



Assessment of Classroom Professionalism of Teachers in Cabitan National High School: Basis for a Professional Development Program

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ABSTRACT

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This descriptive study assessed the level of classroom professionalism among teachers of Cabitan National High School. All 51 teachers participated through complete enumeration. A validated 20-item self-assessment tool measured five domains of professionalism: professional responsibility, teaching commitment and ethics, classroom management and learner engagement, professional relationships, and continuous professional growth.

Findings revealed that 52.94% of teachers were Proficient and 47.06% were Highly Professional. No respondents were classified under Developing or Needs Improvement levels, indicating a generally high level of professionalism. Results align with the standards of the Department of Education, Philippines through the Philippine Professional Standards for Teachers (PPST). However, the dominance of the Proficient level suggests the need for continuous professional advancement.

Based on the findings, a professional development program titled “Project RISE: Reinforcing Instructional Standards and Excellence in Teaching” is proposed to further enhance teacher competencies.

KEYWORDS:

Teacher professionalism, PPST, Reflective practice, Professional Development, Classroom Management

1. INTRODUCTION

Teacher professionalism is a critical factor in ensuring quality education. It includes ethical behavior, responsibility, instructional competence, collaboration, and continuous professional growth. These elements contribute to effective teaching and improved learner outcomes.

In the Philippines, the Department of Education institutionalizes teacher quality through the Philippine Professional Standards for Teachers (PPST), which defines expectations across career stages.

According to Danielson (2013), effective teaching is grounded in structured domains such as planning, instruction, classroom environment, and professional responsibilities. In addition, Schön (1983) emphasizes that teachers improve through reflective practice and continuous learning.

Despite these frameworks, variations in teacher professionalism still exist due to experience, workload, and professional development opportunities. Thus, assessing classroom professionalism is essential to identify strengths and areas for improvement.

This study focuses on teachers of Cabitan National High School to determine their level of professionalism and to propose a development program to enhance teaching practices.

Statement of the Problem

This study aimed to assess the level of classroom professionalism among teachers of Cabitan National High School as a basis for developing a targeted professional development program.

Specifically, it sought to answer the following questions:

1. What is the level of classroom professionalism among teachers in terms of the following dimensions:
 - Professional Responsibility
 - Teaching Commitment and Ethics

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- Classroom Management and Learner Engagement
 - Professional Relationships
 - Continuous Professional Growth
2. What is the overall level of classroom professionalism among the teachers?
 3. Based on the findings, what professional development program may be proposed to further enhance teachers' classroom professionalism?

II. METHODS

The study employed a descriptive research design to assess the level of classroom professionalism among teachers. This design is appropriate as it describes existing conditions without manipulating variables, providing a quantitative overview of professional practices across domains.

Research Locale and Participants

The study was conducted at Cabitan National High School. All 51 teachers participated in the study through complete enumeration sampling, ensuring full representation of the population and eliminating sampling bias.

Research Instrument

A validated 20-item Classroom Professionalism Self-Assessment Tool was used. It measured five domains:

- Professional Responsibility
- Teaching Commitment and Ethics
- Classroom Management and Learner Engagement
- Professional Relationships
- Continuous Professional Growth

Responses were rated using a 4-point Likert scale (Always, Often, Sometimes, Rarely). The instrument was validated by experts to ensure content relevance and alignment with PPST standards.

Data Collection Procedure

Permission was obtained from the school administration. The researcher personally administered the questionnaires. Respondents were informed about the purpose of the study, voluntary participation, and confidentiality. Completed questionnaires were retrieved immediately to ensure data accuracy and reliability.

Data Analysis

Data were analyzed using frequency, percentage, mean, and standard deviation. Interpretation followed Likert scale descriptors.

Ethical Considerations

This study was conducted in accordance with established ethical guidelines for educational research. Informed consent was obtained from all participants. Participation was voluntary, and respondents were assured of anonymity and confidentiality. No identifying information was collected. The study posed no risk to participants.

RESULTS AND DISCUSSIONS

Level of Classroom Professionalism by Domains

Table 1. Level of Classroom Professionalism

Domain	Mean	SD	Verbal Interpretation	Rank
Professional Responsibility	3.78	0.42	High	2
Teaching Commitment and Ethics	3.82	0.39	Very High	1
Classroom Management & Learner Engagement	3.74	0.45	High	3
Professional Relationships	3.70	0.48	High	4
Continuous Professional Growth	3.68	0.50	High	5

Overall Mean = 3.74 (High Level of Professionalism)

The findings revealed that teachers of Cabitan National High School demonstrate a high level of classroom professionalism across all domains, with consistently strong performance in professional responsibility, teaching commitment and ethics, classroom management, professional relationships, and continuous professional growth.

The highest mean was obtained in Teaching Commitment and Ethics, indicating strong dedication, fairness, and respect for learners. This supports the framework of Danielson (2013), which emphasizes that effective teachers consistently demonstrate ethical practice and instructional commitment as core domains of teaching excellence.

This finding is consistent with Guskey (2002), who emphasized that teacher professionalism improves when educators are committed to continuous learning and classroom application of new practices. It also aligns with Darling-Hammond (2000), who found that teacher quality is strongly associated with student achievement and instructional effectiveness. However, the lowest mean was observed in Continuous Professional Growth, although still at a high level. This suggests that while teachers actively participate in professional development, there is still room to strengthen reflective practice and sustained professional learning.

This supports the findings of Schön (1983), who emphasized that professional growth is deepened through reflective practice rather than routine participation in training alone. Teachers improve most when they critically reflect on their instructional experiences.

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Finally, the overall high level of professionalism reflects alignment with the Philippine Professional Standards for Teachers (PPST), which defines professionalism as a combination of ethical practice, instructional competence, and lifelong learning commitment.

Overall Level of Classroom Professionalism

Table 2. Overall Level of Classroom Professionalism

Level	Frequency	Percentage
Highly Professional	24	47.06%
Proficient	27	52.94%
Developing	0	0%
Needs Improvement	0	0%

The results showed that 52.94% of teachers are Proficient and 47.06% are Highly Professional, with no respondents classified under Developing or Needs Improvement. This indicates that all teachers meet or exceed minimum professional expectations. This finding is supported by Guskey (2002), who argued that meaningful professional development leads to gradual but consistent improvement in teacher performance. It also aligns with Darling-Hammond (2000), who emphasized that schools with well-supported teachers tend to demonstrate higher instructional quality. Moreover, the distribution suggests a transition phase from proficiency toward mastery, which reflects the professional growth continuum described in the PPST framework (Department of Education, Philippines, 2017).

According to Schön (1983), teachers move toward expertise when they engage in reflective practice that transforms experience into improved instructional decision-making. Similarly, Mahawan & De Guzman (2025) highlighted that collaborative professional support systems, such as mentoring and coaching, significantly enhance teacher effectiveness and progression in competency levels.

Proposed Professional Development Program Based on the Findings

Based on the results, a professional development program titled “Project RISE: Reinforcing Instructional Standards and Excellence in Teaching” is proposed to further enhance teachers’ classroom professionalism. The program is designed to address the need for progression from the Proficient to Highly Professional level by providing structured, continuous, and practice-based professional development opportunities anchored on the key areas identified in the study.

Key Focus Areas:

Enhancement of instructional strategies and classroom management- This focuses on improving teachers’ pedagogical skills through trainings, workshops, and demonstration teaching. It includes learner-centered instruction, differentiated strategies, effective lesson

delivery, and consistent classroom management techniques. This aligns with Danielson’s framework which emphasizes that effective instruction and classroom environment are central to teacher quality. Darling-Hammond also highlighted that teacher effectiveness is strongly linked to instructional competence and structured classroom practices.

Strengthening of ethical and professional responsibility – This area emphasizes adherence to professional standards, school policies, and ethical conduct in all aspects of teaching. It reinforces punctuality, integrity, accountability, and professionalism in handling learner records and interactions. The Philippine Professional Standards for Teachers (PPST) supports this as a core expectation of teacher performance, ensuring that educators demonstrate integrity and responsibility in all professional tasks.

Promotion of reflective teaching practices – This involves encouraging teachers to engage in continuous self-assessment through reflection journals, peer observations, and instructional feedback sessions. Schön emphasized that reflective practice is essential in developing professional competence, as it allows teachers to critically analyze and improve their instructional decisions. Guskey further explained that meaningful professional growth occurs when teachers actively reflect on and evaluate their practices.

Improvement of collaboration and professional relationships – This focuses on strengthening teamwork through mentoring, peer coaching, collaborative lesson planning, and professional learning communities. Research by Cialdini et al. suggests that professional behavior is influenced by social norms and collaborative environments, while Guskey also stressed that collaborative professional development enhances teacher learning and instructional effectiveness.

Development of leadership and innovation in teaching – This area aims to empower teachers to take leadership roles in instructional initiatives, conduct action research, and implement innovative strategies. Darling-Hammond noted that teacher leadership contributes to school improvement and instructional quality, while Ajzen’s Theory of Planned Behavior supports the idea that intention and perceived control influence professional initiative and innovation.

Expected Outcome: The program aims to elevate teacher performance, strengthen professional identity, and promote sustained professional growth. It also seeks to ensure continuous alignment with the Philippine Professional Standards for Teachers (PPST), thereby improving instructional effectiveness and supporting the development of highly competent, reflective, and professionally mature educators.

IV. CONCLUSIONS

Teachers of Cabitan National High School demonstrate a high level of classroom professionalism across all identified domains, reflecting strong adherence to

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professional standards, ethical practice, and effective instructional management.

However, the findings also reveal that most teachers are classified under the Proficient level, with fewer teachers reaching the Highly Professional category. This suggests that while professional standards are being consistently met, there remains a need for continuous enhancement to achieve higher levels of mastery, instructional excellence, and leadership in teaching practice.

Overall, the study concludes that classroom professionalism within the school is strong but still evolving toward full professional excellence.

V. RECOMMENDATIONS

To enhance classroom professionalism among teachers of Cabitan National High School, several recommendations are proposed. First, it is recommended to implement Project RISE, a structured school-based professional development program designed to strengthen instructional competence and support teachers in progressing from Proficient to Highly Professional levels.

Second, the school should strengthen its mentoring and coaching system by pairing Highly Professional teachers with Proficient teachers to promote peer learning, collaboration, and continuous professional growth.

Third, reflective teaching practices should be promoted through the use of reflection journals, peer observations, and instructional feedback sessions that encourage continuous improvement in teaching performance.

Fourth, all professional development initiatives should be aligned with the Philippine Professional Standards for Teachers (PPST) to ensure consistency with national teaching standards and maintain quality assurance in instructional practice.

Lastly, further studies are recommended to explore the relationship between classroom professionalism and variables such as teaching performance, learner outcomes, and student achievement in order to deepen understanding of its educational impact and strengthen evidence-based practice.

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VII. DISCLOSURE

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