covering a wide range of topics and areas of interest. Development of new and improved professional skills/ knowledge resulted through more efficient and productive online learning. It is a fact that technology-based education is more transparent in all respects. The expertise and exposure to information and communications technology of both educators and the learners have significant role in the selection of appropriate pedagogy for online education (Chougule, et.al., m2021).

Furthermore, Peer Collaboration and Mentoring are a form of Professional development. Collaborating with colleagues, participating in peer observations, and engaging in mentoring relationships can provide valuable professional development experiences by sharing best practices and learning from each other's experiences. Inconformity of the study of Dickson et. al., 2021). Peer mentoring, or bidirectional mentoring between those at a similar career stage, is a well-established professional development practice, especially during career stages that are characterized by development and transition. An extant model of peer mentoring highlights key components of peer mentoring: having a core curriculum, opportunities to give and receive support, and the promotion of activities leading to products and outcomes. Peer mentoring should increase access to and use of other mentoring structures and promote

professional development. It may also offer unique psychosocial benefits, including friendship and emotional support from colleagues with shared experience and/or career stage. The importance of professional development for English language teachers cannot be overstated. Here are a few reasons why it is crucial:

Inconformity with Ibda et. al., (2023) teacher professional development programs must be participant-centered, knowledge, assessment, and community-centered to optimize teacher learning. Professional development is an important mechanism that can improve teacher content knowledge and the quality of teaching practice. Professional development provides English language teachers with opportunities to learn new instructional strategies, teaching methodologies, and classroom management techniques. These skills can help teachers create engaging and effective learning environments for their students. According to Fitria and Kristiawan, M. (2023), the skill of teachers to teach in schools will determine the quality national education. The establishment of a strategic program to improve teachers teaching skills, which refers to the schools' vision of producing students with high morals, intelligence, and discipline, has an impact on the quality of the teaching and learning process. A teacher needs to expand the learning experience so that their professionalism develops. Professional knowledge which includes systematic learning and teaching knowledge and the need for a specific pedagogical context Syamsi et.al (2023).

Engaging in professional development can lead to improved student outcomes. This type of leadership has been found to be particularly effective in promoting teacher professional development, enhancing teacher efficacy, and improving student learning outcomes (Yusof, 2019). When teachers are equipped with the latest research-based strategies and innovative instructional techniques, they can better meet the diverse needs of their students and foster language acquisition and proficiency. Hence, professional development encourages reflective practice among teachers, allowing them to critically evaluate their own teaching methods and make informed, evidence-based decisions to enhance their practice (Gheith 2019).

Professional peer supports can include peer networking, peer mentoring, and professional learning communities in conformity with Layden, S. J. (2023). Professional peer supports are intended to foster supportive, learning-centered environments that support individuals across multiple domains (Lombardo et al.2019). Specifically, professional peer supports extend beyond formal learning experiences (Krutka et al., 2019) and support individuals in the areas of professional development. Engaging in professional development opportunities allows English language teachers to connect with peers, mentors, and experts in the field. This networking can provide valuable support, collaboration, and opportunities for sharing ideas and resources.

Engaging in professional development can open up opportunities for career advancement, leadership roles, and specialized areas of expertise within the field of English language teaching. The extent to which teaching career paths offer continued progression and opportunities to contribute to the quality of education is essential for recruiting and retaining highly qualified and motivated teachers. Besides, teachers usually seek enhanced career paths to promote new learning and maintain motivation about their teaching, Tantawy, N. (2020). Overall, professional development plays a vital role in ensuring that English language teachers are equipped with the knowledge, skills, and resources they need to effectively support their students' language learning and academic success. It is an ongoing investment in both the professional growth of teachers and the quality of education provided to English language learners. Professional development is essential for English language teachers to stay informed, skilled, and effective in their practice. By continuously investing in their professional growth, teachers can create meaningful and impactful learning experiences for their students, ultimately contributing to the overall success of English language learners.

The professional development for English language teachers is a continuous and multifaceted process aimed at enhancing knowledge and skill across various aspects of their practice. Studies from various authors emphasizes that it is a lifelong endeavor to improve expertise in teaching for the successful achievement of set goals, particularly in education where constant updates are essential for improving students' learning outcomes and societal impact.

In English language teaching, professional development takes various forms, such as workshops, training sessions, conferences, graduate courses, online learning, and peer collaboration. These avenues provide opportunities for teachers to improve their teaching abilities, stay updated on language and linguistic theories, and integrate the latest instructional techniques and technologies into their classrooms.

The importance of professional development is underscored by its role in promoting student learning. Short-term workshops, seminars, and conferences facilitate the exchange of best practices and innovative approaches. Additionally,

pursuing advanced degrees and participating in online learning and webinars contribute to in-depth knowledge and expertise, aligning with the evolving landscape of English language teaching.

Peer collaboration and mentoring are vital components of professional development, fostering valuable experiences through the sharing of best practices and mutual learning. The importance of these practices is recognized by their contribution to access and use of other mentoring structures, promoting holistic professional development, and offering psychosocial benefits such as friendship and emotional support.

Synthesis.

Professional development is not only crucial for individual teachers but also holds societal significance. The commitment to improving teaching skills is essential for the quality of national education. It is particularly impactful when professional development programs are participant-centered, knowledge-centered, assessment-centered, and community-centered.

Engaging in professional development positively influences student outcomes, as equipped teachers can better meet diverse student needs and foster language acquisition (Yusof 2019). Reflective practice is encouraged among teachers, leading to informed and evidence-based decisions to enhance their teaching methods. Professional peer supports, including networking and mentoring, contribute to a supportive and learning-centered environment.

Beyond its impact on teaching effectiveness, professional development opens up opportunities for career advancement, leadership roles, and specialized expertise within the English language teaching field. The continuous progression and opportunities for teachers' career paths are crucial for attracting and retaining qualified and motivated educators.

In conclusion, professional development is an indispensable aspect of English language teaching. Its ongoing nature ensures that teachers are well-equipped to provide quality education, fostering the success of English language learners. Through continuous investment in professional growth, teachers contribute to meaningful and impactful learning experiences for their students, ultimately shaping the success of English language learners and the quality of education provided.

Thus, professional development is the teacher's learning experiences, gained through formal or informal means from the starting point of his/her profession until retirement. It is described as a process in which teachers can improve their role, career, self and develop their professional competence.

Statement of the Problem

This study seeks to assess the professional development of English Language Teachers within Siargao Division in relation to their engagement in Child Friendly School System (CFSS) goal 6.

Specifically, it seeks answers the following questions;

What is the demographic profile of the respondents in terms of;

Age

Sex

Highest Educational Attainment

Position/Designation/Appointment

What is the extent of implementation of selected professional development in Goal 6 in the Child-Friendly School Systems as perceived by English Language Teachers and School Principals/Heads in Siargao Division as to the following:

undergoing continuing professional training;

support of co-teachers; and

support of school principals/heads?

Is there a significant difference in the extent of implementation of selected professional development in Goal 6 in the Child-Friendly School Systems as perceived by English Language Teachers and School Principals/Heads in Siargao Division when they are grouped according to the profile variables?

What are the insights and experiences of the English Teachers and principals in Siargao Division on implementation of selected professional development in Goal 6 in the Child-Friendly School Systems?

Based on the results of this study, what Professional Development Plan may be crafted for English Language Teachers in Siargao Division?

III. METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and gathering procedure, and data analysis.

Research Design

The study employs a mixed-methods research design, integrating both qualitative and quantitative approaches for data collection. It utilized survey questionnaire and structured interview through focus group discussion to obtain a comprehensive understanding of the professional development landscape for English language teachers in Siargao Division.

Research Environment

The study encompassed the thirty-nine (39) elementary and nine (9) secondary schools in Siargao Division, situated on Siargao Island within the province of Surigao del Norte. Siargao comprises 48 islands and islets, organized into nine municipalities: Burgos, Dapa, Del Carmen, General Luna, Pilar, San Benito, San Isidro, Santa Monica, and Socorro. Encompassing a land area of approximately 437 square kilometers (169 sq mi), the east coast features a relatively straight shoreline with one prominent inlet, Port Pilar. The coastline is characterized by a series of reefs, small points, and pristine sandy beaches. Renowned as the surfing capital of the Philippines, Siargao is a well-known tourist destination celebrated for its numerous surfing spots and attractions.

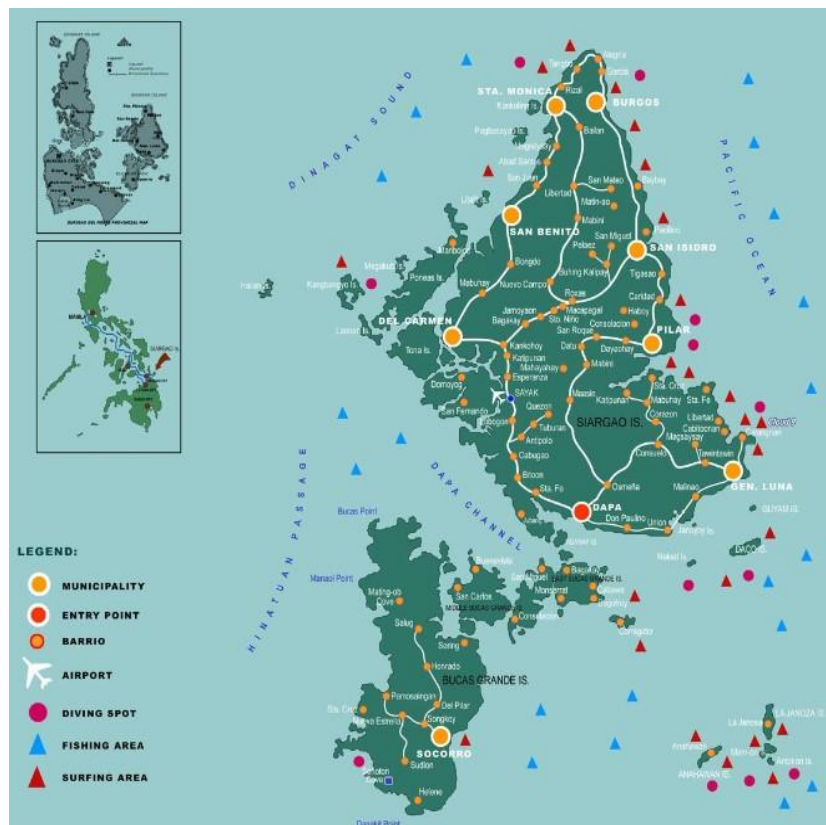


Plate 1. Map of Siargao Island
DOI: 10.48175/IJARSCT-19417

Siargao Island is greatly influenced by the winds and currents coming uninterrupted from the Pacific Ocean, intensified by the Mindanao current running westward through the Siargao Strait. The tide of Siargao is diurnal with tidal curves typically present, especially on the east coast of the island. The island's Pacific-facing reefs are situated on the edge of the Philippine Trench, and the extremely deep offshore waters assure the ocean swells have undiluted power when they encounter the many coral and rock reefs. Siargao has excellent surfing conditions, particularly during the southwest "habagat" monsoon from August to December when the prevailing wind is offshore.

Most of the residents of this Island are into Farming and fishing, while others are engaged into business industry, and professional undertakings. Every barangay of each municipality of the aforementioned island has complete elementary schools either mono or combination and multigrade classes but only few secondary schools. And separated into 12 districts along with one division known as the Siargao Division.

Specifically, the 12 districts of the division of Siargao are the following: Burgos district, Dapa East and West district, Numancia East and West district, General Luna district, Pilar district, San Benito district, San Isidro district, Sapao district, and Socorro East and West district. The municipality of Dapa, Del Carmen and Socorro are divided into two districts since it has several numbers of barangays.

Respondents

The participants of this study are the two hundred fifty-nine (259) English language teachers in the twelve (12) districts of Siargao Division.

Table 1 below shows the population of teachers in every school of Siargao Division and the total number of English Language Teachers who are the respondents of this study.

Table 1. Distribution of Respondents

DISTRICT	SCHOOL	POPULATION	SAMPLE
BURGOS	Baybay Elementary School	8	7
	Bitaug Elementary School	3	
	Burgos Central Elementary School	11	
	Matin-ao Elementary School	4	
	San Mateo Elementary School	3	
	Burgos National High School	18	
DAPA EAST	Cabawa Elementary School	4	3
	Can-uyan Primary School	3	
	Consolacion Elementary School	13	6
	Corregidor Elementary School	5	
	Dagohoy Elementary School	3	
	Don Enrique Navarro Memorial School	22	10
	Don Paulino Elementary School	8	
	Montserrat Elementary School	4	
	Osmena Elementary School	10	
	Sta Felomina Elementary School	4	
	Union Elementary School	14	9
	Consolacion National High School	16	5
Union National High School	16		
DAPA WEST	Bagacay Elementary School	5	
	Buнавista Elementary School	6	
	Cambas-ac Elementary School	8	
	Catabaan Elementary School	9	
	Dapa Central Elementary School & SPED Center	51	10

	Jubang Elementary School	8	6
	New Uba Primary School	2	
	San Carlos Elementary School	5	4
	San Miguel Elementary School	7	
	Sta. Fe Elementary School	7	
	Dapa National High School	122	17
	Dagohoy National High School	5	
	Siargao National Science High School	16	6
GENERAL LUNA	Anajawan Elementary School	4	3
	Cabitoonan Elementary School	4	3
	Catangnan Elementary School	6	
	Consuelo Elementary School	13	6
	Corazon Elementary School	4	
	Daku Elementary School	3	
	Dao Primary School	3	3
	General Luna CES	45	12
	La Januza Elementary School	4	
	Libertad Elementary School	8	
	Magsaysay Elementary School	3	3
	Malinao Elementary Schol	6	5
	Mam-on Primary school	2	
	Sta. Cruz Elementary School	6	5
	Sta. Fe Elementary School	8	
	Suyangan Elementary School	6	5
	Tawin-Tawin Elementary School	5	4
	Consuelo National High School	11	4
	General Luna National High School	51	7
	Sta Fe. National High School	17	4
Suyangan National High School	8	4	
NUMANCIA EAST	Antipolo Elementary School	7	6
	Bitoon Elementary School	6	
	Cabugao Elementary School	3	2
	Esperanza Elementary School	6	5
	Lobogon Elementary School	4	
	Mahayahay Elementary School	4	
	Quezon Primary School	3	
	San Fernando Elementary School	3	
	Sayak Elementary School	6	5
	Tuboran Elementary School	6	
	Oguing Navarro Memorial National High School	10	
Mariano Matugas Memorial National High School	15		
NUMANCIA WEST	Bagacay Elementary School	4	3
	Cancohay Elementary School	6	
	Dumoyog Primary School	3	3
	Halian Elementary School	7	
	Jamoyaon Elementary School	6	
	Katipunan Elementary School	3	

	Lasala Elementary School	10	6
	Mabuhay Primary School	3	
	Numancia Central Elementary School	23	8
	Del Carmen National High School	37	
PILAR	Caridad Elementary School	8	
	Consolacion Elementary School	2	
	Datu Elementary School	6	5
	Dayaohay Primary School	2	
	Jaboy Elementary School	3	3
	Katipunan Elementary School	8	
	Maasin Elementary School	6	
	Mabini Elementary School	3	3
	Mabuhay Elementary School	7	
	Pilar Central Elementary School	16	
	Salvacion Elementary School	6	
	San Roque Elementary School	6	
	Caridad National High School	11	4
	Pilar National High School	31	
SAN BENITO	Bongdo Elementary School	4	
	Maribojoc Elementary School	6	
	Nuevo Campo Elementary School	6	5
	Pitogo Elementary School	3	
	San Juan Elementary School	7	
	San Benito Central Elementary School	14	
	San Benito National High School	20	
SAN ISIDRO	Buhing Calipay Elementary School	3	
	Del Pilar Elementary School	5	
	Macapagal Primary School	2	
	Pacifico Primary School	3	3
	Pelaez Elementary School	2	
	Roxas Elementary School	7	
	San Isidro Central Elementary School	16	
	San Miguel Primary School	2	
	Sta. Paz Elementary School	5	
	Sto. Nino Elementary School	5	
	Tambacan Elementary School	5	
	Tigasao Elementary School	7	
	Roxas National High School	16	
	San Isidro National High School	23	8
SAPAO	Abad Santos Elementary School	7	
	Alegria Elementary School	7	6
	Bailan Elementary School	5	
	Garcia Elementary School	5	
	Libertad Elementary School	8	
	Mabini Elementary School	6	
	Magsaysay Elementary School	4	3
	Rizal Elementary School	6	

	Sapao Central Elem. School	14	
	Tangbo Elementary School	7	
	Alegria National High School	7	
	Libertad National High School	10	
	Sapao National High School	29	
SOCORRO EAST	Bay-ang Elementary School	7	
	Don. Albino Taruc Memorial ES	17	
	Lanit-ag Elementary School	3	
	N. SERING ELEMENTARY SCHOOL	9	6
	Socorro Central Elementary School and SPED Center	50	11
	Atoyay Elementary School	8	
	Atoyay National High School	13	
	Socorro National High School	58	
SOCORRO WEST	Del Pilar Community School	8	
	Honrado Comm. ES	3	3
	Lawigan Primary School	4	
	Nueva Estrella CES	13	
	Pamosaingan Elementary School	8	
	P. Dela Pena Primary School	4	3
	Salog Elementary School	7	
	San Roque Elementary School	6	
	Songkoy Elementary School	9	
	Sta. Cruz Community Elementary School	5	4
	Sudlon Elementary School	6	
	Sabang Primary School	3	
	Nueva Estrella National High School	19	
Pamosaingan National High School	14		
TOTAL		4,620	259

Research Instrument

The researcher utilized a researcher-made survey questionnaire and interview guide as research instrument in this study. The said questionnaire is composed of three (3) parts, namely; Part 1 is the researcher-made survey questionnaire on demographic profile of the respondents, part 2 covered the assessment of the Professional Development of language teachers in Siargao Division in relation to their engagement in Child Friendly School System (CFSS) goal 6. And part 3 make use of interview questions as guidepost in gaining a comprehensive understanding of the professional development landscape for English language teachers in Siargao Division.

To ensure the validity and reliability of the research instrument, such underwent appropriate validation and reliability test.

Validity. The research instrument's validation done by sending a request letter to the three-panel members, including the statistician and the researcher's adviser. The instrument's content was subjected to validation by presenting its draft to a panel of examiners who reviewed the instrument's content regarding the instrument's refinement. In the revision and final drafting of the questionnaire, the researcher employed integration techniques prior to its distribution.

Reliability. After the validation, to test the instrument's reliability, the researcher randomly selects other teachers to participate in the pilot testing. The result then be analyzed using the Cronbach's Alpha statistical tool. Therefore, the survey instrument was reliable (See Appendix C). Such gave a scientific signal that the research instrument is worthy of being administered to the target respondents.

Ethics and Data Gathering Procedure

The researcher formally sent a request letter asking for permission for the conduct of study to the Schools Division Superintendent and District Supervisors to every school in Siargao Division (Appendices C and D), this is on account that the needed data are from English Language Teachers in their respective school. Attached with this letter are copies of the research instrument.

Upon the approval of the request, the researcher conducted the study and the procedure required to gather the data to answer the specific problems of the study. The instruments personally be administered by the researcher to the number of respondents. An individualized conduct of the instruments was done, to qualify the initial responses of the respondents. With qualitative approach, the researcher recorded some information obtained from both interviews and their answers to the open-ended parts of the instrument.

When all the answered instruments are in hand, tallying of information, analysis, tabulation, and interpretation using the appropriate statistical tools followed.

Data Analysis

The following statistical tools utilized to treat the data needed to answer the problems of the study:

Frequency Count and Percent. These were used to determine the profile of the respondents in terms of age, sex, highest educational attainment, and positions.

Mean and Standard Deviation. These were used to describe the extent of implementation of professional development of English language teachers in terms of continuing professional development, co-teachers support, and support of administrators.

One-Way Analysis of Variance. This was used to compare the extents of implementation of professional development of English language teachers as perceived by themselves based on their profile.

Kruskal-Wallis ANOVA. This was used to compare the extents of implementation of professional development of English language teachers as perceived by the school-administrators based on their profile.

IV. RESULTS AND DISCUSSION

Profile of Respondents

The profile of the English Language teachers in the Siargao Division, Surigao del Norte, is shown below.

Profile of Teacher

Table 2. -Respondents

Profile		f(n=232)	Percent
Age	21-29 years old	56	24.1
	30-30 years old	96	41.4
	40-49 years old	52	22.4
	50 years old and above	28	12.1
Sex	Male	28	12.1
	Female	204	87.9
Highest Educational Attainment	College Graduate	137	59.1
	MA Units	95	40.9
Position	Teacher I	132	56.9
	Teacher II	36	15.5
	Teacher III	64	27.6

It can be gleaned from the Table that out of the 259 teachers surveyed, the age distribution shows that the largest group, 96 teachers (41.4%), falls within the 30-39 years old range. This is followed by 56 teachers (24.1%) who are 21-29 years old. Additionally, 52 teachers (22.4%) are aged 40-49 years, and 28 teachers (12.1%) are 50 years old and above. In terms of sex, there were 204 female teachers (87.9%) compared to only 28 male teachers (12.1%).

In terms of educational attainment, the majority of the teachers, 137 (59.1%), are college graduates. Moreover, a substantial portion, 95 teachers (40.9%), have pursued further studies and earned Master's degree units. Regarding professional positions, the largest group holds the rank of Teacher I, comprising 132 teachers (56.9%). This is followed by 64 teachers (27.6%) who hold the position of Teacher III, and 36 teachers (15.5%) who are designated as Teacher II. The distribution of these positions indicates a range of experience levels and career progression among the English language teachers in this division.

The profile of the administrator-respondents is presented in the next Table.

Among the 48 administrators surveyed, the age distribution reveals that the largest group consists of 19 individuals (39.6%) who are between 30-39 years old. This is followed by 16 administrators (33.3%) aged 40-49 years old. Additionally, 9 administrators (18.8%) fall within the 50-59 age range, while the smallest group, 4 administrators (8.3%), are between 21-29 years old. Sex distribution among the administrators shows that females are in the majority, with 29 individuals (60.4%) compared to 19 males (39.6%).

Table 3. Profile of Administrator-Respondents

Profile		f(n-48)	Percent
Age	21-29 years old	4	8.3
	30-39 years old	19	39.6
	40-49 years old	16	33.3
	50-59 years old	9	18.8
Sex	Male	19	39.6
	Female	29	60.4
Highest Educational Attainment	College Graduate	6	12.5
	MA Units	39	81.3
	Ph.D.	3	6.3
Position	Head Teacher I	18	37.5
	Head Teacher II	6	12.5
	Head Teacher III	7	14.6
	Principal I	4	8.3
	Principal II	5	10.4
	Teacher III / School-in-Charge	8	16.7

In terms of educational attainment, a significant majority of the administrators, 39 individuals (81.3%), have completed MA units, showcasing a strong commitment to advanced education and professional development. Only a small fraction, 6 administrators (12.5%), are college graduates, while 3 administrators (6.3%) hold a Ph.D. Regarding their professional positions, the largest group of administrators holds the rank of Head Teacher I, accounting for 18 individuals (37.5%). This is followed by 8 administrators (16.7%) who serve as Teacher III / School-in-Charge. Additionally, 7 administrators (14.6%) hold the position of Head Teacher III, and 6 administrators (12.5%) are Head Teacher II. The positions of Principal II and Principal I are held by 5 (10.4%) and 4 (8.3%) administrators, respectively.

Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems, as perceived by the English language teachers, is presented in Table 4.

Table 4. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Continuing Professional Development as Perceived by the English Language Teachers

Item	Statement	Mean	SD	VI	QD
	<i>As an English teacher, I...</i>				
1	attend workshops on incorporating technology in language teaching to enhance student engagement and learning outcomes.	3.39	0.64	Agree	Implemented
2	participate in webinars on communicative language teaching strategies to improve students' speaking, listening, reading and writing skills.	3.43	0.58	Agree	Implemented
3	engage in advanced professional training programs to deepen understanding of language acquisition theories and teaching methodologies.	3.45	0.55	Agree	Implemented
4	participate in professional development seminars focused on cultural competence and diversity in language education.	3.30	0.47	Agree	Implemented
5	enroll in courses on differentiated instruction to cater to the diverse learning needs of English Language learners.	3.37	0.57	Agree	Implemented
6	attend conferences on second language acquisition research to stay informed about the latest methodologies and approaches in language teaching.	3.17	0.57	Agree	Implemented
7	participate in specialized courses on linguistics to enhance knowledge of language structure and usage.	3.23	0.61	Agree	Implemented
8	attend workshops on effective English assessment techniques to evaluate student progress and tailor instruction accordingly.	3.33	0.51	Agree	Implemented
9	observe best practices in lesson planning and classroom management.	3.48	0.53	Agree	Implemented
10	utilize online resources and webinars to expand knowledge and skills in areas such as assessment, curriculum development, and technology integration in language teaching.	3.32	0.58	Agree	Implemented
11	pursue a Master's/Doctoral degree in line with English as area of specialization.	3.08	0.78	Agree	Implemented
	Average	3.32	0.35	Agree	Implemented

Two items with the highest mean values highlight areas where the implementation of professional development activities is particularly robust. Item 9, "observe best practices in lesson planning and classroom management," had the highest mean score of 3.48 with a standard deviation of 0.53. This suggests that teachers frequently engage in activities that allow them to learn from effective classroom practices and management strategies, enhancing their instructional skills. Another high-scoring item, Item 3, "engage in advanced professional training programs to deepen understanding of language acquisition theories and teaching methodologies," received a mean score of 3.45 with a standard deviation of 0.55. This reflects a strong emphasis on advanced training that deepens teachers' theoretical knowledge and practical methodologies in language teaching.

Conversely, two items with the lowest mean values point to areas where the implementation of CPD activities might be less prevalent. Item 11, "pursue a Master's/Doctoral degree in line with English as area of specialization," had the lowest mean score of 3.08 with a standard deviation of 0.78. This indicates that while there is some level of engagement

in pursuing higher academic qualifications, it is less widespread compared to other professional development activities. Item 6, "attend conferences on second language acquisition research to stay informed about the latest methodologies and approaches in language teaching," also had a relatively lower mean score of 3.17 with a standard deviation of 0.57. This suggests that participation in conferences focused on the latest research in second language acquisition is not as frequent.

The average mean score of 3.32, with a standard deviation of 0.35, provides a comprehensive snapshot of the extent to which the selected professional development provisions are implemented within the Siargao Division, Surigao del Norte, as perceived by English language teachers. This average score, falling within the "Agree" category, indicates a general consensus among the teachers that the professional development activities are being implemented effectively. The relatively high average mean suggests that the professional development initiatives are well-received and appreciated by the teachers, reflecting a positive attitude towards continuous improvement and learning. It shows a strong commitment to fostering a culture of professional growth and development among English language teachers in the Siargao Division. It highlights the division's efforts in providing diverse and relevant professional development opportunities that cater to the needs of the teachers, ultimately contributing to the enhancement of the educational environment.

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems, as perceived by the school administrators, is presented in Table 5.

Table 5. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Continuing Professional Development as Perceived by the Administrators

Item	Statement	Mean	SD	VI	QD
	<i>English teachers ...</i>				
1	attend workshops on incorporating technology in language teaching to enhance student engagement and learning outcomes.	3.65	0.48	Strongly Agree	Highly Implemented
2	participate in webinars on communicative language teaching strategies to improve students' speaking, listening, reading and writing skills.	3.71	0.46	Strongly Agree	Highly Implemented
3	engage in advanced professional training programs to deepen understanding of language acquisition theories and teaching methodologies.	3.65	0.48	Strongly Agree	Highly Implemented
4	participate in professional development seminars focused on cultural competence and diversity in language education.	3.62	0.49	Strongly Agree	Highly Implemented
5	enroll in courses on differentiated instruction to cater to the diverse learning needs of English Language learners.	3.67	0.48	Strongly Agree	Highly Implemented
6	attend conferences on second language acquisition research to stay informed about the latest methodologies and approaches in language teaching.	3.58	0.54	Strongly Agree	Highly Implemented
7	participate in specialized courses on linguistics to enhance knowledge of language structure and usage.	3.58	0.54	Strongly Agree	Highly Implemented
8	attend workshops on effective English assessment techniques to evaluate student progress and tailor instruction accordingly.	3.63	0.49	Strongly Agree	Highly Implemented
9	observe best practices in lesson planning and classroom management.	3.69	0.47	Strongly Agree	Highly Implemented
10	utilize online resources and webinars to expand knowledge and skills in areas such as assessment,	3.67	0.52	Strongly Agree	Highly Implemented

	curriculum development, and technology integration in language teaching.				
11	pursue a Master's/Doctoral degree in line with English as area of specialization.	3.60	0.61	Strongly Agree	Highly Implemented
Average		3.64	0.41	Strongly Agree	Highly Implemented

Among the items assessed, two stand out with the highest mean values. Item 2, which states, "English teachers participate in webinars on communicative language teaching strategies to improve students' speaking, listening, reading, and writing skills," received the highest mean score of 3.71 with a standard deviation of 0.46. This suggests that administrators perceive a high level of engagement in webinars focusing on communicative language teaching strategies, which are crucial for developing comprehensive language skills in students. Similarly, Item 9, "observe best practices in lesson planning and classroom management," also received a high mean score of 3.69 with a standard deviation of 0.47. This indicates that observing and integrating best practices in lesson planning and classroom management is a highly prioritized activity among English teachers, as viewed by the administrators.

On the other end of the spectrum, two items with relatively lower mean values still reflect strong implementation but highlight areas that could potentially benefit from even greater focus. Item 6, "attend conferences on second language acquisition research to stay informed about the latest methodologies and approaches in language teaching," had a mean score of 3.58 with a standard deviation of 0.54. While still highly rated, this item suggests that attending such conferences, though important, might not be as frequently implemented as other activities. Similarly, Item 7, "participate in specialized courses on linguistics to enhance knowledge of language structure and usage," also had a mean score of 3.58 with a standard deviation of 0.54. This points to a strong but slightly less emphasized focus on specialized linguistic courses.

The average mean score of 3.64, with a standard deviation of 0.41, signifies a generally uniform and highly positive perception of the CPD provisions among the administrators. The "Strongly Agree" and "Highly Implemented" ratings across all items reflect the administrators' recognition of the effectiveness and importance of these professional development activities. This high average score shows the division's commitment to providing comprehensive and effective CPD opportunities that are well-aligned with the needs of the teachers. This consistent implementation highlights the administrators' proactive approach in ensuring that teachers are well-equipped with the necessary skills and knowledge to enhance their teaching practices and, consequently, student learning outcomes.

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems in terms of Support of Co-Teachers, as perceived by the English language teachers, is reflected in Table 6.

Table 6. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Support of Co-Teachers as Perceived by the English Language Teachers

Item	Statement	Mean	SD	VI	QD
	<i>As EL teacher, I am supported by my co-teachers in my professional development by means of:</i>				
1	collaborating with me in creating lesson plans that cater to diverse learning styles.	3.34	0.57	Agree	Implemented
2	sharing teaching strategies and resources with me to enhance classroom instruction.	3.41	0.51	Agree	Implemented
3	providing me with feedback and constructive criticism to help me improve my English teaching practices.	3.46	0.52	Agree	Implemented
4	working together with me to create a positive and inclusive classroom environment.	3.43	0.52	Agree	Implemented
5	supporting me through giving ideas in managing	3.41	0.52	Agree	Implemented

	classroom behavior and addressing student needs.					
6	coordinating with me to assess students' progress and adjust teaching methods accordingly.	3.44	0.55	Agree	Implemented	
7	assisting me in differentiating instruction to accommodate diverse learning styles and abilities.	3.40	0.54	Agree	Implemented	
8	engaging with me in professional development activities to enhance teaching skills.	3.39	0.54	Agree	Implemented	
9	collaborating with me to create a supportive and cohesive team dynamic.	3.42	0.50	Agree	Implemented	
10	fostering open communication and mutual respect to promote a successful teaching partnership.	3.38	0.52	Agree	Implemented	
11	encouraging and supporting me to pursue my Graduate Studies.	3.34	0.53	Agree	Implemented	
Average		3.40	0.41	Agree	Implemented	

Two items with the highest mean values illustrate areas where co-teacher support is particularly strong. Item 3, "providing me with feedback and constructive criticism to help me improve my English teaching practices," received the highest mean score of 3.46 with a standard deviation of 0.52. This suggests that teachers highly value and frequently receive feedback and constructive criticism from their colleagues, which is essential for continuous improvement and professional growth. Another high-scoring item, Item 6, "coordinating with me to assess students' progress and adjust teaching methods accordingly," had a mean score of 3.44 with a standard deviation of 0.55. This reflects a strong collaborative effort among teachers to monitor student progress and adapt teaching strategies, which is crucial for addressing diverse student needs and enhancing learning outcomes.

However, two items with the lowest mean values, while still indicating agreement, point to areas where support might be slightly less robust. Item 1, "collaborating with me in creating lesson plans that cater to diverse learning styles," and Item 11, "encouraging and supporting me to pursue my Graduate Studies," both had the lowest mean scores of 3.34. Item 1 had a standard deviation of 0.57, and Item 11 had a standard deviation of 0.53. This suggests that while there is collaboration in lesson planning and encouragement to pursue further studies, these areas could benefit from enhanced support to maximize their potential impact.

The average mean of 3.40, with a standard deviation of 0.41, indicates a generally positive perception of co-teacher support among the English language teachers. The consistent agreement across all items underscores the collaborative and supportive culture within the teaching community. This positive environment is crucial for fostering professional development and ensuring that teachers feel valued and supported in their roles. The results reflect a strong foundation of co-teacher support in professional development activities, with high levels of collaboration, feedback, and mutual assistance. By continuing to build on these strengths and addressing areas for improvement, the Siargao Division can further enhance the effectiveness and impact of its professional development initiatives, contributing to the overall success of its educational programs.

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems in terms of Support of Co-Teachers, as perceived by the school administrators, is reflected in Table 7.

Table 7. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Support of Co-Teachers as Perceived by the Administrators

Item	Statement	Mean	SD	VI	QD
<i>EL teachers are supported by their co-teachers in their professional development by means of:</i>					
1	collaborating with them in creating lesson plans that cater to diverse learning styles.	3.58	0.58	Strongly Agree	Highly Implemented
2	sharing teaching strategies and resources with them to enhance classroom instruction.	3.67	0.48	Strongly Agree	Highly Implemented

3	providing them with feedback and constructive criticism to help them improve my English teaching practices.	3.69	0.47	Strongly Agree	Highly Implemented
4	working together with them to create a positive and inclusive classroom environment.	3.73	0.45	Strongly Agree	Highly Implemented
5	supporting them through giving ideas in managing classroom behavior and addressing student needs.	3.71	0.46	Strongly Agree	Highly Implemented
6	coordinating with them to assess students' progress and adjust teaching methods accordingly.	3.71	0.46	Strongly Agree	Highly Implemented
7	assisting them in differentiating instruction to accommodate diverse learning styles and abilities.	3.69	0.47	Strongly Agree	Highly Implemented
8	engaging with them in professional development activities to enhance teaching skills.	3.63	0.49	Strongly Agree	Highly Implemented
9	collaborating with them to create a supportive and cohesive team dynamic.	3.67	0.48	Strongly Agree	Highly Implemented
10	fostering open communication and mutual respect to promote a successful teaching partnership.	3.67	0.48	Strongly Agree	Highly Implemented
11	encouraging and supporting them to pursue my Graduate Studies.	3.65	0.53	Strongly Agree	Highly Implemented
Average		3.67	0.43	Strongly Agree	Highly Implemented

The overall average mean score of 3.67 with a standard deviation of 0.43 indicates that administrators believe these provisions are "Highly Implemented" and reflect a strong agreement on the effectiveness of co-teacher support in professional development activities. These results suggest that the school administrators recognize and appreciate the collaborative efforts among teachers, which contribute significantly to the teachers' professional growth and the overall quality of education.

Two items with the highest mean values highlight areas where co-teacher support is exceptionally strong. Item 4, "working together with them to create a positive and inclusive classroom environment," received the highest mean score of 3.73 with a standard deviation of 0.45. This suggests that administrators perceive a very high level of collaboration among teachers to foster positive and inclusive classroom environments, which is essential for effective teaching and learning. Similarly, Item 5, "supporting them through giving ideas in managing classroom behavior and addressing student needs," also scored highly with a mean of 3.71 and a standard deviation of 0.46. This indicates that co-teachers are actively engaged in sharing strategies for classroom management and addressing the diverse needs of students, which is crucial for maintaining a conducive learning atmosphere.

Moreover, two items with the lowest mean values, though still indicating strong agreement, point to areas where there might be room for further enhancement. Item 1, "collaborating with them in creating lesson plans that cater to diverse learning styles," had the lowest mean score of 3.58 with a standard deviation of 0.58. This suggests that while collaboration in lesson planning is prevalent, there may be opportunities to strengthen this aspect to better cater to diverse learning styles. Similarly, Item 8, "engaging with them in professional development activities to enhance teaching skills," had a mean score of 3.63 with a standard deviation of 0.49. This points to a high level of engagement in professional development activities, although there is potential for further improvement in this area as well.

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems, as perceived by English language teachers, highlights the supportive role of administrators in their professional development as shown in the next Table.

Table 8. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Support of Administrators as Perceived by the English Language Teachers

Item	Statement	Mean	SD	VI	QD
<i>As an EL teacher, I am supported by my School Principal/Head in my professional development by:</i>					
1	providing me strong direction and leadership guided by a written supervisory plan.	3.28	0.52	Agree	Implemented
2	consistently providing guidance and support to help me improve my teaching practices.	3.36	0.54	Agree	Implemented
3	advocating for resources and opportunities that enhance my ability to effectively educate and support students.	3.40	0.50	Agree	Implemented
4	recognizing and acknowledges my contributions, fostering a sense of appreciation and motivation in my role as an English teacher.	3.44	0.52	Agree	Implemented
5	supporting and encouraging me to strive for excellence and continuously grow in my teaching career.	3.42	0.52	Agree	Implemented
6	regularly monitoring my performance to ensure that I am meeting the expected teaching standards.	3.44	0.52	Agree	Implemented
7	providing me with constructive feedback and criticism to help me improve my teaching practices.	3.48	0.53	Agree	Implemented
8	offering support and resources to address any challenges that I may face in the classroom.	3.48	0.51	Agree	Implemented
9	recognizing and acknowledging my achievements and contributions to the school community.	3.44	0.52	Agree	Implemented
10	collaborating with me to set professional development goals and offers opportunities for growth and advancement in my teaching career.	3.38	0.52	Agree	Implemented
11	encouraging and helping me pursue Graduate Studies.	3.40	0.51	Agree	Implemented
Average		3.41	0.41	Agree	Implemented

Among the items assessed, two with the highest mean values highlight areas where administrators' support is particularly impactful. Item 7, "providing me with constructive feedback and criticism to help me improve my teaching practices," achieved the highest mean score of 3.48 with a standard deviation of 0.53. This reflects a strong perception among teachers that administrators are actively involved in giving constructive feedback, which is crucial for refining teaching practices and fostering professional growth. Similarly, Item 8, "offering support and resources to address any challenges that I may face in the classroom," also scored highly with a mean of 3.48 and a standard deviation of 0.51. This indicates that administrators are perceived as providing substantial support and resources to help teachers overcome classroom challenges, which is essential for maintaining a productive teaching environment.

In contrast, two items with the lowest mean values, while still showing agreement, suggest areas where support might be less robust. Item 1, "providing me strong direction and leadership guided by a written supervisory plan," received the lowest mean score of 3.28 with a standard deviation of 0.52. This indicates that while some direction and leadership are provided, there might be opportunities for more structured and formal guidance. Similarly, Item 10, "collaborating with me to set professional development goals and offers opportunities for growth and advancement in my teaching career," had a mean score of 3.38 with a standard deviation of 0.52. This points to a somewhat less frequent or less effective collaboration in setting professional goals and providing growth opportunities, suggesting a potential area for improvement in fostering teacher advancement.

The average mean of 3.41, with a standard deviation of 0.41, reflects a generally positive perception of administrative support among English language teachers. The "Agree" and "Implemented" ratings across the board signify that while administrators are viewed as supportive, there are varying levels of perceived effectiveness in different areas. This average score highlights that while teachers feel supported, there is room for improvement in specific aspects of administrative support.

The extent of implementation of selected professional development provisions stipulated in Goal 6 of The Child-Friendly School Systems, as perceived by the school administrators themselves, highlights the supportive role of administrators in their professional development as shown in Table 9.

Table 9. Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems in terms of Support of Administrators as Perceived by the Administrators

Item	Statement	Mean	SD	VI	QD
	<i>I support the professional development of my EL teachers by ...</i>				
1	providing them strong direction and leadership guided by a written supervisory plan.	3.60	0.54	Strongly Agree	Highly Implemented
2	consistently providing guidance and support to help them improve my teaching practices.	3.63	0.49	Strongly Agree	Highly Implemented
3	advocating for resources and opportunities that enhance my ability to effectively educate and support students.	3.60	0.49	Strongly Agree	Highly Implemented
4	recognizing and acknowledges my contributions, fostering a sense of appreciation and motivation in my role as an English teacher.	3.65	0.48	Strongly Agree	Highly Implemented
5	supporting and encouraging them to strive for excellence and continuously grow in my teaching career.	3.63	0.49	Strongly Agree	Highly Implemented
6	regularly monitoring my performance to ensure that I am meeting the expected teaching standards.	3.67	0.48	Strongly Agree	Highly Implemented
7	providing them with constructive feedback and criticism to help them improve my teaching practices.	3.63	0.49	Strongly Agree	Highly Implemented
8	offering support and resources to address any challenges that I may face in the classroom.	3.63	0.49	Strongly Agree	Highly Implemented
9	recognizing and acknowledging my achievements and contributions to the school community.	3.60	0.49	Strongly Agree	Highly Implemented
10	collaborating with them to set professional development goals and offers opportunities for growth and advancement in my teaching career.	3.58	0.54	Strongly Agree	Highly Implemented
11	encouraging and helping them pursue Graduate Studies.	3.58	0.54	Strongly Agree	Highly Implemented
	Average	3.62	0.46	Strongly Agree	Highly Implemented

Among the items evaluated, two with the highest mean values underscore areas where administrators feel they are making significant impacts. Item 6, "regularly monitoring my performance to ensure that I am meeting the expected teaching standards," received the highest mean score of 3.67 with a standard deviation of 0.48. This indicates that administrators place a strong emphasis on performance monitoring, which is critical for maintaining teaching quality and ensuring that educators meet established standards. Similarly, Item 4, "recognizing and acknowledging my contributions, fostering a sense of appreciation and motivation in my role as an English teacher," scored highly with a mean of 3.65 and a standard deviation of 0.48. This reflects administrators' commitment to acknowledging teachers' efforts, which helps to boost morale and motivation, thus contributing positively to the overall teaching environment.

On the other hand, two items with the lowest mean values, while still showing high levels of agreement, suggest areas where administrators might refine their support strategies. Item 10, "collaborating with them to set professional development goals and offers opportunities for growth and advancement in my teaching career," and Item 11, "encouraging and helping them pursue Graduate Studies," both received the lowest mean scores of 3.58 with a standard deviation of 0.54. These scores indicate that while there is substantial support for professional growth and further studies, there may be room for improvement in how these opportunities are presented and facilitated. The lower mean values in these areas suggest that administrators might benefit from enhancing their efforts in goal-setting collaborations and providing more targeted encouragement for advanced studies.

The average mean score of 3.62 highlights a strong perception of support from administrators for English language teachers' professional development. The "Strongly Agree" rating across most items underscores the administrators' strong engagement in providing direction, feedback, and recognition. These reveal that school administrators are perceived as highly effective in supporting English language teachers through regular performance monitoring, constructive feedback, and recognition of contributions. By addressing the areas with slightly lower mean values, administrators can further enhance their support, ensuring that all aspects of professional development are maximally beneficial and aligned with teachers' career growth and needs.

Difference on Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems based on Profile of Respondents

Table 10. Difference on the Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems as Perceived by the English Language Teachers

Profile	Variable	F	p	Decision on Ho	Interpretation
Age	Continuing Professional Development	2.46	0.06	Not Rejected	Not Significant
	Support of Co-Teachers	1.44	0.23	Not Rejected	Not Significant
	Support of Administrators	2.47	0.06	Not Rejected	Not Significant
Sex	Continuing Professional Development	0.67	0.41	Not Rejected	Not Significant
	Support of Co-Teachers	0.06	0.80	Not Rejected	Not Significant
	Support of Administrators	0.12	0.73	Not Rejected	Not Significant
Highest Educational Attainment	Continuing Professional Development	2.36	0.13	Not Rejected	Not Significant
	Support of Co-Teachers	0.61	0.44	Not Rejected	Not Significant
	Support of Administrators	0.06	0.81	Not Rejected	Not Significant
Position	Continuing Professional Development	0.92	0.433	Not Rejected	Not Significant
	Support of Co-Teachers	1.91	0.13	Not Rejected	Not Significant
	Support of Administrators	1.72	0.16	Not Rejected	Not Significant

In terms of age, no significant differences were found in perceptions of continuing professional development, support from co-teachers, or support from administrators. The F-values were 2.46, 1.44, and 2.47 respectively, with p-values of 0.06 for all three areas. Since the p-values are greater than 0.05 level of significance, the null hypotheses were not rejected. These results suggest that the teachers' perceptions regarding the extent of professional development and support received do not significantly vary with their age.

Sex also did not emerge as a significant factor influencing perceptions of professional development or support. The F-values for continuing professional development, support from co-teachers, and support from administrators were 0.67,

0.06, and 0.12, respectively, with p-values of 0.41, 0.80, and 0.73. These p-values led to the non-rejection of the null hypotheses. These findings indicate that male and female teachers perceive the implementation of professional development provisions and support in a similar manner, without significant differences attributed to their sex.

Similarly, highest educational attainment did not significantly impact perceptions of professional development or support. The F-values were 2.36, 0.61, and 0.06, with p-values of 0.13, 0.44, and 0.81, respectively. This suggests that whether a teacher has a college degree, master's units, or a higher level of education does not significantly influence their perceptions of the extent of professional development or support provided.

Lastly, position within the school—whether a teacher is a Teacher I, Teacher II, or Teacher III—did not show significant differences in perceptions either. The F-values for continuing professional development, support from co-teachers, and support from administrators were 0.92, 1.91, and 1.72, with p-values of 0.43, 0.13, and 0.16, respectively. This indicates that teachers, regardless of their position, perceive the implementation of professional development provisions and support similarly.

Table 11. Difference on the Extent of Implementation of Selected Professional Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems as Perceived by the Administrators

Profile	Variable	F	p	Decision on Ho	Interpretation
Age	Continuing Professional Development	4.37	0.22	Not Rejected	Not Significant
	Support of Co-Teachers	3.49	0.32	Not Rejected	Not Significant
	Support of Administrators	3.54	0.32	Not Rejected	Not Significant
Sex	Continuing Professional Development	1.30	0.25	Not Rejected	Not Significant
	Support of Co-Teachers	2.97	0.08	Not Rejected	Not Significant
	Support of Administrators	3.54	0.06	Not Rejected	Not Significant
Highest Educational Attainment	Continuing Professional Development	2.77	0.25	Not Rejected	Not Significant
	Support of Co-Teachers	2.61	0.27	Not Rejected	Not Significant
	Support of Administrators	2.64	0.27	Not Rejected	Not Significant
Position	Continuing Professional Development	4.13	0.53	Not Rejected	Not Significant
	Support of Co-Teachers	6.90	0.23	Not Rejected	Not Significant
	Support of Administrators	5.15	0.40	Not Rejected	Not Significant

When assessing the impact of age on perceptions, no significant differences were observed. The F-values for continuing professional development, support from co-teachers, and support from administrators were 4.37, 3.49, and 3.54, respectively, with corresponding p-values of 0.22, 0.32, and 0.32 for the three areas. These results indicate that the age of administrators does not significantly influence their perceptions of professional development and support mechanisms, suggesting a uniform view across different age groups.

Sex also did not emerge as a significant factor affecting perceptions. The F-values for continuing professional development, support from co-teachers, and support from administrators were 1.30, 2.97, and 3.54, with p-values of 0.25, 0.08, and 0.06, respectively. Despite the p-values approaching significance, they did not reach the 0.05 threshold, implying that male and female administrators share similar perceptions regarding the extent of professional development and support.

The highest educational attainment of administrators similarly did not lead to significant differences in perceptions. The F-values for continuing professional development, support from co-teachers, and support from administrators were 2.77, 2.61, and 2.64, with p-values of 0.25, 0.27, and 0.27. These results suggest that the level of educational attainment does not significantly affect administrators' views on the implementation of professional development provisions and support.

Lastly, the position of administrators within the school did not significantly impact their perceptions. The F-values for continuing professional development, support from co-teachers, and support from administrators were 4.13, 6.90, and 5.15, with p-values of 0.53, 0.23, and 0.40, respectively. This indicates that administrators, regardless of their position, perceive the professional development provisions and support mechanisms similarly.

Insights and Experiences of English Language Teachers on the Implementation of Professional Development Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems

Seminars and Workshops

English Language teachers frequently mentioned seminars and workshops as primary methods for their professional development. These events are designed to keep teachers updated on the latest trends and methodologies in English language teaching. One teacher noted, "Provide seminars focused on literacy," which highlights the importance of literacy in these professional development activities. Another stated, "Implemented through workshops," emphasizing that workshops are a key component of their ongoing training. This focus on seminars and workshops demonstrates a structured approach to enhancing teaching skills through targeted, educational events.

Engagement in Professional Development

Teachers appreciate the efforts to engage them in professional development but express concerns about the accessibility and availability of these opportunities. Responses such as "By engaging seminars" and "Not widely implemented only a few teachers given a chance to attend seminars" suggest that while engagement is promoted, not all teachers have equal access to these development programs. This uneven distribution may limit the overall effectiveness of the professional development initiatives, signaling a need for more inclusive access.

Training and Collaboration

The importance of training sessions and collaborative efforts is another recurrent theme among teachers. They value practical training and collaborative activities as vital to their professional growth. One teacher mentioned, "Through trainings & seminar workshops," and another highlighted, "Collaborative effort involving local educational institutions and teachers." These comments indicate that both training and collaborative planning are crucial for addressing specific needs and improving teaching practices. Such approaches foster a supportive environment where teachers can share best practices and learn from one another.

Literacy Focus

A significant emphasis on literacy is noted in the professional development programs. Teachers indicated that many seminars are centered around literacy, which aligns with broader educational goals. For example, "More on literacy seminars" and "By providing seminars focusing on literacy" reflect a strong commitment to enhancing literacy skills among teachers. This focus ensures that teachers are well-equipped to address literacy challenges in their classrooms, aligning with educational priorities.

Limited Opportunities

Some teachers expressed frustration about the limited opportunities for professional development, suggesting that not all teachers benefit equally from these programs. Statements like "Not widely implemented only a few teachers given a chance to attend seminars" and "As the teacher who handles higher grades before, I never obtained or given an opportunity for an English language related professional development" point to a disparity in access. These concerns highlight the need for more equitable distribution of professional development opportunities to ensure all teachers can benefit.

Insights and Experiences of School Administrators on the Implementation of Professional Development Development Provisions Stipulated in Goal 6 in The Child-Friendly School Systems

Initiatives and Support

School administrators report actively initiating and supporting professional development activities, indicating a structured approach to teacher development. They have implemented various strategies to support teachers, as reflected in responses such as “Initiated activities/seminars that encourage the teachers actively and professionally” and “Providing teachers with opportunities to learn new teaching strategies and attend seminars.” These statements illustrate the administrators' commitment to creating a supportive environment for teacher growth and ensuring that they have the resources and opportunities to enhance their skills.

Professional Development Programs

The implementation of structured professional development programs is a key focus for administrators. They highlight the variety of training and development activities available to teachers. For example, “Implemented an English professional development program” and “Conducted different trainings to enhance their teaching skills” reflect a well-organized approach to teacher development. This structured approach aims to address various aspects of English language teaching and provide comprehensive support to educators.

Collaborative Efforts

Collaboration with local institutions and the use of diverse strategies such as webinars and mentoring are emphasized by administrators as integral to professional development. Responses like “Collaborative effort involving local educational institutions and teachers” and “By implementing webinar, online courses and mentoring” show a commitment to using a range of methods to support teacher development. This collaborative and multifaceted approach helps ensure that professional development is relevant and effective, incorporating various perspectives and resources.

Monitoring and Evaluation

Administrators also emphasize the importance of monitoring and evaluating the implementation of professional development programs to ensure their effectiveness. Statements such as “The Education Programs Supervisor always monitors every school to check that English language are implemented” and “Schools and division organize workshops and seminars” highlight the role of oversight in maintaining the quality and relevance of professional development initiatives. This ongoing evaluation helps ensure that programs meet their objectives and address teachers' needs.

Challenges

Despite the efforts to implement professional development programs, administrators acknowledge challenges related to the customization and effectiveness of these programs. Responses like “Lack of training” and “Need further training” suggest that there are areas where professional development could be improved. These comments indicate a need for more tailored and effective programs to better meet the needs of English language teachers and enhance their professional growth.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study assessed the professional development of English Language Teachers within Siargao Division in relation to their engagement in Child Friendly School System (CFSS) goal 6. It determined the profile of the respondents in terms of age, sex, highest educational attainment, and position. It determined the implementation of professional development in the Division in terms of the three variables which are continuing professional development, support of co-teachers, and support of school administrators. The perceived extents of implementation of professional development were compared based on the profile of the respondents.

The study utilized a quanti-qualitative research methodology by using a researcher-made questionnaire with Likert scales and open-ended questions. Data were gathered from 232 English teachers and 48 school administrators in Siargao Division, Surigao del Norte. Data were analyzed using frequency count and percent for the profile of the respondents, mean and standard deviation for the extent of implementation of the professional development in Siargao Division, One-Way Analysis of Variance (ANOVA) for the comparison of extents of implementation of professional

development as perceived by the teachers, and Kruskal-Wallis ANOVA for the comparison of extents of implementation of professional development as perceived by the school administrators.

Findings. The study revealed that:

Most of the teacher-respondents are 30-39 females who have not started their Master's Degree with Teacher I positions.

The administrator-respondents are mostly 30-49 females who have MA units and holding Head Teacher I positions.

Siargao Division implemented programs for the professional development of English language teachers which encompassed continuing higher education in graduate studies, promoting a supportive environment among colleagues, and ensuring administrators' support to teachers.

There is no significant difference on the perceived extents of implementation of the professional development of English teachers in Siargao Division when grouped according to the profile of the respondents.

English teachers highlighted seminars and workshops, engagement in professional development, training and collaboration, literacy focus, and limited opportunities as part of their experience in the professional development in Siargao Division. The school administrators indicated initiatives and support, professional development programs, collaborative efforts, monitoring and evaluation, and challenges as part of their experience.

Conclusion

The English language teachers and administrators in Siargao Division are predominantly female, relatively young, and well-educated workforce.

The administrator-respondents perceived that the professional development of English teachers in Siargao Division are highly implemented in terms of continuing professional development, support of co-teachers, and support of school administrators. However, the teacher-respondents rated the professional development in Siargao Division as just "implemented".

The profile of the English language teachers and school administrators do not affect the level of implementation of professional development programs in Siargao Division for English language teachers.

Professional development for English Language teachers in Siargao Division is primarily conducted through seminars and workshops, with a significant focus on literacy, pedagogical orientations, and teaching methodologies. While teachers appreciate the engagement through these various activities and collaborative efforts, some have expressed concerns about the limited availability and equitable access to these opportunities. There is a notable emphasis on training sessions, including online courses and collaborative planning, aimed at addressing specific teaching needs. However, the challenge of limited opportunities for all teachers to participate highlights the need for more inclusive and widely accessible professional development programs.

Administrators implement comprehensive professional development programs with a focus on various teaching aspects, including training sessions and skill enhancement. Collaboration with local institutions and the use of diverse strategies like webinars and mentoring reflect a multifaceted approach to supporting teachers. Administrators also emphasize the importance of monitoring and evaluating these programs to ensure their effectiveness and support for teachers. However, there are challenges related to the customization and effectiveness of the programs, indicating a need for ongoing adjustments and improvements.

Recommendations

Administrators. They are encouraged to continue the implementation of professional development programs in their schools specially in intensifying graduate studies of English language teachers and provision of equal opportunities in seminars and workshops.

English Language Teachers. They are encouraged to consider taking Master's degree by availing scholarship programs and coordinating with their administrators for opportunities. They are also encouraged to continue supporting their colleagues in their professional development.

Students. They are encouraged to strive to be responsible students and cooperate with their teachers specially in times that the latter attend seminars and workshops or travelling for professional development.

DepEd. They are encouraged to consider mapping out the continuing professional education of English language teachers as most of them have not started their graduate studies. They are encouraged to provide them more opportunities for professional development.

Future Researchers. They are encouraged to conduct studies on the same topic and explore more variables both for profile of the respondents and the implementation of the professional development programs.

Acknowledgments

They extend their heartfelt gratitude to everyone who contributed to the completion of this study. First and foremost, they thank the Almighty Father for His guidance and blessings throughout this research.

They are deeply appreciative of their co-author, Dr. Carmelin P. Mosa, for her invaluable wisdom and support. Their sincere thanks also go to Dr. Merlyn L. Estoque, whose mentorship has significantly shaped this work, and to Dr. Richard B. Antallan for his thoughtful support.

To their families and friends, especially Felicisima P. Rubion, whose sacrifices and encouragement have been their strength, they express their gratitude. They also thank their colleagues, "gurlfwndz," and Dr. Marivic B. Col for their invaluable assistance and support.

They are grateful to all for their contributions, which have been essential to the success of this research.

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