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Continuous Learning of Teachers: Influence on School Performance

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Abstract

Teachers' continuous learning is essential for improving learner outcomes, yet evidence on how its dimensions influence reading and mathematics performance remains limited. This study examined the influence of teachers' continuous learning on school performance in Las Nieves District, Division of Agusan del Norte. It employed a quantitative descriptive-causal research design involving 120 teachers from 18 public elementary schools. Respondents completed a validated five-point questionnaire aligned with the Philippine Professional Standards for Teachers, covering pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. Learner performance data came from the Philippine Informal Reading Inventory (Phil-IRI) in English and Filipino and the Rapid Mathematics Assessment (RMA). Weighted means and multiple regression analysis were used at the .05 significance level. Results showed that teachers' continuous learning was rated Very High across all dimensions, with weighted means ranging from 4.30 to 4.86. However, learner performance remained a concern: 49.2% of English reading results were classified as Low, while 60.0% of mathematics results were Very Low. Continuous learning did not significantly influence English, Filipino, or mathematics performance ($p = .127$, $p = .386$, and $p = .241$, respectively), explaining only 6.0%, 3.5%, and 4.6% of the variance. However, personal and professional growth significantly predicted English performance ($p = .018$), although the overall regression model was not significant. These findings suggest that professional learning alone may not guarantee improved learner outcomes. Its effectiveness depends on addressing learning gaps and applying acquired knowledge in classroom practice. An enhancement program is proposed to strengthen teachers' continuous learning and improve learner performance.

Keywords: Continuous Learning; Learner Outcomes; School Performance, Teacher Competence; Teacher Professional Development

Introduction

Teachers worldwide need to keep learning to perform effectively in their roles. Continuing professional development (CPD) is widely recognized as one of the best ways to enhance teachers' effectiveness and their students' performance. According to a systematic global review by Amemasor et al. (2025), CPD enables teachers to develop innovative teaching methods, especially digital teaching methods.

This has led to better classroom practices and improved school performance. Moreover, Darling-Hammond et al. (2022) emphasized that effective educator learning should develop teachers' knowledge, skills, dispositions, and capacity to reflect, learn, and continuously improve their practice. Such professional learning can strengthen teaching practices and better support learners.

In the Philippines, the Department of Education (DepEd) has prioritized aligning teacher capabilities with the Philippine Professional Standards for Teachers (PPST), which outline the core competencies in teaching, professional participation, and personal development. Continuous learning guided by the PPST enhances teacher efficiency and supports the development of successful 21st-century learners. Moreover, Bacus and Tagalog (2023) emphasized that institutional readiness and collaboration are critical to translating PPST standards into genuine improvements in teacher quality, thereby reinforcing the importance of professional engagement in educational reform.

Although the Philippine Professional Standards for Teachers (PPST) and other national educational policies have established teaching standards, many schools still struggle to translate teachers' professional development into measurable improvements in school performance indicators such as the Philippine Informal Reading Inventory (PHIL-IRI) and Rapid Mathematics Assessment (RMA). This gap between teachers' continuous learning and measurable school outcomes raises an important question: To what extent does teachers' continuous learning influence school performance?

At the provincial level, Agusan del Norte has shown encouraging evidence of teacher development. Many teachers pursue graduate studies and implement research-based teaching innovations, reflecting their commitment to professional growth (Ortiz & Arnado, 2022). However, challenges in students' learning in literacy and numeracy outcomes remain, suggesting that professional development efforts need to be more strategically aligned with school performance indicators.

In the local context, teachers in Las Nieves District schools have their strengths and weaknesses. Teachers' involvement in district trainings and collaborative professional learning activities is one strength, reflecting their commitment to continuous professional development. However, challenges remain in translating these professional learning experiences into improved learner outcomes. Limited resources, limited professional development opportunities, and other contextual barriers may affect teachers' ability to apply what they learn effectively in the classroom. These conditions raise concerns about whether teachers' continuous learning is actually reflected in measurable improvements in school performance, particularly in literacy and numeracy. Despite teachers' active participation in professional learning activities, the extent to which their continuous learning influences school performance in Las Nieves District remains undocumented. This situation prompted the researcher to examine the influence of teachers' continuous learning on school performance, particularly as reflected in PHIL-IRI and RMA results, and to identify areas that may be strengthened through an appropriate enhancement program.

Review of Related Studies

This section presents literature and studies that provide the theoretical and empirical foundation for the present investigation of teachers' continuous learning and its influence on school performance. The review focuses on continuous learning and teacher professional development, particularly in the areas of pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. It also examines evidence on how these aspects of teachers' professional learning may translate into classroom practice and learner outcomes, thereby establishing the basis for examining their influence on school performance in the Las Nieves District.

Teacher professional development has long been recognized as a vital driver of teaching quality and improved learner outcomes. Yet, the literature emphasizes that its true value lies not merely in teachers' participation in training, but in how the learning is applied and sustained in classroom practice. In this context, Sims et al. (2022), through a meta-analysis of experimental studies in the United Kingdom, demonstrated that structured and sustained professional development significantly enhances student achievement, particularly when professional learning is closely tied to classroom instruction. This insight provides a strong foundation for the present study, underscoring that continuous learning is most impactful when it directly informs and enriches what teachers do in their classrooms.

Building on this perspective, Patfield et al. (2022) highlighted that the effectiveness of professional development depends not only on the content of an intervention but also on how its intended mechanisms are enacted in practice. Professional learning, therefore, cannot be divorced from the context in which teachers apply what they have gained. For the present study, this implies that the impact of continuous learning rests on how teachers translate professional development experiences into their everyday instructional practices and responses to learners. In this sense, teacher learning is best understood as an ongoing process of growth and adaptation rather than the mere completion of professional development activities.

To further establish the importance of continuous learning, recent scholarship has examined how professional development can be most effective when it is sustained and collaborative. Similarly, Darling-Hammond et al. (2022) synthesized research on educator learning and underscored the importance of sustained, collaborative professional development. Their review highlighted the value of opportunities for teachers to acquire new knowledge and skills, experiment with approaches, receive feedback, and reflect on implementation in classroom settings. These characteristics—active participation, collaboration, application, and continuous improvement—which closely align with the concept of continuous learning examined in the present study.

Supporting this view, Amemasor et al. (2025) conducted a systematic review of teacher professional development programs in Ghana, covering studies from 2020 to 2024. They found that teachers engaged in continuous professional development improved their digital teaching skills and classroom practices, which in turn led to measurable gains in student learning outcomes. This evidence suggests that sustained professional development can drive meaningful changes in teaching practice and learner performance, strengthening the rationale for examining whether similar patterns emerge in the Las Nieves District.

At the same time, research shows that the effects of professional development are not uniform across programs and contexts. Visscher et al. (2025), in their meta-analysis, reported a positive average effect of teacher professional development on student achievement but noted substantial variation across interventions. This variation underscores that the influence of continuous learning depends on the quality, design, implementation, and contextual relevance of professional development. Consequently, the present study does not assume that continuous learning will automatically lead to improved school performance but instead seeks to examine this relationship empirically through the specific dimensions of teacher learning included in the study.

One important dimension of continuous learning is pedagogical competence, which refers to teachers' ability to apply appropriate knowledge, instructional strategies, and teaching skills to facilitate learning. Effective teaching requires more than subject knowledge; teachers must also know how to present content, assess learning, respond to learners' needs, and adjust instruction when necessary. The literature therefore gives considerable attention to the connection between teachers' knowledge, instructional quality, and learner achievement. To illustrate how this connection has been examined in research, several studies provide valuable insights into the role of pedagogical competence in shaping learner outcomes.

In this regard, Blömeke et al. (2022) examined teachers' knowledge, instructional skills, instructional quality, and students' progress in mathematics in Germany. Their findings showed that teachers' skills and

instructional quality mediated the relationship between teacher knowledge and students' learning progress. This finding is particularly relevant to the present study because it suggests that what teachers know becomes more meaningful when it is reflected in the quality of their instruction. Thus, strengthening pedagogical competence may provide an important pathway through which continuous learning can contribute to learner performance.

Evidence from professional development research further supports this perspective. Filderman et al. (2025), in a study conducted in the United States, examined teacher professional development focused on reading instruction and found that targeted training improved teachers' instructional strategies and was associated with higher student reading performance. This finding is relevant to the present study because reading performance is one of the major indicators of school performance through the PHIL-IRI. It suggests that professional learning that directly addresses instructional needs in reading may be particularly valuable in responding to learners' difficulties.

A similar pattern can be seen in mathematics education. Park et al. (2025) examined the impact of teacher professional development on mathematics achievement across multiple schools and found that improved pedagogical skills significantly increased student performance in mathematics. This evidence provides support for the present study's inclusion of RMA results as an indicator of school performance. It also reinforces the idea that teachers' continuous learning becomes more meaningful when it strengthens specific instructional competencies that can address learners' academic needs.

Furthermore, de Vries et al. (2022) examined a professional development program designed to improve teachers' assessment and teaching skills. Their findings showed improvements in teachers' assessment practices and positive effects on student achievement. Taken together with the studies discussed above, this evidence indicates that pedagogical competence involves not only the delivery of instruction but also the ability to assess learning and use evidence to improve teaching. This perspective supports the present study's examination of pedagogical competence as one dimension of teachers' continuous learning and its possible influence on school performance.

Another important dimension of continuous learning is professional engagement, which involves teachers' active participation in professional learning, collaboration, and other activities that support their development. Teaching is not an isolated practice; teachers often learn through interaction with colleagues, professional communities, mentoring, and shared reflection on classroom experiences. Consequently, professional engagement can create opportunities for teachers to exchange ideas, strengthen their practice, and respond collectively to instructional challenges. To demonstrate how professional engagement has been explored in research, several studies highlight its influence on teacher growth and student achievement.

Supporting this view, Lynch et al. (2025), in a meta-analysis, found that professional development interventions significantly improved teacher knowledge and instructional practice, which were associated with student achievement. The findings suggest that professional learning can have greater value when teachers actively engage in applying and strengthening what they learn. For the present study, this provides support for considering professional engagement as an important component of continuous learning rather than treating professional development as a series of isolated training events.

Similarly, Liu and Yin (2024) examined professional learning communities and students' mathematics achievement. Their findings showed that collective teacher efficacy and teachers' use of cognitive activation mediated the association between professional learning communities and mathematics achievement. This suggests that collaboration can influence learner outcomes through changes in teachers' professional beliefs and instructional practices. The findings are therefore relevant to the present study's focus on professional engagement and its potential contribution to school performance, particularly in mathematics.

Extending this evidence, Wullschleger et al. (2025) found that high-quality teacher collaboration strongly predicted gains in student achievement, with instructional quality serving as an important mediating

factor. This finding highlights the value of teachers learning with and from one another, particularly when collaboration leads to changes in instruction. It also suggests that professional engagement becomes more meaningful when it results in improved classroom practice rather than remaining at the level of discussion or participation.

In addition, Çopur and Demirel (2022) reported that professional learning communities were associated with improvements in teachers' professional development and student achievement. Their findings reinforce the view that teachers' professional growth can be strengthened through collaborative learning environments. Collectively, these studies support the inclusion of professional engagement in the present study and provide a basis for examining whether teachers' active involvement in professional learning contributes to school performance in the local context.

Personal and professional growth is essential for sustaining teacher effectiveness. To illustrate this, recent studies have examined how self-efficacy and continuous learning shape both teacher practice and student outcomes. Huang et al. (2025) investigated a skill-based teacher intervention designed to improve self-efficacy and classroom engagement. Their findings showed that gains in teacher self-efficacy were linked to higher job satisfaction and student achievement, underscoring its importance for teacher development. This suggests that strengthening teachers' confidence and skills can have a ripple effect, improving both their professional well-being and learners' academic success.

Extending this evidence, meta-analytic research has provided a broader perspective. Ma et al. (2025) analyzed the relationship between teacher self-efficacy and student academic performance, reporting a statistically significant but small association. This reinforces the relevance of personal and professional growth while suggesting that its impact on learner performance should be interpreted with caution. In other words, while self-efficacy matters, its influence may vary depending on the context, highlighting the need for balanced expectations about its role in student achievement.

At the international level, large-scale surveys also highlight the role of continuous learning. The OECD (2025), through TALIS 2024, reported that ongoing professional learning is a vital component of teacher development and is associated with positive professional outcomes. These findings emphasize the global relevance of continuous professional development in strengthening teachers' practice. They also show that professional growth is not only a local concern but a worldwide priority, reinforcing the importance of situating the present study within a broader educational landscape.

However, not all evidence points to straightforward effects. Jerrim et al. (2025) found that teacher self-efficacy had limited and inconsistent relationships with instructional quality and virtually no direct link to student outcomes. This highlights the complexity of factors influencing school performance and suggests that professional growth alone does not guarantee improved learner achievement. Such findings remind us that teacher development must be complemented by supportive systems, effective instructional strategies, and contextual alignment to truly impact student learning.

Classroom management and learner support represent another important dimension of teachers' continuous learning because effective teaching takes place within an environment where learners feel supported, engaged, and able to participate in learning. Teachers must not only deliver lessons effectively but also establish routines, manage classroom behavior, respond to individual differences, and provide appropriate academic and emotional support. Consequently, classroom management and learner support can influence the conditions under which learning takes place. To show how this dimension has been examined in research, several studies highlight its impact on student outcomes.

One study that illustrates this connection is the work of Duan et al. (2024), who examined teachers' confidence in managing supportive classroom environments and its link to student achievement. Their findings showed that teachers' ability to establish structured and productive classrooms created meaningful

opportunities for learners to engage with instruction. For the present study, this evidence supports the inclusion of classroom management and learner support as a key dimension of continuous learning.

Building on this, other research has explored how classroom management influences not only academic achievement but also broader aspects of learner development. For example, Korpershoek et al. (2025) found that classroom management interventions had a small yet statistically significant positive effect on students' academic, behavioral, social-emotional, and motivational outcomes. These findings show that classroom management extends beyond controlling behavior; it also creates conditions that nurture learners' overall growth. This reinforces the importance of teachers developing management practices that are responsive to both academic and developmental needs, while research on classroom climate further underscores the value of supportive environments.

In line with this perspective, research on classroom climate also underscores the importance of supportive environments. Erdem and Kaya (2024) found that classroom and school climate were significantly and positively associated with student academic achievement, showing that a supportive learning environment can complement teachers' instructional efforts by creating conditions in which learners actively participate and persist in academic tasks. This finding strengthens the relevance of learner support within the present study and highlights that effective teaching requires attention not only to instruction but also to the environment in which learning occurs.

Further evidence comes from Putra and Yanto (2025), who conducted a meta-analysis of 14 studies and found a positive association between effective classroom management and student achievement across diverse educational contexts and levels. Their findings highlight that well-managed and supportive classrooms create conditions that foster better academic outcomes. Taken together, this evidence reinforces the inclusion of classroom management and learner support as a significant dimension of continuous learning and provides a strong basis for examining its potential influence on school performance indicators such as PHIL-IRI and RMA.

For the present study, the literature guided the selection of variables: pedagogical competence (teacher knowledge and instructional quality), professional engagement (collaborative learning), personal and professional growth (self-efficacy and continuous development), and classroom management (climate and learner support). Likewise, evidence linking teacher development to reading and mathematics achievement supports the use of PHIL-IRI and RMA as performance indicators.

More importantly, the literature reinforces Guskey's Model of Teacher Change, which emphasizes that professional learning becomes meaningful only when translated into classroom practice and reflected in learner outcomes. Building on this framework, the present study examines whether this pathway can be observed in the Las Nieves District and uses the findings to propose an enhancement program that strengthens the cycle of teacher learning, classroom application, and student improvement.

Theoretical/Conceptual Framework

The research study on Continuous Learning of Teachers: Influence on School Performance is anchored on Guskey's (2002) Model of Teacher Change, which provides a useful explanation of how teachers' professional learning can eventually contribute to improved student learning. The model emerged from the continuing concern that although teachers participate in various professional development activities, participation alone does not always result in meaningful or lasting changes in classroom practice. Guskey's model offers a different way of understanding this process. Rather than assuming that teachers must first change their beliefs before they change their teaching practices, the model proposes that changes in teachers' beliefs and attitudes often come after they experience evidence that a new practice can make a positive difference in their learners' performance.

Guskey's model presents four interconnected stages: professional development, change in teachers' classroom practices, change in student learning outcomes, and change in teachers' beliefs and attitudes (Guskey, 2002). Although these stages are presented in sequence, the process is not strictly linear. Instead, it can become a continuing cycle. When teachers see positive results from the practices they have adopted, their confidence and commitment may increase, encouraging them to continue learning, experimenting with new approaches, and improving their practice. In this sense, the model is particularly appropriate for the present study because the study focuses on continuous learning, rather than on professional development as a single or isolated activity.

In the context of this study, continuous learning is understood as an ongoing process through which teachers develop their knowledge, skills, professional commitment, and ability to respond to learners' needs. It is reflected in four dimensions: pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. These dimensions represent different aspects of teachers' professional development and provide a broader view of how teachers continue to learn and improve throughout their professional practice.

The first stage of Guskey's model is professional development. Teachers are provided with opportunities to learn through training, coaching, mentoring, collaborative activities, lesson study, school-based professional development, and other forms of professional learning. However, Guskey (2002) emphasizes that professional development by itself does not guarantee changes in teaching. Learning becomes meaningful when teachers are given opportunities to apply what they have learned in their actual classrooms. This view is also consistent with research showing that professional learning is more likely to influence practice when it is sustained, active, collaborative, and connected to teachers' actual classroom needs.

The second stage involves changes in teachers' classroom practices. After gaining new knowledge or skills, teachers begin to apply these in their teaching. They may introduce new instructional strategies, improve assessment practices, use different approaches to classroom management, or provide more responsive support to learners. These changes may initially be tentative because teachers need time to adjust, reflect, receive feedback, and determine whether the new approaches are appropriate for their learners. For this reason, continuous support is important in helping teachers move from simply knowing about a new practice to using it effectively in the classroom.

The third stage is change in student learning outcomes. This stage is particularly important to the present study because it connects teachers' professional learning and classroom practices with actual learner performance. According to Guskey (2002), teachers are more likely to recognize the value of a new practice when they observe improvements in their learners. In this study, school performance is represented by learners' results in the Philippine Informal Reading Inventory (PHIL-IRI) and the Rapid Mathematics Assessment (RMA). These measures provide evidence of learners' performance in reading and numeracy and therefore serve as indicators of school-level learning outcomes.

The fourth stage concerns change in teachers' beliefs and attitudes. Guskey (2002) argues that significant changes in teachers' beliefs are more likely to occur after teachers observe that changes in their classroom practices have produced positive results. When teachers see their learners making progress, they may become more confident in the practices they have adopted and more willing to continue using and improving them. This process can strengthen teachers' commitment to professional learning and encourage them to explore other strategies that may further improve learner outcomes. Thus, the change in beliefs and attitudes becomes a bridge that brings teachers back to further professional learning and starts another cycle of improvement.

The relationship between Guskey's model and the present study can be understood through the way the study defines and measures continuous learning and school performance. Professional engagement

reflects teachers' participation in learning opportunities and collaboration with colleagues. Pedagogical competence reflects their ability to apply appropriate teaching knowledge and strategies. Classroom management and learner support reflect how teachers create an environment that responds to learners' needs. Personal and professional growth reflects teachers' continuing development, commitment, and willingness to improve their practice. Taken together, these dimensions provide a comprehensive picture of teachers' continuous learning.

At the same time, school performance in this study is reflected in learners' reading and numeracy outcomes based on PHIL-IRI and RMA results. These outcomes represent the learner-level evidence that is expected to emerge when teachers are able to translate their professional learning into effective classroom practices. Thus, the framework assumes that teachers' continuous learning can influence school performance through the practices teachers develop and apply in their classrooms.

The theory therefore provides the basis for examining whether teachers' continuous learning influences school performance in the Las Nieves District. The study does not simply assume that teachers who engage more in professional learning will automatically produce better learner outcomes. Instead, it recognizes that the influence of continuous learning may vary depending on how learning is experienced, applied, supported, and sustained in actual school settings. This is important because research has shown that professional development does not always produce the same results across different contexts. Some professional learning programs produce meaningful improvements, while others have limited effects, particularly when teachers receive little follow-up support after training.

In this regard, Guskey's model provides a meaningful lens for understanding why the influence of continuous learning may be strong in some areas but limited in others. Professional learning must reach classroom practice before it can reasonably be expected to affect learners. Teachers also need opportunities to observe, reflect on, and understand the results of the changes they make. When these conditions are present, positive learner outcomes can reinforce teachers' confidence and motivation to continue learning. When these conditions are absent, participation in professional development may not necessarily translate into improved school performance.

The model also supports the focus of the study on continuous rather than one-time learning. Teachers' professional growth does not end after attending a seminar or completing a training activity. Instead, learning continues as teachers encounter new classroom situations, respond to learners' needs, reflect on their experiences, collaborate with colleagues, and adjust their practices. The cyclical nature of Guskey's model captures this continuing process. Teachers learn, apply what they have learned, observe the results, reflect on those results, and use the experience as a basis for further learning.

For the present study, this theoretical perspective also provides the foundation for developing the proposed enhancement program. The program is intended to respond to the actual findings of the study rather than simply provide additional training activities. If gaps are identified in teachers' professional engagement, pedagogical competence, personal and professional growth, or classroom management and learner support, the enhancement program should provide sustained opportunities for teachers to address these areas. Similarly, if learner performance indicates areas requiring improvement, professional learning activities should be connected directly to the instructional practices that can address those needs.

The enhancement program should therefore move beyond one-time seminars. It should provide opportunities for continuous learning, classroom application, coaching, collaboration, reflection, feedback, and the use of learner performance data. Teachers can examine PHIL-IRI and RMA results, identify learners' needs, try appropriate instructional strategies, and reflect on whether these strategies are helping learners improve. In this way, learner outcomes become more than measures used for assessment; they also become sources of information that can guide teachers' continuing professional learning.

Taken together, Guskey's Model of Teacher Change provides a meaningful way of understanding how teachers' continuous learning may influence school performance. The model suggests that learning becomes more valuable when teachers are able to bring what they have learned into their classrooms, observe how their learners respond, and use those experiences to improve their practice. When teachers see that their efforts are helping learners make progress, these experiences can strengthen their confidence and encourage them to continue learning and improving. In this way, professional learning becomes a continuing process rather than an activity that ends after a training session.

This perspective provides the foundation for the present study in the context of the Las Nieves District. The study seeks to determine whether teachers' continuous learning is reflected in school performance, particularly in learners' reading and numeracy outcomes as measured through the PHIL-IRI and RMA. Rather than assuming that continuous learning automatically leads to better results, the study examines this influence using the actual experiences of teachers and the available measures of learner performance.

To translate this theoretical perspective into the specific focus of the study, the Conceptual Framework identifies the major variables and shows how they are organized. Teachers' continuous learning, represented by pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support, serves as the independent variable. School performance, reflected in learners' reading and numeracy outcomes through Philippine Informal Reading Inventory (PHIL-IRI) and rapid Mathematics Assessment (RMA), serves as the dependent variable. The findings will then provide the basis for a proposed enhancement program, which feeds the results back into teachers' continuing professional learning. Through this framework, the study moves from the broader theoretical explanation of teacher change to the specific variables that will be examined in the Las Nieves District.

The present study, entitled "Continuous Learning of Teachers: Influence on School Performance," is built on the premise that teachers' professional learning does not remain confined to seminars, workshops, or other formal learning activities. Rather, continuous learning is expected to influence how teachers understand their work, how they respond to learners' needs, and how they carry out their responsibilities in the classroom. In turn, these changes in professional practice may contribute to improved learner outcomes and, consequently, to better school performance. Thus, the study examines Continuous Learning of Teachers as the independent variable or predictor and School Performance as the dependent variable or outcome.

The conceptualization of this study is fundamentally anchored on Guskey's (2002) Model of Teacher Change, which explains how professional learning can develop into changes in classroom practice and eventually into changes in student learning outcomes. A distinctive feature of Guskey's model is its view that meaningful changes in teachers' beliefs and attitudes do not necessarily occur before changes in practice. Instead, teachers may first participate in professional learning, apply new knowledge and strategies in their classrooms, and then become more convinced of their value when they observe positive changes in their learners. These experiences can subsequently influence teachers' beliefs, attitudes, confidence, and commitment to further professional learning. The process is therefore sequential in its major stages but cyclical in its overall movement, because changes in teachers' beliefs and attitudes can encourage them to return to further professional learning.

Guskey's model consists of four interconnected stages: professional development, change in teachers' classroom practices, change in student learning outcomes, and change in teachers' beliefs and attitudes (Guskey, 2002). For the present study, these stages provide the theoretical pathway through which the influence of continuous learning on school performance can be understood. The framework does not treat continuous learning and school performance as isolated variables. Instead, it views them as parts of an ongoing process in which what teachers learn can shape what they do, what they do can influence how learners

perform, and what teachers observe from their learners can shape their willingness and commitment to continue learning.

The first stage of Guskey's model, professional development, corresponds to the concept of continuous learning of teachers in this study. Teachers encounter different opportunities to develop professionally, including seminars, workshops, training activities, collaborative learning, school-based professional development, and advanced studies. These experiences serve as important starting points for professional growth because they expose teachers to new knowledge, instructional approaches, assessment practices, and ways of addressing learners' diverse needs. However, Guskey's model makes an important distinction: participation in professional development is not, by itself, evidence that meaningful teacher change has occurred. Learning becomes significant when teachers are able to bring new knowledge into their actual professional practice.

In the present study, continuous learning is therefore viewed more broadly than attendance in professional development activities. It encompasses four dimensions: pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. These dimensions represent the continuing process through which teachers strengthen their knowledge and skills, participate in professional learning and collaboration, develop personally and professionally, and improve their capacity to manage classrooms and respond to learners. In this sense, continuous learning represents the teacher-side of Guskey's model and provides the initial condition from which changes in professional practice may emerge.

The second stage of the model concerns changes in teachers' classroom practices. Professional learning becomes meaningful when teachers begin to apply what they have learned to their actual teaching situations. A teacher may adopt a new instructional strategy, modify an assessment technique, improve classroom routines, use more responsive approaches to learners, or introduce teaching practices that are better suited to the needs of the class. Such changes do not necessarily happen immediately or perfectly. Teachers need opportunities to try new approaches, reflect on their experiences, receive feedback, collaborate with colleagues, and make adjustments based on what they observe in their classrooms.

This stage is particularly important in understanding the role of the four dimensions of continuous learning in the present study. Pedagogical competence reflects teachers' capacity to use appropriate knowledge and instructional strategies. Classroom management and learner support relate to the ways teachers establish learning environments and respond to learners' academic and developmental needs. Professional engagement provides opportunities for teachers to collaborate, exchange ideas, and participate in professional learning, while personal and professional growth reflects the continuing development that encourages teachers to improve their practice. Taken together, these dimensions describe the professional capacities that allow learning to move from knowledge into classroom action.

The third stage of Guskey's model is change in student learning outcomes. This stage is particularly relevant to the present study because it provides the point at which teacher learning and classroom practice are connected to observable learner results. Guskey (2002) emphasizes that teachers are more likely to value and sustain a new practice when they see evidence that it is helping their learners. Positive learner outcomes therefore become an important source of confirmation that the changes teachers have made are meaningful and worth sustaining.

In this study, Guskey's concept of student learning outcomes is operationalized through the broader variable of school performance, specifically the learners' performance in reading and numeracy as reflected in the Philippine Informal Reading Inventory (PHIL-IRI) and the Rapid Mathematics Assessment (RMA). These measures provide the empirical indicators used to examine school performance in the participating schools. Thus, the study does not expand the concept of school performance to institutional indicators that are not included in the research design. Instead, it focuses specifically on the learner performance data available

through PHIL-IRI and RMA. The movement from Guskey's "student learning outcomes" to the study's "school performance" is therefore understood at the school level: when teachers collectively apply effective practices, the resulting learner outcomes can be reflected in the performance of the school.

This distinction is important because Guskey's original model is primarily concerned with the teacher's experience of seeing learners improve, whereas the present study examines learner outcomes using school-level data. The conceptual framework consequently extends the application of the model to the context of the participating schools. Individual teachers may observe changes among their learners, but when these changes are reflected in the aggregated reading and numeracy results of the school, they provide a broader indication of school performance. In this way, PHIL-IRI and RMA serve as the study's observable evidence of the learner outcomes situated at the third stage of Guskey's change process.

The fourth stage involves changes in teachers' beliefs and attitudes. This stage gives the model its cyclical character. When teachers observe that the practices they have adopted are producing positive results, they may become more confident in those practices and more willing to continue using, refining, or expanding them. Successful experiences can strengthen teachers' sense of professional efficacy and reinforce their belief that continued learning is worthwhile. Consequently, teachers may become more open to new learning opportunities and more committed to improving their professional practice. The process therefore returns to professional development, creating an ongoing cycle of learning, application, evidence, reflection, and further learning.

Within the present study, personal and professional growth provides an important conceptual connection to this fourth stage. It reflects teachers' continuing development, commitment to improvement, and willingness to strengthen their professional practice. However, the study does not treat personal and professional growth as a direct measurement of Guskey's "beliefs and attitudes" stage in isolation. Rather, it represents one dimension of the broader construct of continuous learning that is consistent with the continuing and cyclical nature of the model. The framework recognizes that teachers' professional growth can both result from their experiences and prepare them for further learning.

The four stages of Guskey's model therefore provide a logical pathway for understanding the expected influence examined in this study. Continuous learning provides teachers with opportunities to acquire and strengthen professional knowledge and skills; these learning experiences are expected to support changes in classroom practices; improved classroom practices may contribute to better learner outcomes; and evidence of learner improvement may reinforce teachers' confidence and commitment to further professional learning. The process does not end with the measurement of learner outcomes. Instead, the outcomes provide feedback that may encourage teachers and schools to identify new learning needs, strengthen existing practices, and begin another cycle of professional improvement.

This cyclical interpretation is especially appropriate for the present study because the focus is on continuous learning, rather than on a single professional development activity. Teachers' learning is not viewed as an event that begins and ends with attendance at a seminar or completion of a training program. It is understood as an ongoing professional process in which teachers learn from formal and informal experiences, apply what they learn, examine its effects on learners, and use those experiences to guide their next steps. In this respect, Guskey's model provides not only an explanation of teacher change but also a rationale for examining whether continuous learning is actually translated into outcomes that can be observed at the school level.

The conceptual framework also recognizes that the influence of continuous learning may not be automatic. Teachers may participate actively in professional learning, yet the knowledge and skills gained may not immediately result in improved learner performance. The translation of learning into classroom practice may be affected by opportunities for application, collaboration, feedback, reflection, and support. Likewise, learner outcomes may be influenced by conditions beyond teachers' professional learning. For this reason, the

present study does not assume that continuous learning guarantees improved school performance. Instead, it empirically examines whether teachers' continuous learning, as reflected in the four identified dimensions, significantly influences school performance as reflected in PHIL-IRI and RMA results.

This perspective also provides the basis for the proposed enhancement program. The purpose of the program is not simply to provide additional training but to respond to the findings of the study and strengthen the cycle described by Guskey. Where areas for improvement are identified, professional learning opportunities can be designed to help teachers strengthen their pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. These learning opportunities can then be connected to classroom application, reflection, collaboration, and the examination of learner performance data. In this way, the results of the study become a basis for renewed professional learning rather than the endpoint of the research process.

Ultimately, the conceptual framework presents continuous learning as a dynamic professional process and school performance as an important outcome of that process. Guskey's Model of Teacher Change serves as the theoretical bridge connecting the two. It explains why the study expects teachers' continuous learning to have an influence on school performance while also recognizing that the influence occurs through the experience of applying learning, observing learner responses, and reflecting on the results. The framework therefore moves beyond a simple input-output perspective and presents teacher learning as a continuing cycle in which professional development, classroom practice, learner outcomes, and teachers' beliefs and attitudes continually inform one another.

Based on this theoretical and conceptual grounding, the study organizes its major variables into a research paradigm. Continuous Learning of Teachers, represented by pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support, serves as the independent variable. School Performance, represented by learner outcomes in reading and numeracy based on Philippine Informal Reading Inventory (PHIL-IRI) and Rapid Mathematics Assessment (RMA), serves as the dependent variable. The findings are intended to provide the basis for a proposed enhancement program that can strengthen the continuing cycle of teacher learning and professional improvement. T

The visual presentation is shown in Figure 1: Research Paradigm, which illustrates how the major constructs of the study are conceptually organized and how the research is guided by the cyclical logic of Guskey's Model of Teacher Change. The paradigm of the study presents the overall flow of the research and shows how the different parts of the study are connected. It begins with teachers' continuous learning, which is viewed as the independent variable. This includes four important dimensions: pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. These dimensions reflect the different ways teachers continue to develop their knowledge, skills, professional commitment, and ability to respond to the needs of their learners.

The process then involves the gathering, organization, and analysis of data. The study determines the level of teachers' continuous learning and examines school performance based on learners' PHIL-IRI and RMA results. Statistical analysis is then used to determine whether teachers' continuous learning significantly influences school performance. In this way, the paradigm reflects the quantitative nature of the study by moving from measurable teacher-related indicators to measurable learner performance outcomes.

The findings of the study serve as the basis for the proposed enhancement program. Rather than treating the results as the end of the research, the study uses them to identify areas where teachers may need further support and professional learning. This is consistent with Guskey's Model of Teacher Change, which views teacher development as a continuing process. As teachers learn, apply what they have learned, observe their learners' progress, and reflect on the results, they are encouraged to continue improving their practice. Thus, the paradigm shows not only the direction of the quantitative investigation but also the continuing cycle of learning and improvement that underlies the study.

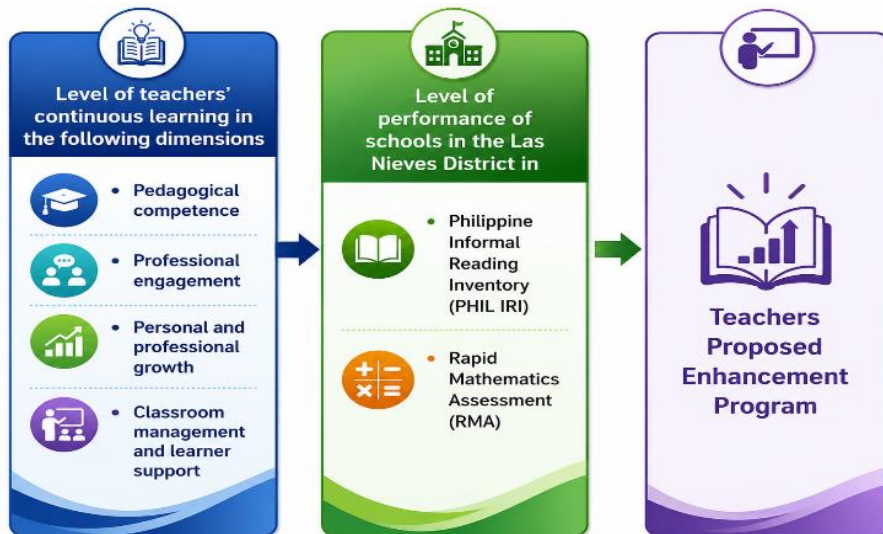


Figure 1. Research Paradigm Showing the Variables of the Study

Objectives of the Study

This study determined the influence of teachers' continuous learning on school performance in the Las Nieves District as the basis for developing an enhancement program. Specifically, it sought to (1) determine the level of teachers' continuous learning in terms of pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support; (2) determine the level of school performance in the Las Nieves District based on the Philippine Informal Reading Inventory (PHIL-IRI) and Rapid Math Assessment (RMA) results; (3) determine the significant influence of teachers' continuous learning on school performance; and (4) develop an enhancement program based on the findings of the study.

Methodology

This study employed a quantitative descriptive-causal research design to determine the influence of teachers' continuous learning on school performance in the Las Nieves District, Division of Agusan del Norte. The respondents were 120 public elementary school teachers from 18 schools in Clusters 1 and 3, selected through complete enumeration. Data on teachers' continuous learning were gathered using a validated PPST-aligned survey questionnaire, while school performance data were obtained from PHIL-IRI and RMA records for School Year 2025–2026. Ethical protocols, including informed consent, confidentiality, and voluntary participation, were observed throughout the study. Data were analyzed using weighted mean to determine the levels of teachers' continuous learning and school performance, and multiple regression analysis to examine the significant influence of teachers' continuous learning on school performance at the 0.05 level of significance. The findings served as the basis for the development of a proposed enhancement program.

Results and Discussion

Problem 1. What is the level of teachers' continuous learning along the dimensions of pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support?

Table 1. The Level of Teachers' Continuous Learning

Dimension	Overall Weighted Mean	SD	Scale	Verbal Interpretation
Professional Engagement	4.86	0.290	Always	Very High
Classroom Management and Learner Support	4.80	0.329	Always	Very High
Pedagogical Competence	4.72	0.340	Always	Very High
Personal and Professional Growth	4.30	0.460	Always	Very High
Grand Mean	4.67	-	Always	Very High

Legend: 1.00-1.49-Never/Very ; 1.50-2.49-Seldom/Low; 2.50-3.49-Sometimes/Moderate; 3.50-4.49-Almost Always/High; 4.50-5.00-Always/Very high

Personal and Professional Growth obtained the lowest dimension mean ($w_m = 4.30$, $SD = 0.460$), although it still fell within the Very High level. The lower rating was mainly associated with conducting action research or classroom-based research ($w_m = 3.90$, $SD = 0.902$) and enrolling in graduate studies or continuing education ($w_m = 4.01$, $SD = 0.930$). These indicators also showed relatively higher variability, suggesting that participation in more formal and scholarly forms of professional development was less consistent among the respondents. This finding may indicate that while teachers are actively engaged in their day-to-day professional learning, opportunities that require greater time, sustained effort, or formal academic involvement may be more challenging to pursue consistently.

The grand weighted mean of 4.67 indicates that teachers' overall level of continuous learning was Very High. The result reflects a strong culture of professional learning among teachers in the district, particularly through learning experiences that are closely connected to their regular school responsibilities. Viewed through Guskey's Model of Teacher Change, this finding highlights the importance of professional learning as the starting point for changes in teachers' classroom practices. Guskey's model suggests that professional development becomes more meaningful when teachers are able to apply what they learn to their actual teaching situations and observe its effects on learners. Thus, the Very High level of continuous learning provides a positive foundation for professional growth, while the comparatively lower participation in action research and formal continuing education points to areas where teachers may be further supported in deepening and sustaining their professional learning.

Problem 2. What is the level of school performance in the Las Nieves District in terms of the Philippine Informal Reading Inventory (PHIL-IRI) and Rapid Mathematics Assessment (RMA)?

Table 2 below presents the level of school performance in the Las Nieves District based on the results of the PHIL-IRI in English and Filipino and the Rapid Math Assessment (RMA). The results show different patterns across the three areas. In PHIL-IRI English, the largest group of learners, representing 49.2%, fell within the 20–39 range, described as Low performance. In PHIL-IRI Filipino, 35.0% of the learners were within the 40–59 range, corresponding to a Moderately High level. In RMA Mathematics, however, 60.0% of the learners were within the 1–19 range, indicating a Very Low level of performance.

Table 2. Level of School Performance in Las Nieves District in PHIL-IRI (English and Filipino) and RMA

Performance Rating	Phil-IRI (English)		Phil-IRI (Filipino)		RMA (Mathematics)		Descriptive Rating
	F	%	f	%	f	%	
80 – 100	0	0	18	15.0	0	0	Very High
60 – 79	24	20.0	11	9.2	20	16.7	High
40 – 59	24	20.0	42	35.0	0	0	Moderate
20 – 39	59	49.2	31	25.8	28	23.3	Low
1 – 19	13	10.8	8	15.0	72	60.0	Very Low
Total	120	100.0	120	100.0	120	100.0	

The results presented an important picture of learner performance in the district. While a considerable proportion of learners demonstrated satisfactory performance in Filipino, the results in English and particularly in Mathematics point to continuing learning needs. The high proportion of learners performing at the Low or Very Low levels suggests that strengthening literacy and numeracy remains an important concern. These results provide concrete evidence of the areas where teachers and schools may need to focus their instructional efforts and learner-support interventions.

Viewed through Guskey's Model of Teacher Change, the findings were particularly meaningful because the model places student learning outcomes as an important part of the teacher-change process. Guskey explains that professional development is expected to lead to changes in teachers' classroom practices, which may subsequently result in changes in student learning outcomes. In the present study, teachers reported a Very High level of continuous learning, yet the learner performance results remained uneven and, in some areas, considerably low. This suggests that high levels of professional learning do not automatically produce high learner outcomes and that the translation of professional learning into effective classroom practice may be influenced by other conditions within and beyond the classroom.

The contrast between teacher learning and learner performance should not be interpreted as a failure of teachers' professional development. Rather, it highlights the complexity of moving from professional learning to meaningful changes in learner outcomes. Factors such as learners' prior knowledge and characteristics, availability of instructional materials, classroom conditions, family and community support, and the implementation of intervention programs may also shape learner performance. In this sense, the findings reinforce the value of Guskey's model in viewing teacher change as an ongoing process in which professional learning must be applied, observed, and refined in response to learners' actual progress.

The findings are consistent with Visscher et al. (2025), who reported an overall positive effect of teacher professional development on learner achievement but also found considerable variation across interventions. Similarly, Jerrim et al. (2025) cautioned that professional growth does not necessarily lead directly to improved learner outcomes. These studies support the present finding that although teachers may demonstrate strong engagement in continuous learning, the effect on learner performance may vary depending on how professional learning is translated into classroom practice and supported by the broader school context.

Overall, Table 2 highlights an important implication for the present study: teachers' continuous learning provides an important foundation for improvement, but learner outcomes remain the clearest

evidence of whether that learning is making a meaningful difference in the classroom. The results therefore strengthen the need for professional learning to be closely connected with identified learner needs, particularly in reading and mathematics. This finding also provides a strong basis for the proposed Enhancement Program, which can help bridge the gap between teachers' continuing professional learning, classroom application, and improved learner performance.

Problem 3. Is there a significant influence of teachers' continuous learning on school performance?

Multiple regression analysis was used to determine whether the four Dimensions of teachers' continuous learning significantly predicted school performance in English. The four predictors were pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support.

Table 3 shows the result of the regression analysis on the influence of the teachers' continuous learning on school performance of the Las Nieves District in terms of Phil-IRI assessment in English.

Table 3. Regression Analysis on the Influence of the Teachers' Continuous Learning on School Performance in English (PHIL-IRI)

Predictor Variable	β	Std. Error	T	p-value	Decision on H_0	Interpretation
(Constant)	66.960	32.466	2.062	0.041	—	—
Pedagogical Competence	-0.053	7.767	-0.007	0.995	Do not reject H_0	Not significant
Professional Engagement	-4.385	9.033	-0.485	0.628	Do not reject H_0	Not significant
Personal and Professional Growth	11.710*	4.884	2.398	0.018	Reject H_0	Significant
Classroom Management and Learner Support	-11.799	7.705	-1.531	0.128	Do not reject H_0	Not significant

R = .245

R² = .060

F(4, 115) = 1.836 @p = .127

*Significant at $p < .05$.

The data show that among the four areas of teachers' continuous education, Personal and Professional Growth is the only significant predictor ($\beta = 11.710, p = .018$). of school performance in English. This implies that continuous education initiatives that specifically foster individual teacher growth and continuous personal development are more directly linked to higher performance outcomes than general pedagogical or administrative competencies alone

Holding all other areas of continuous education constant, for every 1-unit increase in teachers' personal and professional growth, performance increases by an average of 11.71 units. This suggests that investments in self-directed growth, advanced learning, and professional reflection yield tangible benefits.

All other areas of teachers' continuous education did not show significant influence on the school performance in English. Taken together, the set of teachers' continuous education indicators and growth

factors does not have a statistically significant joint effect on performance ($F = 1.836, p = .127$). Altogether, these predictors account for only 6% of the total variance ($R^2 = .060$) in performance, leaving 94% of the variance explained by other unmeasured factors.

This result is consistent with Darling-Hammond et al. (2022), who emphasized that effective professional learning develops teachers' knowledge and skills and encourages reflection and continuous improvement. Similarly, Amemasor et al. (2025) discussed how professional development can support improvements in teaching practices. These studies highlight the value of continuous teacher learning, particularly when it helps teachers improve the way they teach and respond to learners' needs.

The result may also be understood through Guskey's (2002) Model of Teacher Change. The model explains that professional development becomes meaningful when teachers apply what they have learned in their classrooms, observe its effects on learners, and use the results to improve their practice. Thus, Personal and Professional Growth may be valuable because it encourages teachers to examine their teaching, learn new strategies, and make adjustments based on learners' progress. Nevertheless, professional growth alone does not guarantee improved reading performance; the application of learning and the conditions supporting instruction also matter.

In contrast, Pedagogical Competence ($p = .995$), Professional Engagement ($p = .628$), and Classroom Management and Learner Support ($p = .128$) were not significant individual predictors of English performance. This does not mean that these dimensions are unimportant. Rather, the analysis did not establish that they independently predicted English performance when the other dimensions were considered. Their contributions may be reflected in classroom practices or may work together with other factors that were not examined in this study.

Although Personal and Professional Growth was a significant individual predictor, the overall regression model was not statistically significant, $R = .245$, $R^2 = .060$, $F(4, 115) = 1.836$, $p = .127$. Since the p -value was greater than the .05 level of significance, the four dimensions, when considered jointly, did not significantly predict English performance. The R^2 value indicates that the model accounted for 6% of the observed variation in English performance. The remaining 94% was not explained by the four predictors included in the model. Other factors may be involved, but their specific contributions cannot be determined from these results.

In Las Nieves District, teachers participate in professional development activities intended to strengthen their teaching practices. However, the PHIL-IRI results show that 49.2% of learners were classified at the Low level in English reading, while 10.8% were at the Very Low level. These results point to the continuing need to connect teachers' professional learning more closely with learners' reading difficulties. They also show why participation in training should be complemented by classroom application, assessment, and follow-up.

Guided by Guskey's (2002) model, schools in the district may strengthen professional learning by using PHIL-IRI results to identify learners' needs, selecting appropriate reading strategies, monitoring progress, and reflecting on whether the strategies are effective. Teachers may also be encouraged to conduct classroom-based research and share successful practices with colleagues. These activities would help make professional growth more responsive to actual classroom needs.

Overall, the results indicate that Personal and Professional Growth was the only significant individual predictor of English performance, but the four dimensions of continuous learning did not significantly predict performance when considered together. The results support the importance of continuing teacher development while emphasizing that its value should also be assessed through classroom application and learner progress. In line with Guskey's Model of Teacher Change, professional learning in Las Nieves District should not end with attending training; it should continue through reflection, instructional improvement, and the careful monitoring of learners' reading outcomes.

Similarly, Table 4.2 presents the regression analysis on the influence of teachers' continuous learning on school performance based on the Philippine Informal Reading Inventory (PHIL-IRI) Filipino. The Table shows the magnitude of contribution of the four dimensions of teachers' continuous learning, namely Pedagogical Competence, Professional Engagement, Personal and Professional Growth, and Classroom Management and Learner Support, significantly predict school performance base on PHI-IRI Filipino.

Table 4. Regression Analysis on Influence of Teachers' Continuous Learning on School Performance in Filipino

Predictor Variable	β	Std. Error	t	p-value	Decision on H_0	Interpretation
(Constant)	64.269	38.278	1.679	0.096	—	—
Pedagogical Competence	-0.699	9.157	-0.076	0.939	Do not reject H_0	Not significant
Professional Engagement	3.438	10.650	0.323	0.747	Do not reject H_0	Not significant
Personal and Professional Growth	7.901	5.758	1.372	0.173	Do not reject H_0	Not significant
Classroom Management and Learner Support	13.885	9.084	-1.528	0.129	Do not reject H_0	Not significant

$R = .187$
 $R^2 = .035$
 $F = 1.047 @ p = .386$

Significant at $p < .05$.

The result of the regression analysis above shows that all areas of teachers' continuous education did not have a significant influence on school performance in Filipino. This is evidenced by the beta coefficients that obtained p-values beyond .05 set for analysis. Thus, the hypothesis is not rejected. Taken together, the set of teacher competency and growth factors does not have a statistically significant joint effect on performance ($F = 1.047, p = .386$). Altogether, these predictors account for only 3.5% of the total variance ($R^2 = .035$) in school performance in Filipino, leaving 96.5% of the variance explained by other unmeasured very relevant factors. This may be because teachers' continuous learning does not automatically translate into improved Filipino reading performance. Although teachers may participate in training, seminars, Learning Action Cell (LAC) sessions, and other professional development activities, these experiences may not always result in classroom practices that directly address learners' specific reading difficulties. This is consistent with the Guskey's (2002) Model of Teacher Change, which emphasizes that professional development becomes meaningful when teachers apply what they have learned, observe its effects on learners, and use the results to improve their teaching. In other words, professional learning may have limited measurable influence when the connection between teacher development, classroom application, and learner progress is not sufficiently established.

Furthermore, Filipino reading performance may also be influenced by factors not included in the regression model, such as learners' reading proficiency, language exposure at home, availability of reading materials, attendance, and the effectiveness of reading interventions. These are possible explanations, however, and were not directly tested in this study. The non-significant findings do not mean that teachers' continuous learning is unimportant; rather, the analysis did not provide sufficient evidence that the four dimensions independently or collectively predicted Filipino reading performance in the study.

The result is also consistent with Jerrim et al. (2025), who found limited and inconsistent relationships between teacher self-efficacy and instructional quality and virtually no relationship with student outcomes. This provides a useful counterpoint to studies reporting positive relationships between professional development and student achievement and supports a more cautious interpretation of the present finding. In the context of Las Nieves District, this result highlights the need to align professional development more closely with learners' actual Filipino reading needs. Teachers may use PHIL-IRI results to identify reading difficulties, implement appropriate interventions, monitor progress, and reflect on the effectiveness of their teaching strategies. This approach is consistent with Guskey's model, which emphasizes that continuous professional learning should be guided by evidence of its effects on learners.

In the same way, Table 4.3 presents the regression analysis of the influence of teachers' continuous learning on school performance in Mathematics, as measured by the Rapid Mathematics Assessment (RMA). The table shows whether the four dimensions of teachers' continuous learning, such as Pedagogical Competence, Professional Engagement, Personal and Professional Growth, and Classroom Management and Learner Support significantly predict the mathematics performance.

Table 5. Regression Analysis on the Influence of teachers' continuous learning on school performance in Mathematics (RMA)

Predictor Variable	B	Std. Error	T	p-value	Decision on H_0	Interpretation
(Constant)	24.661	33.733	0.731	0.466	—	—
Pedagogical Competence	15.209	8.070	1.885	0.062	Do not reject H_0	Not significant
Professional Engagement	-12.513	9.385	-1.333	0.185	Do not reject H_0	Not significant
Personal and Professional Growth	7.825	5.075	1.542	0.126	Do not reject H_0	Not significant
Classroom Management and Learner Support	-9.712	8.006	-1.213	0.228	Do not reject H_0	Not significant
$R = .215$ $R^2 = .046$ $F = 1.391 @ p = .241$						

*Significant at $p < .05$.

Table 5 shows the same trend result with school performance in Mathematics. No area of teachers' continuous education showed significant influence on school performance in Mathematics. This is evidenced by the beta coefficients that obtained p-values beyond .05 set for analysis. Thus, the hypothesis is not rejected.

Taken together, the set of teacher competency and growth factors does not have a statistically significant joint effect on performance ($F = 1.391, p = .241$). Altogether, these predictors account for only 4.6% of the total variance ($R^2 = .046$) in Mathematics performance of the schools, leaving 95.4% of the variance explained by other unmeasured very relevant factors.

These results suggest that the four dimensions of teachers' continuous learning such as Pedagogical Competence, Professional Engagement, Personal and Professional Growth, and Classroom Management and Learner Support, did not significantly predict Mathematics performance in the participating schools. Although teachers may demonstrate strong commitment to professional learning, this commitment does not automatically translate into measurable improvements in learners' numeracy skills. The findings do not mean that teachers' continuous learning is ineffective; rather, the analysis did not establish a statistically significant predictive contribution from these dimensions to Mathematics performance.

This result may be explained through Guskey's (2002) Model of Teacher Change, which emphasizes that professional development becomes meaningful when teachers apply what they have learned, observe its effects on learners, and use the results to improve their teaching practices. In Mathematics instruction, for example, teachers may learn new strategies during training or Learning Action Cell (LAC) sessions. However, the benefits of these activities may not be reflected in assessment results unless teachers consistently apply appropriate strategies, identify learners' difficulties, and monitor progress. Thus, the findings highlight the importance of examining not only teachers' participation in professional development but also how their learning is translated into classroom instruction.

This interpretation is consistent with Sims et al. (2022), who emphasized the value of structured and sustained professional development that is closely connected to classroom instruction. Similarly, Darling-Hammond et al. (2022) highlighted the importance of collaboration, classroom application, feedback, and reflection in effective teacher learning. These studies support the view that professional development should provide opportunities for teachers to practice new approaches, evaluate their effectiveness, and make necessary adjustments. However, the present regression results do not establish whether these processes were consistently implemented in the participating schools; they offer a theoretical basis for understanding why professional learning may not always be reflected in measurable learner outcomes.

Furthermore, Korpershoek et al. (2025) reported positive effects of classroom management interventions on learners' academic and other developmental outcomes. Likewise, Putra and Yanto (2025) found a positive association between effective classroom management and student achievement. These findings suggest that a supportive and well-managed classroom can help create favorable conditions for learning. Nevertheless, Mathematics achievement also requires appropriate content instruction, guided practice, feedback, and opportunities to develop problem-solving skills. The non-significant regression results indicate that the four dimensions, as measured in this study, did not significantly predict Mathematics performance; they do not establish that these dimensions have no educational value.

In the context of Las Nieves District, the results are particularly important because the school-performance data showed that 60.0% of learners were classified at the Very Low level in the Rapid Mathematics Assessment (RMA), while 23.3% were at the Low level. Only 16.7% were classified at the High level. This distribution indicates that numeracy remains a major area of concern among the learners covered by the study. When considered alongside the very high levels of teachers' continuous learning reported in the district, the findings point to a need to strengthen the connection between professional development activities and learners' actual Mathematics difficulties.

Problem 4. Based on the findings of the study, what enhancement program may be proposed?

The proposed enhancement program was born out of the realities uncovered in this study. On one hand, teachers in the Las Nieves District have shown admirable dedication to continuous learning across all four dimensions such as pedagogical competence, professional engagement, personal and professional growth, and classroom management. On the other hand, the data revealed that progress is uneven. The area of Personal and Professional Growth lags behind the others, and student performance in Mathematics and English reading continues to show persistent weaknesses. These findings remind us that while the culture of professional development is strong, there are still areas where support and targeted action are urgently needed.

This program is not a generic set of interventions; it is carefully designed to be thematic and evidence-based, directly aligned with the Philippine Professional Standards for Teachers (PPST). Each strategy is anchored on the actual findings of the study: whether low-rated indicators, weak performance outcomes, or regression results that point to meaningful connections between teacher development and student achievement. In this way, the program ensures that every initiative is relevant, responsive, and grounded in the lived experiences of teachers and learners in the district.

At its core, the program has a dual focus. First, it seeks to strengthen teachers' capacity for research and self-directed growth, recognizing that educators who engage in inquiry and advanced studies are better equipped to innovate in their classrooms. Second, it directly addresses the pressing performance gaps in numeracy and reading. By empowering teachers and simultaneously supporting learners, the program creates a cycle of improvement: teacher growth enhances student achievement, and improved student outcomes reinforce the importance of continuous professional learning.

Equally important is the program's emphasis on sustainability. The study confirmed that teachers already demonstrate very high levels of continuous learning, which is a strength worth preserving. The challenge now is to ensure that this culture of professional growth translates into measurable gains in literacy and numeracy. By aligning existing professional development activities such as Learning Action Cells (LACs), in-service trainings (INSET), and mentoring programs with PHIL-IRI and RMA outcomes, the program bridges the gap between professional engagement and school performance. In doing so, it reframes continuous learning not just as a professional requirement, but as a powerful tool for achieving tangible improvements in student success.

Table 5 below presents a thematic enhancement program derived from the lowest-rated continuous-learning indicators, the weakest school-performance areas, and the statistically significant or near-significant regression results.

Table 6. Proposed Enhancement Program Based on the Findings of the Study

Basis / Finding	Focus Area	Focus Area	Proposed Strategies	Expected Outcome
Lowest-rated indicators: engagement in action research/classroom-based research (wm = 3.90) and enrollment in graduate studies or continuing education (wm= 4.01).	Research and Self-Directed Growth	Research an Self-Directed Growth	Institutionalize a school-based action research mentoring program; provide incentives, released time, and technical assistance for teachers pursuing graduate studies or research.	Increased teacher participation in evidence-based inquiry and advanced study.

Basis / Finding	Focus Area	Focus Area	Proposed Strategies	Expected Outcome
83.3% of cases were rated Low to Very Low in RMA; no case reached the Moderately High or Very High range.	Numeracy Instruction (RMA)	Numeracy Instruction (RMA)	Conduct a focused Mathematics intervention program using remediation, numeracy drills, and contextualized materials, anchored on Pedagogical Competence, the strongest though not statistically significant predictor of RMA performance.	Improved numeracy outcomes and narrowed performance gaps in Mathematics.
60.0% of cases were rated Low to Very Low in English reading performance.	Reading Instruction (PHIL-IRI English)	Reading Instruction (PHIL-IRI English)	Strengthen differentiated reading instruction and remedial reading sessions, informed by teachers' Personal and Professional Growth activities, the only significant predictor identified.	Improved English reading proficiency across grade levels.
All four dimensions of teachers' continuous learning were rated Very High, indicating a strong existing culture of professional development.	Sustaining Continuous Learning	Sustain Continuous Learning	Sustain and deepen current LAC sessions, INSET, and mentoring programs; align future continuing professional development activities more explicitly with PHIL-IRI and RMA outcomes.	Continued high engagement with stronger alignment to measurable school-performance gains.

Proposed Enhancement Program

I. Project Title:

Project CLASP- Continuous Learning Alignment for School Performance

Proponent: Jeolita T. Alim

School Year:2026-2027

Continuous Learning Alignment for School Performance

Project CLASP is an enhancement program developed in response to the findings of the study entitled "Continuous Learning of Teachers: Influence on School Performance." It is designed to strengthen the alignment between teachers' existing continuous-learning practices and identified learner-performance needs, particularly in English reading and Mathematics.

The program recognizes that teachers demonstrated Very High levels of continuous learning across all four dimensions measured in the study. Hence, the program does not primarily seek to increase the level of teachers' continuous learning. Instead, it focuses on strengthening the application, alignment, and responsiveness of continuous learning toward measurable learner needs and school-performance outcomes.

The program consists of four major priority areas: Research and Self-Directed Professional Growth, Numeracy Instruction, Reading Instruction, and Sustaining Continuous Learning.

II. RATIONALE

The study entitled "Continuous Learning of Teachers: Influence on School

Performance” examined the level of teachers’ continuous learning and its influence on school performance using the Philippine Informal Reading Inventory (PHIL-IRI) in English and Filipino and the Rapid Mathematics Assessment (RMA).

The findings revealed that teachers demonstrated a Very High level of continuous learning in all four dimensions. Professional Engagement obtained the highest weighted mean of 4.86, followed by Classroom Management and Learner Support (wm = 4.80), Pedagogical Competence (wm = 4.72), and Personal and Professional Growth (wm = 4.30).

Despite the Very High level of teachers’ continuous learning, learner-performance results revealed areas that require focused instructional attention. In English reading, 60.0% were classified as Low to Very Low. In Mathematics, 83.3% were classified as Low to Very Low in RMA, and no Moderately High or Very High categories.

The regression analysis further showed that the overall model for English PHIL-IRI was not statistically significant ($R = .245$, $R^2 = .060$, $F = 1.836$, $p = .127$). However, Personal and Professional Growth emerged as a significant predictor of English performance ($\beta = 11.710$, $p = .018$). On the other hand, the regression models for Filipino PHIL-IRI ($R = .187$, $R^2 = .035$, $F = 1.047$, $p = .386$) and RMA ($R = .215$, $R^2 = .046$, $F = 1.391$, $p = .241$) were not statistically significant.

These findings indicate that a high level of continuous learning does not automatically translate into improved school-performance outcomes across all areas. Thus, the appropriate response is not simply to provide more professional-development activities but to make existing continuous-learning opportunities more targeted, evidence-based, and responsive to identified learner needs.

The study also identified Research and Self-Directed Growth as an area needing further strengthening. Among the indicators, engagement in action research or classroom-based research obtained a mean of 3.90, while enrollment in graduate studies or continuing education obtained 4.01, the lowest-rated indicators in the relevant area.

In response, Project CLASP will strengthen teachers’ opportunities to engage in classroom-based inquiry, professional growth, differentiated reading instruction, focused numeracy intervention, peer learning, mentoring, and data-informed professional development.

The program will maximize the existing strengths of teachers while addressing the gap between professional learning and learner-performance outcomes. In this way, continuous learning becomes more purposeful—not merely as participation in professional-development activities, but as a continuing process of learning, application, reflection, and improvement directed toward identified school-performance needs.

III. OBJECTIVES

- A. General Objective. Project CLASP aims to strengthen the alignment of teachers’ continuous learning with identified learner-performance needs by enhancing research engagement, instructional practices, professional growth, and data-informed professional development in support of improved school performance.
- B. Specific Objectives

The program specifically aims to:

1. strengthen teachers’ engagement in action research and classroom-based inquiry to address identified instructional and learner-performance concerns;

2. provide opportunities for self-directed professional growth, mentoring, and continuing education that can be applied to classroom practice;
3. strengthen differentiated and remedial reading instruction for learners identified with Low and Very Low English reading performance;
4. enhance teachers' capacity to implement focused numeracy remediation, drills, and contextualized Mathematics activities;
5. utilize PHIL-IRI and RMA results as bases for instructional planning, intervention, and professional-learning priorities;
6. sustain existing LAC, INSET, mentoring, coaching, and other professional-development activities while making them more responsive to learner needs;
7. promote peer collaboration and sharing of effective instructional practices among teachers;
8. monitor the application of professional learning through instructional practice and learner-performance evidence; and
9. establish a sustainable mechanism that continuously connects teacher learning, instructional improvement, and school-performance need.

Conclusions

Based on the results of the study, the following conclusions are drawn:

The study's conclusions were drawn directly from the findings and organized according to the specific problems stated in the statement of the problem.

1. The teachers have developed a strong culture of continuous learning that supports their capacity to respond to the diverse demands of teaching. The ongoing professional engagement, effective classroom management, pedagogical practice, and personal and professional development are already embedded in teachers' practice. This provides a favorable foundation for sustaining instructional quality; however, continuous learning should not be viewed solely in terms of participation or perceived competence, but should be consistently translated into practices that address specific learner needs and contribute to meaningful improvements in educational outcomes. The school-based professional development initiatives should build on teachers' existing strengths while paying more attention to areas where continuous learning can be more deliberately connected to measurable learner and school-performance needs.

2. The learners have varying levels of mastery across the assessed learning areas, indicating that a uniform instructional approach may not adequately respond to their diverse learning needs. Differences in performance across English, Filipino, and Mathematics suggest the need for targeted, differentiated interventions responsive to specific areas of learning difficulty. This variation also highlights the importance of using assessment results not merely to classify learners but to guide instructional planning, remediation, enrichment, and appropriate learning support. For schools, this implies strengthening data-informed instructional practices so professional learning and classroom interventions target the most pressing learning gaps and promote more equitable learner outcomes.

3. Teachers in the Las Nieves District demonstrate a high level of continuous learning across pedagogical competence, professional engagement, personal and professional growth, and classroom management and learner support. However, this high level did not translate into a statistically significant influence on learners' performance in English reading, Filipino reading, and mathematics. The only exception was Personal and Professional Growth, which significantly predicted performance in English; because the

overall variance was not significant, this result should be treated as tentative. This indicates that the extent of teachers' participation in continuous learning is not, by itself, a sufficient determinant of learner achievement.

4. The strengthening teachers' continuous learning requires a more intentional and outcome-oriented approach that bridges professional development with actual classroom and learner needs. The proposed enhancement program provides a practical direction for ensuring that teachers' professional learning is translated into responsive instructional practices, particularly in addressing identified gaps in reading and numeracy. It also underscores the importance of sustained professional development, self-directed learning, and reflective practice in improving the relevance and effectiveness of teachers' professional growth. Ultimately, the program may help school leaders and teachers monitor whether professional learning initiatives lead to meaningful changes in instructional practice and, more importantly, contribute to improved learner outcomes and school performance.

Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed to address the identified areas of teachers' continuous learning and school performance in the Las Nieves District.

School heads and teachers may sustain and strengthen the existing Very High level of continuous learning by providing regular professional development opportunities, collaborative learning activities, peer mentoring, and school-based learning sessions aligned with identified instructional needs. Since Professional Engagement received the highest level among the four dimensions, the school may sustain existing collaborative practices while providing additional support in areas with comparatively lower ratings, particularly Personal and Professional Growth.

School heads, teachers, and reading and numeracy coordinators in Las Nieves District should strengthen the implementation of targeted learning interventions based on learners' actual assessment results. Teachers should use PHIL-IRI and Rapid Mathematics Assessment (RMA) data to identify learners who need additional support and provide appropriate remediation, differentiated instruction, and regular progress monitoring. Learning Action Cell (LAC) sessions should also be used to share effective teaching strategies and develop practical approaches to addressing reading and numeracy difficulties. Furthermore, schools should provide enrichment activities for learners who have already attained higher proficiency levels while ensuring that learners who are struggling receive consistent guidance and support. Through these efforts, schools can respond more effectively to diverse learning needs and help learners gradually improve their reading and mathematical skills.

Since teachers' continuous learning is already high but did not significantly influence learner performance, the District may shift its emphasis from the quantity of training to its quality and alignment. Training should be planned from diagnostic evidence, such as Phil-IRI profiles and Reading and Mathematics Assessment (RMA) results, so that content addresses the specific reading and numeracy difficulties of learners in the district.

For Filipino reading, teachers may develop and implement more focused interventions, including differentiated reading activities, appropriate remediation strategies, regular progress monitoring, and instructional adjustments based on learners' assessment results, since the four dimensions of continuous learning did not significantly predict Filipino PHIL-IRI performance.

For Mathematics, teachers and school leaders may strengthen mathematics-focused professional learning by emphasizing effective numeracy strategies, formative assessment, remediation, differentiated instruction, and the use of learner-performance data to guide instruction, considering that the four dimensions of continuous learning did not significantly predict RMA Mathematics performance.

The district may adopt the proposed Enhancement Program and implement it first in selected schools. A pilot phase allows activities to be refined before district-wide rollout, using lessons from actual classroom conditions. School heads and teachers may use PHIL-IRI and RMA results at the start of each school year to identify specific reading and numeracy gaps, and plan professional development activities around those gaps rather than general topics. Learning needs should be reviewed periodically as new assessment data become available.

Training and coaching may concentrate on evidence-based strategies in reading and numeracy, such as phonics and comprehension instruction, differentiated and remedial instruction, and the use of concrete and problem-based approaches in mathematics. Teachers should be given time and materials to apply these strategies right after training. Schools may encourage and provide opportunities for self-directed learning, including graduate studies, reflective practice, peer mentoring, and participation in professional learning communities. Recognition and scheduling support may be provided so that growth activities are feasible within teachers' workload. Teachers may be supported in conducting action research on learning gaps in their own classrooms. Technical assistance, research mentors, and venues for sharing findings, such as district research conferences and learning action cell (LAC) sessions, may be arranged so that results inform instruction.

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