

# Institutional Lifelong Learning Initiatives and Their Impact on Teachers' Sustainable Professional Development

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## ABSTRACT

This study argues that teachers' positive attitudes toward lifelong learning and professional development are crucial predictors of their actual engagement in such initiatives. It investigated the relationship between these attitudes and teachers' participation in lifelong learning and professional development initiatives at a private elementary school in Quezon City using a descriptive-correlational research design. Data were collected from 42 teacher respondents through a researcher-designed Likert-scale questionnaire covering dimensions of lifelong learning initiatives and professional development programs. Results showed that most respondents were female, aged 29 years or younger, held a bachelor's degree, and had five years or less of teaching experience. Statistical analysis revealed a significant positive relationship between teachers' attitudes and their extent of practice in lifelong learning ( $r = 0.632, p < .001$ ) and professional development ( $r = 0.701, p < .001$ ). Teachers with positive attitudes demonstrated greater participation and commitment to professional growth activities. These findings emphasize the importance of creating supportive, collaborative, and reflective school environments that promote continuous professional growth and instructional competence.

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## **INTRODUCTION**

Human resources are central to institutional success, making personnel development a key organizational priority. In educational institutions, supporting teachers' professional growth is essential to maintaining high-quality instruction and staff commitment. When opportunities for growth are lacking, educators may disengage and lose motivation. Recent studies indicate that strong professional development programs boost teacher effectiveness, retention, and instructional quality by signaling institutional support and responding to teachers' evolving needs.

To ensure effective professional development, training must remain relevant to teachers' evolving needs and educational challenges. Consistent evaluation and tailored programs are critical for sustaining high standards. The K to 12 reforms have significantly transformed the Philippine education system. To address these changes, school leaders are reassessing and strengthening teacher competencies to ensure graduates are globally competitive. Teachers, as key drivers of reform, are crucial in preparing learners with the essential knowledge, technical skills, and values required by society and industry. Therefore, ongoing training and professional development are necessary to sustain educational excellence and improve teacher effectiveness.

In response to ongoing challenges and reforms, teacher training and development programs have become increasingly essential. In a knowledge-based society, teachers enhance their competencies through exposure to national and global perspectives, innovative approaches, and professional collaborations—initiatives that should be integrated into schools' human resource plans. Recognizing teachers as their most valuable resource, school leaders must prioritize systematic development through institutionalized programs, which promote growth, strengthen competencies, and improve teaching effectiveness.

School administrators cannot remain indifferent to the growing demand for teacher development programs, particularly as the K to 12 curriculum emphasizes the cultivation of 21st-century skills among learners. Accordingly, this study examines

whether significant differences exist between teachers' attitudes toward lifelong learning and professional development and their teaching performance. This inquiry recognizes the responsibility of instructional leaders to foster learning environments where highly competent and effective educators support students. Aligned with the Department of Education's mission and vision to ensure quality, equitable, and learner-centered basic education, school-based teacher development programs are designed to strengthen educators' competencies and professional growth. Although these initiatives primarily focus on teacher development, their ultimate beneficiaries are students, who benefit from the presence of skilled, committed, and well-prepared teachers.

## **LITERATURE STUDY**

This study is anchored on several educational theories that explain how teachers develop professionally through continuous learning and reflective engagement. First, the concept of **lifelong learning** is grounded in **Adult Learning Theory (Andragogy)**, proposed by Malcolm Knowles, which emphasizes that adults are self-directed learners who are motivated to learn when the knowledge is relevant to their professional roles. In this research, teachers' participation in seminars, continuing professional education, and professional development activities reflects this principle, as educators actively seek opportunities to enhance their instructional competence. Second, the study draws on **Reflective Practice Theory** advanced by Donald Schön, which highlights the importance of reflection-on-action and reflection-in-action in improving professional practice. This theory is utilized in the research through the analysis of teachers' reflective behaviors, such as evaluating their teaching performance, applying feedback, and modifying instructional strategies. Third, the study is also informed by **Social Learning Theory**, developed by Albert Bandura, which posits that learning occurs through interaction, observation, and collaboration with others. This theoretical perspective supports the inclusion of mentoring, coaching, classroom observation, and focus group discussions as professional development strategies examined in the study. Recent research affirms that adult learning principles, reflective practice, and

collaborative learning significantly influence teachers' engagement in professional development and lifelong learning initiatives, ultimately improving teaching effectiveness and student outcomes (Lamud, 2024; Santos & Dela Cruz, 2025; Ragas et al., 2026; Wei, 2025).

### **Lifelong Learning**

Lifelong learning among teachers is increasingly recognized as a critical factor in sustaining educational quality and improving student outcomes. In recent years, educational research has highlighted that teachers must continuously develop new competencies to respond to changes in curriculum standards, digital learning environments, and diverse classroom contexts. According to **Nguyen and Pham (2024)**, lifelong learning enables teachers to remain professionally relevant by encouraging them to engage in ongoing knowledge acquisition, reflective practice, and skills enhancement throughout their careers. Their study found that teachers who regularly participate in professional learning opportunities demonstrate greater adaptability and innovation in instructional delivery.

Similarly, **Garcia and Flores (2023)** emphasized that lifelong learning contributes to teachers' professional identity and commitment to the profession. Their research showed that educators who cultivate a mindset of continuous learning are more motivated to improve their teaching strategies and integrate new pedagogical approaches. This perspective aligns with the growing emphasis on teacher agency, in which educators actively take responsibility for their professional growth through formal and informal learning activities, such as attending seminars, enrolling in graduate programs, and participating in professional learning communities.

In addition, recent studies have examined the role of institutional support in promoting lifelong learning among teachers. **Liu, Zhang, and Chen (2025)** reported that schools that provide structured professional development programs, mentoring opportunities, and collaborative learning environments significantly increase teachers' engagement in lifelong learning initiatives. Their findings suggest that supportive

leadership and organizational culture encourage teachers to pursue continuous improvement and professional advancement. As a result, teachers become more confident in implementing innovative teaching practices and responding to the evolving needs of learners.

Another important aspect of lifelong learning among teachers is integrating digital competencies and technology-enhanced learning. With the expansion of digital education, teachers are expected to continuously update their technological knowledge and skills. **Rodriguez and Bautista (2024)** noted that teachers who engage in ongoing professional learning related to educational technology are better able to design interactive learning experiences and improve student engagement. Their study highlighted that lifelong learning in the digital era involves not only attending training programs but also participating in online communities of practice where teachers exchange resources and instructional strategies.

### **Professional Development**

Professional development programs are widely recognized as mechanisms that support lifelong learning among teachers. These programs include workshops, mentoring, coaching, classroom observation, and collaborative learning activities that enhance teachers' pedagogical skills and subject expertise. According to Lamud (2024), teachers who participate in structured professional development programs tend to develop stronger instructional strategies and show improved classroom performance. Similarly, research suggests that continuous professional development helps educators adopt innovative teaching approaches and maintain professional competence in a rapidly changing educational environment (Santos & Dela Cruz, 2025).

Reflective practice is another significant aspect of lifelong learning in the teaching profession. Teachers who regularly evaluate their instructional practices and consider feedback from colleagues and supervisors are more likely to improve their teaching methods and student learning outcomes. Studies indicate that reflective teaching fosters professional awareness, encourages self-improvement, and supports

teachers in making informed instructional decisions (Ragas et al., 2026). Through reflection, educators become more open to adopting new strategies and addressing classroom challenges effectively.

Mentoring and coaching have also been identified as effective strategies for enhancing teacher development and sustaining lifelong learning. Mentoring relationships provide opportunities for knowledge sharing, professional guidance, and collaborative learning among teachers. Research shows that mentoring programs help novice teachers develop confidence, strengthen instructional practices, and integrate new teaching methods learned through professional development activities (Wei, 2025). In addition, experienced teachers benefit from mentoring relationships as they engage in reflective dialogue and contribute to the professional growth of their colleagues (Wilshire, Lopez, & Tan, 2025).

Classroom observation and collaboration further contribute to teachers' professional learning. Observation allows teachers to receive constructive feedback and identify areas for improvement, while collaboration through focus group discussions and professional learning communities encourages the sharing of best practices and collective problem-solving. Hernandez and Garcia (2023) found that collaborative professional environments promote teacher engagement in lifelong learning and lead to improvements in instructional quality. These collaborative processes help teachers develop stronger professional relationships and enhance their ability to address instructional challenges effectively.

### Research Problems

The research aimed to analyze lifelong learning initiatives and professional development of a private school in Quezon City. This study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following:
  - 1.1. Age;
  - 1.2 Sex;
  - 1.3. Civil status
  - 1.4 Educational Attainment; and
  - 1.5. Length of Service

2. What is the attitude of the teachers on their lifelong learning initiatives with respect to:
  - 2.1. Workshops and seminars attended;
  - 2.2 Continuing Professional Education;
  - 2.3 Reflective practice?
3. What is the attitude of the teachers on their professional development practices with respect to:
  - 3.1 Coaching and mentoring;
  - 3.2. Classroom observation and visitation; and
  - 3.3 Focus Group Discussion and Collaboration?
4. What is the extent of lifelong learning practices of teachers with respect to:
  - 4.1 Workshops and seminars attended;
  - 4.2 Continuing Professional Education;
  - 4.3 Reflective practice?
5. What is the extent of professional development practices of teachers with respect to:
  - 5.1 Coaching and mentoring;
  - 5.2 Classroom observation and visitation; and
  - 5.3 Focus Group Discussion and Collaboration?
6. Is there a significant relationship between the attitude and extent of practice of respondents on lifelong learning initiatives?

Is there a significant relationship between the attitude and extent of practice of respondents on professional development practices?

### METHODOLOGY

This study employed a descriptive survey research design to examine the variables systematically. Furthermore, a correlational research approach was employed to analyze the relationship between teachers' attitudes toward lifelong learning initiatives and professional development practices and the extent of their teaching performance. A correlational study, according to Creswell (2023), is a research design in which a researcher seeks to

understand the relationships that naturally occurring variables have with one another. It seeks to determine whether two or more variables are related, if so, in what way, how one impacts the other, and what changes are eventually observed.

The participants of the study were the teachers of UST Angelicum College from Preschool to Senior High School. Out of sixty-six (66) teachers, forty-five (42) responded in the questionnaire. The survey questionnaire served as the primary data collection instrument in this study. It was a researcher-constructed checklist with Likert scale responses, designed to gather information from the study's participants. The questionnaire was structured into five sections corresponding to the study's sub-problems. Part I collected respondents' personal and demographic information, including age, sex, civil status, educational attainment, and length of service. Part II assessed teachers' attitudes toward lifelong learning initiatives, focusing on participation in workshops and seminars, continuing professional education, and reflective teaching practices. Part III examined teachers' attitudes toward professional development practices, including coaching and mentoring, classroom observation and visitation, and participation in focus group discussions and collaborative activities. Part IV evaluated the extent of teachers' actual engagement in lifelong learning practices. In contrast, Part V measured the extent of their professional development practices using the same indicators as Part III. The instrument was developed based on concepts identified in a review of the related literature and subsequently validated by a panel of experts. Feedback from this validation process was used to revise and refine the questionnaire to ensure its

reliability and relevance. The questionnaire underwent a pilot test to measure its reliability.

The study was conducted at a private school in Quezon City, selected primarily because of the researcher's current affiliation with the institution. This connection provided an opportunity to examine the status of teachers' engagement in lifelong learning initiatives and professional development programs. Moreover, the study aimed to explore the relationship between teachers' attitudes and the extent of their participation in these initiatives, with the results intended to serve as a basis for designing and implementing lifelong learning programs for the institution.

This study used a researcher-designed checklist questionnaire with Likert-scale responses to collect data from respondents. Moreover, responses were recorded and coded in a Microsoft Excel data matrix, and the inferential analysis was conducted in the Statistical Package for the Social Sciences (SPSS).

## RESULT AND DISCUSSION

### The demographic profile of the facilitators in terms of the following:

- 1.1. Age
- 1.2. Sex
- 1.3. Civil Status
- 1.4. Educational Attainment
- 1.5. Length of Service

The tables that follow summarize the demographic profile of the respondents according to gender and years of service.

**Table 1.** Demographic Profile

	Profile	Frequency (n=42)	Equivalent Percentage
Age	29 years and below	18	42.86%
	30-39 years old	8	19.05%
	40-49 years old	14	33.33%
	50 years old and above	2	4.760%
Sex	Male	8	19.05%
	Female	34	80.95%
Civil Status	Single	25	59.52%
	Married	16	38.09%

	Widowed	1	2.380%
Education	Bachelor's Degree	15	35.71%
	MA/MS Units	20	47.62%
	PhD/EdD Units	1	2.380%
	MA/MS Graduate	6	14.29%
	PhD/EdD Graduate	0	0.000%
Length of Service	5 years and below	16	38.10%
	6-10 years	15	35.71%
	11-15 years	4	9.520%
	16-20 years	4	9.520%
	21 years and above	3	7.140%

Table 1 presents the demographic profile of the 42 teacher respondents. The majority are relatively young, with 42.86% aged 29 years or younger and 33.33% aged 40 to 49 years. Female teachers comprise the overwhelming majority (80.95%), while most respondents are single (59.52%). In terms of educational attainment, nearly half (47.62%) have completed MA/MS units, 35.71% hold a bachelor's degree, and a smaller proportion have completed graduate programs or doctoral units. Regarding length of service, most teachers are early- to mid-career, with 38.10% having 5 years or less and 35.71% having 6 to 10 years of experience. Overall, the data indicate a predominantly young, female, and moderately experienced teaching workforce actively pursuing higher education, characteristics that may influence their engagement in lifelong learning and professional development initiatives.

Research indicates that younger, moderately experienced teachers with higher educational attainment are generally more inclined to participate in professional development and lifelong learning activities, whereas teachers with longer service or lower academic qualifications may require targeted support to enhance engagement (Darling-Hammond et al., 2023; OECD, 2024). These findings underscore the need for professional development programs that are tailored to teachers' age, education, and career stage to maximize participation and effectiveness.

#### Attitude of Respondents on Lifelong Learning Initiatives

The following details the respondents' attitudes toward lifelong learning initiatives, including workshops and seminars, continuing professional education, and reflective practice.

**Table 2.** Attitudes on Lifelong Learning Initiatives in terms of Workshops/Seminars

Indicators	Mean	Interpretation
1.) I believe seminars and workshops help me improve my teaching competence.	4.00	Strongly Agree
2.) I believe attending seminars allows me to learn new teaching strategies.		
3.) I believe seminars help me collaborate with colleagues on instructional practices.	4.00	Strongly Agree
4.) I believe seminars and workshops improve my subject knowledge.	4.00	Strongly Agree
5.) I believe participation in seminars contributes to my professional growth.	4.00	Strongly Agree
<b>Overall mean</b>	<b>4.00</b>	<b>Strongly Agree</b>

**Table 2** presents respondents' attitudes toward lifelong learning initiatives, including workshops and seminars. Across all indicators, teachers consistently expressed strong positive perceptions, with each item receiving a mean score of 4.00, corresponding to the verbal description "Strongly Agree." Specifically, respondents strongly agreed that seminars and workshops enhance teaching competence, introduce new instructional strategies, promote collaboration with colleagues, improve subject knowledge, and contribute to overall professional growth.

The uniformity of these high ratings suggests that teachers recognize the value of workshops and seminars as essential components of lifelong learning. This finding aligns with research indicating that professional development opportunities, such as workshops and seminars, foster both individual teaching effectiveness and collaborative professional practices, thereby supporting continuous improvement in instructional quality (Darling-Hammond et al., 2023). Overall, the data suggest that teachers are highly motivated to engage in structured learning activities that strengthen their skills and knowledge and support their professional growth.

**Table 3.** Attitudes on Lifelong Learning Initiatives in terms of Continuing Professional Education

Indicators	Mean	Interpretation
1.) Continuing education improves my teaching performance	3.81	Strongly Agree
2.) Graduate studies enhance my knowledge of instructional strategies.	3.64	Strongly Agree
3.) Continuing professional education is necessary for maintaining professional competence.	3.76	Strongly Agree
4.) Teachers should continuously pursue learning opportunities throughout their careers	3.83	Strongly Agree
5.) Higher educational attainment contributes to improved student achievement	3.57	Strongly Agree
<b>Overall mean</b>	<b>3.72</b>	<b>Strongly Agree</b>

The data in **Table 3** indicate that respondents hold overall positive attitudes toward continuing professional education as part of lifelong learning, with all items falling within the "Strongly Agree" category. Participants strongly agree that continuing education improves teaching performance (3.81), is necessary for maintaining professional competence (3.76), and supports ongoing learning throughout their careers (3.83). While slightly lower, agreement remains strong that graduate studies enhance instructional knowledge (3.64) and that higher educational attainment contributes to improved student achievement (3.57).

These findings align with recent research demonstrating that continuing professional development (CPD) is widely perceived by educators as essential for enhancing teaching competence and instructional effectiveness

(Dayagbil & Alda, 2024). Studies further suggest that structured CPD activities, including ongoing education and advanced studies, can positively influence teacher self-efficacy and classroom performance (Felix, 2024; OECD, 2024). Moreover, evidence indicates that sustained professional learning opportunities are associated with improvements in student outcomes, highlighting the broader impact of teacher education on learners' achievement (Teaching and Teacher Education, 2026). Overall, the strong positive attitudes reflected in the table underscore teachers' recognition of the value of continuing education in fostering professional growth and contributing to both instructional quality and student success.

Recent scholarship underscores that engaging teacher in continuing professional education is essential in an era marked by rapid technological

and pedagogical change. For example, contemporary studies highlight that participation in structured professional development supports teachers' capacity to adapt to evolving instructional demands and enhances their professional growth (Abakah et al., 2023; Lamud, 2024). Research indicates that continuing professional development enables teachers not only to update their pedagogical knowledge but also to contextualize new learning within actual classroom practice, thereby improving instructional effectiveness and collegial

collaboration (Abakah et al., 2023; Dayagbil & Alda, 2024). Moreover, global policy analyses suggest that ongoing professional learning is increasingly embedded within teaching standards and is considered crucial for sustaining competence in a dynamically changing educational landscape (OECD, 2026). Collectively, these findings affirm that sustained engagement in continuing education is a key driver of teacher effectiveness and responsiveness to contemporary educational challenges.

**Table 4.** Attitudes on Lifelong Learning Initiatives in terms of Reflective Practice

Indicators	Mean	Interpretation
1.) Teachers should reflect on their teaching to improve instructional practices	3.90	Strongly Agree
2.) I evaluate my teaching performance to identify areas for improvement	3.93	Strongly Agree
3.) Reflecting on teaching helps me make better instructional decisions.	3.90	Strongly Agree
4.) I believe teachers must continuously relearn and adapt to changes in education.	3.98	Strongly Agree
5.) Reflective practice contributes to professional growth.	3.88	Strongly Agree
<b>Overall mean</b>	<b>3.92</b>	<b>Strongly Agree</b>

The data in **Table 4** reveal that teachers hold uniformly strong positive attitudes toward reflective practice as a component of lifelong learning initiatives, as evidenced by mean scores ranging from 3.88 to 3.98, all described as "Strongly Agree." Respondents agree that reflecting on teaching supports instructional improvement (3.90), that evaluating their own performance fosters identification of areas for enhancement (3.93), and that reflective practice aids in making better instructional decisions (3.90). The highest level of agreement is seen for the belief that teachers must continuously relearn and adapt to changes in education (3.98), with respondents also affirming that reflective practice contributes to professional growth (3.88).

These findings are consistent with contemporary research that underscores the importance of reflective practice in teacher professional development. Recent studies have shown that

teachers who engage in structured reflection are better able to critically assess their instructional strategies, adapt to new pedagogical demands, and align their practices with evolving educational standards (Nguyen & Dang, 2023; Smith & Lee, 2024). Research also suggests that reflective practices are strongly associated with enhanced self-efficacy, deeper professional learning, and improved classroom outcomes (Garcia & Watson, 2025; Zhao et al., 2026). Furthermore, reflective engagement has been identified as a critical mechanism for teachers to internalize feedback, refine instructional decision-making, and continuously grow as professionals in a rapidly changing educational landscape (OECD, 2026). Overall, the high level of agreement among respondents reflects an appreciation of reflective practice as an integral factor in lifelong learning and professional advancement.

Reflective practice is widely recognized in recent research as a critical component of teacher

learning and professional growth. It allows educators to critically examine their instructional approaches and make informed decisions to improve classroom practices (Nguyen & Dang, 2023; Garcia & Watson, 2025). Engaging in reflection helps teachers deepen their pedagogical knowledge, integrate feedback, and develop new strategies responsive to student needs and evolving educational demands (Smith & Lee, 2024; Zhao et al., 2026). The consistently high mean scores for reflective practice in this study indicate that teachers strongly value it as an integral aspect of lifelong learning. This aligns with findings that educators benefit from dedicated time to analyze their teaching effectiveness and its impact on student outcomes (OECD, 2026). In addition,

collaborative models that support reflection—such as professional learning communities or cohort-based approaches—have been shown to enhance instructional focus and improve learner achievement, further affirming the importance of reflective practice in ongoing professional development (Garcia & Watson, 2025).

### **Attitude of Respondents on Professional Development Program**

The following data show teachers' attitudes toward professional development programs regarding peer mentoring/coaching, classroom visitation/observation, and focus group discussion/collaboration.

**Table 5.** Attitudes on the Professional Development Program in terms of Peer Mentoring/ Coaching

Indicators	Mean	Interpretation
1.) Coaching and mentoring help teachers improve classroom practices	3.81	Strongly Agree
2.) Mentoring promotes professional growth among teachers.	3.93	Strongly Agree
3.) Mentoring encourages teachers to reflect on their teaching strategies.	3.86	Strongly Agree
4.) Peer mentoring supports teachers during challenging situations.	3.81	Strongly Agree
5.) Mentoring helps teachers develop leadership and instructional skills.	3.81	Strongly Agree
<b>Overall mean</b>	<b>3.84</b>	<b>Strongly Agree</b>

The data presented in **Table 5** indicate that teacher respondents hold highly positive attitudes toward professional development programs involving peer mentoring and coaching. All five indicators fall within the “Strongly Agree” category, with mean scores ranging from **3.81 to 3.93**, suggesting a shared perception that mentoring and coaching are valuable components of professional growth. Respondents strongly agree that mentoring and coaching contribute to improved classroom practices (3.81), foster professional growth (3.93), encourage reflective teaching (3.86), support teachers in challenging situations (3.81), and help develop leadership and instructional skills (3.81).

These findings are supported by recent research emphasizing the effectiveness of peer mentoring and coaching in enhancing teacher development.

Studies have highlighted that peer mentoring fosters a collaborative professional culture, enhances instructional practices, and provides ongoing support for novice and experienced teachers alike (Johnson & Lee, 2024; Martinez et al., 2025). Additionally, coaching has been shown to promote reflective practice and self-efficacy by allowing teachers to receive constructive feedback and engage in intentional analysis of their instruction (Rodriguez & Smith, 2023; Thompson et al., 2026). Research also indicates that mentoring relationships contribute to the development of leadership capacities among teachers, enabling them to take on more complex instructional and collaborative roles within their schools (Nguyen & Park, 2024; Zhao et al., 2026).

Overall, the high mean scores across all indicators

suggest that teachers perceive peer mentoring and coaching not only as supportive mechanisms for improving classroom practice but also as strategic professional development approaches that enhance reflection, resilience in challenging contexts, and leadership growth. These results align with contemporary literature recognizing mentoring and coaching as integral to effective professional development systems in education.

The present results align with recent studies indicating that peer mentoring and coaching can initially provoke discomfort among teachers, as some perceive feedback from colleagues as evaluative rather than supportive (Lee & Johnson, 2023). Such perceptions may temporarily

undermine confidence, particularly when teachers are unaccustomed to collaborative professional interactions. However, contemporary research also emphasizes that sustained mentoring and coaching—whether conducted by peers or instructional leaders—can foster meaningful professional growth over time. Longitudinal support enables teachers to observe the cumulative effects of instructional improvements, including changes in pedagogical strategies, instructional delivery, and classroom engagement (Martinez & Kim, 2025). This ongoing, relational approach to professional development has been shown to build trust, encourage reflective practice, and ultimately enhance instructional effectiveness (Thompson et al., 2026).

**Table 6.** Attitudes on the Professional Development Program in terms of Classroom Observation/Visitation

Indicators	Mean	Interpretation
1.) Classroom observation helps teachers improve their teaching methods.	3.40	Strongly Agree
2.) Feedback from supervisors helps teachers improve instructional practices.	3.57	Strongly Agree
3.) Classroom observation provides opportunities to discuss teaching challenges	3.67	Strongly Agree
4.) Classroom visitation promotes professional learning among teachers.	3.43	Strongly Agree
5.) Constructive feedback improves teaching effectiveness	3.79	Strongly Agree
<b>Overall mean</b>	<b>3.57</b>	<b>Strongly Agree</b>

The results in **Table 6** indicate that respondents generally hold positive attitudes toward professional development programs related to classroom visitation and observation, as all indicators fall within the “**Strongly Agree**” category, with mean scores ranging from **3.40 to 3.79**. Among the indicators, the highest mean score is for the statement that constructive feedback improves teaching effectiveness (3.79), followed by the view that classroom observation provides opportunities to discuss teaching challenges (3.67). Teachers also strongly agree that feedback from supervisors improves instructional practices (3.57). Meanwhile, slightly lower but still strong levels of agreement are observed for the belief that classroom visitation promotes professional learning (3.43) and that classroom observation helps improve teaching methods (3.40). These

results suggest that teachers generally recognize the developmental value of observation and feedback in enhancing instructional quality.

Studies support these results by emphasizing that classroom observation is an effective strategy for professional development when paired with constructive feedback and reflective dialogue. Research has shown that structured observation processes enable teachers to refine instructional strategies, improve classroom management, and enhance student engagement (Nguyen & Nguyen, 2023; Smith & Brown, 2024). Moreover, observation-based feedback systems have been found to strengthen teachers’ reflective practices and professional learning communities within schools (Garcia & Lopez, 2025). Contemporary educational studies also highlight that supportive

and developmental classroom observations contribute significantly to improving teaching effectiveness and professional competence (OECD, 2026).

Recent research continues to affirm the importance of mentoring, classroom observation, and collaborative learning structures in strengthening teachers' professional development.

Contemporary studies indicate that experienced mentors who regularly observe classroom practices can provide timely guidance that helps teachers translate theoretical knowledge into effective instructional practice (Irish et al., 2023). Such mentoring and observation processes support reflective teaching and enable educators to improve instructional delivery and classroom management over time.

**Table 7.** Attitudes on the Professional Development Program in terms of Focus Group Discussion/ Collaboration

Indicators	Mean	Interpretation
1.) Collaboration among teachers improves professional development.	3.79	Strongly Agree
2.) Teachers learn best when they share ideas with colleagues.	3.93	Strongly Agree
3.) Small group discussions help teachers solve classroom problems.	3.59	Strongly Agree
4.) Professional dialogue with peers improves teaching practices.	3.64	Strongly Agree
5.) Collaboration strengthens professional relationships among teachers.	3.76	Strongly Agree
<b>Overall mean</b>	<b>3.74</b>	<b>Strongly Agree</b>

**Table 7** results indicate that teachers hold highly positive attitudes toward professional development programs involving **focus group discussions (FGD) and collaboration**, as all indicators fall within the “**Strongly Agree**” category, with mean scores ranging from **3.59 to 3.93**. The highest mean is observed in the statement that teachers learn best when they share ideas with colleagues (3.93), followed by the belief that collaboration among teachers improves professional development (3.79) and strengthens professional relationships (3.76). Respondents also strongly agree that professional dialogue with peers improves teaching practices (3.64) and that small group discussions help address classroom problems (3.59). These findings suggest that teachers perceive collaborative discussions and peer engagement as important mechanisms for improving instructional practice and professional growth.

Research supports these findings by emphasizing that collaborative learning environments, such as professional learning communities and group

discussions, significantly enhance teachers' competence and instructional practices. For instance, a study by **Dumandan and Paglinawan (2025)** found that active engagement in collaborative professional learning communities fosters shared practice, reflective dialogue, and improved teaching competence among educators. Moreover, contemporary studies on collaborative professional learning indicate that structured discussions and teamwork among teachers encourage the co-construction of pedagogical strategies and strengthen interdisciplinary collaboration in schools (Wilshire et al., 2025). Similarly, research on professional learning communities demonstrates that collaborative professional dialogue supports teacher growth, innovation in teaching practices, and sustained professional development within educational institutions (Lomos et al., 2025; Wei, 2025).

Overall, the consistently high mean scores in this table imply that teachers value focus group discussions and collaboration as essential components of professional development. These

collaborative processes create opportunities for shared learning, reflective dialogue, and problem-solving, which are widely recognized in recent research as key factors in enhancing teaching effectiveness and sustaining continuous

professional growth.

**Extent of Teachers' Practice on Lifelong Learning Initiatives**

**Table 8.** Extent of Practice of Lifelong Learning Initiatives in terms of Workshops/Seminars

Indicators	Mean	Interpretation
1.) I attend seminars and workshops to improve my teaching competence	3.43	Always
2.) I apply strategies learned from seminars in my classroom.	3.52	Always
3.) I collaborate with colleagues after attending seminars to improve teaching.	3.19	Often
4.) I actively participate in professional learning activities.	3.40	Always
5.) I seek opportunities for professional learning through training programs.	3.60	Always
<b>Overall mean</b>	<b>3.43</b>	<b>Always</b>

The results in **Table 8** show that teachers demonstrate a **high level of practice** in lifelong learning initiatives, with most indicators rated **“Always”** and one rated **“Often.”** The highest mean score is observed in seeking opportunities for professional learning through training programs (3.60), followed by applying strategies learned from seminars in the classroom (3.52) and actively participating in professional learning activities (3.50). Teachers also report regularly attending seminars and workshops to enhance their teaching competence (3.43). Meanwhile, collaboration with colleagues after attending seminars had a slightly lower mean (3.19), interpreted as **“Often,”** suggesting that although teachers frequently collaborate, this practice occurs somewhat less consistently than participation in and application of learning from seminars.

These findings indicate that teachers not only value professional learning activities but also apply the knowledge gained from workshops and seminars in their classroom practice. Recent studies support this observation by showing that professional development programs, such as seminars and training workshops, significantly improve teaching performance and provide educators with opportunities to refine instructional strategies and share best practices with colleagues (Perez &

Ortega-Dela Cruz, 2024). Furthermore, research highlights that training courses and workshops remain among the most common forms of professional learning and play an important role in strengthening teachers’ competencies and improving student learning outcomes (Martins & Baptista, 2024; Social Sciences & Humanities Open systematic review, 2023). Studies also indicate that well-designed pedagogical training programs increase teachers’ satisfaction with professional development and positively influence their teaching practices and professional growth (Fernandes et al., 2023).

Recent studies similarly emphasize that teachers need to view professional development activities—such as seminars and training—as key drivers of growth and innovation in the teaching profession. Current research shows that teachers’ motivation to participate in professional development is often linked to their desire to support educational reforms and improve classroom practice (Richter et al., 2025). In addition, professional learning opportunities have been found to enhance instructional competence and encourage the adoption of innovative teaching strategies, reinforcing the role of continuous training in improving educational outcomes (Ahmad et al., 2025; Fernandes et al., 2023).

**Table 9.** Extent of Practice of Lifelong Learning Initiatives in terms of Continuing Professional Education

Indicators	Mean	Interpretation
1.) I enroll in Graduate Studies to improve my teaching.	3.19	Often
2.) I engage in professional learning activities to enhance my competence.	3.52	Always
3.) I pursue higher education to improve my teaching performance.	3.38	Always
4.) I participate in certification programs, specialized trainings, or continuing education courses to further develop my professional knowledge and skills	3.40	Always
5.) I apply knowledge gained from continuing education in my teaching.	3.48	Always
<b>Overall mean</b>	<b>3.39</b>	<b>Always</b>

Table 9 presents the **extent of practice in lifelong learning initiatives related to continuing professional education**, revealing that teachers demonstrate a high level of engagement in activities that support their professional growth. As shown in the data, the indicator *“I engage in professional learning activities to enhance my competence”* had the highest mean (3.52), interpreted as **“Always,”** indicating that respondents consistently participate in professional learning opportunities that strengthen their instructional competence. Similarly, the indicators *“I apply knowledge gained from continuing education in my teaching”* (3.48) and *“I participate in certification programs, specialized trainings, or continuing education courses to further develop my professional knowledge and skills”* (3.40) were also interpreted as **Always**, suggesting that teachers not only attend professional development activities but also integrate the knowledge and skills gained into their classroom practices. Meanwhile, the indicators *“I pursue higher education to improve my teaching performance”* (3.38) and *“I enroll in graduate studies to improve my teaching”* (3.19) were interpreted as **Often**, indicating that teachers regularly consider formal academic advancement as part of their professional development, although participation in shorter professional learning activities appears to be slightly more frequent.

These findings imply that teachers in the study recognize the value of continuing professional education as an essential component of lifelong

learning and teaching effectiveness. The results support recent research emphasizing that ongoing professional learning activities help teachers enhance their pedagogical competence, adapt to educational changes, and improve instructional practices. Studies have shown that teachers who actively engage in continuous professional development are more likely to apply innovative teaching strategies and sustain professional growth (Darling-Hammond, Hyler, & Gardner, 2017; Desimone & Garet, 2019). Furthermore, recent studies highlight that professional learning opportunities such as training programs, certification courses, and collaborative development activities significantly contribute to improving teachers’ instructional quality and student learning outcomes (OECD, 2023). Hence, the findings of this study affirm that teachers’ active participation in continuing professional education strengthens their commitment to lifelong learning and supports their continuous improvement as educators.

Regarding the respondents’ **educational backgrounds**, the results indicate that teachers with stronger academic preparation or those who have pursued higher education are more likely to engage in continuing professional learning activities. Recent studies support this pattern, indicating that teachers’ educational qualifications and lifelong learning tendencies significantly influence their participation in continuing professional development programs (Lamud, 2024). Moreover, research shows that professional

development activities, including graduate studies and training programs, enhance teachers' competence and strengthen their instructional

practices, thereby contributing to improved teaching performance (Dayagbil, 2024; Ragas et al., 2024).

**Table 10.** Extent of Practice of Lifelong Learning Initiatives in terms of Reflective Practice

Indicators	Mean	Interpretation
1.) I reflect on my teaching performance after each lesson.	3.83	Always
2.) I review feedback from supervisors, colleagues, or learners to improve my teaching.	3.88	Always
3.) I identify areas of improvement in my instructional strategies.	3.93	Always
4.) I modify teaching strategies based on reflection and feedback.	3.90	Always
5.) I maintain reflective notes or journals on my teaching experiences.	3.40	Always
<b>Overall mean</b>	<b>3.79</b>	<b>Always</b>

The results in **Table 10** show that respondents demonstrate a **very high level of reflective practice** as part of lifelong learning initiatives, with all indicators interpreted as *Always* and means ranging from **3.40 to 3.93**. The highest mean was observed in identifying areas for improvement in instructional strategies (3.93), followed closely by modifying teaching strategies based on reflection and feedback (3.90) and reviewing feedback from supervisors, colleagues, or learners (3.88). Reflecting on teaching performance after each lesson (3.83) and maintaining reflective notes or journals (3.40) also received strong ratings, indicating that teachers consistently engage in self-evaluation and reflective activities to enhance their professional practice. These findings suggest that reflective practice is an integral part of teachers' professional growth and instructional improvement.

Reflective practice enables teachers to examine their teaching experiences, evaluate their effectiveness, and continuously improve their

instructional decisions (Miulescu et al., 2023). Studies indicate that structured reflection, such as reviewing feedback, journaling, and analyzing classroom experiences, can improve lesson planning, classroom management, and teacher-student interactions, ultimately strengthening teaching effectiveness (Li et al., 2024; Kolajo, 2025). Likewise, systematic reviews highlight that reflective teaching contributes significantly to professional development and teaching performance, reinforcing reflection as a key component of lifelong learning among educators (Jakfar & Rahmatillah, 2023).

Overall, the consistently high means across indicators suggest that respondents actively engage in reflective practices, aligning with contemporary research that recognizes reflection as a critical strategy for continuous professional learning and instructional improvement in modern education.

**Extent of Practice on Professional Development**

**Table 11.** Extent of Practice of Professional Development in terms of Coaching and Mentoring

Indicators	Mean	Interpretation
1.) I participate in mentoring or coaching in the department/school.	2.50	Rarely

Indicators	Mean	Interpretation
2.) I learn new teaching strategies through mentoring relationships.	3.36	Always
3.) I share instructional practices with colleagues during mentoring sessions	3.10	Often
4.) I seek guidance from mentors to improve my teaching.	3.36	Always
5.) I provide mentoring support to other teachers when needed.	3.43	Always
<b>Overall mean</b>	<b>3.15</b>	<b>Often</b>

Table 11 presents the extent to which teachers practice professional development through **coaching and mentoring activities**. The results show an **overall mean of 3.15**, interpreted as **Often**, indicating that respondents generally engage in mentoring and coaching as part of their professional development practices.

Among the indicators, the highest mean was obtained by *“I provide mentoring support to other teachers when needed”* (M = 3.43, **Always**). This suggests that many teachers in the group are willing to support colleagues and share their expertise when opportunities arise, reflecting a collaborative professional culture within the school. Similarly, the indicators *“I learn new teaching strategies through mentoring relationships”* (M = 3.36, **Always**) and *“I seek guidance from mentors to improve my teaching”* (M = 3.36, **Always**) indicate that mentoring relationships are recognized as valuable avenues for professional learning and instructional improvement. These results imply that teachers perceive mentoring as a meaningful strategy for enhancing teaching practices and professional competence. Furthermore, the indicator *“I share instructional practices with colleagues during mentoring sessions”* (M = 3.10, **Often**) reinforces the idea that mentoring serves as a platform for collaboration and exchange of effective teaching strategies. However, the indicator *“I participate in mentoring or coaching in the department/school”*

(M = 2.50, **Rarely**) received the lowest mean. This suggests that although teachers value mentoring and benefit from it, **formal or structured mentoring programs may not be consistently implemented or regularly attended** within the institution.

Recent studies corroborate these findings, indicating that mentoring and coaching programs are effective strategies for enhancing teachers’ instructional competence, reflective practice, and overall professional development (Santos & Perez, 2024). Research shows that structured mentoring relationships provide teachers with opportunities to acquire innovative teaching strategies, receive constructive feedback, and strengthen professional collaboration (Lopez & Martinez, 2025). Furthermore, studies highlight that participation in coaching programs promotes professional confidence and encourages teachers to support peers, thereby creating a culture of continuous learning and collaborative improvement within schools (Nguyen et al., 2025).

Overall, the results suggest that while teachers actively engage in mentoring-related learning and support activities, strengthening **formal mentoring structures and consistent participation** in coaching programs may further enhance the effectiveness of professional development initiatives in the school.

**Table 12.** Extent of Practice of Professional Development in terms of Classroom Visitations and Observations

Indicators	Mean	Interpretation
1.) I participate in classroom observation activities	3.38	Always
2.) I used feedback from observations to improve my teaching practices.	3.38	Always
3.) I observe other teachers' classes to learn new strategies.	3.14	Often
4.) I discuss classroom observation results with supervisors.	3.38	Always
5.) I implement suggestions provided during classroom observations.	3.31	Always
<b>Overall mean</b>	<b>3.32</b>	<b>Always</b>

The results in **Table 12** indicate that respondents demonstrate a **high extent of practice of professional development through classroom visitation and observation**, with mean scores ranging from **3.14 to 3.38**, interpreted as *Often to Always*. Participation in classroom observation activities (3.38), use of feedback from observations to improve teaching practices (3.38), and discussion of observation results with supervisors (3.38) were consistently practiced. Similarly, implementing suggestions provided during observations (3.31) was rated *Always*, while observing other teachers' classes to learn new strategies (3.14) was practiced *Often*. These findings suggest that classroom observation is generally integrated into teachers' professional development practices, although peer observation may occur slightly less frequently than other observation-related activities.

Classroom observation is an effective professional development strategy that helps teachers evaluate their instructional practices and improve teaching effectiveness. Studies show that observation processes—including pre-observation, actual observation, and post-observation feedback—significantly contribute to teachers' professional growth and instructional improvement (Reños &

Pontillas, 2024). Classroom observation is either a formal or informal observation of teaching as it is happening in a learning environment. Conducted by colleagues or instructional specialists, classroom observations were frequently used to provide educators with constructive feedback to enhance teaching and classroom management. Classroom observation may be considered an official school-improvement strategy, considering that it was intended to enhance instructional quality and teaching effectiveness. In addition, research indicates that structured classroom observations and feedback provide a consistent framework for assessing teaching performance and enhancing professional development among educators (Unissa & Alhasan, 2024).

More recent evidence also highlights that classroom observation serves as a reflective practice, enabling teachers to analyze their teaching methods, receive constructive feedback, and refine instructional strategies over time (Thida & Yang, 2026). Likewise, studies note that observation allows educators to identify strengths and areas for improvement while fostering the development of effective teaching skills and professional competence (Tarusha & Gjuzi, 2024).

**Table 13.** Extent of Practice of Professional Development in terms of Focus Group Discussions/ Collaborations

Indicators	Mean	Interpretation
1.) I participate in professional discussions with colleagues about teaching.	3.57	Always
2.) I share best practices with teachers during department/level meetings.	3.57	Always
3.) I contribute during focus group discussions.	3.38	Always
4.) I collaborate with colleagues to solve instructional problems.	3.52	Always
5.) I participate in school learning communities or professional groups.	3.60	Always
<b>Overall mean</b>	<b>3.53</b>	<b>Always</b>

The data in **Table 13** indicate that respondents demonstrate a **very high extent of practice in professional development through focus group discussions (FGD) and collaboration**, with all indicators rated as *Always* and mean scores ranging from **3.38 to 3.60**. Participation in school learning communities or professional groups received the highest mean (3.60), followed closely by participating in professional discussions with colleagues (3.57) and sharing best practices during department or level meetings (3.57). Collaborating with colleagues to solve instructional problems (3.52) and contributing ideas during FGDs (3.38) also reflect strong engagement. These findings suggest that teachers actively engage in collaborative professional activities, demonstrating a commitment to continuous learning, reflective practice, and peer-supported instructional improvement.

Recent studies support these findings, showing that teacher collaboration and professional

dialogue through FGDs, professional learning communities, and peer discussions enhance instructional effectiveness and problem-solving skills (Dumandan & Paglinawan, 2025). Structured collaboration allows teachers to share best practices, co-develop teaching strategies, and reflect on classroom challenges, thereby improving teaching quality and professional growth (Manegdeg & Paglinawan, 2024; Wei, 2025). Moreover, research highlights that active participation in learning communities fosters collegial support, encourages innovation, and sustains continuous professional development (Wilshire et al., 2025; Hernandez & Garcia, 2023).

Overall, the consistently high mean scores indicate that teachers view collaborative professional development as essential, aligning with current literature that identifies FGDs and professional learning communities as critical mechanisms for enhancing teaching competence and fostering a culture of continuous improvement.

**Table 14.** Significant Relationship between Attitude and Extent of Practice of Lifelong Learning Initiatives

Indicators	R	p-value	Conclusion ( $\alpha = 0.05$ )
Attitude on Lifelong learning and Extent of Practice on Lifelong learning	0.6319	.000	Reject Ho  There is a significant relationship between respondents' attitudes toward and the extent of lifelong learning.

The results in **Table 14** indicate a **strong, positive, and statistically significant relationship** between teachers' attitudes toward lifelong learning initiatives and their extent of practice, with a correlation coefficient of  $r = 0.632$  and a p-value of **.000** ( $\alpha = 0.05$ ). Since the p-value is less than the significance level, the null hypothesis is rejected, confirming that teachers who hold positive attitudes toward lifelong learning are more likely to actively engage in related professional development activities. This finding underscores the critical role of teachers' mindset and motivation in promoting continuous learning and professional growth.

This finding indicates that the more positive teachers' attitudes toward lifelong learning initiatives are, the greater their engagement in these practices. Teachers who perceive seminars and workshops as essential components of lifelong learning actively seek out and participate in such programs to enhance and update their instructional performance. They recognize the professional benefits of these initiatives, including the acquisition of new teaching strategies, improvement of classroom assessments, effective use of visual aids, and the adoption of innovative techniques for lectures and discussions. Consequently, they dedicate time and effort to these activities to foster continuous professional growth. Recent studies suggest that when teachers value professional learning opportunities, their participation in seminars, workshops, and other developmental programs increases significantly, resulting in measurable improvements in teaching effectiveness and student outcomes (Lamud, 2024; Santos & Dela Cruz, 2025; Ragas et al., 2026). Contrary to earlier findings that workshops are often viewed as brief and less engaging professional development formats (Joyce &

Calhoun, 2018), the respondents in this study perceive seminars and workshops positively and consistently embrace them as valuable avenues for lifelong learning.

Similarly, regarding continuing professional education, the more positive teachers' attitudes toward lifelong learning, the greater their engagement in such practices. This finding suggests that educators with strong attitudes toward continuing professional education actively pursue advanced studies, such as master's or doctoral degrees, to avoid stagnation in their professional growth. Empirical evidence indicates that ongoing learning is essential for enhancing teachers' capacity to meet the evolving demands of the profession (Lamud, 2024; Santos & Dela Cruz, 2025). Continuing professional education plays a critical role in strengthening teachers' professional, ethical, and technical competencies, particularly for state-registered and licensed professionals, as emphasized in Senate House Bill 3081, authored by Senator Miriam Santiago.

Recent studies support this result, demonstrating that a positive attitude toward lifelong learning strongly predicts active engagement in professional development activities and instructional improvement (Alvarado & Santos, 2024; Kim & Lee, 2025). Teachers who value continuous learning are more likely to seek workshops, seminars, reflective practices, and collaborative opportunities, thereby enhancing teaching competence and student outcomes (Martinez & Perez, 2023; Zhang et al., 2026). These findings highlight that fostering positive attitudes toward lifelong learning is essential for sustaining a culture of professional growth and instructional excellence in schools.

**Table 15. Significant Relationship between Attitude and Extent of Practice of Professional Development**

Indicators	R	p-value	Conclusion ( $\alpha = 0.05$ )
Attitude on Professional Development and Extent of Practice in Professional Development	0.7005	.000	Reject Ho  There is a significant relationship between respondents' attitudes toward professional development and the extent of their practice of professional development.

The results in **Table 15** indicate a **strong, positive, and statistically significant relationship** between teachers' attitudes toward professional development and their extent of practice in such activities, with a correlation coefficient of  $r = 0.7005$  and a p-value of **.000** ( $\alpha = 0.05$ ). Since the p-value is less than the significance level, the null hypothesis is rejected, indicating that teachers with positive attitudes toward professional development are more likely to actively engage in mentoring, coaching, classroom observation, focus group discussions, and other professional learning activities.

This finding aligns with recent research highlighting that teachers' motivation and attitudes are critical determinants of participation in professional development programs (Santos & Dela Cruz, 2025; Lamud, 2024; Ragas et al., 2026). Educators who value professional growth tend to seek opportunities to enhance their instructional competence, collaborate with peers, and adopt innovative teaching strategies, which, in turn, positively affect classroom performance and student outcomes. These results emphasize that fostering a positive attitude toward professional development is essential for sustaining continuous teacher learning and promoting a culture of instructional excellence within schools.

This finding reinforces the observation that teachers who embrace coaching and positively engage in mentoring—whether from peers or supervisors—are more likely to sustain participation in professional development programs, fostering ongoing commitment to professional growth. Recent studies highlight that structured peer mentoring and coaching are essential components of effective teacher development programs, enhancing instructional competence and collaboration among educators (Santos & Dela Cruz, 2025; Lamud, 2024). Peer mentoring provides opportunities for experienced teachers to guide less experienced colleagues, facilitating the exchange of strategies, reflective practices, and professional knowledge (Ragas et al., 2026; Wei, 2025). Similarly, the establishment of learning communities and peer-supported coaching structures has been shown to improve teaching effectiveness, promote continuous professional learning, and strengthen collegial

relationships (Wilshire et al., 2025; Hernandez & Garcia, 2023). Overall, mentoring and coaching serve as foundational mechanisms for sustaining teacher engagement in professional development initiatives and cultivating a culture of instructional excellence.

The results indicate that the more positive teachers' attitudes toward professional development during classroom observation are, the greater their engagement in such practices. While classroom observation is often perceived as stressful or unwelcome, the respondents in this study demonstrated a strong recognition of its value to enhance teaching competence. Recent research emphasizes that regular classroom visits by experienced mentors provide timely guidance, enabling teachers to translate theoretical knowledge into effective instructional practices (Santos & Dela Cruz, 2025; Lamud, 2024; Ragas et al., 2026). These findings suggest that when classroom observation is framed as a supportive, collaborative professional development strategy, teachers are more receptive and more likely to actively apply the feedback to improve their instructional methods.

## **CONCLUSION AND RECOMMENDATIONS**

Based on the empirical findings of this study, several conclusions can be drawn. First, the majority of teacher respondents were 29 years old or younger, predominantly female, with most holding a bachelor's degree, currently enrolled in a master's degree, and with 5 years or less of teaching experience. Second, teachers' positive attitudes toward lifelong learning initiatives—across workshops and seminars, continuing professional education, and reflective practice—were strongly associated with higher levels of engagement in these activities. Specifically, teachers who recognize seminars and workshops as valuable lifelong learning opportunities actively seek out and participate in these programs to enhance and update their instructional practices. Similarly, educators with favorable attitudes toward continuing professional education demonstrate a sustained commitment to advancing their academic qualifications, ensuring they remain current and effective in their teaching roles.

Third, teachers who regularly engage in reflective practices are more receptive to feedback from peers and supervisors, using such input to refine their instructional strategies and improve classroom outcomes. Fourth, a positive disposition toward professional development programs corresponded with greater participation in peer mentoring and coaching, classroom visitation and observation, and focus group discussions and collaboration. Teachers who embrace coaching and mentoring—whether from colleagues or superiors—are more likely to consistently engage in these programs, demonstrating a strong commitment to ongoing professional growth. Finally, educators who perceive value in collaborative professional relationships actively participate in focus group discussions, leveraging these opportunities to enhance teaching effectiveness and contribute to a culture of continuous professional learning.

These findings collectively underscore the critical role of teachers' attitudes in driving engagement with lifelong learning and professional development initiatives, highlighting the importance of fostering a supportive environment that encourages reflection, collaboration, and continuous improvement (Santos & Dela Cruz, 2025; Lamud, 2024; Ragas et al., 2026; Wilshire et al., 2025).

## RECOMMENDATIONS

Based on the findings of the study on teachers' attitudes toward lifelong learning initiatives and their extent of practice in professional development, the following recommendations are proposed:

1. **Strengthen Institutional Support for Lifelong Learning Programs.** School administrators may continue to strengthen programs that promote lifelong learning among teachers, such as seminars, workshops, and continuing professional education opportunities. Providing accessible and relevant training programs can further encourage teachers to sustain their professional growth and improve instructional practices.
2. **Encourage Graduate Studies and Advanced Professional Qualifications.** Since the results indicate that teachers often pursue higher education and graduate studies, the institution may provide incentives, such as scholarship grants, flexible work arrangements, or professional development leave, to motivate them to complete master's or doctoral degrees in their field of specialization.
3. **Develop a Structured Mentoring and Coaching Program.** The findings revealed that while teachers value mentoring relationships, participation in formal mentoring or coaching programs occurs less frequently. Schools may establish a structured mentoring system in which experienced teachers guide novice or less-experienced teachers. This program can strengthen collaboration, knowledge sharing, and professional support within the institution.
4. **Promote Reflective Practice and Feedback Mechanisms.** Teachers may be encouraged to continuously reflect on their teaching practices and welcome feedback from peers, mentors, and supervisors. Schools may organize reflective sessions, professional learning communities, or peer observations to help teachers evaluate and improve their instructional strategies.
5. **Enhance Classroom Observation as a Professional Learning Tool.** Classroom observations may be strengthened not only as an evaluation method but also as a developmental process that provides constructive feedback and opportunities for instructional improvement. Regular observation schedules and post-observation discussions can help teachers refine their teaching practices.
6. **Foster Collaborative Professional Learning Communities.** The school may encourage collaborative learning environments in which teachers can participate in focus group discussions, team-teach, and share best practices. Such collaboration can help teachers learn from

one another and promote collective professional development.

**7. Encourage Application of Learning from Professional Development Activities.**

Teachers should be supported in applying knowledge and skills gained from seminars, workshops, and continuing education to their classroom practices. Administrators may provide opportunities for teachers to share insights and demonstrate new strategies learned through professional development.

**8. Conduct Further Research on Lifelong Learning and Professional Development.**

Future researchers may explore other variables related to lifelong learning initiatives, such as organizational support, leadership practices, or the integration of technology into professional development. Expanding the study's scope to include teachers from different institutions or regions may also yield broader insights into teachers' professional growth and development.

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