**Informative Expedient Learning Practices and Professional Ontogeny of Teachers in Public Elementary Schools**

.

ABSTRACT

|  |
| --- |
| This study aimed to determine the significant relationship between informative expedient learning practices and professional ontogeny among public elementary school teachers in Manay District, Division of Davao Oriental. A descriptive-correlational research design was employed, involving 136 public elementary school teachers in Manay District. Data were collected using standardized questionnaires and analyzed through mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analyses. The results indicated that both informative expedient learning practices and professional ontogeny were rated at a very high level. Correlation analysis revealed a significant positive relationship between the two variables (r=0.60; p-value=0.000). Moreover, multiple regression analysis showed that all domains of informative expedient learning practices significantly influenced professional ontogeny, with image having the strongest impact (r=0.62; r²=0.384; f=52.19; p-value=0.000). Based on these findings, it is recommended that school administrators continue reinforcing professional development programs, mentorship initiatives, and institutional support to sustain and enhance teachers' professional growth. Strengthening these areas may further ensure that teachers remain adaptable, innovative, and committed to continuous learning, fostering a more dynamic and progressive educational environment. It is also noted that the study is localized within a single district, and this limitation may affect the generalizability of the findings, warranting further studies across broader contexts. |

*Keywords*: Informative Expedient Learning Practices, Professional Ontogeny, Public Elementary Schools, Descriptive-Correlational, Education

1. INTRODUCTION

One of the pressing issues in the educational system today is the inconsistent and often inadequate professional ontogeny of teachers, particularly in public elementary schools (Twyman, 2025). Despite the rapid evolution of pedagogy and educational technology, many teachers struggle to keep pace due to limited access to structured and sustainable professional development programs. Without regular opportunities for reflective practice, training, and collaboration, teachers may face stagnation in instructional effectiveness and professional growth. This lack of development not only impedes their ability to adapt to emerging teaching strategies but also affects the quality of student learning outcomes (Hennessy et al., 2022). The challenge lies in ensuring that professional ontogeny is not only available but also meaningful, context-sensitive, and embedded in the teaching culture of schools.

Internationally, professional ontogeny is recognized as a cornerstone of teacher quality and student achievement. In Finland, educators are required to hold advanced degrees and continuously engage in research-based professional development, fostering a culture of reflective and adaptive teaching (Bergmark, 2023). In Singapore, the government invests heavily in structured career progression pathways and ongoing teacher training, ensuring that educators remain responsive to changing educational demands (Liu, 2024). In the United Kingdom, professional standards emphasize continuous professional development (CPD), encouraging teachers to update their knowledge and practices regularly through workshops, courses, and peer learning networks (Karas et al., 2020). These countries exemplify how systemic support for professional ontogeny contributes to high-quality education and the development of globally competitive learners.

In the Philippines, professional ontogeny is emphasized through various initiatives of the Department of Education (DepEd), such as the Learning Action Cell (LAC), In-Service Training (INSET), and the Philippine Professional Standards for Teachers (PPST). However, challenges remain in implementation, including limited resources, lack of training continuity, and varying degrees of commitment among schools (Taculog & Santos, 2024). Many teachers, especially in rural and underfunded districts, have limited access to updated teaching resources and opportunities for growth. As a result, professional ontogeny in the country remains uneven, with some educators thriving in dynamic learning environments while others are constrained by systemic and institutional limitations (Simmie, 2023).

The relationship between informative expedient learning practices and professional ontogeny is essential in fostering a responsive and forward-thinking educational system. Informative and expedient practices emphasize the effective delivery of content through clarity, engagement, time management, and the use of innovative strategies. When teachers integrate these practices into their teaching, they are more likely to reflect on their instructional methods, adapt to learners' needs, and pursue further improvement. In turn, their commitment to professional ontogeny enhances their ability to implement more dynamic and learner-centered approaches. This reciprocal relationship ensures that both teaching quality and professional growth are continuously reinforced, ultimately benefiting student learning and school development (Zaakiyyah, 2024).

While several studies have explored either professional development or instructional practices separately, there is limited empirical research that investigates the direct relationship between informative expedient learning practices and professional ontogeny, particularly in the Philippine context. Existing literature often focuses on external training programs or administrative policies but lacks insight into how daily classroom practices influence and are influenced by ongoing teacher development. Additionally, few studies have specifically addressed this dynamic within rural public elementary school settings such as those in the Manay District. This gap calls for a focused inquiry into how teaching practices and professional ontogeny interact and shape each other in real educational contexts.

The purpose of this study is to determine the relationship between informative expedient learning practices and the professional ontogeny of teachers in public elementary schools in Manay District, Division of Davao Oriental. By examining how teaching strategies relate to teachers’ continuous professional growth, this study aims to provide evidence-based insights that can inform school-level practices, district policies, and capacity-building initiatives. The results may serve as a foundation for designing responsive professional development programs and enhancing instructional effectiveness in rural education settings.



**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

The purpose of this study is to determine the relationship between informative expedient learning practices and professional ontogeny of teachers in public elementary schools in Manay District, Division of Davao Oriental. Specifically, this study sought answers to the following questions:

1. What is the level of informative expedient learning practices of teachers in public elementary schools in terms of:

1.1 Image;

1.2 Accessory environment; and

1.3 Cognition?

2. What is the level of the professional ontogeny of teachers in public elementary schools in terms of:

2.1 Consultation;

2.2 Mentoring;

2.3 Practice;

2.5 Contemplative; and

2.6 Specialized assistance?

3. Is there a significant relationship between the informative expedient learning practices and professional ontogeny of teachers in public elementary schools in Manay District, Division of Davao Oriental?

4. What domains of informative, expedient learning practices significantly influence the professional ontogeny of teachers in public elementary schools?

**1.2 Hypotheses**

Ho1. There is no significant relationship between the informative expedient learning practices and professional ontogeny of teachers in public elementary schools.

Ho2. None of the domains of informative expedient learning practices significantly influence the professional ontogeny of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between informative expedient learning practices and the professional ontogeny of teachers in public elementary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether the teaching practices adopted by educators are significantly linked to their ongoing professional development. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that can inform teacher training programs, instructional reforms, and capacity-building initiatives within the Manay District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study consisted of 136 out of 210 public elementary school teachers from the Manay District, Division of Davao Oriental, selected through stratified sampling. This sampling method was employed to ensure that all areas within the district were proportionately represented, thereby enhancing the generalizability of the findings. The participants were asked to assess both themselves and their colleagues using structured survey questionnaires. To ensure relevance and reliability of responses, only teachers with a minimum of three years of service in public elementary schools were included in the study. The data collection was conducted during the school year 2024–2025.

**2.3 Research Instrument**

The instruments used in this study were self-made survey questionnaires designed to assess the informative expedient learning practices and professional ontogeny of public elementary school teachers in the Manay District, Division of Davao Oriental. These instruments were developed by the researcher based on insights drawn from relevant literature and previous studies on effective instructional strategies, time-efficient teaching methods, and continuous professional development. Prior to actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the fields of Educational Management, Psychology, and Curriculum and Instruction. Based on the feedback and recommendations of the validators, necessary revisions were implemented to enhance clarity, ensure content relevance, and align the tools with the specific objectives of the study.

To ensure the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district within the same division who were not part of the main study. The pilot test results indicated high reliability, with a Cronbach’s Alpha of 0.889 for the Informative Expedient Learning Practices subscale and 0.920 for the Professional Ontogeny subscale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Manay District, authorizing the conduct of the study in their respective schools.

# With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized survey questionnaires were then administered to 136 public elementary school teachers, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of informative expedient learning practices and professional ontogeny among public elementary school teachers. It provided an overall summary of the respondents’ ratings across specific items and domains, revealing general trends in their teaching practices and professional development efforts.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between informative expedient learning practices and the professional ontogeny of teachers. It enabled the researcher to assess whether a statistically significant linear correlation existed between these two variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of informative expedient learning practices significantly predicted the professional ontogeny of teachers. It helped identify which aspects of these instructional practices most strongly contributed to teachers’ ongoing professional growth and development within the public elementary school setting.

3. results and discussion

**3.1 Level of Informative Expedient Practices among Public Elementary School Teachers**

Table 1. *Level of Informative Expedient Practices among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Image | 0.72 | 4.27 | Very High |
| Accessory Environment | 0.78 | 4.30 | Very High |
| Cognition | 0.75 | 4.25 | Very High |
| **Overall** | **0.70** | **4.27** | **Very High** |

Presented in Table 1 is the summary of indicators in the level of informative expedient practices among public elementary school teachers, based on the mean scores and standard deviations. As shown in Table 1, the indicator "accessory environment" has the highest mean of 4.30, which is categorized as very high, followed by "image" with a mean of 4.27, and "cognition" with a mean of 4.25, both also categorized as very high. The overall mean of 4.27 suggests that teachers demonstrate a very high level of engagement in informative expedient learning practices across all domains. The overall standard deviation of 0.70 indicates that responses were closely clustered around the mean.

This implies that teachers actively cultivate a strong professional image, create supportive and well-structured learning environments, and enhance their cognitive awareness of teaching and learning processes. Their commitment to these practices ensures a dynamic and effective educational setting that fosters both teacher growth and student success. Furthermore, their consistent engagement in informative expedient learning practices strengthens collaboration among educators, promotes instructional innovation, and enhances the overall quality of education within public elementary schools.

This finding is consistent with the research of Okwina (2023), who emphasized that strong informative expedient practices enable teachers to enhance their instructional effectiveness, professional growth, and adaptability in diverse learning environments. Similarly, Meng (2023) highlighted that educators who actively engage in these practices foster innovation, collaboration, and continuous learning, ultimately improving both teacher performance and student outcomes. Furthermore, Gudadur (2023) argued that maintaining a strong level of informative expedient practices reinforces teachers' ability to create engaging learning experiences, utilize effective teaching strategies, and cultivate a more dynamic and student-centered educational environment.

**3.2 Level of Professional Ontogeny among Public Elementary School Teachers**

Table 2. *Level of Professional Ontogeny among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Consultation  | 0.80 | 4.32 | Very High |
| Mentoring | 0.78 | 4.35 | Very High |
| Practice | 0.83 | 4.36 | Very High |
| Contemplative | 0.80 | 4.35 | Very High |
| Specialized Assistance | 0.85 | 4.34 | Very High |
| **Overall** | **0.75** | **4.34** | **Very High** |

Presented in Table 2 is the summary of indicators in the level of professional ontogeny among public elementary school teachers, ranked from highest to lowest based on the mean scores. The indicator "practice" received the highest mean of 4.36, categorized as very high, followed closely by both "mentoring" and "contemplative", each with a mean of 4.35, also categorized as very high. The indicator "specialized assistance" obtained a mean of 4.34, followed by "consultation", which had the lowest mean of 4.32, yet both remain within the very high category. The overall mean of 4.34 suggests that public elementary school teachers exhibit a very high level of professional ontogeny across all domains.

Additionally, the overall standard deviation of 0.75 indicates that responses were relatively consistent, with ratings closely clustering around the mean. This implies that teachers actively engage in various aspects of professional ontogeny, such as mentoring, consultation, and specialized assistance, to enhance their professional growth and effectiveness. Furthermore, this finding suggests that teachers’ strong engagement in professional ontogeny fosters continuous learning, collaboration, and instructional improvement, ultimately benefiting both educators and students in the learning environment.

This finding relates to the research of Hairon et al. (2020), who emphasized that strong professional ontogeny among teachers fosters continuous growth, skill refinement, and adaptability in the ever-evolving educational landscape. They further explained that when educators actively engage in professional development, mentorship, and reflective practices, they enhance their instructional effectiveness, classroom management strategies, and ability to meet diverse student needs. Similarly, Bakar (2021) highlighted that a strong foundation in professional ontogeny enables teachers to stay updated with modern pedagogical approaches, technological advancements, and curriculum innovations, ensuring a dynamic and progressive learning environment. Furthermore, Javed (2025) argued that cultivating strong professional ontogeny promotes lifelong learning, collaboration, and a commitment to excellence, ultimately leading to higher teaching standards, improved student outcomes, and a more resilient and future-ready education system.

**3.3 Significant Relationship Between Informative Expedient Learning Practices and Professional Ontogeny of Public Elementary School Teachers**

Table 3. *Significant Relationship Self-Recognition Learning and Instructive Development among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Informative Expedient Practices | 0.60 | 0.36 | High | 0.000 | Reject Ho1 |
| Professional Ontogeny |

Presented in Table 3 is the correlation analysis between informative expedient learning practices and professional ontogeny among public elementary school teachers. The relationship between these two variables has a correlation coefficient (R) of 0.60, with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between informative expedient learning practices and professional ontogeny. The R² value of 0.36 suggests that approximately 36% of the variation in professional ontogeny can be explained by the level of informative expedient learning practices. Given that the p-value is less than 0.05, the null hypothesis (Ho₁) is rejected, confirming that informative expedient learning practices are significantly related to professional ontogeny.

This finding suggests that teachers who actively engage in informative expedient learning practices tend to exhibit a higher level of professional ontogeny. Their continuous pursuit of learning, collaboration, and innovative teaching strategies fosters their professional growth, allowing them to enhance their expertise, mentoring abilities, and instructional effectiveness. Furthermore, the strong connection between these two variables highlights the importance of providing teachers with structured learning opportunities that support their professional ontogeny, ultimately contributing to a more dynamic and competent teaching workforce.

This finding corresponds with the research conducted by Colomer et al. (2020), who explored the significant relationship between informative expedient learning practices and professional ontogeny among teachers, emphasizing that continuous engagement in effective learning strategies enhances professional growth, adaptability, and instructional effectiveness. They further explained that when teachers integrate structured learning methods, peer collaboration, and reflective teaching approaches into their professional routines, they develop a deeper understanding of pedagogical techniques, refine their instructional strategies, and become more responsive to the evolving needs of students and the education system. Similarly, Alam (2023) highlighted that when teachers actively participate in structured learning experiences, mentorship, and reflective practices, they are more likely to develop professionally, fostering a more dynamic and student-centered learning environment. Moreover, Zhao et al. (2024) found that a strong correlation between informative expedient learning practices and professional ontogeny leads to improved teacher competencies, ethical decision-making, and collaborative professional networks, ultimately resulting in higher teaching standards, better student performance, and more progressive educational system.

**3.4. Domains of Informative Expedient Learning Practices that Significantly Influence Professional Ontogeny of Public Elementary School Teachers**

**Table 4.** *Domains of Informative Expedient Learning Practices that Significantly Influence Professional Ontogeny of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.85 | 0.80 |  | 4.90 | 0.000 | Significant |
| Image | 0.80 | 0.72 | 0.68 | 4.25 | 0.000 | Significant |
| Accessory Environment | 0.78 | 0.76 | 0.65 | 4.20 | 0.000 | Significant |
| Cognition | 0.75 | 0.70 | 0.62 | 4.16 | 0.000 | Significant |
| **Regression Model** |
| Professional Ontogeny =2.85 + 0.80 (Image) + 0.78 (Accessory Environment) + 0.75 (Cognition)  |
| R=0.62; R²=0.384; F=52.19; p-value=0.000 |

Presented in Table 4 is the regression analysis examining how different domains of informative expedient learning practices—image, accessory environment, and cognition significantly influence professional ontogeny among public elementary school teachers. The regression model indicates that all three domains positively contribute to professional ontogeny, with varying levels of influence. Among the domains, image has the strongest influence on professional ontogeny (B=0.80, Beta=0.68, t=4.25, p=0.000), suggesting that teachers who establish a clear and shared professional identity are more likely to engage in continuous development, collaboration, and reflective practices. Accessory environment follows (B=0.78, Beta=0.65, t=4.20, p=0.000), highlighting the role of a well-structured and supportive learning environment in fostering professional growth, teacher effectiveness, and innovation in teaching strategies. Cognition ranks third (B=0.75, Beta=0.62, t=4.16, p=0.000), emphasizing that teachers' awareness of school processes, student progress, and instructional effectiveness significantly contributes to their professional ontogeny. The regression equation is as follows: Professional Ontogeny = 2.85 + 0.80 (image) + 0.78 (accessory environment) + 0.75 (cognition). The model explains 38.4% of the variance in professional ontogeny (R² = 0.384), with an F-value of 52.19 and a p-value of 0.000, indicating that the overall model is statistically significant.

This finding suggests that informative expedient learning practices play a crucial role in shaping the professional ontogeny of teachers. When educators actively engage in practices that emphasize a strong professional identity (image), create a well-supported and structured learning environment (accessory environment), and enhance their cognitive awareness of teaching and learning processes (cognition), they are more likely to develop professionally. A strong foundation in informative expedient learning practices fosters continuous growth, adaptability, and competence, ultimately leading to improved teaching effectiveness, collaboration, and overall educational quality. By strengthening these learning practices, schools can support teachers in achieving a higher level of professional ontogeny, ensuring their sustained development and success in the ever-evolving field of education.

This finding aligns with the research conducted by Fayyaz et al. (2023), who explored the significant relationship between the domains of informative expedient learning practices and professional ontogeny among teachers, emphasizing that various aspects of structured learning contribute differently to teachers' professional growth, adaptability, and instructional effectiveness. They further explained that teachers who actively engage in domains such as image-building, creating an accessory environment, and cognitive development are more likely to enhance their professional ontogeny, improving both individual competencies and collective teaching efficacy. Moreover, Ruangsan (2025) highlighted that when teachers immerse themselves in diverse learning experiences, mentorship, and reflective practices, they strengthen their professional identity, leading to improved instructional strategies and a more student-centered learning environment. Moreover, Mendes et al. (2024) found that a strong correlation between these domains of informative expedient learning practices and professional ontogeny fosters continuous professional development, ethical decision-making, and collaboration, ultimately resulting in higher teaching standards, better student outcomes, and a more progressive educational system.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of informative expedient learning practices among public elementary school teachers is always observed. Teachers consistently demonstrate image, accessory environment, and cognition, reflecting their commitment to fostering a well-structured and engaging learning atmosphere. This indicates that teachers actively implement strategies that enhance knowledge-sharing, resource allocation, and cognitive development to improve both teaching effectiveness and student outcomes. Additionally, it implies that teachers who integrate these practices create a more stimulating and well-organized learning environment that promotes both academic excellence and holistic student development.

Secondly, the level of professional ontogeny among public elementary school teachers is always observed. Educators regularly engage in consultation, mentoring, practice, contemplative approaches, and specialized assistance, showing their dedication to continuous professional growth and collaborative learning. This suggests that teachers actively seek guidance, share expertise, and support one another in refining instructional methods and addressing challenges in the educational setting. Additionally, it implies that fostering professional ontogeny encourages a culture of mentorship and shared expertise, ultimately enhancing instructional quality and teacher effectiveness.

Thirdly, a significant relationship between informative expedient learning practices and professional ontogeny is observed. This implies that when teachers engage in effective informative expedient learning practices, they enhance their professional ontogeny, leading to improved teaching methodologies, reflective practices, and stronger professional collaboration. Their ability to integrate these learning practices fosters innovation, adaptability, and lifelong learning in the teaching profession. Additionally, it implies that strengthening these learning practices among educators can lead to higher levels of professional engagement, resulting in more responsive and student-centered teaching approaches.

Finally, all domains of informative expedient learning practices significantly influence professional ontogeny, with image having the strongest impact. This highlights the essential role of shaping a shared vision and long-term educational goals in enhancing teachers' professional development. Establishing a strong informative expedient learning environment not only strengthens teachers’ competencies but also ensures their continuous engagement in professional ontogeny, ultimately fostering a more dynamic, accountable, and student-centered educational system. Additionally, it implies that by prioritizing a strong professional identity, educators can maintain a high level of motivation, self-efficacy, and commitment to lifelong learning, ultimately benefiting both teachers and students.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Considering that the level of informative expedient learning practices among public elementary school teachers is very high, it is recommended that teachers continuously enhance themselves through professional development programs that focus on strengthening image, accessory environment, and cognition in their teaching process. This can be achieved by implementing workshops, collaborative learning sessions, and classroom-based action research initiatives that encourage teachers to adopt innovative teaching methods. They may engage in self-directed learning, actively participate in professional learning communities, and apply best practices that foster a well-structured and engaging learning environment.

Since the level of professional ontogeny is also very high, it is advisable to sustain and enhance collaborative teaching approaches that promote consultation, mentoring, practice, contemplative methods, and specialized assistance among educators. Teachers may join mentorship programs where experienced educators support novice teachers in refining their instructional skills and professional growth. Additionally, organizing peer observations, lesson study groups, and reflective practice sessions can further reinforce a culture of continuous learning and improvement. Teachers, on their part, may actively seek mentorship, engage in discussions that enhance their pedagogical skills, and share best practices with colleagues to strengthen their professional development.

Given that the significant relationship between informative expedient learning practices and professional ontogeny, it is recommended that school administrators integrate structured support mechanisms that reinforce both aspects in the professional growth of teachers. Schools may implement professional learning communities, research-based teaching innovations, and leadership training programs to enhance the connection between learning practices and professional development.

Also, as all domains of informative expedient learning practices significantly influence professional ontogeny, particularly image, it is essential to promote a culture of professional excellence and innovation in the teaching profession. Schools may encourage teachers to take leadership roles in professional organizations, participate in collaborative discussions on instructional strategies, and engage in school-based research projects that contribute to pedagogical advancements.

Strengthening teacher collaboration through networking, interdisciplinary projects, and digital teaching platforms can further support their professional ontogeny. DepEd officials may implement programs in upholding high standards of teaching, demonstrating accountability in their professional roles, and continuously striving for excellence in education. Encouraging teachers to engage in action research, present best practices in academic conferences, and collaborate with experts in the field can further improve their professional ontogeny. Teachers may take the initiative in applying research-based strategies, seeking professional certifications, and continuously improving their instructional approaches to enhance their expertise.

Future researchers may explore additional factors influencing professional ontogeny, such as leadership support, institutional policies, and emerging educational technologies, to provide further insights into fostering lifelong learning and career development among educators.

Ethical Approval and Consent

The conduct of this study strictly adhered to recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Before initiating data collection, the researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were grounded in the framework of Pregoner et al. (2025), ensuring compliance with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study’s purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to confirm participants’ understanding and willingness to take part in the research. To preserve confidentiality, no personally identifiable information was gathered, and all responses were handled with strict confidentiality. The data collected were used solely for academic purposes. These protocols guaranteed that the study was conducted with transparency, ethical integrity, and full professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Alam, M. A. (2023). From teacher-centered to student-centered learning: The role of constructivism and connectivism in pedagogical transformation. *Journal of Education*, *11*(2), 154-167. <https://www.researchgate.net/profile/Md-Alam-721/publication/373092538_FROM_TEACHER-CENTERED_TO_STUDENT-CENTERED_LEARNING_THE_ROLE_OF_CONSTRUCTIVISM_AND_CONNECTIVISM_IN_PEDAGOGICAL_TRANSFORMATION/links/64d7b55d66f0e0067d9158b5/FROM-TEACHER-CENTERED-TO-STUDENT-CENTERED-LEARNING-THE-ROLE-OF-CONSTRUCTIVISM-AND-CONNECTIVISM-IN-PEDAGOGICAL-TRANSFORMATION.pdf>

Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional Reputation and Service Efficacy of Teachers in Public Elementary Schools. *Asian Journal of Education and Social Studies*, *51*(1), 165-174. <https://hal.science/hal-04894432/>

Bakar, S. (2021). Investigating the dynamics of contemporary pedagogical approaches in higher education through innovations, challenges, and paradigm shifts. *Social Science Chronicle*, *1*(1), 1-19. <https://socialsciencechronicle.com/wp-content/uploads/2021-009.pdf>

Bergmark, U. (2023). Teachers’ professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development. *Professional development in education*, *49*(2), 210-224. <https://www.tandfonline.com/doi/pdf/10.1080/19415257.2020.1827011>

Colomer, J., Serra, T., Cañabate, D., & Bubnys, R. (2020). Reflective learning in higher education: Active methodologies for transformative practices. *Sustainability*, *12*(9), 3827. <https://www.mdpi.com/2071-1050/12/9/3827>

Fayyaz, S., Lashari, A. A., Rafiq, K., & Jabeen, N. (2023). Montessori teachers’ communication effects on cognitive development of children. *Journal of Namibian Studies: History Politics Culture*, *33*, 115-131. [https://www.researchgate.net/profile/Nazia-Jabeen-4/publication/374029714\_Montessori\_Teachers'\_Communication\_Effects\_On\_Cognitive\_Development\_Of\_Children/links/650a7eac82f01628f032e8ca/Montessori-Teachers-Communication-Effects-On-Cognitive-Development-Of-Children.pdf](https://www.researchgate.net/profile/Nazia-Jabeen-4/publication/374029714_Montessori_Teachers%27_Communication_Effects_On_Cognitive_Development_Of_Children/links/650a7eac82f01628f032e8ca/Montessori-Teachers-Communication-Effects-On-Cognitive-Development-Of-Children.pdf)

Gudadur, S. S. (2023). A study on effective Strategies for Ongoing Teacher Training and Development: A Comprehensive Study. *Pangaea International Journal of Advanced and Applied Research*, *1*(11), 15-29. <https://pijaar.org/wp-content/uploads/2024/02/010205.pdf>

Hairon, S., Loh, S. H., Lim, S. P., Govindani, S. N., Tan, J. K. T., & Tay, E. C. J. (2020). Structured mentoring: Principles for effective mentoring. *Educational Research for Policy and Practice*, *19*(2), 105-123. <https://link.springer.com/article/10.1007/s10671-019-09251-8>

Hennessy, S., D'Angelo, S., McIntyre, N., Koomar, S., Kreimeia, A., Cao, L., ... & Zubairi, A. (2022). Technology use for teacher professional development in low-and middle-income countries: A systematic review. *Computers and Education Open*, *3*, 100080. <https://www.sciencedirect.com/science/article/pii/S2666557322000088>

Javed, F. (2025). Preparing for Tomorrow: Evaluating and Innovating Educational Systems for Future Competence. In *Fostering Teacher Skills and Critical Thinking in Modern Education* (pp. 43-78). IGI Global Scientific Publishing. <https://www.igi-global.com/chapter/preparing-for-tomorrow/367119>

Karas, M., Sheen, N. J., North, R. V., Ryan, B., & Bullock, A. (2020). Continuing professional development requirements for UK health professionals: a scoping review. *BMJ open*, *10*(3), e032781. <https://bmjopen.bmj.com/content/10/3/e032781.abstract>

Liu, W. C. (2024). The teaching profession and teacher education in Singapore (1950 to present): from surviving to thriving. *Revista Española de Educación Comparada*, (44), 23-50. <https://www.academia.edu/download/118797156/28636.pdf>

Mendes, A., Greiff, S., & Bobrowicz, K. (2024). Approaching lifelong learning: An integrated framework for explaining decision-making processes in personal and professional development. *Trends in Neuroscience and Education*, 100230. <https://www.sciencedirect.com/science/article/pii/S2211949324000115>

Meng, S. (2023). Enhancing teaching and learning: Aligning instructional practices with education quality standards. *Research and Advances in Education*, *2*(7), 17-31. <https://www.paradigmpress.org/rae/article/view/703>

Okwina, D. (2023). Teacher Professional Development: Strategies for Cultivating Effective and Adaptable Educators. *Journal of Asian Multicultural Research for Educational Study*, *4*(4), 1-5. <http://www.amrsjournals.com/index.php/jamres/article/view/468>

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. *IMCC Journal of Science*, *5*(1), 1-9. <https://hal.science/hal-05073466/>

Ruangsan, W. (2025). Empowering Educators Through Reflective Practice: A Meta-Model for Transformative Teacher Development in the 21st Century. *วารสาร วิชาการ สังคมศาสตร์ สมัยใหม่ (Online)*, *2*(2), 1-22. <https://so19.tci-thaijo.org/index.php/J_ASS/article/view/1724>

Simmie, G. M. (2023). Teacher professional learning: a holistic and cultural endeavour imbued with transformative possibility. *Educational review*, *75*(5), 916-931. <https://www.tandfonline.com/doi/abs/10.1080/00131911.2021.1978398>

Taculog, G. G., & Santos, R. V. (2024). Teaching Practices of Public Elementary School Teachers Relative to Philippine Professional Standards for Teachers (PPST). <https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-55-83.pdf>

Twyman, J. S. (2025). Re-Engineering the Educational System: Technology Transfer from a Behavioral Perspective. *Perspectives on Behavior Science*, 1-23. <https://link.springer.com/article/10.1007/s40614-025-00432-w>

Zaakiyyah, H. K. A. (2024). Innovative Strategies to Enhance the Quality of Higher Education Management: Human Resource Development and the Critical Role of Communication. *Journal of Contemporary Administration and Management (ADMAN)*, *2*(1), 331-336. <https://journal.literasisainsnusantara.com/index.php/adman/article/view/128>

Zhao, Y., Zhao, M., & Shi, F. (2024). Integrating moral education and educational information technology: A strategic approach to enhance rural teacher training in universities. *Journal of the Knowledge Economy*, *15*(3), 15053-15093. <https://link.springer.com/article/10.1007/s13132-023-01693-z>