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GRADUATE EDUCATION AND TEACHER PROFESSIONAL DEVELOPMENT: PERCEIVED CONTRIBUTIONS TO CAREER PROGRESSION IN THE PHILIPPINES

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ABSTRACT

Graduate education plays an important role in strengthening teachers' professional competencies and supporting career progression. However, empirical evidence regarding its perceived contributions and associated challenges remains limited in local educational contexts in the Philippines. This study examined teachers' motivations for pursuing graduate education, its perceived contributions to professional development and career progression, and the challenges encountered among teachers associated with Saint Theresa College of Tandag, Inc., Surigao del Sur, Philippines, during the Academic Year 2025-2026. Employing a quantitative descriptive research design, data were collected from 180 teacher-respondents using a researcher-developed survey questionnaire and analyzed through descriptive statistics. Findings revealed that career promotion opportunities (M = 3.83) and improved teaching competence (M = 3.64) were the primary motivations for pursuing graduate studies. Respondents reported substantial perceived contributions to subject-matter expertise (M = 3.83), instructional strategies (M = 3.64), career promotion (M = 3.77), and leadership opportunities (M = 3.58). Nevertheless, financial constraints (M = 3.63) and heavy workloads (M = 3.58) emerged as prominent challenges. The findings suggest that graduate education is perceived as a valuable pathway to teacher professional development and career progression, although financial and occupational barriers may constrain its benefits. The study provides context-specific evidence to inform graduate education program enhancement, institutional support, and teacher career development policies in the Philippines.

Keywords: *graduate education, teacher professional development, career progression, teaching competence, educational leadership, Philippines*

INTRODUCTION

Teacher professional development remains a fundamental component of educational quality, instructional effectiveness, and sustainable career progression. As educational systems respond to changing curricular demands, technological advancements, and increasingly diverse learner needs, teachers are expected to continuously strengthen their pedagogical knowledge, professional competencies, and leadership capabilities. Graduate education provides opportunities for advanced academic preparation, specialized learning, educational research, and the development of competencies relevant to increasingly complex professional responsibilities. The Organization for Economic Co-operation and Development (OECD, 2026) emphasized the importance of teacher qualifications, professional working conditions, and career pathways in strengthening the teaching workforce. These considerations highlight the relevance of continuing education as a potential means of supporting teachers' professional development and long-term career opportunities.

Professional development, however, involves more than acquiring additional academic credentials. Its value also depends on the extent to which teachers apply their learning to instructional practice, professional collaboration, and educational improvement. Sims et al. (2025) examined mechanisms associated with effective teacher professional development through a systematic review and meta-analysis, emphasizing that the design and implementation of professional learning activities are important determinants of their effectiveness. Their findings suggest that professional learning should provide meaningful opportunities to strengthen knowledge, develop practical competencies, and improve classroom instruction. Within this perspective, graduate education may contribute to teachers' professional growth by providing advanced theoretical foundations, research-oriented learning experiences, and opportunities for critical reflection. Nevertheless, participation in graduate studies should not automatically be interpreted as evidence of improved teaching performance or professional advancement.

In the Philippine educational context, teacher professional development and career progression remain important concerns in efforts to strengthen educational quality. Sinsay-Villanueva and Orbeta (2023) identified persistent challenges in teacher education and development, including weaknesses in professional development systems and the need for clearer career progression pathways. Their policy analysis emphasized the importance of strengthening the relationship between teacher preparation, continuing professional learning, and professional advancement. Similarly, the quality of teacher education has implications for instructional competence and educational performance. Olvido et al. (2024) examined graduates of Philippine teacher education institutions and highlighted the importance of institutional preparation, program delivery, and professional competencies in supporting teacher quality. These findings reinforce the need to examine how advanced educational preparation may contribute to teachers' professional development beyond the completion of formal academic qualifications.

Despite the potential advantages of graduate education, teachers may encounter substantial barriers when pursuing advanced studies while fulfilling their professional

responsibilities. Financial obligations, demanding teaching schedules, institutional requirements, and competing personal responsibilities can affect their participation in graduate programs. In a Philippine mixed-methods investigation, Paquibot et al. (2025) found that financial constraints and heavy workloads were particularly important barriers to teachers' pursuit of advanced education. Their findings emphasized the need for institutional support mechanisms that address the practical difficulties experienced by working teachers. Such challenges suggest that the professional benefits associated with graduate education must be understood alongside the conditions that influence teachers' access to, participation in, and completion of advanced academic programs.

Although recent studies have examined teacher professional development, teacher education quality, and barriers to advanced studies, further institution-specific evidence is needed to understand how teachers perceive the contributions of graduate education to their professional growth and career progression. Existing research provides valuable insights into professional learning and educational policies, but these findings do not necessarily establish how graduate education is experienced by teachers within provincial and institutional contexts. Specifically, limited contextual evidence is presented in the reviewed literature concerning teachers associated with Saint Theresa College of Tandag, Inc., in Surigao del Sur, Philippines. Examining their motivations, perceived professional development, career advancement, and challenges may provide a more comprehensive understanding of the role of graduate education in their professional experiences.

Therefore, this study aimed to examine graduate education as a potential pathway to teacher professional development and career progression among teacher-respondents associated with Saint Theresa College of Tandag, Inc., in the First District of Surigao del Sur, Philippines. Specifically, it sought to describe teachers' motivations for pursuing graduate studies, assess their perceived contributions to professional competencies and career advancement, and identify the challenges encountered in pursuing advanced education. Using a quantitative descriptive research design, the study focused on respondents' reported experiences and perceptions rather than establishing causal relationships between graduate education and professional outcomes. The findings are expected to contribute context-specific evidence to discussions on teacher professional development, graduate program evaluation, and career progression, while providing a basis for strengthening institutional support and improving the relevance of graduate education programs to teachers' professional needs.

Research Questions

This study aimed to examine the perceived contributions of graduate education to teacher professional development and career progression among teachers associated with Saint Theresa College of Tandag, Inc., in the First District of Surigao del Sur, Philippines.

Specifically, the study sought to answer the following research questions:

1. What are the demographic and professional characteristics of the teacher-respondents in terms of age, sex, years of teaching experience, educational attainment before and after graduate studies, and current teaching position?
2. What are the primary motivations of teachers for pursuing graduate education?
3. To what extent do teachers perceive graduate education as contributing to their professional development in terms of subject-matter knowledge, instructional competencies, and teaching performance?
4. To what extent do teachers perceive graduate education as contributing to their career progression in terms of promotion, professional ranking, research engagement, and educational leadership opportunities?
5. What challenges do teachers encounter in pursuing graduate education?

METHODOLOGY

This study employed a quantitative descriptive research design using the survey method to examine the perceived contributions of graduate education to teacher professional development and career progression in the Philippines. The descriptive approach was considered appropriate because it enabled the systematic collection, organization, and analysis of quantitative data concerning teachers' motivations for pursuing graduate education, perceived professional growth, career advancement, and challenges encountered. The study focused on the reported experiences and perceptions of teachers rather than establishing causal relationships between graduate education and professional outcomes.

The study was conducted among teacher-graduates of Saint Theresa College of Tandag, Inc., who were employed in educational institutions in Surigao del Sur, Philippines. A total of 180 teacher-respondents participated in the investigation. Eligible participants were teachers who had completed graduate studies at Saint Theresa College of Tandag, Inc., were currently teaching in Surigao del Sur, and voluntarily agreed to participate. Teachers who pursued graduate education at other institutions or were no longer engaged in the teaching profession were excluded. The original methodology specified the use of Slovin's formula with a 5% margin of error for determining the sample size. However, the sampling procedure and population size from which the 180 respondents were drawn were not fully documented in the manuscript.

Data were collected using a researcher-developed survey questionnaire validated by experts in education and research. The instrument consisted of five sections. The first gathered respondents' demographic and professional characteristics, including age, sex, years of teaching experience, educational attainment before and after graduate studies, and current teaching position. The second examined teachers' motivations for pursuing graduate education, including professional advancement, teaching competence, research engagement, and personal fulfillment. The third assessed the perceived contributions of graduate education to professional development, particularly subject-matter knowledge, instructional strategies, teaching effectiveness, and professional competence. The fourth evaluated perceived contributions to career progression,

including promotion, professional ranking, research engagement, and educational leadership opportunities. The fifth identified challenges encountered in pursuing graduate studies, particularly financial constraints, workload demands, time management, and institutional factors. The questionnaire used four-point rating scales to quantify respondents' perceptions and experiences.

Data collection was undertaken after permission had been secured from the Graduate School Dean of Saint Theresa College of Tandag, Inc., and the Department of Education Division Office of Surigao del Sur. Questionnaires were distributed to qualified respondents either personally or through online platforms, including Google Forms. Before participating, respondents were informed about the purpose of the investigation, the voluntary nature of their participation, and the confidentiality of the information collected. Informed consent was obtained before questionnaire administration. Completed questionnaires were subsequently collected, organized, encoded, and prepared for statistical analysis.

The collected data were analyzed using descriptive statistical techniques aligned with the research questions. Frequencies and percentages were employed to describe respondents' demographic and professional characteristics. Weighted means were calculated to determine the reported levels of motivation, perceived contributions of graduate education to professional development and career progression, and challenges encountered. Rankings were used to identify the most prominent motivations, perceived professional outcomes, and challenges based on their corresponding weighted mean scores. The findings were interpreted using the response scales and descriptive categories established in the research instrument. Because the investigation employed a descriptive design, no causal conclusions were drawn regarding the relationship between graduate education and teachers' professional advancement.

RESULTS

Table 1
Demographic and Professional Characteristics of Teacher-Respondents (N = 180)

Characteristics	Frequency (f)	Percentage (%)
Age (years)		
21–30	30	17
31–40	80	44
41–50	60	33
51 and above	10	6
Total	**180**	**100**
Sex		
Male	38	21
Female	142	79

Total	**180**	**100**
Years of Teaching Experience		
1–10	100	56
11–20	63	35
21–30	10	6
31–40	6	3
41 and above	1	1
Total	**180**	**100**
Reported Professional Classification Before/After Graduate Studies		
Teacher I	60	33
Teacher II	31	17
Teacher III	47	26
SST III	15	8
Master Teacher I	20	11
Administrative Officer	7	4
Total	**180**	**100**
Current Professional Position		
Principal	20	11
Master Teacher I	55	31
Master Teacher II	25	14
Teacher II	80	44
Total	**180**	**100**

Note. SST = Special Science Teacher; MT = Master Teacher; AO = Administrative Officer.

Table 2

Motivations of Teachers for Pursuing Graduate Education

Motivation Indicators	M	Verbal Interpretation	Rank
To qualify for promotion	3.83	Highly Motivating	1
To enhance teaching competence	3.64	Highly Motivating	2
To comply with DepEd/CHED requirements	3.50	Highly Motivating	3
To engage in research	3.42	Highly Motivating	4
Professional fulfillment	3.35	Highly Motivating	5

Note. M = weighted mean. DepEd = Department of Education; CHED = Commission on Higher Education.

Table 3

Perceived Contributions of Graduate Education to Teacher Professional Development

Professional Development Indicators	M	Verbal Interpretation	Rank
Improved subject-matter expertise	3.83	Highly Impactful	1
Enhanced teaching strategies	3.64	Highly Impactful	2
Increased confidence in teaching	3.35	Highly Impactful	3
Improved classroom management	3.23	Impactful	4
Higher student performance	3.18	Impactful	5

Note. M = weighted mean.

Table 4

Perceived Contributions of Graduate Education to Teacher Career Progression

Career Progression Indicators	M	Verbal Interpretation	Rank
Promotion in rank or position	3.77	Highly Impactful	1
Opportunities for leadership roles	3.58	Highly Impactful	2
Research engagement	3.54	Highly Impactful	3
Recognition in school or community	3.54	Highly Impactful	4
Opportunities for scholarships or training	3.01	Impactful	5

Note. M = weighted mean.

Table 5

Challenges Encountered by Teachers in Pursuing Graduate Education

Challenge Indicators	M	Verbal Interpretation	Rank
Financial difficulties	3.63	Very Challenging	1
Heavy workload	3.58	Very Challenging	2
Time management	3.54	Very Challenging	3
Distance or commuting difficulties	3.42	Very Challenging	4
Limited institutional support	3.27	Very Challenging	5

Note. M = weighted mean.

DISCUSSION

This study examined the perceived contributions of graduate education to teacher professional development and career progression among 180 teacher-respondents associated with Saint Theresa College of Tandag, Inc., in Surigao del Sur, Philippines. The discussion focuses on respondents' demographic and professional characteristics,

motivations for pursuing graduate studies, perceived professional development, career progression, and challenges encountered. The findings are interpreted in relation to recent educational research, emphasizing the potential value of graduate education while recognizing the limitations of self-reported descriptive data.

Demographic and Professional Characteristics of Teacher-Respondents

The demographic findings presented in Table 1 revealed that most respondents were within the 31–40 age group (44%), followed by those aged 41–50 (33%). Female teachers constituted the majority (79%), while male teachers represented 21% of the sample. In terms of teaching experience, the largest proportion had served for 1–10 years (56%), followed by those with 11–20 years of experience (35%). These findings indicate that the respondents were predominantly teachers in the early and middle stages of their professional careers, when opportunities for specialization, promotion, and leadership development may be particularly relevant.

The distribution of current professional positions further demonstrated the diversity of career roles represented in the study. Teacher II accounted for the largest proportion (44%), followed by Master Teacher I (31%), Master Teacher II (14%), and Principal (11%). This distribution suggests that the respondents occupied positions involving varying levels of instructional responsibility and educational leadership. However, the presence of teachers in higher professional positions does not establish that graduate education directly caused their advancement. Galamiton et al. (2026), in their investigation of the Expanded Career Progression System among Philippine public elementary teachers, found that teachers' awareness of career progression policies was positively associated with professional development and career advancement. Their findings highlight the importance of structured career pathways and competency-based advancement, suggesting that graduate qualifications should be considered alongside professional performance, experience, and institutional promotion requirements.

Motivations for Pursuing Graduate Education

The results presented in Table 2 revealed that qualifying for promotion was the strongest motivation for pursuing graduate education, obtaining the highest weighted mean of 3.83. This was followed by enhancing teaching competence (M = 3.64), complying with DepEd and CHED requirements (M = 3.50), engaging in research (M = 3.42), and achieving professional fulfillment (M = 3.35). All indicators were classified as highly motivating, suggesting that respondents pursued graduate education for a combination of professional, institutional, and personal reasons.

The predominance of promotion-related motivation indicates that teachers perceived graduate education as an important academic qualification for pursuing higher professional positions. This finding suggests that career mobility remains a central consideration in teachers' decisions to invest in advanced education. Nevertheless, the relatively high mean for teaching competence demonstrates that respondents also valued graduate education for its potential contribution to instructional effectiveness. These motivations reflect the complementary roles of academic qualifications and professional

learning in teachers' career development. Lindvall et al. (2025), through a critical review and meta-analysis of teachers' participation in professional development, reported positive average associations between professional learning, instructional practices, and student achievement. Their findings support the broader value of professional learning while emphasizing that participation alone does not guarantee improved outcomes.

Accordingly, the present findings suggest that graduate programs should balance career-related qualifications with meaningful opportunities for instructional improvement and professional competence development.

Perceived Contributions of Graduate Education to Teacher Professional Development

The findings presented in Table 3 indicated that improved subject-matter expertise obtained the highest weighted mean of 3.83, followed by enhanced teaching strategies (M = 3.64) and increased confidence in teaching (M = 3.35). These indicators were classified as highly impactful. Meanwhile, improved classroom management (M = 3.23) and higher student performance (M = 3.18) were classified as impactful. The results suggest that respondents perceived graduate education as particularly valuable in strengthening their academic knowledge, instructional approaches, and confidence in performing professional responsibilities.

The prominence of subject-matter expertise indicates that advanced academic preparation may provide teachers with opportunities to deepen their understanding of disciplinary content and examine contemporary educational perspectives. Similarly, the favorable assessment of teaching strategies suggests that respondents perceived graduate education as contributing to their ability to select and implement instructional approaches appropriate to diverse classroom situations. These findings are consistent with Visscher et al. (2025), whose meta-analysis of 128 high-quality studies demonstrated that teacher professional development interventions produced positive average effects on student achievement, although substantial variation existed across interventions. Their findings emphasize the importance of carefully designed professional learning experiences that integrate relevant learning principles and opportunities for practical application. In the present study, the favorable perceptions of subject expertise and instructional strategies suggest that graduate education may provide meaningful opportunities for professional learning, although direct improvements in teaching effectiveness were not independently measured.

Notably, higher student performance received the lowest weighted mean among the professional development indicators, although it remained within the impactful category. This finding suggests that respondents perceived stronger benefits in their own professional knowledge and instructional competencies than in student learning outcomes. One possible explanation is that changes in teachers' knowledge and confidence may be more immediately recognizable than improvements in student achievement, which depend on multiple instructional, institutional, and learner-related factors. Consequently, the reported contribution to student performance should be

interpreted as a teacher perception rather than verified evidence of improved learner achievement.

Perceived Contributions of Graduate Education to Teacher Career Progression

The results presented in Table 4 showed that promotion in rank or position received the highest weighted mean of 3.77, followed by leadership opportunities (M = 3.58). Research engagement and recognition in school or community obtained identical weighted means of 3.54, while opportunities for scholarships or training received the lowest mean of 3.01. These findings indicate that respondents perceived graduate education as particularly relevant to career promotion, leadership development, research participation, and professional recognition.

The prominence of promotion suggests that teachers associated advanced academic qualifications with opportunities to meet professional requirements and pursue higher positions. Leadership opportunities ranked second, indicating that respondents also recognized the potential contribution of graduate education to responsibilities involving instructional supervision, mentoring, school improvement, and organizational decision-making. Meanwhile, the favorable assessment of research engagement suggests that graduate education may encourage teachers to participate in scholarly activities and apply research-informed approaches to educational practice.

The relatively lower rating for scholarship and training opportunities indicates that respondents perceived fewer benefits in accessing additional professional learning resources. This finding highlights the importance of examining whether graduate education programs provide adequate opportunities for continuing academic engagement beyond degree completion. Morina et al. (2025), in their meta-analysis of online teacher professional development, found positive effects on teacher- and classroom-level outcomes, with smaller effects on student-level outcomes. Their findings also demonstrated the relevance of professional development quality characteristics in shaping learning outcomes. Although their investigation focused on online professional development rather than graduate degree programs, it supports the importance of accessible, well-designed, and sustained learning opportunities. In this context, graduate institutions may strengthen their contribution to career progression by expanding research mentoring, professional networks, leadership preparation, and continuing development opportunities.

Challenges Encountered in Pursuing Graduate Education

The findings presented in Table 5 revealed that financial difficulties were the most prominent challenge encountered by respondents (M = 3.63), followed by heavy workload (M = 3.58), time management (M = 3.54), distance or commuting difficulties (M = 3.42), and limited institutional support (M = 3.27). All indicators were classified as very challenging, demonstrating that respondents experienced substantial difficulties in balancing graduate education with their professional and personal responsibilities.

The highest rating for financial difficulties suggests that the cost of pursuing advanced education represented a significant concern among teacher-respondents. Tuition fees, transportation expenses, academic materials, research requirements, and other educational expenditures may create additional financial demands for working teachers. Heavy workload and time management were also prominent challenges, indicating that teachers experienced competing responsibilities associated with classroom instruction, school-related assignments, graduate coursework, and personal commitments. These findings suggest that participation in graduate education requires considerable financial resources, time, and sustained professional commitment.

The findings are consistent with Castulo et al. (2025), who investigated the challenges encountered by education graduate students in the Philippines. Their study identified limited research time, conflicting work and study schedules, insufficient mentoring, financial problems, and heavy academic workloads among the major difficulties experienced by graduate students. Their findings underscore the importance of institutional support systems, accessible learning resources, research mentoring, and flexible academic arrangements. The similarities between the two studies suggest that financial and occupational constraints remain important considerations in the accessibility and sustainability of graduate education. Accordingly, graduate institutions may consider flexible scheduling, financial assistance, research support services, and strengthened academic mentoring to help teachers manage the demands of advanced studies.

Theoretical and Practical Implications

Taken together, the findings suggest that graduate education is perceived as a meaningful investment in teachers' professional knowledge, instructional competence, and career opportunities. This interpretation is consistent with the Human Capital Theory underpinning the study, which views education and training as investments in knowledge and skills that may support productivity and professional development. The prominence of promotion, subject-matter expertise, and leadership opportunities suggests that respondents valued graduate education for both professional competence development and career-related benefits.

However, the findings also indicate that the perceived benefits of graduate education coexist with substantial financial and occupational challenges. This suggests that access to advanced academic preparation and opportunities to apply acquired competencies may be influenced by institutional support and teachers' working conditions. For graduate education institutions, the results highlight the importance of maintaining relevant curricula, strengthening research and instructional preparation, providing career development guidance, and expanding support mechanisms for working teachers. For educational administrators and policymakers, the findings emphasize the need to consider graduate qualifications alongside demonstrated professional competencies and equitable opportunities for continuing professional learning.

Limitations and Contribution of the Study

The findings should be interpreted in light of the study's methodological limitations. First, the investigation employed a quantitative descriptive design based on self-reported responses; therefore, the results represent teachers' perceptions rather than independently verified improvements in professional performance or career progression. Second, the respondents were associated with a single graduate education institution within a specific provincial context, which may limit the generalizability of the findings to other educational institutions and regions. Third, the study did not employ longitudinal comparisons or inferential analyses to establish whether graduate education directly contributed to changes in professional position, teaching performance, or student achievement.

Despite these limitations, the study contributes institution-specific evidence concerning teachers' motivations, perceived professional development, career progression, and challenges in pursuing graduate education in Surigao del Sur, Philippines. By examining these dimensions within a single descriptive investigation, the study provides a contextual understanding of how teachers perceive the professional value of advanced academic preparation. The findings may inform graduate program evaluation, institutional support initiatives, and future investigations examining the relationship between graduate education and objectively measured teacher career outcomes.

Conclusions

The study concluded that graduate education was perceived as an important contributor to teachers' professional development and career progression in the Philippines, particularly among teachers associated with Saint Theresa College of Tandag, Inc., Surigao del Sur. The findings revealed that career advancement, especially qualification for promotion, was the strongest motivation for pursuing graduate studies, alongside the desire to enhance teaching competence, strengthen professional knowledge, and fulfill educational requirements. Graduate education was perceived to contribute positively to professional development, particularly in improving subject-matter expertise, instructional strategies, teaching confidence, and classroom management competencies. Likewise, respondents recognized its contributions to career progression through promotion opportunities, professional recognition, research engagement, and leadership development.

However, financial constraints, demanding workloads, time management difficulties, and limited institutional support emerged as significant challenges affecting teachers' pursuit and completion of graduate education. These findings suggest that although graduate education is valued as a pathway toward professional advancement, its perceived benefits may be influenced by teachers' personal circumstances and the availability of institutional assistance. Overall, the study contributes context-specific evidence on the perceived relevance of graduate education to teachers' professional growth and career progression, emphasizing the importance of accessible, relevant, and

professionally responsive graduate programs. Nevertheless, because the study employed a descriptive research design, its findings reflect respondents' perceptions rather than establishing a direct causal relationship between graduate education and actual career advancement.

Recommendations

Based on the findings and conclusions of the study, it is recommended that Saint Theresa College of Tandag, Inc. continuously strengthen its graduate education programs to ensure their relevance to teachers' professional development needs and career progression opportunities. The graduate school administration should regularly review and enhance its curriculum by integrating advanced instructional strategies, educational leadership, research competencies, curriculum development, and emerging educational practices aligned with the professional requirements of the Department of Education. To address the financial difficulties, heavy workloads, and time management challenges identified by respondents, the institution should explore scholarship opportunities, tuition assistance, flexible class schedules, blended learning arrangements, and stronger partnerships with the Department of Education, local government units, and other educational stakeholders.

Graduate school faculty should also provide sustained academic advising, research mentoring, publication support, and career guidance to help teachers translate their graduate learning into improved instructional practices, leadership competencies, and professional advancement. Furthermore, school administrators should encourage teachers to pursue advanced education by providing appropriate institutional support and opportunities to apply their acquired knowledge and skills in instructional improvement, research initiatives, mentoring, and school leadership. The College is also encouraged to establish an integrated Graduate Education and Professional Advancement Program that connects graduate studies with teachers' career development needs and provides structured assistance in professional planning, research engagement, and leadership preparation.

Periodic graduate tracer studies and program evaluations should be institutionalized to monitor actual career progression, promotion outcomes, professional achievements, and the relevance of graduate education to workplace responsibilities. Finally, future researchers are encouraged to investigate the relationship between graduate qualifications and objectively documented career outcomes using larger and more diverse samples, longitudinal approaches, and additional variables such as teaching experience, performance evaluations, institutional support, and promotion opportunities. These initiatives may contribute to more accessible, responsive, and sustainable graduate education programs that support teachers' professional growth and career progression in the Philippines.

Compliance with Ethical Standards

The study observed ethical principles governing educational research involving human participants. Permission to conduct the investigation was sought from the appropriate institutional and educational authorities, including Saint Theresa College of Tandag, Inc., and the Schools Division Office of Surigao del Sur. Before data collection, respondents were informed about the purpose of the study, the nature of their participation, and the intended use of the information gathered. Informed consent was obtained, and participation was entirely voluntary. Confidentiality and anonymity were emphasized to protect respondents' identities and personal information. The collected data were used exclusively for academic and research purposes, and the findings were presented in aggregated statistical form to maintain respondents' privacy. The available manuscript documents institutional permission procedures and informed consent but does not specify formal research ethics committee approval. Information concerning conflicts of interest, research funding, and data availability should be disclosed separately in accordance with the requirements of the target journal.

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