PROFESSIONAL DEVELOPMENT SYSTEM THEORY FOR QUALITY EDUCATION

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Abstract:

The study aims to identify the contribution of the professional development system theory and skills for teachers in the approach of quality education in the area of acquiring knowledge theory skills, standard requirement theory skills, observed model theory skills, implementation theory skills, and effectiveness theory skills, and reflection theory skills. The study employs the descriptive quantitative research method and designs since it identifies the various approaches to the professional development system theory and skills. The convenience sampling method is utilized in the gathering of the population and sampling size of the study. It is the most popular method in the current study where it influences the trustworthiness of the number of sizes in the study to provide better results. The respondents of the study are the professional teachers at the Department of Education (DepEd), and Higher Education Institutions (HEIs) in both private and public institutions. The study comprised ninety (90) respondents only. Results show that most of the respondents are female, belong to the age bracket of 41 years and above, and teaching for 21 years and above, and their highest educational attainment is college graduate where they are qualified to teach. On the other hand, contribution of professional development system in the area of acquiring knowledge theory skills shows to develop knowledge and skills in the simple process and application of learning, and provides skills and knowledge to understand the process of instruction in teaching process, contribution of professional development system in the area of standard requirements theory skills shows that effective teacher skills include a well-organized classroom to avoid distraction in the classroom learning process, and need to develop leadership skills inside or outside the classroom teaching and learning responsibility, contribution of professional development system in the area of observed model theory

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skills shows that effective communication is essential since it provides the process and ability to listen and focuses on appropriate manner and thoughts of individuals, contribution of professional development system in the area of implementation theory skills shows that it provides students learning and teaching effectively to access and equip continuous opportunity for learning, and promotes opportunities and professional development for the mindset growth and outcome to support the learning process, contribution of professional development system in the area of effectiveness theory skills shows that it adopts effectiveness for professional development standard design and guide in professional learning, and addresses to provide opportunities and needs in the educational setting and collaboration for professional development system, and contribution of professional development system in the area of reflection theory skills shows that it describes tools for teachers to evaluate and observe the learning process and reflects systematic teaching process, recording, collecting, and analyzing the observation and thoughts of teachers. Findings show that there is no significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers in the approach to quality education.

1. Introduction

Professional development is one of the major systems that need to be identified among teachers. This is the reason why this theory is being formulated for them to utilize in the quality of teaching since their profession is noblest among all. This can examine the favorable job satisfaction and outcome performance of teachers in recognition of their work and career development. Professional development system will lead to enjoy their profession to mold the process of learning among students, (Mallillin, 2021). On the other hand, professional development acquires new skills and knowledge in the process of career path, duties, and other job-related. It is a kind of learning that encompasses the range of the privilege in the formal coursework, conference, workshops, and more learning opportunities in the set practices of the educational system. It provides a consistent system in the professional development uniform and consistent standard guide and implementation program of high-quality of teaching and services. The theory and system are designed in the educational system and set as comprehensive requirements and standards for the quality of teaching. It motivates professional development in an excellent achievement program of the educational system. It promotes a system of professional development path for effective learning. It informs and guides the system in an educational setting and professional development key progress. It mandates teachers' activities and participation in professional development. It influences the factors and degrees of opportunity for professional development learning impact and

desired learning. This involves student impact, applied professional development, accepted professional development, received professional development, and intended professional development, (McChesney, & Aldridge, 2021).

2. Professional Development System Theory for Quality Education Cycle

The professional development system theory cycle is focused on the approach of quality education setting in acquiring knowledge theory skills which developed the concept presented in the operation process and cues for teaching and learning. It also focused on standard requirements theory skills which is a system of instruction in competency-based learning, and assessment expected in the progress of the educational system. Likewise, it focused on observed model theory skills which deal with observed learning and behavior for learning. Moreover, implementation theory skills are focused on the concern of mechanism for classroom equilibrium and design outcome in a given goal. Hence, effective theory skills are focused on the educational system and setting in learning as to constructivism, brain-based design, cognitivism, behaviors, and humanism, and reflection theory skills are focused on the improved manner of learning experiences and analysis gain in self-awareness and confidence. This is illustrated below:
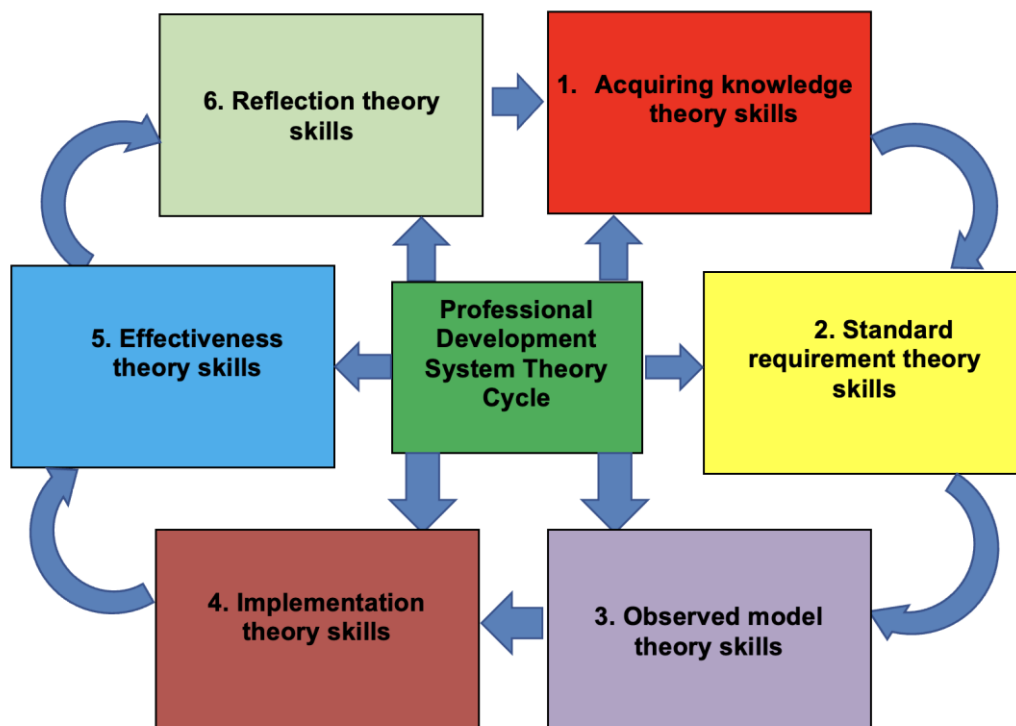

Figure 1: Professional Development System Theory Cycle

3. Acquiring knowledge theory skills

Acquiring knowledge theory skills influence the multiple student learning factors outcome based on the theory skills. It develops and adapts transfer knowledge theory to

complete the outcome of the learning process. It explores conspicuous model and structure as to student orientation, knowledge transfer, and absorptive capacity in the educational setting concept. It employs basic knowledge and conversion concept that focuses on theory and interaction knowledge tacit. It carries the basis of knowledge among individual learners. It discusses knowledge application and theory learning in an educational setting and learning outcome, (Peng, et al., 2021). It focuses on the details below:

1) Identifies the gaps in clearly understanding the knowledge, skills, and ability to develop as professional teachers.
2) Provides knowledge, and skills in practical information, facts, and theories in learning through acquired experiences.
3) It increases knowledge and gains experiences in skills to be developed at the professional level to equip in the educational system.
4) It provides knowledge and skills development and improvement of talent and ability for the complicated learning process.
5) It develops knowledge and skills in the simple process and application of learning.
6) It explores skills and knowledge professional development of teachers to equip them with trends of teaching advancement and technology.
7) It provides skills and knowledge to understand the process of instruction in the teaching process.
8) It provides knowledge to understand the key indicators of the professional development performance of teachers.
9) It designs the needs for professional development of teachers in techniques of teaching.
10) It provides opportunities for teachers to refine the ability of professional development in the educational system.

4. Standard requirement theory skills

The standard requirement theory skills develop cognitive skills in vital prognostic, diagnostic, and monitoring processes. It introduces the idea of skills needed in an educational setting to capture skills and the development of learning. It assesses the learning development of individual students. It measures ability and accurately the cognitive skills and assessment. It influences the degree and knowledge of standard requirements of skills and exhibition. It assumes skills that are expected to set the development of learning. It assumes a measure and set designed for the domain of learning and development skills. It provides direction skills and development intervention in an educational setting, (Kaat, et al., 2021). It focuses on the following:

1) It requires strong skills in critical thinking to consider the interest of the learners' goals and standards in the educational system.
2) It requires a teacher's patience in a classroom setting to provide various learning styles, cultural backgrounds, and intellectual abilities.

3) Requirements and skills include teachers as good communicators in various ways like verbal, body language, and written communication for better understanding.
4) Effective teacher skills include a well-organized classroom to avoid distractions classroom learning process.
5) Standard requirement skills include teaching as imaginative thinking in all aspects of professional development in various ways to stimulate learning.
6) Effective teachers need to develop leadership skills inside or outside the classroom in teaching and learning responsibility.
7) It contributes to teamwork in stimulating objectives and goals of educational system best practices and curriculum in teaching.
8) It requires time management to maintain a healthy work balance due to the demand for work and professional development.
9) It requires knowledge of computer skills since the educational system trend of teaching is in accordance with advanced technology.
10) Skills of teachers are responsible for the conflict resolution and decision-making process to manage classroom disagreement.

5. Observed model theory skills

The observed model theory skills are focused on the operant and classical conditioning of learning and association. It is learned through models and imitation. It describes the process and procedure in the observed model success of learning as to motivation, reproduction, retention, and attention. It is focused on observed model skills by doing and paying attention. It performs observed learning as to retention and remembering. This is committed through memory. It reinforces proper behavior and motivation in the learning process. It focuses on the observed measures of academic achievement and self-regulated learning process and competency. It demonstrates the quality and protective competence in the observed model theory and the skills and academic performance of the learners, (Wagner, et al., 2021). It focuses on the following:
1) Grabs attention to the learning environment and details surrounding and attributes in the educational system.
2) Observes models on monitoring systems for the progress of learners to adopt teaching and learning processes for better instruction.
3) Quantifies things accordingly based on the needs of the learners, and considers the individual learners' attitude and behavior inside the classroom.
4) Effective communication is essential since it provides the process and ability to listen and focus on the appropriate manner and thoughts of individuals.
5) It evaluates emotional intelligence to empathize and recognize emotions that regulate skills and benefits.
6) It influences critical thinking and the ability to observe the facts to analyze context that requires effective and developed solutions in the lesson.
7) It provides attention to detail and accomplishment approachability and thoroughness of skills and accuracy.

8) It refines the lesson for teachers' development collaboration to be taught to students.
9) It provides peer coaching on strategies and evaluative professional development for teachers' techniques and practice in the classroom support and student learning enrichment.
10) It involves cognitive coaching for specific skills in the process and observed opportunities in the teaching and learning association process.

6. Implementation theory skills

Implementation theory skills are focused on interaction and effective implementation in the classroom. It provides an observed situation and ability knowledge-based attention and reasoning. It provides a connection between potential effective teaching and implementation. It examines interaction skills and effective teaching implementation and ability. It measures underlying assumptions on effective teaching in the real world of classroom skills and practices. It shows specific skills interaction and effective teaching to engage effective classroom teaching for student learning. It provides skills and further evidence in effective interaction and teaching implementation for efficient teaching. It designs implementation of the theory and skills strategies and intervention. It applies to the role and implementation of the theory skills and concrete practice setting, (Albers, et al., 2021). It focuses on the following:

1) Focuses on the content of professional development that supports and provides instructional techniques and strategies in the implementation of the structure of the lesson.
2) Creates active learning opportunities on the direct application of the current responsibilities in the new learning purposes and development.
3) Develops and supports collaborative work that assists educators to observe learning protocols and strategies.
4) Involves best model practices in the application of strategies in powerful professional development and lecture-based learning.
5) Supports and coaches' instructional opportunities, improved practice, reflection, and feedback in the professional development theory.
6) Provides reflective feedback practice in a substantive act for instructional improvement.
7) Delivers and supports professional development engagement in strategies of the instructional initiative.
8) Provides students with learning and teaching effectively to access and equip continuous opportunities for learning.
9) Encourages teachers' success in professional development for effective teaching.
10) Promotes opportunities and professional development for the mindset growth and outcome to support the learning process.

6. Effectiveness theory skills

Effectiveness theory skills provide specific skills to identify teaching interaction and efficiency. It engages on teachers' skills interaction on the effectiveness of classroom teaching and learning for students. It examines effective teaching implementation and teaching interaction to include the skills of teachers in the classroom setting. It analyses learning tools and reflection on the preparation of teachers' programs in teaching. It provides a teacher program and education in effective interaction of teaching. It supports emotional and effective instructional classroom observed teaching interaction and inhibition. It provides skills and program teacher characteristics and implementation for effective classroom interaction, (Wiens, et al., 2021). It focuses on the following:

1) Adopts effectiveness for professional development standards to design and guide professional learning.
2) It reflects standard effectiveness and features of the professional development system.
3) It evaluates increased professional development system opportunities for collaboration and learning observation in classroom planning.
4) It assesses the need to identify professional development system areas for the desired learning process.
5) It develops and identifies support learning processes, coaches, and mentors in the educational system.
6) It integrates professional development learning for the improvement of school initiatives and efforts.
7) It provides effectiveness in the implementation of the standard new learning process, instruction information, student improvement literacy, and advanced access coursework.
8) It creates an inclusive learning and positive learning environment in an effective professional development system.
9) It provides advanced technology and facilities in a professional learning opportunity for a professional development system.
10) It addresses and provides opportunities and needs in educational settings and collaboration for professional development systems.

7. Reflection theory skills

Reflection theory skills provide challenges and sustainability for the call and complex knowledge and effective development skills. It provides abilities for teachers to reflect the theory in the learning process of students as the center of learning. The educational setting offers and provides training and sustainable knowledge in an educational setting to improve and explore the educational system for better learning for both teachers and students. This includes various innovations of learning and teaching discipline components and reflection. The reflection in the educational setting is the concept that assesses the challenges for the improved innovation of learning to equip quality

education. The framework in the reflective theory of learning and skills addresses the associated challenges in assessing, guiding and evaluating the learning of students through reflection process domains. It supports the tools, knowledge, and retention transfer that contribute to the acquisition of thinking skills and complex sustainability of learning, (Whalen, & Paez, 2021). It focuses on the following:

1) It provides learning and reflective practices in the new insights and gaining experiences of the professional development system.
2) It requires teachers to act in the classroom setting to think about what they perform and work through a self-observation process and evaluation.
3) It describes tools for teachers to evaluate and observe the learning process.
4) It assists teachers to talk and think about the structure and adequacy of teaching practices in the professional development system.
5) It reflects the systematic teaching process, recording, collecting, and analyzing observations and thoughts of teachers.
6) It provides change and approach for professional development of needs and process impact in the educational setting.
7) It plays a critical reflection on the essential role of teacher education in different perspectives and practices.
8) It identifies areas for better support and improvement of student learning experiences.
9) It improves reflective practice on the necessity of a professional development system in the educational system.
10) It assists teachers to reflect on the vital process that allows them to understand experiences for other rooms of improvement in the educational setting.

8. Research questions

1. How may the profile of the respondents be described in terms of
   1.1 gender,
   1.2 age,
   1.3 number of years in teaching,
   1.4 current teaching position, and
   1.5 highest educational attainment?

2. What is the contribution of the professional development system theory and skills for teachers in the approach of quality education in the area of
   2.1 acquiring knowledge theory skills,
   2.2 standard requirement theory skills,
   2.3 observed model theory skills,
   2.4 implementation theory skills,
   2.5 effectiveness theory skills, and
   2.6 reflection theory skills?

3. Is there a significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers in the approach to quality education?

8.1 Hypothesis

There is no significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers in the approach to quality education.

9. Research design

The study employs the descriptive quantitative research method and design since it identifies the various approaches to the professional development system theory and skills that quantifies and measures the profile of the respondents as to gender, age, number of years in teaching, and current teaching position, and highest educational attainment. It also measures the contribution of the professional development system theory and skills for teachers in the approach of quality education in the area of acquiring knowledge theory skills, standard requirement theory skills, observed model theory skills, implementation theory skills, effectiveness theory skills, and reflection theory skills. This permits to measure of the specific context of the theory and skills under investigation considering the outcome of the theory and skills presented. It is a standard measure and approach in the study. It provides an overview in the analysis and measurement of the quantitative research design on the professional development system theory and skills for teachers. It focuses on the operation and process of the study, (Rudd, Meissel, & Meyer, 2021).

9.1 Sampling techniques

The convenience sampling method is utilized in gathering the population and sampling size of the study. This is the best method that categorizes and establishes the practices of the standard method in convenience sampling particularly for the quantitative research approach on professional development system theory and skills for teachers. It is the most popular method in the current study where it influences the trustworthiness of the number of sizes in the study to provide better results. It is a systematized design in the sampling techniques for the collection and purpose of utilization of convenience sampling. It pays attention to the practices and reports in the standard influence of the convenience sampling incorporated in the categories presented in the study. This highlights the sampling method utilized in the study, (Scholtz, 2021).

9.2 Respondents of the study

The respondents of the study are the professional teachers at the Department of Education (DepEd), and Higher Education Institutions (HEIs) in both private and public institutions. The study comprised ninety (90) respondents only.

10. Result of the study

Table 1: Profile of the Respondents

Profile	Frequency	Percentage	Ranking
Gender:			
▪ Female	67	73.91	1
▪ Male	23	26.09	2
Age:			
▪ 25 years and below	15	16.30	2
▪ 26-30 years	13	14.13	3.5
▪ 31-35 years	10	11.96	5
▪ 36-40 years	13	14.13	3.5
▪ 41 years and above	39	43.48	1
Number of Years in Teaching:			
▪ 5 years and below	20	21.74	2
▪ 6-10 years	17	18.48	3.5
▪ 11-15 years	13	15.22	5
▪ 16-20 years	17	18.48	3.5
▪ 21 years and above	23	26.09	1
Current Teaching Position:			
▪ Teacher 1-3	39	43.48	1
▪ Master Teacher 1-2	15	16.30	3
▪ Head Teacher/Coordinator	10	10.87	4.5
▪ Assistant Professor/Professor	16	18.48	2
▪ Principal/Dean	10	10.87	4.5
Highest Educational Attainment:			
▪ College Graduate	36	40.22	1
▪ With MA Units/Graduate	31	34.78	2
▪ With Doctorate Units/Graduate	23	25.00	3

Table 1 presents the frequency and percentage distribution of the profile of the respondents.

Most of the respondents are female, with a frequency of 68 or 73.91% among the respondents, the age bracket belongs to 41 years and above with a frequency of 40 or 43.48% among the respondents, and a number of years in teaching is 21 years and above, with a frequency of 24 or 26.09% among the respondents, current teaching position is Teacher 1-3, with a frequency of 40 or 43.48% among the respondents, and highest educational attainment is college graduate, with a frequency of 37 or 40.22% among the respondents.

Table 2: Professional Development System in the Area of Acquiring Knowledge Theory Skills

Indicators	WM	I	R
1. Identifies the gaps in clearly understanding the knowledge, skills, and ability to develop as professional teachers.	3.36	MA	9.5
2. Provides knowledge, and skills in practical information, facts, and theories in learning through acquired experiences.	3.85	A	6
3. It increases knowledge and gains experiences in skills to be developed at the professional level to equip in the educational system.	3.72	A	7.5

4. It provides knowledge and skills development and improvement of talent and ability for the complicated learning process.	3.36	MA	9.5
5. It develops knowledge and skills in the simple process and application of learning.	4.20	SA	1.5
6. It explores skills and knowledge professional development of teachers to equip them with trends of teaching advancement and technology.	3.97	A	4.5
7. It provides skills and knowledge to understand the process of instruction in the teaching process.	4.20	SA	1.5
8. It provides knowledge to understand the key indicators of the professional development performance of teachers.	3.72	A	7.5
9. It designs the needs for professional development of teachers in techniques of teaching.	4.18	A	3
10. It provides opportunities for teachers to refine the ability of professional development in the educational system.	3.97	A	4.5
Average Weighted Mean	**3.85**	**A**	
Standard Deviation	0.285		

Table 2 presents the weighted mean and the corresponding interpretation of the contribution of the Professional Development System in the Area of Acquiring Knowledge Theory Skills.

As gleaned in the table, rank 1 is shared by the two indicators which are "It develops knowledge and skills in simple process and application of learning", and "It provides skills and knowledge to understand the process of instruction in the teaching process", with a weighted mean of 4.20 or Strongly Agree which means acquiring knowledge theory skills is very satisfied. Rank 2 is "It designs the needs of professional development of teachers in techniques of teaching", with a weighted mean of 4.18 or Agree which means acquiring knowledge theory skills is satisfied. Rank 3 is shared by the two indicators which are "It explores skills and knowledge professional development of teachers to equip them with trends of teaching advancement and technology", and "It provides opportunities for teachers to refine the ability of professional development in the educational system", with a weighted mean of 3.97 or Agree which means acquiring knowledge theory skills is satisfied. The least in ranks is also shared by the two indicators which are "Identifies the gaps in clearly understanding the knowledge, skills, and ability to develop as professional teachers", and "It provides knowledge and skills development and improvement of talent and ability for complicated learning process", with a weighted mean of 3.36 or Moderately Agree which means acquiring knowledge theory skills is moderately satisfied. The overall average weighted mean is 3.85 (SD=0.285) or Agree which means a contribution of the professional development system in the area of acquiring knowledge theory skills is satisfied among the respondents.

Table 3 presents the weighted mean and the corresponding interpretation of the contribution of the Professional Development System in the Area of Standard Requirement Theory Skills.

Table 3: Professional Development System in the Area of Standard Requirement Theory Skills

Indicators	WM	I	R
1. It requires strong skills in critical thinking to consider the interest of the learners' goals and standards in the educational system.	3.87	A	6.5
2. It requires a teacher's patience in a classroom setting to provide various learning styles, cultural backgrounds, and intellectual abilities.	4.17	A	3.5
3. Requirements and skills include teachers as good communicators in various ways like verbal, body language, and written communication for better understanding.	3.91	A	5
4. Effective teacher skills include a well-organized classroom to avoid distractions classroom learning process.	4.21	SA	1.5
5. Standard requirement skills include teaching imaginative thinking in all aspects of professional development in various ways to stimulate learning.	3.45	A	9
6. Effective teachers need to develop leadership skills inside or outside the classroom in teaching and learning responsibility.	4.21	SA	1.5
7. It contributes to teamwork in stimulating objectives and goals of educational system best practices and curriculum in teaching.	3.77	A	8
8. It requires time management to maintain a healthy work balance due to the demand of work and professional development.	3.34	MA	10
9. It requires knowledge of computer skills since the educational system trend of teaching is in accordance with advanced technology.	3.87	A	6.5
10. Skills of teachers are responsible for the conflict resolution and decision-making process to manage classroom disagreement.	4.17	A	3.5
Average Weighted Mean	**3.89**	**A**	
Standard Deviation	**0.297**		

As noted in the table, rank 1 is shared by the two indicators which are "Effective teacher skills include a well-organized classroom to avoid distraction classroom learning process", and "Effective teachers need to develop leadership skills inside or outside the classroom teaching and learning responsibility", with a weighted mean of 4.21 or Strongly Agree which means standard requirement theory skills is very satisfied. Rank 2 is also shared by the two indicators which are "It requires teacher's patience in classroom setting to provide various learning styles, cultural background, and intellectual abilities", and "Skills of teachers are responsible in the conflict resolution and decision-making process to manage classroom disagreement", with a weighted mean of 4.17 or Agree which means standard requirement theory skills is satisfied. Rank 3 is "Requirements and skills include teachers as good communicators in various ways like verbal, body language, and written communication for better understanding", with a weighted mean of 3.91 or Agree which means standard requirement theory skills is satisfied. The least in rank is "It requires time management to maintain a healthy work balance due to the demand of work and professional development", with a weighted mean of 3.34 or Moderately Agree which means standard requirement theory skills are moderately satisfied. The overall average weighted mean is 3.89 (SD=0.297) or Agree which means a contribution of the professional development system in the area of standard requirement theory skills is satisfied among the respondents.

Table 4: Professional Development System in the Area of Observed Model Theory Skills

Indicators	WM	I	R
1. Grabs attention to the learning environment and details surrounding and attributes in the educational system.	3.35	MA	9.5
2. Observes models on monitoring systems for the progress of learners to adopt teaching and learning processes for better instruction.	3.35	MA	9.5
3. Quantifies things accordingly based on the needs of the learners, and considers the individual learners' attitude and behavior inside the classroom.	3.63	A	8
4. Effective communication is essential since it provides the process and ability to listen and focus on the appropriate manner and thoughts of individuals.	4.24	SA	1
5. It evaluates emotional intelligence to empathize and recognize emotions that regulate skills and benefits.	3.86	A	6.5
6. It influences critical thinking and the ability to observe the facts to analyze context that requires effective and developed solutions in the lesson.	3.86	A	6.5
7. It provides attention to detail and accomplishment approach ability and thoroughness of skills and accuracy.	3.91	A	5
8. It refines the lesson for teachers' development collaboration to be taught for students.	4.12	A	3.5
9. It provides peer coaching on strategies and evaluative professional development for teachers' techniques and practice in the classroom support and student learning enrichment.	4.19	A	2
10. It involves cognitive coaching for specific skills in the process and observed opportunities in the teaching and learning association process.	4.12	A	3.5
Average Weighted Mean	**3.86**	**A**	
Standard Deviation	**0.310**		

Table 4 presents the weighted mean and the corresponding interpretation of the contribution of the Professional Development System in the Area of Observed Model Theory Skills.

As observed in the table, rank 1 is "Effective communication is essential since it provides the process and ability to listen and focus on appropriate manner and thoughts of individuals", with a weighted mean of 4.24 or Strongly Agree which means observed model theory skills is very satisfied. Rank 2 is "It provides peer coaching on strategies and evaluative professional development for teachers techniques and practice in the classroom support and student learning enrichment", with a weighted mean of 4.19 or Agree which means observed model theory skills are satisfied. Rank 3 is shared by the two indicators which are "It refines the lesson for teachers' development collaboration to be taught for students", and "It involves cognitive coaching for specific skills in the process and observed opportunities in teaching and learning association process", with a weighted mean of 4.12 or Agree which means observed model theory skills is satisfied. The least in rank is shared by the two indicators which are "Grabs attention in the learning environment and details surrounding and attributes in the educational system", and "It involves cognitive coaching for specific skills in the process and observed opportunities in teaching and learning association process", with a weighted mean of

3.35 or Moderately Agree which means observed model theory skills is moderately satisfied. The overall average weighted mean is 3.86 (SD=0.310) or Agree which means a contribution of the professional development system in the area of observed model theory skills is satisfied among the respondents.

Table 5: Professional Development System in the Area of Implementation Theory Skills

Indicators	WM	I	R
1. Focuses on the content of professional development that supports and provides instructional techniques and strategies in the implementation of the structure of the lesson.	3.33	MA	8
2. Creates active learning opportunities on the direct application of the current responsibilities in the new learning purposes and development.	3.43	A	7
3. Develops and supports collaborative work that assists educators to observe learning protocols and strategies.	3.55	A	6
4. Involves best model practices in the application of strategies in powerful professional development and lecture-based learning.	3.30	MA	9.5
5. Supports and coaches' instructional opportunities, improved practice, reflection, and feedback in the professional development theory.	3.68	A	5
6. Provides reflective feedback practice in a substantive act for instructional improvement.	3.30	MA	9.5
7. Delivers and supports professional development engagement in strategies of the instructional initiative.	4.00	A	4
8. Provides students with learning and teaching effectively to access and equip continuous opportunities for learning.	4.22	SA	1.5
9. Encourages teachers' success in professional development for effective teaching.	4.10	A	3
10. Promotes opportunities and professional development for mindset growth and outcome to support the learning process.	4.22	SA	1.5
Average Weighted Mean	**3.71**	**A**	
Standard Deviation	**0.366**		

Table 5 presents the weighted mean and the corresponding interpretation of the contribution of the Professional Development System in the Area of Implementation Theory Skills.

As revealed in the table, rank 1 is shared by the two indicators which are "Provides students learning and teaching effectively to access and equip continuous opportunity for learning", and "Promotes opportunities and professional development for the mindset growth and outcome to support the learning process", with a weighted mean of 4.22 or Strongly Agree which means implementation theory skills are very satisfied. Rank 2 is "Encourages teachers for the success of professional development for effective teaching", with a weighted mean of 4.10 or Agree which means implementation theory skills is satisfied. Rank 3 is "Delivers and supports professional development engagement strategies of the instructional initiative", with a weighted mean of 4.00 or Agree which means implementation theory skills are satisfied. The least in rank is shared by the two indicators which are "Involves best model practice in the application of strategies powerful professional development and lecture-based learners", and "Provides reflective feedback practices in a substantive act for instructional improvement", with a

weighted mean of 3.30 or Moderately Agree which means implementation theory skills is moderately satisfied. The overall average weighted mean is 3.71 (SD=0.366) or Agree which means a contribution of the professional development system in the area of implementation theory skills is satisfied among the respondents.

Table 6: Professional Development System in the Area of Effectiveness Theory Skills

Indicators	WM	I	R
1. Adopts effectiveness for professional development standards to design and guide professional learning.	4.22	SA	1.5
2. It reflects standard effectiveness and features of the professional development system.	4.00	A	5
3. It evaluates increased professional development system opportunities for collaboration and learning observation in classroom planning.	3.66	A	7.5
4. It assesses the need to identify professional development system areas for the desired learning process.	4.19	A	3.5
5. It develops and identifies support learning processes, coaches, and mentors in the educational system.	4.19	A	3.5
6. It integrates professional development learning for the improvement of school initiatives and efforts.	3.66	A	7.5
7. It provides effectiveness in the implementation of the standard new learning process, instruction information, student improvement literacy, and advanced access coursework.	3.37	MA	9
8. It creates an inclusive learning and positive learning environment in effective professional development system.	3.32	MA	10
9. It provides advanced technology and facilities in a professional learning opportunity for a professional development system.	3.82	A	6
10. It addresses and provides opportunities and needs in educational settings and collaboration for professional development systems.	4.22	SA	1.5
Average Weighted Mean	**3.87**	**A**	
Standard Deviation	0.333		

Table 6 presents the weighted mean and the corresponding interpretation of the contribution of the Professional Development System in the Area of Effectiveness Theory Skills.

As glimpsed in the table, rank 1 is shared by the two indicators which are "Adopts effectiveness for professional development standards to design and guide professional learning", and "It addresses and provides opportunities and needs in educational setting and collaboration for professional development systems", with a weighted mean of 4.22 or Strongly Agree which means effectiveness theory skills is very satisfied. Rank 2 is also shared by the two indicators which are "It assesses the needs to identify professional development system area for the desired learning process", and "It develops and identifies support learning process, coaches, and mentors in the educational system", with a weighted mean of 4.19 or Agree which means effectiveness theory skills is satisfied. Rank 3 is "It reflects standard effectiveness and features of professional development system", with a weighted mean of 4.00 or Agree which means effectiveness theory skills are satisfied. The least in rank is "It creates an inclusive learning and positive learning environment in effectiveness professional development system", with a

weighted mean of 3.32 or Moderately Agree which means effectiveness theory skills are moderately satisfied. The overall average weighted mean is 3.87 (SD=0.333) or Agree which means a contribution of the professional development system in the area of effectiveness theory skills is satisfied among the respondents.

Table 7: Professional Development System in the Area of Reflection Theory Skills

Indicators	WM	I	R
1. It provides learning and reflective practices in the new insights and gaining experiences of the professional development system.	3.42	A	8
2. It requires teachers to act in the classroom setting to think about what they perform and work through a self-observation process and evaluation.	3.62	A	6.5
3. It describes tools for teachers to evaluate and observe the learning process.	4.17	A	1.5
4. It assists teachers to talk and think about the structure and adequacy of teaching practices in the professional development system.	3.29	MA	9.5
5. It reflects the systematic teaching process, recording, collecting, and analyzing the observation and thoughts of teachers.	4.17	A	1.5
6. It provides change and approach for professional development of needs and process impact in the educational setting.	4.01	A	3
7. It plays a critical reflection on the essential role of teacher education in different perspectives and practices.	3.72	A	5
8. It identifies areas for better support and improvement of student learning experiences.	3.42	A	4
9. It improves reflective practice on the necessity of a professional development system in the educational system.	3.62	A	6.5
10. It assists teachers to reflect on the vital process that allows them to understand experiences for other rooms of improvement in the educational setting.	3.29	MA	9.5
Average Weighted Mean	**3.67**	**A**	
Standard Deviation	**0.322**		

Table 7 presents the weighted mean and the corresponding interpretation on the contribution of the Professional Development System in the Area of Reflection Theory Skills.

As distinguished in the table, rank 1 is shared by the two indicators which are "It describes tools for teachers to evaluate and observe the learning process", and "It reflects systematic teaching process, recording, collecting, and analyzing observation and thoughts of teachers", with a weighted mean of 4.17 or Agree which means reflection theory skills is satisfied. Rank 2 is "It provides change and approach for professional development of needs and process impact in the educational setting", with a weighted mean of 4.01 or Agree which means reflection theory skills is satisfied. Rank 3 is "It identifies areas for better support and improvement of student learning experiences", with a weighted mean of 3.42 or Agree which means reflection theory skills is satisfied. The least in rank is shared by the two indicators which are "It assists teachers to talk and to think about the structure and adequacy of teaching practices in the professional development system", and "It assists teachers to reflect on the vital process that allows

them to understand experiences for other rooms of improvement in the educational setting", with a weighted mean of 3.29 or Moderately Agree which means reflection theory skills is moderately satisfied. The overall average weighted mean is 3.67 (SD=0.322) or Agree which means a contribution of the professional development system in the area of reflection theory skills is satisfied among the respondents.

10.1 On the significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers in the approach of quality education

Table 8: Test of significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers

Variables	Computed r-value	Relationships *significant *not significant	Hypotheses *accepted *rejected
Gender			
▪ Acquiring knowledge theory skills	0.001770	not significant	accepted
▪ Standard requirement theory skills	0.001774	not significant	accepted
▪ Observed model theory skills	0.001781	not significant	accepted
▪ Implementation theory skills	0.001767	not significant	accepted
▪ Effectiveness theory skills	0.001781	not significant	accepted
▪ Reflection theory skills	0.001770	not significant	accepted
Age			
▪ Acquiring knowledge theory skills	0.001056	not significant	accepted
▪ Standard requirement theory skills	0.001058	not significant	accepted
▪ Observed model theory skills	0.001062	not significant	accepted
▪ Implementation theory skills	0.001054	not significant	accepted
▪ Effectiveness theory skills	0.001062	not significant	accepted
▪ Reflection theory skills	0.001056	not significant	accepted
Number of Years in Teaching			
▪ Acquiring knowledge theory skills	0.001314	not significant	accepted
▪ Standard requirement theory skills	0.001133	not significant	accepted
▪ Observed model theory skills	0.001386	not significant	accepted
▪ Implementation theory skills	0.001129	not significant	accepted
▪ Effectiveness theory skills	0.001138	not significant	accepted
▪ Reflection theory skills	0.001131	not significant	accepted
Current Teaching Position			
▪ Acquiring knowledge theory skills	0.001291	not significant	accepted
▪ Standard requirement theory skills	0.001294	not significant	accepted
▪ Observed model theory skills	0.001299	not significant	accepted
▪ Implementation theory skills	0.001289	not significant	accepted
▪ Effectiveness theory skills	0.001299	not significant	accepted
▪ Reflection theory skills	0.001291	not significant	accepted
Educational Attainment			
▪ Acquiring knowledge theory skills	0.001462	not significant	accepted
▪ Standard requirement theory skills	0.001465	not significant	accepted
▪ Observed model theory skills	0.001471	not significant	accepted
▪ Implementation theory skills	0.001462	not significant	accepted
▪ Effectiveness theory skills	0.001471	not significant	accepted

▪ Reflection theory skills	0.001462	not significant	accepted
Significant at 0.05 level, df at 90 with critical r-value of 0.204968			

Table 8 presents the test of significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers.

As revealed in the table, all computed r values when tested against each other is lower than the critical r value of 0.204968, with df of 90 at 0.05 level of significance which resulted in acceptance and non-significance of the hypothesis which means that there is no significant correlation between the profile of the respondents and the contribution of the professional development system theory and skills for teachers in the approach of quality education.

11. Discussion

The contribution of professional development system theory for teachers in terms of the profile of respondents shows that female dominates in number more than male. It shows that females have a passion and love for teaching. They have strong patience in handling students. They carry the nature of a woman being a tender loving caring individual. Female teachers display the perception of rules and identify and shape a context for effective professional and experienced outcomes in teaching, (Stark, & Bettini, 2021). On the other hand, most of the respondents belong to the age bracket of 41 years and above which means they are more experienced and mature in teaching. Teachers at this age, foster and share experiences in values of learning to provide a positive attitude for students, (Andres, et al., 2020, September). Moreover, most of the current position of the respondents is Teacher 1-111. This shows that teachers are not discouraged in their position. What is important is their passion to teach, mold, and shape students. Their current position in teaching converges with their effective and sustained practice-based profession and development, (Sims, & Fletcher-Wood, 2021). It also shows that their highest educational attainment is college graduates. These respondents are persistent and dynamic in shaping and molding the future of students' learning process. It correlates to the teacher competency and practices in the perceived teaching process and teaching performance, (Villa, & Tulod, 2021).

On the other hand, the contribution of the professional development system in the area of acquiring knowledge theory skills shows that it develops knowledge and skills in the simple process and application of learning and provides skills and knowledge to understand the process of instruction in the teaching process which means provides proper structure domain of learning. It provides a proper learning process for various domains of learning for students' academic performance including different approaches to teaching. It analyses the attitude of students' comprehension level and academic performance, (Mallillin, et al., 2021). Hence, it also shows that it designs the needs of professional development for teachers' techniques of teaching. This shows that theory and skills provide proper techniques for teaching. It influences knowledge and

integration of professional development for teachers' teaching process professional belief and knowledge. It also enhances and focuses on the learning process of students, (Mallillin, et al., 2020). Yet, the contribution of the professional development system in the area of acquiring knowledge theory skills shows that it develops skills and knowledge in the professional development of teachers to equip them with the trends of teaching advancement and technology, and provides opportunities for teachers to refine their ability of professional development in the educational system. This is focused on teaching strategies identification in the educational system and utilization. It is the proper approach to professional development and opportunities for teachers especially in learning clarity, engagement, enthusiasm, and outcome, (Mallillin, 2021). Lastly, it shows how to identify gaps in clearly understanding knowledge, skills, and ability to develop as professional teachers, and provides knowledge and skills in the development and improvement of talent and ability in complicated learning processes. It designs knowledge and skills for teachers' educational settings and instructional design. It organizes professional design facilitation delivery in the application of technical knowledge and collaboration, (North, et al., 2021).

Furthermore, the contribution of the professional development system in the area of standard requirement theory skills shows that effective teacher skills include a well-organized classroom to avoid distraction in the classroom learning process, and the need to develop leadership skills inside or outside classroom teaching and learning responsibility. It stresses that an effective teacher is prepared to focus on clear expectations and set fair student assessments and a positive attitude in the learning process. It adjusts the teaching strategies to provide for the needs of students in different aspects of learning through academic instruction, behavior management, building relationship, consistency, and communication, (Mallillin, 2021). Moreover, the contribution of the professional development system in the area of standard requirement theory skills shows that it requires teacher's patience in the classroom setting to provide various learning styles, cultural backgrounds, and intellectual abilities, and the skills of teachers are responsible in the conflict resolution and decision-making process to manage classroom disagreement. It develops the emotional skills of teachers in positive skills and in the academic success of students. It highlights the vital emotional competency of teachers since they are the perfect example for learners and well-being, (Rodriguez, et al., 2020). Furthermore, it shows that requirements and skills include teachers as good communicators in various ways like verbal, body language, and written communication for better understanding. This provides innovative integration of communication processes in the basis and support of the educational setting and in the quality of teaching. Teaching is a two-way process in the skills and requirements of teachers. This also includes innovation and creativity, critical thinking, collaboration, and communication process, (Mallillin, et al., 2021). Lastly, it shows that it requires time management to maintain a healthy work balance due to the demand for work and professional development. It is expected that teachers need to meet the requirements in professional development since they play an important role in shaping and molding students learning process. It provides specific learning needs of students, and manages

effectively the classroom setting. Teachers provide experiences and competencies on associative requirements and challenges in various teaching stages, (Keller-Schneider, Zhong, & Yeung, (2020).

Moreover, the contribution of the professional development system in the area of observed model theory skills shows that effective communication is essential since it provides the process and ability to listen and focuses on the appropriate manner and thoughts of individuals. It characterizes understanding of the communication process. It demonstrates the success of professional communication effectively, (Carter, Gordon, & Grodniewicz, 2021). Furthermore, the observed model theory skills show that it provides peer coaching on strategies and evaluative professional development for teachers' techniques and practices in the classroom support and student learning enrichment. It implements and examines the development of education and intervention of teaching. It provides a self-learning determination for the professional development of teachers. It provides a positive perception of teachers' skills and knowledge, (Bojanek, et al., 2021). Hence, it also shows that observed model theory and skills provide a way to refine the lesson for teachers' development collaboration to be taught for students, and involves cognitive coaching for specific skills process and observed opportunities in teaching and learning association process. It evaluates innovation and analysis of methods and aspects of continuous professional development of teachers. It highlights structural features that describe the training and professional development of teachers. It also analyses training attributes and areas for innovation and for professional development of effective teachers, (Foschi, 2021). Lastly, the contribution of the professional system observed in the model theory and skills grabs attention in the learning environment and details surrounding and attributes in the educational system and monitors the systems progress of learners to adopt teaching and learning process for better instruction which means to indicate the characteristics and effective professional development identity. It provides perceptions of the context of the professional development system for teachers. It provides support for learning experiences and teachers' professional development in the area of observed model theory and skills, (Zhang, et al., 2021).

Consequently, the contribution of the professional development system in the area of implementation theory skills shows to provide students learning and teaching effectively to access and equip continuous opportunity for learning and promotes opportunities and professional development for the mindset growth and outcome to support the learning process. This means that the implementation of professional development support for teachers provides concepts and intervention. This aligns with the utilization of intervention and framework in a school setting, the vision of learning, work and learning collaboration, professional opportunities for learning among teachers, school organizational change, and intervention leadership, (Admiraal, et al., 2021). Hence, it also shows that it encourages teachers the success in professional development for effective teaching. This provides opportunities and growth for teachers to facilitate effective practices in the implementation of professional development. It improves the professional development program for content pedagogy among teachers. It focuses on identified support and development acquisition, flexibility, and engagement for the skills

and knowledge of the learners. It analyses the learning experiences of effective teachers in a systematic way, (Bragg, Walsh, & Heyeres, 2021). Subsequently, implementation of theory and skills supports and delivers professional development engagement in strategies of instructional initiatives among teachers. It analyses the themes of implementation of a professional development engagement on learning dynamics, discovers the needs and challenges, teaching practices, translation, and creation for solutions in the workable implementation in teaching engagement. It provides descriptions of implementation and learning experiences for teachers. It highlights teaching practices and implications for professional development system and implementation according to the needs of students' academics, (Morgan, et al., 2021). Lastly, the implementation of professional development theory involves best model practices in the application of strategies in a powerful professional development and lecture-based learning and provides reflective feedback practices in a substantive act for instructional improvement. It devotes resource implementation to professional development among teachers. It embeds professional learning and development that requires substantial resources on professional development tradition and improved practices, (Knight, & Skrtic, 2021).

Constantly, the contribution of professional development systems in the area of effectiveness theory skills shows that it adopts effectiveness for professional development standards design and guide in professional learning, and addresses to provide opportunities and needs in educational setting and collaboration for the professional development system. This explores the perceived teachers in preparation of working conditions and planning. It also focuses on systematic and collaboration of formative teaching in the educational system, (Nordgren, et al., 2021). Hence, it also shows the effectiveness of professional development system theory skills to assess the needs and identify professional development system areas for the desired learning process. It develops and identifies support learning process, coaches, and mentors in an educational system where it provides instructional skills and practices on clarity of the lesson, instruction, and planning. It provides various approaches to improving instructional skills in mentoring and supervision, (Mok, & Staub, 2021). On the other hand, it reflects the standard effectiveness and features of the professional development system. It influences the academic progress of students in various ways. It commissions and designs the challenges of professional development of teachers as the best lecturers to become effective in their careers, (Sims, et al, 2021). Lastly, the effectiveness of theory skills on professional development for teachers creates an inclusive positive learning environment. It explores the design and intervention effectiveness of theory and skills for teachers and students. It provides a program on professional development awareness and strengthening readiness of student diversity, (Leifler, 2020).

Lastly, the contribution of the professional development system in the area of reflection theory skills shows to describe the tools for teachers to evaluate and observe the learning process and reflects systematic teaching process, recording, collecting, and analyzing observation and thoughts of teachers. It reveals the thinking level and reflection of teachers regarding the dimension teaching process as to the content, learning

objectives, evaluation and measurement of the lesson, and teaching process learning. It also reflects techniques and method of teaching to ensure materials and activities, classroom atmosphere, and student motivation is based on the needs of the learners. This can improve the reflection and think of students and teachers, (Orakci, 2021). Consequently, it also shows that it provides change and approach for professional development of needs and process impact in the educational setting where it provides efforts in professional development to improve teachers working conditions and competency. It evaluates wider context and impact on enactment and reflection utilization to facilitate changes for the better, (Romijn, Slot, & Leseman, 2021). It also identifies the area for better support and improvement of student learning experiences. This includes reflection on valuing diversity and learning the educational system to produce quality students. This emerges from the equity of educational excellence. It focuses on the gaps in improving student achievement and success, (Campbell, 2021). It also shows to assist teachers to talk and think about the structure and adequacy of teaching practices in the professional development system, and assists teachers to reflect on the vital process that allows them to understand the experiences for other room for improvement in the educational setting. It plays an essential role in reflective practice and effective teaching. It provides a better understanding of the essential teaching practices. It focuses on various development of reflective practices and frameworks within professional experiences, (Roberts, et al., 2021).

12. Conclusion

1) It shows that most of the respondents are female because of their passion for teaching. Respondents are experienced enough in their profession because most of them belong to the age bracket of 41 years and above. Most of them are in the teaching field of 21 years and above, and their highest educational attainment is college graduation where they are qualified to teach.

2) Contribution of the professional development system in the area of acquiring knowledge theory skills shows to develop knowledge and skills in the simple process and application of learning and provides skills and knowledge to understand the process of instruction in the teaching process where it designs the needs of professional development for teachers in techniques of teaching.

3) Contribution of the professional development system in the area of standard requirements theory skills shows that effective teacher skills include a well-organized classroom to avoid distraction in the classroom learning process, and the need to develop leadership skills inside or outside classroom teaching and learning responsibility where it requires teacher's patience in the classroom setting to provide various learning styles, cultural background, and intellectual abilities, and responsible in the conflict resolution and decision-making process to manage classroom disagreement.

4) Contribution of professional development system in the area of observed model theory skills shows that effective communication is essential since it provides the

process and ability to listen and focuses on appropriate manner and thoughts of individuals where it provides peer coaching on strategies and evaluative professional development for teachers in techniques and practices in the classroom support and student learning enrichment.

5) Contribution of the professional development system in the area of implementation theory skills shows that it provides students learning and teaching effectively to access and equip continuous opportunity for learning and promotes opportunities and professional development for the mindset growth and outcome to support the learning process where it encourages teachers for the success of professional development for effective teaching.

6) Contribution of professional development system in the area of effectiveness theory skills shows that it adopts effectiveness for professional development standards design and guide in professional learning, and addresses to provide opportunities and needs in the educational setting and collaboration for professional development system where it assesses the needs to identify professional development system area for the desired learning process, and develops to identify the support of the learning process, coaches, and mentors in the educational system.

7) Contribution of the professional development system in the area of reflection theory skills shows that it describes tools for teachers to evaluate and observe the learning process and reflects systematic teaching process, recording, collecting, and analyzing the observation and thoughts of teachers where it provides change and approach for professional development of the needs and process of the impact in the educational setting.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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