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A Sequential Explanatory Study on the Influence of Faculty Development on Pedagogical Accomplishment of Teachers

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Abstract. This study explored the significant relationship between faculty development and the pedagogical accomplishment of teachers. In this study, the researcher selected 208 elementary school teachers in Mati South District, Davao Oriental, as the study's respondents in the quantitative phase, while 10 students were chosen for IDI and FGD in the qualitative phase. A mixed-method research design using an explanatory sequential approach was employed. The data collected were subjected to the following statistical tools: Mean and Pearson-r Correlation Analysis. Findings revealed that teachers' faculty development and pedagogical accomplishment were rated as moderately extensive. Correlation analysis proved that there was a significant relationship between faculty development and the pedagogical accomplishment of teachers. The thematic analysis confirmed the moderately extensive rating on faculty development for teachers was due to enhancing teaching skills, meeting professional development requirements, and keeping up with educational trends. The moderately extensive rating on the pedagogical accomplishment of teachers was due to effective teaching practices, differentiated instruction, and student engagement and learning. Thematic analysis showed that the themes, ongoing mentorship and coaching, access to resources and tools, and reflective practices confirmed the significant relationship between faculty development and the pedagogical accomplishment of teachers.

KEY WORDS

1. Educational management 2. Faculty development 3. Pedagogical accomplishment of teachers

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1. Introduction

The study aimed to explore professional development's influence on teachers' pedagogical accomplishment using a sequential explanatory mixed-method approach. This research method combined quantitative and qualitative data to understand how professional development initiatives impacted teaching practices comprehensively. Initially, the study collected and analyzed quantitative data through surveys and performance evaluations to identify trends and correlations between professional development activities and teachers' pedagogical accomplishments. The quantitative phase laid the groundwork by highlighting critical areas of interest and providing statistical evidence of the relationship between professional development and teaching effectiveness. Following the quantitative analysis, the study proceeded with a qualitative phase to gain deeper insights into the experiences and perceptions of teachers regarding

professional development. This phase involved conducting interviews and focus group discussions with a selected group of participants to explore the nuances and contextual factors that influenced the effectiveness of professional development programs. By employing a sequential explanatory mixed-method approach, the study aimed to triangulate the findings, offering a robust and holistic view of the impact of professional development on pedagogical accomplishment. This approach ensured that the quantitative data was enriched and validated by qualitative insights, ultimately providing actionable recommendations for enhancing teacher professional development programs.

1.1. Rationale—In the United States, the report of Podolsky, Kini, and Darling-Hammond (2019) showed that poor pedagogical practices lead to low academic achievement among students. If teachers lack the skills and knowledge to deliver instruction effectively, students may struggle to understand key concepts, leading to gaps in learning and poor performance on assessments. Another issue is the high turnover rate among teachers, particularly in underserved communities. Ingersoll et al. (2019) highlight that teacher attrition is significantly higher in schools with low-income students, disrupting instruction continuity and negatively impacting student learning outcomes. In Asia, Chen (2019) reported that ineffective teaching methods can create a hostile learning environment characterized by frustration, boredom, and lack of motivation. This can impact students' well-being and mental health, as they may feel discouraged or undervalued in the classroom. Students may feel frustrated when they encounter teaching methods that do not effectively communicate concepts or provide opportunities for meaningful learning. This frustration can stem from a sense of confusion or lack of clarity in instruction, leading students to become discouraged or disheartened about their ability to succeed academically. Moreover, another challenge is the traditional emphasis on rote memorization and exam-oriented education systems, which can limit the adoption of innovative and student-centered teaching practices. This focus on exam performance often leaves little room for teachers to explore creative instructional methods that cater to diverse learning needs and promote critical thinking skills (Bautista et al., 2020). Additionally, the lack of resources and support, particularly in rural areas, poses a significant barrier to effective teaching. Teachers in these regions often work with outdated materials and have limited access to technology, which hinders their ability to implement modern pedagogical techniques (Mizell et al., 2019). Taking things in the Philippine setting, Afalla and Fabelico (2020) noted that poor pedagogical practices represent a waste of educational resources, including time, funding, and infrastructure. When students fail to learn effectively due to inadequate teaching, it undermines educational investments and hampers the potential for future success. According to Gepila (2020), when students struggle to grasp concepts or fail to engage with the material, lessons may need to be repeated or extended, resulting in inefficient use of classroom time. This can delay the progression of the curriculum and hinder teachers' ability to cover essential content within the allocated timeframe. In the Davao region, Santos and Cruz (2020) noted that a lack of training and familiarity with educational technology tools can hinder teachers' ability to incorporate these resources effectively into their lessons. Additionally, some areas' inconsistent access to reliable internet and digital devices exacerbates this problem. Teachers struggle to engage students in interactive and innovative ways without adequate technological support and training, limiting their pedagogical effectiveness. Studies on faculty development and pedagogical accomplishment of teachers lie in the predominance of quantitative approaches and the lack of integrated mixed-

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method studies. While numerous quantitative studies have explored the impact of faculty development programs on teaching effectiveness or assessed teachers' pedagogical accomplishments through quantitative measures, there is a lack of research that combines both qualitative and quantitative methodologies within a single study framework. One notable gap is the limited understanding of how faculty development initiatives influence pedagogical practices and accomplishments. Quantitative studies may provide valuable insights into the effectiveness of specific interventions or the correlation between participation in faculty development programs and specific teaching outcomes. However, they often lack the depth and context needed to understand the underlying processes, experiences, and perspectives of teachers undergoing professional development. Thus, in this context, the researcher felt the need to fill in the research gap by conducting a study in the Philippine setting, particularly in Davao Oriental, using a mixed-method approach. Specifically, the researcher used an explanatory sequential design to better understand teachers' pedagogical accomplishments, as determined by faculty development, which is found to be scarce. More so, mixed-method designs allowed the researcher to explore mediating factors or processes that may moderate the relationship between faculty development and pedagogical accomplishment. Researchers could identify key mechanisms, barriers, or facilitators that influence translating professional learning into improved teaching practices by triangulating quantitative results with qualitative narratives.

1.2. Review of Significant Literature—

1.2.1. Faculty Development—Refers to enhancing teachers' knowledge, skills, and competencies to improve classroom effectiveness through professional activities (Steinert et al., 2019; Parrish Sadera, 2019; Behar-Horenstein et al., 2019). It helps teachers adapt to changing student needs, address classroom challenges, and enhance student outcomes. Kinzie et al. (2019) and Frantz et al. (2019) highlight its role in fostering innovative teaching approaches and collaboration. Sancar, Atal, and Deryakulu (2021) found that active professional development leads to improved instruction and collaboration. Programs offer skills enhancement, classroom management, and assessment methods (Benbow, Lee Hora, 2021; Tenzin, Dorji, Choeda, Pongpirul, 2019). Compliance with development requirements ensures high teaching standards (MacPhail et al., 2019; Fairman et al., 2023; Lawson, Kirk, MacPhail, 2020). Keeping up with educational trends is vital for adapting teaching practices (Smith, 2019; Murray et al., 2021; Faulkner et al., 2019).

1.2.2. Accessibility of professional development—Refers to its availability and inclusivity (Steinert et al., 2019; Kawas, Vonessen, Ko, 2019). Accessible development supports continuous learning and improvement (Van Schaik, 2021; Bali Caines, 2019; Proctor, Leeder, Mattick, 2020).

1.2.3. Empathy and Understanding—These are crucial for creating supportive learning environments (Steinert et al., 2019; Rieckhoff et al., 2020). Empathy promotes collaboration and professional fulfillment (Ge et al., 2021; Appleton, 2019; Aldrup, Carstensen, Klusmann, 2022).

1.2.4. Mentorship—Supports professional growth through guidance and feedback (Steinert et al., 2019; Walters, Robinson, Walters, 2020). It fosters a collaborative culture and enhances job satisfaction (Betlem et al., 2019; Kvernenes et al., 2021; Olesova Campbell, 2019).

1.2.5. Collaboration and Teamwork—Involve educators working together to achieve common goals (Steinert et al., 2019; Noben et al., 2022). It enhances job satisfaction and promotes continuous improvement (Bartell Boswell, 2019; Lipscombe, Buckley-Walker, McNamara, 2020; Elmberger et al., 2020).

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1.2.6. Pedagogical Accomplishment—Involves proficiency in instructional strategies and classroom management (Eloff Dittrich, 2021; Jacob et al., 2020; Gess-Newsome et al., 2019). It promotes student learning and collaboration (Christakis, Van Cleve, Zimmerman, 2020; Canning et al., 2019; Oducado, 2020). Effective teaching practices are essential for professional growth (Caena Redecker, 2019; Heck et al., 2019; Park, Lee, Cooc, 2019).

1.2.7. Content Knowledge—Refers to a deep understanding of the subject matter (Eloff Dittrich, 2021; Neumann et al., 2019; Andyani et al., 2020). It enables clear and engaging instruction, promoting inclusivity (Aksland Chang Rundgren, 2020; Hume, Cooper, Borowski, 2019).

1.2.8. Instructional Strategies—These are diverse methods to facilitate learning (Eloff Dittrich, 2021; Albarra, Shidiq et al., 2022). High-level strategies promote critical thinking and collaboration (Brunzell et al., 2019; Zeng et al., 2019; Szumski Karwowski, 2019).

1.2.9. Assessment and Feedback—Involve evaluating student learning and providing guidance (Eloff Dittrich, 2021; Winstone Carless, 2019; Daniëls et al., 2019; Van der Kleij, 2019; Abrahams et al., 2019).

1.2.10. Impact of Faculty Development on Pedagogical Accomplishment—Faculty development enhances teaching strategies and encourages reflective practice (Ayllón et al., 2019; Fauth et al., 2019; Kim et al., 2019; Redding, 2019). Ongoing mentorship supports continuous improvement (Kutsyuruba Godden, 2019; Abetang et al., 2020; Squires, 2019).

1.3. Synthesis—The effect of faculty development on the pedagogical accomplishment of teachers is a critical factor in shaping the overall quality of education and student outcomes. Research suggests that when teachers receive substantial support from their colleagues, administrators, and educational institutions, their teaching performance improves significantly. One crucial aspect of faculty development is the provision of professional development opportunities. When teachers access workshops, conferences, and training programs, they can enhance their instructional skills and stay abreast of innovative teaching strategies. Collaborative learning communities also play a significant role in faculty support. When educators can engage in collaborative practices, such as sharing ideas and best practices, it positively influences their teaching approaches. Effective feedback and evaluation mechanisms provided as part of faculty support further enhance teaching performance. When teachers receive constructive feedback and evaluation, they can identify areas for improvement and capitalize on their strengths. Access to resources and technology is another essential element of faculty support.

1.4. Theoretical/Conceptual Framework—The current study is anchored on Social Cognitive Theory by Bandura (1986). According to the Social Cognitive Theory, by addressing teachers' self-efficacy, outcome expectations, observational learning experiences, and social support, faculty support can promote positive changes in teachers' instructional practices and improve teaching performance and student learning outcomes. Faculty support, such as mentoring, coaching, and professional development, can enhance teachers' self-efficacy by giving them the necessary knowledge, skills, and encouragement to tackle challenges effectively. In the context of faculty development, Social Cognitive Theory suggests that teachers learn not only from direct instruction but also by observing the behaviors and practices of others, including colleagues and facilitators. Faculty development programs can leverage this aspect of the theory by providing opportunities for teachers to observe effective teaching strategies in action, either through classroom demonstrations, video recordings, or peer observations. Additionally, Social Cognitive Theory emphasizes the role of self-efficacy beliefs,

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which refer to individuals' confidence in their ability to perform specific tasks or achieve desired outcomes. Faculty development programs can help enhance teachers' self-efficacy by providing them with the knowledge, skills, and resources needed to effectively implement new teaching practices. By offering supportive feedback, encouragement, and opportunities for success, these programs can help teachers develop greater confidence in their instructional abilities.

Moreover, a pragmatic paradigm was applied in this study. It aims to identify the problem and view it within its broadest context. The pragmatic paradigm prioritizes practical solutions to real-world problems (Hafsa, 2019). The pragmatic paradigm, in the context of the relationship between faculty development and the pedagogical accomplishment of teachers, underscores a practical approach to professional growth and educational effectiveness. Within this paradigm, faculty development initiatives are designed to produce tangible outcomes that directly enhance teachers' pedagogical accomplishments. This might involve implementing evidence-based strategies, refining instructional practices, and fostering a supportive learning environment. Lastly, pragmatism encourages integrating multiple perspectives and stakeholders' input in problem-solving processes (Gobo, 2023). In the context of the relationship between faculty development and teachers' pedagogical accomplishment, pragmatism emphasizes the importance of considering various viewpoints, experiences, and expertise when addressing challenges or seeking opportunities for professional growth. As shown in Figure 1, the study consists of two variables. The independent variable was faculty development or the assistance, guidance, and resources provided by the academic staff or faculty members to students, colleagues, or other educational community members. The measure of faculty development according to our accessibility or the accessibility and approachability of teachers; empathy and understanding or the ability to demonstrate empathy and understanding towards the challenges and needs of students and colleagues; mentorship or the extent of guidance and support given to the less-experienced colleagues or students in their academic or professional journeys; and collaboration and teamwork or the collaborative and cooperative atmosphere among faculty members, encouraging teamwork and shared responsibilities. The dependent variable was pedagogical accomplishment or the effectiveness and quality of an educator's instructional practices and their ability to facilitate student learning and achievement. The measure of pedagogical accomplishment are content knowledge or the teachers' understanding of the subjects they teach and their knowledge about the curriculum, standards, and the latest developments in their field of expertise; instructional strategies or the various instructional techniques and methodologies to engage students with diverse learning styles; and assessments and feedbacks or the implementation of ongoing assessments to monitor student progress and identify areas for improvement.

1.5. Statement of the Problem—This study addressed the influence of faculty development on the pedagogical accomplishment of teachers in Mati South District, Davao Oriental. An explanatory sequential mixed methods design was used, and it involved collecting qualitative data after quantitative results to explain or follow up on the quantitative results in more depth. In the quantitative phase of the study, primary data was collected from elementary school teachers regarding the influence of faculty development on the pedagogical accomplishment of teachers. The qualitative phase was conducted to establish the authenticity of the regression model

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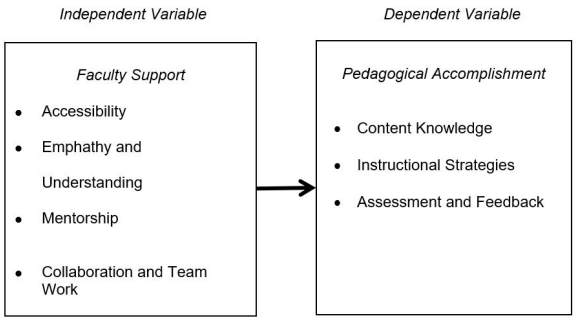

Fig. 1. The Conceptual Framework of the Study

obtained from the quantitative results. The research questions underlying the investigation in this study are as follows:

(1) What is the extent of faculty development for teachers?
(2) What is the extent of pedagogical accomplishment of teachers?
(3) Is there a significant relationship between faculty development and the pedagogical accomplishment of teachers?
(4) What are the standpoints of the participants on the salient points of the results on the extent of faculty development and pedagogical accomplishment of teachers?
(5) 5. What are the standpoints of the participants on the salient points of the results on the significant relationship between faculty development and the pedagogical accomplishment of teachers?

1.6. Hypothesis—The following null hypotheses were tested at a 0.05 level of significance: H01: There is no significant relationship between faculty development and the pedagogical accomplishment of teachers.The study would benefit the following organizations and individuals: Department of Education. By understanding the impact of faculty development on teaching performance, the Department of Education can allocate resources more strategically. They could invest in initiatives that have been proven effective in supporting teachers rather than adopting ineffective or wasteful approaches. School Heads. Faculty development that positively impacts teaching performance can lead to higher job satisfaction and teacher retention rates. School heads could use this knowledge to design retention strategies prioritizing teacher support and well-being. Teachers. Faculty development can directly impact teachers' instructional practices and their ability to engage students effectively. Understanding the effect of different types of support can help identify the most impactful approaches to improve teacher effectiveness. Future researchers. Other researchers would benefit from the result of this study because the findings may provide a framework and model for future research in the context of the pedagogical accomplishment of teachers as well as faculty development among teachers in Davao Oriental.

2. Methodology

This section contains the research design, research respondents, research instrument, trustworthiness of the study, ethical considerations, data gathering procedure, and data analysis.

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2.1. Research Design—The researcher employed mixed methods in this study, specifically an explanatory sequential research design. Toyon (2021) defines a mixed-method research design as an approach to research that combines elements of both qualitative and quantitative methodologies. It involved collecting and analyzing quantitative data (such as numerical measurements or statistical analyses) and qualitative data (such as observations or interviews) to better understand the research topic. Mixed-method research designs were employed when researchers sought to explore complex phenomena that could not be fully understood using only one methodological approach. By combining quantitative and qualitative data collection and analysis techniques, researchers could complement each other's strengths and weaknesses, providing a more nuanced and holistic understanding of the research problem. An explanatory sequential approach was a mixed methods approach where quantitative data was collected and analyzed first, followed by qualitative data collection and analysis to provide additional depth and understanding (Birgili Demir, 2022). In this design, the quantitative phase typically preceded the qualitative phase, and the qualitative phase was used to help explain or elaborate on the quantitative findings. This sequential process allowed researchers to gain a more comprehensive understanding of the research problem by integrating both quantitative and qualitative perspectives. By sequentially combining quantitative and qualitative data, researchers could gain deeper insights and provide a more comprehensive analysis of the research topic (Othman et al., 2020). In the quantitative phase, the researcher used correlational and comparative research techniques to gather data, ideas, facts, and information about the study. The descriptive-correlational approach was a research method that aimed to establish the relationship or association between two or more variables without implying causation. In this design, researchers measured the degree of relationship or correlation between variables to understand how changes in one variable may be related to changes in another. Correlational research typically involves collecting data on the variables of interest from a sample population and then analyzing the data to determine their relationship (Pace, 2019). In the context of this study, correlational research design allowed the researcher to examine the relationship between faculty development and the pedagogical accomplishment of teachers. In the qualitative phase, the researcher used a phenomenological approach. A phenomenological study is a methodology that explores understanding individuals' lived experiences, perceptions, and perspectives of a particular phenomenon. It focused on uncovering the essence or meaning of these experiences from the participants' perspectives (Williams, 2021). This design allowed researchers to delve deeply into the participants' subjective experiences and gain insights into how they understood and navigated issues related to reproductive health. Researchers utilizing this method often engaged in extensive interviews or group discussions with primary school educators to delve into their encounters and actions concerning faculty development and teachers' pedagogical accomplishments. Researchers employed open-ended inquiries and attentive listening to unveil the implicit significances and patterns woven into the participants' accounts. The sequential explanatory mixed method design would be highly appropriate for a study exploring the faculty development and pedagogical accomplishment of teachers. This method combines quantitative data collection and analysis with qualitative exploration. Initially, quantitative data can provide a broad understanding of the relationship between faculty development and pedagogical accomplishment across a larger sample. Following this, qualitative data collection methods such as interviews or focus groups allow for a deeper exploration

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of this relationship's mechanisms and nuances. By using both quantitative and qualitative methods sequentially, researchers can corroborate findings from different sources. This triangulation strengthens the validity of the results and provides a more complete understanding of the relationship between faculty development and pedagogical accomplishment. Following the quantitative phase, the qualitative phase employing a phenomenological approach would deepen the understanding of the quantitative findings. Quantitative data can reveal patterns, trends, or associations at a larger scale, while qualitative data can provide insights into individual teachers' context, motivations, and experiences. The combination of both methods allowed the researcher to gain a richer understanding of the factors influencing pedagogical accomplishment within the context of faculty development. Sequential explanatory mixed methods offered flexibility in research design. Researchers could adapt the study based on preliminary quantitative findings, allowing them to explore specific areas in more depth during the qualitative phase. This methodological approach provided theoretical insights and practical implications for educational practice. By understanding the relationship between faculty development and pedagogical accomplishment more comprehensively, policymakers and educational institutions could make informed decisions about designing and implementing faculty development programs to enhance teaching effectiveness and student learning outcomes.

2.2. Research Respondents—

2.2.1. Quantitative Phase—The researcher selected 208 elementary school teachers in Mati South District, Davao Oriental. The respondents were selected using a stratified random sampling technique. According to Riaz et al. (2022), stratified random sampling is a sampling technique where the population is divided into subgroups or strata based on certain characteristics relevant to the research objectives. Samples are randomly selected from each stratum, ensuring representation from all population segments. In the context of the conducted study, stratified sampling was highly appropriate. This was because teachers varied in terms of their experience, educational background, teaching specialization, and other relevant factors that could have influenced their engagement with faculty development programs and their pedagogical accomplishments. By stratifying the population based on these characteristics, researchers ensured that each subgroup was adequately represented in the sample, allowing for more accurate analysis and interpretation of the data. In implementing the study, the researcher first identified the relevant strata based on key characteristics of the population, such as years of teaching experience, educational qualifications, teaching specialization, and so on. Then, within each stratum, a random sample of teachers was selected to participate in the study. This ensured that the sample reflected the diversity of the population and allowed for comparisons and analysis across different subgroups. Using this approach, researchers obtained a more nuanced understanding of how faculty development related to pedagogical accomplishment among teachers with varying backgrounds and characteristics. The researcher implemented inclusion criteria when selecting the respondents. This included teachers who are currently employed in schools within Mati South District, Davao Oriental; teachers with varying levels of teaching experience to capture a diverse range of perspectives and experiences; teachers from different subject areas or disciplines, such as mathematics, science, language arts, social studies, and others; and teachers who have participated in faculty development programs or activities within a specified timeframe to ensure relevance to the study's focus on faculty development. In contrast, teachers working in schools outside Mati South District, Davao Oriental, as the study focuses specifi-

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cally on this geographical area, and teachers without participation in faculty development were excluded from the study.

2.2.2. Qualitative Phase—The researcher purposively selected 5 elementary school teachers for the in-depth interview (IDI) and 5 elementary school teachers for the focus group discussion (FGD). A total of 10 elementary school teachers in Mati South District, Davao Oriental, were invited as participants. Purposive sampling was utilized in selecting the participants of the study. Purposive sampling is a non-random sampling technique where researchers deliberately choose participants who possess specific characteristics or meet predetermined criteria relevant to the research objectives. Purposive sampling allowed researchers to target individuals who are most likely to provide rich and relevant information pertinent to the study objectives, thereby enhancing the depth and quality of the research findings. In the context of the current study, purposive sampling allowed researchers to select participants who met specific criteria relevant to the study's objectives. In the context of faculty development and pedagogical accomplishment, researchers may have wanted to include teachers who had actively participated in faculty development programs, had demonstrated a certain level of pedagogical accomplishment, or represented diverse teaching backgrounds and experiences. The inclusion criteria used were as follows: teachers who were currently employed in schools within Mati South District, Davao Oriental; teachers with varying levels of teaching experience to capture a diverse range of perspectives and experiences; teachers from different subject areas or disciplines, such as mathematics, science, language arts, social studies, and others; and teachers who had participated in faculty development programs or activities within a specified timeframe to ensure relevance to the study's focus on faculty development.

2.3. Ethical COnsideration—The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study. Social Value. The study addressed real-world challenges faced by educators, particularly in the context of elementary school education. By examining how faculty development initiatives impact pedagogical accomplishment, the research aimed to provide practical solutions to enhance teaching quality and student learning outcomes, thereby contributing to the improvement of educational practices and outcomes. In addition, the findings of the study had the potential to inform the development of policies and practices related to faculty development and teacher training programs. By identifying effective strategies for enhancing pedagogical accomplishment through faculty development, the research aimed to provide actionable recommendations for policymakers, educational administrators, and teacher training institutions. Informed Consent. In the study concerning the relationship between faculty development and pedagogical accomplishment of elementary school teachers, informed consent was implemented by the researcher to ensure ethical considerations were met. Before participating in the study, elementary school teachers would have received a participant information sheet. This document would have provided detailed information about the purpose of the study, what participation entails, potential risks and benefits, confidentiality measures, and the voluntary nature of participation. Teachers who agreed to participate in the study would have been required to sign a consent form indicating their voluntary agreement to take part in the research. This form would have reiterated the information provided in the participant information sheet

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and emphasized that participation is entirely voluntary, and participants can withdraw at any time without consequences. In addition to written materials, the researcher may have verbally explained the study procedures, risks, and benefits to participants during recruitment or before data collection. This ensured that participants fully understood what their involvement would entail and had the opportunity to ask questions or seek clarification. The researcher would have ensured that participants had the capacity to provide informed consent, meaning they were of legal age and mental capacity to understand the information presented to them and make an autonomous decision about participation. Participants would have been assured of confidentiality and anonymity throughout the study. This means that their identities and responses would be kept confidential, and only aggregate data would be reported to maintain anonymity. Lastly, participants would have been informed of their right to withdraw from the study at any time without repercussions. This ensures that participants feel comfortable and empowered to discontinue participation if they no longer wish to be involved. Moreover, participants were given the opportunity to ask questions about the study before deciding whether to participate. The researcher addressed any concerns or uncertainties raised by participants and provided additional clarification as needed to ensure that they had a clear understanding of what participation entailed. Lastly, participants were assured that their responses would be kept confidential and that no personally identifiable information would be disclosed in any reports or publications resulting from the study. Measures were implemented to safeguard participants' privacy and ensure that their responses could not be linked back to them individually. Vulnerability of Research Participants. The researcher would have recognized that as research participants, elementary school teachers may be considered vulnerable due to power dynamics within educational institutions, potential job-related pressures, and the potential for emotional investment in their profession. To mitigate coercion, the researcher would have emphasized the voluntary nature of participation and ensured that teachers understood they could withdraw from the study at any time without consequences. Adding more, given the sensitive nature of the study topic and the potential for professional repercussions, the researcher would have taken measures to protect the confidentiality and anonymity of participants. This would include using pseudonyms or codes to anonymize participant data and ensuring that no personally identifiable information was disclosed in the research findings. After participating in the study, teachers may have been offered a debriefing session where they could discuss any emotional reactions or concerns arising from their involvement. The researcher would have provided information on support services available to participants if needed. Privacy and Confidentiality. This study observed the Data Privacy Act of 2012. The researcher have ensured that data collection methods, such as interviews or surveys, were conducted in private settings to protect participants' privacy. This may have involved scheduling interviews during non-teaching hours or in secluded areas of the school where conversations could not be overheard. To maintain confidentiality, the researcher would have assigned pseudonyms or codes to participants instead of using their real names in research documents. This practice ensures that individual identities remain protected throughout the study. Any data collected from participants, including interview transcripts, survey responses, or field notes, would have been stored securely to prevent unauthorized access. This may have involved password-protecting electronic files or storing physical documents in locked cabinets accessible only to the researcher. The researcher would have restricted access to participant data to only those directly involved

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in the study, such as the research team. This prevents unauthorized individuals from viewing or using sensitive information without consent. Lastly, the researcher may have required confidentiality agreements from anyone with access to participant data, including research assistants or transcriptionists. These agreements outline the importance of maintaining confidentiality and the consequences of breaching it. Risk, Benefits, and Safety. The researcher conducted a thorough risk assessment to identify any potential harms or discomforts that participants might experience while taking part in the study. Risks could include psychological stress from discussing sensitive topics or breaches of confidentiality if privacy measures are not adequately maintained. To mitigate potential risks, the researcher have implemented various strategies. This includes ensuring confidentiality, providing clear information about the study's purpose and procedures, obtaining informed consent, and offering support services or referrals to participants if they experience distress during the study. Meanwhile, the researcher has emphasized the potential benefits of participating in the study for individual participants and the broader educational community. This includes opportunities for professional development, contributing to the advancement of knowledge in the field, and ultimately improving teaching practices and student outcomes. Safety considerations have been paramount throughout the study to protect participants' physical and emotional well-being. This might involve creating a supportive and respectful research environment, ensuring participants feel comfortable and respected during data collection, and providing resources or support if any issues arise. Prior to participating in the study, participants were fully informed about any potential risks and benefits associated with their involvement. This includes clearly explaining the study's purpose, procedures, expected duration, confidentiality measures, and any potential risks or discomforts they might encounter. Lastly, the researcher has obtained ethics approval from the relevant institutional review board or ethics committee. This ensures that the study adheres to ethical guidelines and safeguards the rights and well-being of participants. Justice. The researcher has ensured that the selection of participants is fair and unbiased. Involve using inclusive criteria for participant eligibility and recruiting a diverse sample of teachers to represent different backgrounds, experiences, and perspectives. All participants have been treated fairly and respectfully throughout the research process. This includes providing equal opportunities for participation, ensuring that each participant's voice is heard and valued, and avoiding discrimination or favoritism. The benefits of participating in the study, such as professional development opportunities or contributions to educational research, have been equally accessible to all participants. No individual or group was unfairly excluded from these benefits based on irrelevant factors. Special consideration has been given to vulnerable or marginalized groups within the participant population, such as teachers with limited English proficiency or those from underrepresented communities. Measures have been taken to ensure their inclusion and protection throughout the study. In analyzing and reporting the data, the researcher has maintained fairness and accuracy. This includes presenting the findings in a balanced and unbiased manner, accurately representing the perspectives of all participants, and avoiding any manipulation or distortion of the data to favor certain outcomes. Transparency. The researcher openly disclosed the research procedures and methodologies used in the study, including data collection techniques, analysis methods, and any potential limitations or biases. This transparency helped participants understand how their data would be used and interpreted, promoting trust and confidence in the research process. Throughout the research pro-

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cess, the researcher maintained clear and open communication with participants, addressing any questions, concerns, or misunderstandings promptly and honestly. This transparency fostered a collaborative and respectful relationship between the researcher and participants, enhancing the quality and integrity of the data collected. After completing the study, the researcher committed to sharing the findings with participants and the broader community in a transparent and accessible manner. This may have involved presenting results in plain language summaries, organizing community meetings or workshops to discuss findings, and publishing research articles in open-access journals. Qualification of the Researcher. The researcher has possessed a solid understanding of research methodologies, particularly sequential explanatory research design, which involves both quantitative and qualitative data collection and analysis. This expertise ensures the soundness of the study's design and methodology. Also, the researcher have been well-versed in ethical guidelines and regulations governing research involving human participants, such as ethical review committees. This familiarity ensures that the study adheres to ethical standards and protects the rights and well-being of the participants. Further, the researcher has received training in data collection techniques, including conducting in-depth interviews and facilitating focus group discussions. This training ensures that data collection processes are conducted professionally, respectfully, and ethically, with due consideration for participants' privacy, confidentiality, and autonomy. Furthermore, the researcher has been skilled in obtaining informed consent from participants, explaining the purpose of the study, the voluntary nature of participation, and any potential risks or benefits involved. This ensures that participants are fully informed and could make autonomous decisions about their involvement in the research. Adequacy of Facilities. The researcher selected research sites, such as schools or community centers, that provided safe and accessible spaces for data collection activities. These spaces were conducive to conducting interviews, focus group discussions, surveys, and other data collection methods in a comfortable and private setting. As needed for data collection and analysis, the researcher ensured access to technological and audiovisual equipment, such as computers, tablets, projectors, and audio recording devices. These resources facilitated the recording, transcription, and analysis of qualitative data and administering surveys or questionnaires for quantitative data. The researcher created a comfortable and welcoming research environment that encouraged participation and engagement from research participants. This may have involved arranging seating arrangements, providing refreshments, and creating a relaxed atmosphere conducive to open and honest communication. The researcher ensured that research facilities were accessible to all participants, including those with disabilities or mobility limitations. This may have involved selecting research sites with wheelchair ramps, elevators, and other accessibility features, as well as providing alternative formats for data collection materials, such as large print or audio recordings, for participants with visual impairments. Community Involvement. The researcher has engaged with relevant stakeholders in the community, such as school administrators, teachers' associations, and parents' groups. This engagement ensures that the study is aligned with the needs and priorities of the community and that stakeholders have a voice in the research process. The researcher collaborated with community members and organizations in planning the study, including determining research questions, selecting methodologies, and designing data collection instruments. This collaborative approach ensures that the study is culturally sensitive, contextually relevant, and responsive to the community's concerns. Community members have been in-

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volved in recruiting participants, such as by helping to identify eligible teachers or facilitating contact with potential participants. This involvement fosters trust and rapport between the researcher and the community, increasing the likelihood of participation and enhancing the sample's representativeness. After the study, the researcher would have disseminated findings to the community in an accessible and understandable format. This may have involved community presentations, workshops, or reports shared with relevant stakeholders. By sharing findings with the community, the researcher ensures transparency and accountability and allows community members to benefit from the research outcomes.

2.4. Research Instrument—This study used two sets of instruments: one for the quantitative phase and one for the qualitative phase. These questionnaires were subjected to content validity by a panel of experts and underwent pilot testing to test their validity and reliability. The comments, corrections, and suggestions given by the experts were incorporated in the final revisions of the questionnaires. In the quantitative phase, the first part of the instrument is concerned with faculty development. The instrument consists of four domains, namely accessibility, empathy and understanding, mentorship, and collaboration and teamwork. The reliability of the new scale obtained an overall Cronbach's alpha value of 0.970. In the manner of answering the questionnaire, the items the respondents made used the 5-Likert scale. As a guide in determining the extent of faculty support, the researcher used the range of means, descriptions, and interpretations as presented below.

Range of Mean	Description	Interpretation
4.20 - 5.00	Very Extensive	The faculty development is always observed.
3.40 - 4.19	Extensive	The faculty development is oftentimes observed.
2.60 - 3.39	Moderately Extensive	The faculty development is sometimes observed.
1.80 - 2.59	Less Extensive	The faculty development is rarely observed.
1.00 - 1.79	Not Extensive	The faculty development is never observed.

The second tool was about the pedagogical accomplishment of teachers. The questionnaire for the pedagogical accomplishment of teachers consisted of statements that were divided into indicators, namely: content knowledge, instructional strategies, and assessment and feedback. The reliability of the new Scale obtained an overall Cronbach's alpha value of 0.927. In the manner of answering the questionnaire, the items the respondents made used the 5-Likert scale.

As a guide in determining the extent of pedagogical accomplishment of teachers, the researcher made use of the range of means, descriptions, and interpretations as presented below. In the qualitative phase, the researcher conducted an IDI and FGD with a total of 10 elementary school teachers using a semi-structured interview. The researcher-made semi-structured interview guide was composed of general questions with probing questions to elaborate and dig deeper into the participants' thoughts regarding the topic. This interview guide was developed upon consultation, reviewed by the experts, and underwent several processes to accommodate their suggestions. The components to be validated include the language and the

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Range of Mean	Description	Interpretation
4.20 - 5.00	Very Extensive	The pedagogical accomplishment of teachers is always manifested.
3.40 - 4.19	Extensive	The pedagogical accomplishment of teachers is oftentimes manifested.
2.60 - 3.39	Moderately Extensive	The pedagogical accomplishment of teachers is sometimes manifested.
1.80 - 2.59	Less Extensive	The pedagogical accomplishment of teachers is rarely manifested.
1.00 - 1.79	Not Extensive	The pedagogical accomplishment of teachers is never manifested.

conceptual levels of questions if suited to the participant's level of understanding, the suitability of the items to the research design in which there should be no leading questions, and the alignment of the interview questions to the objective of the study.

2.5. Research Procedure—The researcher undertook the steps in conducting the study after validating the research questionnaire. The researcher obtained permission to conduct the study after receiving the endorsement from the Dean of the Graduate School and an ethical clearance certificate from the Research Ethics Committee. The endorsement letter from the Dean of the Graduate School along with the ethical clearance certificate from the RMC-Research Ethics Committee, was included with the permission letters to be endorsed to the school principals of the selected public schools in Mati South District, Davao Oriental. The researcher identified and recruited two hundred-eight elementary school teachers in Mati South District, Davao Oriental. Inclusion criteria have included factors such as teachers who are currently employed in schools within Mati South District, Davao Oriental; teachers with varying levels of teaching experience to capture a diverse range of perspectives and experiences; teachers from different subject areas or disciplines, such as mathematics, science, language arts, social studies, and others; and teachers who have participated in faculty development programs or activities within a specified timeframe to ensure relevance to the study's focus on faculty development. Before data collection, the researchers obtained informed consent from all participants, explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Respondents were allowed to ask questions and clarify any concerns before agreeing to participate in the study. The researcher explained that the survey questionnaires measure their perception of faculty development and teachers' pedagogical accomplishments. In the quantitative phase, survey questionnaires were distributed to elementary school teachers in Mati South District, Davao Oriental. The data collected through these questionnaires served as the basis for analyzing teachers' faculty development and pedagogical accomplishments. After the data retrieval of the questionnaire, the scores of each respondent were tallied to organize the data per indicator. After this, each score was subjected to descriptive and inferential analysis using SPSS. In the qualitative phase, the researcher conducted in-depth interviews with senior high school students to gather rich and detailed information about their perception of faculty development and the pedagogical accomplishments of teachers. The interviews were conducted in a private and comfortable setting,

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such as the participant's homes or schools, to ensure confidentiality and encourage open communication. The researcher used open-ended questions and prompts to elicit detailed responses from the students, allowing them to share their thoughts, feelings, and experiences in their own words. During the interviews, the researcher took detailed notes and recorded audio or video with the participants' consent. This allowed for a comprehensive record of the interviews, capturing the nuances of the teachers' responses and providing rich data for analysis. Further, quantitative data were analyzed using statistical techniques such as descriptive statistics, correlation analysis, and inferential statistics to examine relationships between variables, differences between groups, and the overall distribution of responses. Furthermore, qualitative data were analyzed using thematic analysis or another appropriate qualitative method. Researchers identified recurring themes, patterns, and insights within the interview transcripts, focusing on how students conceptualized and experienced faculty development and pedagogical accomplishments of teachers. Lastly, the researcher synthesized quantitative and qualitative findings, weaving together both sets of data to develop a comprehensive narrative that addressed the research objectives. They interpreted the findings in light of existing literature and theoretical frameworks, drawing meaningful conclusions about faculty development and teachers' pedagogical accomplishments.

2.6. Data Gathering Procedure—In the quantitative phase, the researcher developed a structured survey instrument based on established measures of faculty development and pedagogical accomplishments of teachers. The survey included items covering various aspects of faculty development and the pedagogical accomplishments of teachers. After that, the researcher administered the survey to the selected respondents either in person or through online platforms, depending on the logistics and preferences of the respondents. Clear instructions were provided to ensure consistent understanding and completion of the survey items. Once data collection was complete, researchers analyzed the survey responses using appropriate statistical techniques. Descriptive statistics, such as means, were calculated to summarize respondents' faculty development and pedagogical accomplishments. Inferential statistics, such as correlation analysis, were used. In the qualitative phase, the researcher conducted in-depth interviews and focus group discussion with the teachers to gather rich and detailed information about their faculty development and pedagogical accomplishments. During the interviews, participants were asked to share their thoughts, opinions, and experiences related to faculty development and pedagogical accomplishments of teachers. Interviews were audio-recorded and/or transcribed verbatim to capture participants' responses accurately. Field notes may have also been taken to document non-verbal cues, contextual information, and reflections during the interview. Once data collection was complete, researchers analyzed the qualitative data using thematic or another appropriate qualitative analysis technique. They systematically coded the interview transcripts to identify recurring themes, patterns, and insights related to faculty development and the pedagogical accomplishments of teachers. After the quantitative and qualitative data were obtained, the researcher integrated the qualitative findings with the quantitative results to provide a comprehensive understanding of teachers' faculty development and pedagogical accomplishments. They compared qualitative themes with quantitative data to identify areas of convergence, divergence, or complexity, thus offering nuanced insights into the relationship between faculty development and the pedagogical accomplishments of teachers. Triangulation was employed to enhance the validity and credibility of the findings. Researchers compared qualitative find-

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ings with quantitative results, looking for corroborating evidence or discrepancies that could be explored further. The qualitative findings were interpreted in the broader research objectives and literature context. Researchers provided rich descriptions and illustrative quotes to support their interpretations, ensuring transparency and clarity in reporting the qualitative results.

2.7. Data Analysis—Quantitative Phase. The following were the statistical tools utilized by the researcher in processing the gathered data: Mean. This was useful in characterizing the faculty development and pedagogical accomplishment of teachers. Pearson Moment Product Correlation. It was applied to evaluate the significant relationship between the two. Qualitative Phase. The researcher conducted qualitative interviews or focus group discussions with elementary school teachers to gather rich, in-depth data on their experiences and perspectives related to faculty development and the pedagogical accomplishment of teachers. Teachers were encouraged to share their thoughts, feelings, and experiences openly and honestly during these interviews or discussions. After the interviews or focus group discussions, the researcher transcribed the audio recordings or notes taken during the sessions. This ensured that the data were accurately captured and preserved for analysis. After the transcription, the researchers familiarized themselves with the data by reading and re-reading the transcripts multiple times. This process helped the researcher comprehensively understand the content and identify initial ideas or patterns within the dataset. The researcher systematically coded the data by identifying meaningful units of information or ”codes” that captured key concepts, ideas, or themes related to faculty development and pedagogical accomplishment of teachers. This involved highlighting relevant passages of text and assigning descriptive labels or codes to them. The researcher organized the coded data into broader themes or patterns that emerged from the dataset. Themes represented recurrent topics, ideas, or experiences shared by the participants and captured the main findings of the study. The researcher reviewed the coded data and developed themes, ensuring that they accurately reflected the content of the dataset and captured the diversity of participants' perspectives. Themes were refined through iterative analysis and discussion among researchers to enhance their clarity and coherence. Finally, the researcher interpreted the themes in relation to the research questions and objectives, considering how they shed light on the experiences and perceptions of respondents regarding faculty development and the pedagogical accomplishment of teachers. Interpretation involved synthesizing the findings, identifying implications for theory and practice, and considering any limitations or biases in the data. Sequence, Emphasis, and Mixing Procedures. In the study on the influence of faculty development on the pedagogical accomplishments of teachers, the researcher implemented a sequential explanatory mixed-method design. This design involves two distinct phases: quantitative data collection and analysis, followed by qualitative data collection and analysis. The sequence began with the quantitative phase, where the researcher administered surveys and gathered performance evaluation data from a large sample of teachers. This phase aimed to identify general trends, correlations, and statistical relationships between faculty development activities and pedagogical accomplishments. After analyzing the quantitative data, the researcher proceeded to the qualitative phase. This involved selecting a subset of participants from the initial sample for in-depth interviews and focus group discussions. The qualitative phase explored the underlying reasons and contextual factors that could explain the quantitative findings. By following this sequence, the researcher ensured that the qualitative data could be used to explain and elaborate

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on the quantitative results, providing a more comprehensive understanding of the research problem. The sequential explanatory mixed-method design typically starts with a stronger focus on the quantitative phase, which establishes the primary framework of the study. In this research, the emphasis was initially placed on collecting and analyzing quantitative data to generate a broad, generalizable understanding of the relationship between faculty development and pedagogical accomplishments. The quantitative phase provided the foundation and guided the development of the qualitative phase. However, the emphasis shifted to the qualitative phase to gain deeper insights into the quantitative results. This shift allowed the researcher to explore the nuances and contextual factors influencing the relationship identified in the quantitative phase. By strongly emphasizing the qualitative follow-up, the researcher could provide a richer, more detailed explanation of how and why faculty development activities impacted teachers' pedagogical accomplishments. Meanwhile, mixing procedures in a sequential explanatory mixed-method design involves integrating the quantitative and qualitative data at different stages of the research process. In this study, the researcher implemented mixing procedures during the interpretation phase, where the quantitative and qualitative findings were merged to provide a holistic understanding of the research problem. The quantitative data analysis revealed statistical relationships and general trends, which informed the development of qualitative research questions and the selection of participants for the qualitative phase. The researcher conducted interviews and focus group discussions during the qualitative phase to delve into the participants' experiences and perspectives. The researcher used both sets of data to draw comprehensive conclusions. For instance, if the quantitative data showed a significant positive correlation between faculty development and pedagogical accomplishments, the qualitative data helped explain the mechanisms behind this relationship, such as specific types of professional development activities that were particularly effective or the contextual challenges faced by teachers. This integrative approach ensured that the findings were not only statistically robust but also contextually rich and meaningful, enhancing the overall validity and applicability of the research.

2.8. Trustworthiness of the Study—To establish the study's trustworthiness, the researcher followed the four proposed criteria for evaluating interpretive research work by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. This study's trustworthiness was addressed through a thorough data collection by survey and in-depth interview, supported by FGD for triangulation. Credibility. To ensure the credibility of this study, the researcher collected data through multiple methods, such as surveys, interviews, and observations. Triangulating data from different sources allowed for the validation of findings and increased confidence in the accuracy and reliability of the results. After data collection, the researcher provided participants with summaries or excerpts of their responses and asked for feedback to ensure their perspectives were accurately represented. Member checking enhanced credibility by allowing participants to verify the accuracy of their contributions. Moreover, the researcher maintained reflexivity throughout the research process, acknowledging and transparently documenting their biases, assumptions, and preconceptions. By reflecting on their role in the research, the researcher ensured transparency and allowed readers to assess the potential impact of researcher subjectivity on the study's credibility. Also, the

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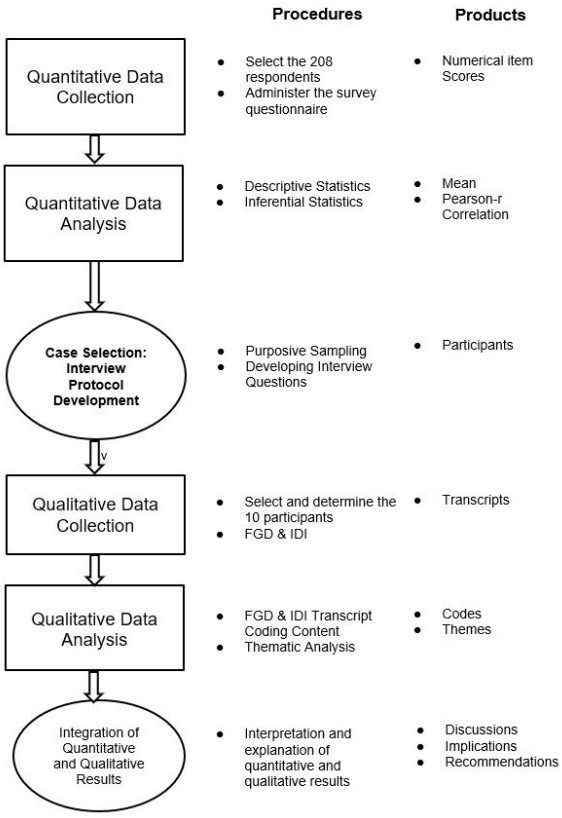

Fig. 2. Flow of Procedures

researcher provided detailed descriptions of the research context, participants, and data collection procedures. Thick description facilitated a deeper understanding of the study's methodology and context, increasing the trustworthiness of the findings by enabling readers to evaluate the study's rigor and relevance. Transferability. To address the transferability, the researcher provided a thorough description of the research context, including the characteristics of the elementary schools, the demographics of the teachers, and the nature of the faculty development programs. By offering rich contextual information, readers could assess the relevance of the findings to similar educational settings. Also, the researcher clearly outlined the criteria used to select elementary school teachers as participants. This included factors such as geographic location, teaching experience, subject area expertise, and participation in faculty development activities. By transparently defining the participant characteristics, readers could evaluate the applicability of the findings to other teacher populations with similar attributes. Further, the researcher documented the research methods and procedures in detail, including data collection techniques, analysis procedures, and interpretations of the findings. Methodological transparency allowed readers to understand how the study was conducted and to assess the transferability of the results to other research contexts. Furthermore, the researcher acknowledged the study's limitations, such as sample size, geographic location, and specific characteristics of the elementary schools. By openly discussing the study's limitations, readers could consider the constraints of the research context and make informed judgments about the transferability of the findings to their contexts. Dependability. To address the dependability issue more directly, the researcher provided a clear and detailed description of the research design, including the sequential explanatory approach. This included outlining the sequence of data

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collection and analysis phases, as well as the rationale for using this particular design. A clear research design enhances dependability by ensuring that the study procedures are systematic and well-defined. She also employed rigorous data collection procedures to ensure consistency and reliability in the data obtained. This may have included standardized interview protocols, observation checklists, or survey instruments with established validity and reliability. Consistent data collection procedures enhance dependability by minimizing variability and ensuring that data are collected systematically. Additionally, the researcher utilized multiple data sources, such as interviews, surveys, and classroom observations, to triangulate the findings. Triangulation involves cross-validating data from different sources to enhance the credibility and reliability of the findings. By triangulating data, the researcher increased the study's dependability by corroborating findings across multiple sources. Furthermore, the researcher maintained a detailed audit trail documenting the research process, including decisions made during data collection, analysis, and interpretation. An audit trail provides transparency and accountability, allowing for the replication of the study by other researchers and enhancing the dependability of the findings. Confirmability. To ensure confirmability, the researcher engaged in reflexivity exercises to acknowledge and critically reflect on their biases, assumptions, and potential influences on the research process. By being aware of their own perspectives, researchers aimed to minimize the impact of subjectivity on data collection and analysis. Multiple data sources were also collected and analyzed to corroborate findings and reduce the risk of bias. Triangulation involves comparing data from different sources, such as surveys, interviews, and observations, to ensure consistency and reliability in the results. In addition, participants were allowed to review and validate the accuracy of their contributions during data analysis. Member checking ensured that the researcher's interpretations accurately reflected the participants' perspectives and experiences. In qualitative data analysis, multiple researchers independently coded the data to identify themes and patterns. Inter-coder reliability checks were conducted to ensure consistency and agreement among coders, enhancing the qualitative findings' trustworthiness. By implementing these strategies, the research project aimed to establish the confirmability of its findings, ensuring that the data collected and the interpretations made were credible, objective, and free from undue influence or bias.

3. Results and Discussion

This reflects the presentation, analysis, and interpretation of findings. Specifically, this chapter reveals both quantitative and qualitative data relevant to address the research questions formulated in Chapter 1. The tabulated quantitative findings are presented in the Tables 1-3, while, qualitative findings are presented in the Figures 1-3.

3.1. Faculty Support—Table 1 shows the summary of faculty development for teachers. It shows that the overall mean of faculty development for teachers is 3.34, which is described as moderately extensive and interpreted as sometimes observed. The findings indicate that faculty development offers teachers opportunities to expand their teaching repertoire and remain updated with current educational trends and research, which are crucial for maintaining relevance and effectiveness.

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Table 1. Faculty Development for Teachers in Mati South District, Davao Oriental

Indicators	Mean	Descriptive Equivalent
Accessibility	3.51	Extensive
Empathy and Understanding	3.42	Extensive
Mentorship	3.11	Moderately Extensive
Collaboration and Team Work	3.33	Moderately Extensive
Overall Mean	**3.34**	**Moderately Extensive**

This result aligns with the research by Parrish and Sadera (2019), highlighting the significance of faculty development in providing teachers with avenues to broaden their teaching approaches, stay abreast of contemporary educational developments and research, and fine-tune their instructional methods. Moreover, it assists teachers in adapting to evolving student requirements, addressing classroom obstacles more adeptly, and ultimately elevating student learning achievements. Meanwhile, faculty development in terms of accessibility got a category mean score of 3.51 described as extensive and interpreted as oftentimes observed. This indicates that engaging in diverse development opportunities, teachers can expand their repertoire of instructional techniques and educational strategies, enhancing their effectiveness in the classroom. This aligns with van Schaik's (2021) notion that accessible faculty development initiatives empower educators to embrace lifelong learning and ongoing professional advancement. Through active involvement in training sessions, workshops, and conferences, teachers remain abreast of contemporary pedagogical trends, research discoveries, and innovative teaching methodologies, ultimately refining their instructional competencies as they progress in their careers. Moreover, faculty development in terms of empathy and understanding achieved a category mean score of 3.42, denoted as extensive and commonly witnessed. This shows that rturing empathy enables teachers to establish a nurturing and inclusive educational setting, where students experience a sense of appreciation, dignity, and comprehension. This aligns with the perspective presented by Rieckhoff et al. (2020) that emphasizing empathy and understanding in faculty development is crucial, particularly for educators aiming to excel in their careers. Cultivating empathy enables teachers to establish a nurturing and inclusive classroom atmosphere, fostering a sense of belonging and validation among students. Further, faculty development in terms of mentorship acquired a category mean score of 3.11 described as moderately extensive and interpreted as sometimes observed. This indicates that the endeavor directed at aiding the mentee's professional evolution, skill enhancement, and career progression is occasionally noted. This aligns with the research by Walters, Robinson, and Walters (2020), highlighting how mentorship provides invaluable chances for mentees to glean wisdom, tactics, and optimal approaches from seasoned educators, hastening their journey toward professional development. This underscores the significance of mentorship in nurturing the growth and advancement of educators, underscoring its role in fostering a supportive learning environment. Furthermore, faculty development in terms of collaboration and teamwork acquired a category mean score of 3.33 described as moderately extensive and interpreted as sometimes observed. This aligns with the concept proposed by Bartell and Boswell (2019) that collaborative efforts and teamwork cultivate a feeling of community and inclusiveness among educators, establish-

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ing a supportive community of peers capable of offering support, input, and guidance. Such a collaborative setting boosts teachers' satisfaction and morale and cultivates a culture of ongoing learning and enhancement within the educational institution. It underscores the significance of collaboration in fostering professional growth and camaraderie among educators.

3.2. Pedagogical Accomplishment of Teachers—As shown in Table 2 is the summary of the pedagogical accomplishment of teachers in Mati South District, Davao Oriental. As shown in the table, pedagogical accomplishment of teachers obtained an overall mean score of 3.32 with a descriptive rating of moderately extensive and interpreted as sometimes manifested by the respondents. This shows that those teachers exhibit a dynamic approach to their craft, embracing change and seeking opportunities for growth. This aligns with Oducado's (2020) discovery that educators with moderate levels of pedagogical achievement frequently demonstrate a readiness to explore novel methodologies and integrate innovative techniques into their teaching practices. Their eagerness to experiment with new approaches and adjust to evolving methodologies fosters an environment conducive to ongoing enhancement in educational methods.

Table 2. Pedagogical Accomplishment of Teachers in Mati South District, Davao Oriental

Indicators	**Mean**	**Descriptive Equivalent**
Content Knowledge	3.27	Moderately Extensive
Instructional Strategies	3.44	Extensive
Assessment and Feedback	3.24	Moderately Extensive
Overall Mean	**3.32**	**Moderately Extensive**

Meanwhile, the pedagogical accomplishment of teachers in terms of content knowledge acquired a mean score of 3.27, which is described as moderately extensive and interpreted as sometimes manifested. This shows that possessing a strong grasp of content knowledge equips teachers with the tools needed to personalize their teaching methods effectively. By catering to individual student needs, educators can foster an inclusive learning environment where every student has the opportunity to thrive and excel. This aligns with the conclusions drawn by Hume and colleagues (2019) regarding the significance of content knowledge for educators. Content knowledge empowers teachers to tailor their instruction according to the unique requirements of each student. They can offer supplementary assistance or advanced tasks as necessary, guaranteeing that every student receives suitable levels of challenge and assistance throughout their educational progression. On one hand, pedagogical accomplishment of teachers in terms of instructional strategiess reflected a mean score of 3.44 described as extensive and interpreted as oftentimes manifested. This indicates that by employing methods that encourage active engagement, critical thinking, and meaningful interaction with course material, teachers can enhance the depth and breadth of student learning. This aligns with the discovery made by Szumski and Karwowski (2019) that educators who employ effective instructional strategies facilitate a more profound comprehension, retention, and application of knowledge among students. Such strategies enable learners to establish significant

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links between newly acquired information and their existing knowledge base. On the other hand, pedagogical accomplishment of teachers in terms of assessment and feedbacks acquired a mean score of 3.24 described as moderately extensive and interpreted as sometimes manifested. This indicates that offering timely and targeted feedback, teachers can empower students to reflect on their performance, identify areas for growth, and take proactive steps towards improvement. This aligns with the argument presented by Daniëls (2019) that educators with intermediate levels of pedagogical proficiency deliver feedback to students that is prompt, precise, and actionable. They commend students for their strengths while providing constructive feedback on areas requiring enhancement, aiding students in comprehending their advancements and identifying avenues for further skill development. While their feedback might not always be deeply personalized or extensive, these teachers endeavor to provide valuable guidance that fosters student learning and motivates continual progress.

3.3. Significant Relationship Between Faculty Development and Pedagogical Accomplishment of Teachers—The results of the analysis of the relationship between faculty development and pedagogical accomplishments of teachers in Mati South District, Davao Oriental, are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. Table 3 shows that faculty development has a significant positive relationship with the pedagogical accomplishments of teachers with a p-value of .000, which is less than the .05 level of significance (two-tailed) (r = .848, p ¡ 0.05). It means that as the extent of the faculty development changes, the pedagogical accomplishments of teachers also significantly change.

Table 3. Faculty Development and Pedagogical Accomplishment of Teachers

Faculty Development	**r-value**	**p-value**	**Decision**
Accessibility	0.544*	0.000	Reject H_0
Empathy and Understanding	0.742*	0.000	Reject H_0
Mentorship	-0.023	0.101	Accept H_0
Collaboration and Team Work	0.023	0.089	Accept H_0
Overall Faculty Development	**0.848***	**0.000**	**Reject H_0**

Note. *Significant at p ¡ 0.05.

The table's results show that faculty support in terms of accessibility, empathy, and understanding was significantly correlated with teachers' pedagogical accomplishments, as evident by correlation coefficient values of 0.544 and 0.742, respectively. Thus, this led to the rejection of the null hypothesis of no significant relationship between faculty development and teachers' pedagogical accomplishments. The result shows that faculty development programs play a crucial role in equipping teachers with the tools and knowledge necessary to adapt their teaching methods to meet the diverse needs of learners. By encouraging the exploration of innovative instructional approaches, these initiatives empower educators to create dynamic and engaging learning experiences that resonate with students of varying backgrounds, abilities, and learning styles. This aligns with Ayllón et al.'s (2019) perspective, suggesting that faculty

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development initiatives offer educators chances to acquire and apply impactful teaching methodologies that address the varied needs of learners. Through the exploration of inventive instructional techniques, teachers are empowered to craft learning environments that are both captivating and interactive for their students. Moreover, the result is in agreement with Redding's (2019) proposition that one way faculty development encourages reflective practice is through structured opportunities for self-assessment and feedback. Teachers may participate in workshops or seminars where they analyze video recordings of their classroom instruction, review student work samples, or engage in peer observations. Through activities like reviewing classroom videos or analyzing student work, educators can gain valuable insights into their teaching methods, identify areas for improvement, and refine their instructional practices accordingly. By facilitating ongoing reflection and self-evaluation, faculty development initiatives contribute to the continuous growth and enhancement of teaching effectiveness.

3.4. Standpoints of the Participants on the Quantitative Results Regarding the Extent of Faculty Development and Pedagogical Accomplishment of Teachers—Figure 3 presents the participants' standpoints on the quantitative results regarding the moderately extensive rating on teacher faculty development. The three emerging sub-themes are Enhancing teaching skills, meeting professional development requirements, and keeping up with educational trends.

3.4.1. Enhancing Teaching Skills—Faculty development programs offer teachers opportunities to enhance their teaching skills, including instructional strategies, classroom management techniques, and assessment methods. This indicates that incremental improvements from each training session collectively contribute significantly to a teacher's overall performance, emphasizing the importance of continuous, step-by-step professional development. T001 emphasizes that staying informed about the latest educational trends through training programs ensures teachers can adopt and implement innovative practices, keeping their teaching methods current and relevant. This shows that faculty development programs offer teachers the chance to explore and experiment with new teaching strategies, enriching their instructional approaches and enhancing student engagement and learning outcomes. Engaging in professional development enables teachers to adopt new teaching strategies, collaborate with colleagues, and reflect on their practices. This active participation not only broadens their teaching methods but also promotes a culture of innovation and continuous improvement within the school community. This aligns with Sancar's assertion (2021) that educators who actively participate in professional development initiatives demonstrate a propensity to explore novel instructional methods, collaborate with peers, and engage in reflective practices to refine their teaching methodologies.

3.4.2. Meeting Professional Development Requirements—Participating in faculty development activities allows teachers to fulfill these requirements and demonstrate their commitment to continuous learning and professional growth. By engaging in ongoing professional learning and development, educators can demonstrate their commitment to excellence in teaching and contribute to advancing education as a whole. The statement indicates that participation in seminars and workshops is crucial for teachers' professional growth. It provides opportunities to update their skills and knowledge, which is essential for maintaining high teaching standards. The requirement to submit certificates from training programs ensures that teachers engage in ongoing professional development, contributing to the school's moderately extensive rating in faculty development. The statement underscores that participation in professional de-

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velopment workshops is a prerequisite for career advancement, motivating teachers to engage in these opportunities to qualify for promotions actively. This shows that the school encourages teachers to participate in online courses and webinars, facilitating their growth and development by providing flexible and accessible professional development options. Teachers' involvement in faculty development shows their commitment to ongoing growth and adaptation to new educational trends. This proactive approach enhances their teaching capabilities and contributes to a culture of lifelong learning and continuous school improvement. The outcome aligns with the viewpoint expressed by MacPhail et al. (2019), suggesting that engaging in faculty development initiatives enables educators to meet these prerequisites and showcase their dedication to ongoing professional development and growth. Thus, by actively engaging in faculty development activities, teachers are willing to adapt to evolving educational paradigms and embrace innovative teaching methodologies.

3.4.3. Keeping Up with Educational Trends—Faculty development initiatives equip educators with the latest knowledge and resources to remain abreast of contemporary educational trends and optimal methodologies. This empowers them to tailor their instructional approaches to align with the most recent developments in the sector, thereby delivering top-notch education to their students. The school recognizes the importance of new teaching methods and encourages teachers to attend training sessions to learn and implement these innovative approaches in their classrooms. Keeping abreast of technological advancements is crucial for modern education, and participation in seminars and workshops ensures that teachers are equipped with the latest tools and techniques. Actively engaging in professional development allows teachers to adopt new teaching trends, enhancing students' learning experience by making instruction more effective and engaging. Understanding and applying current educational trends in the classroom requires continuous training and learning, ensuring that teachers' instructional methods remain relevant and effective. Faculty development programs help teachers understand how to build positive relationships with students, provide timely and constructive feedback, and create a supportive learning environment. This, in turn, leads to increased student satisfaction as they feel more valued and understood in their learning journey. Faculty development programs inform teachers about current educational trends, including new methodologies, technologies, and policies. These programs help educators expand their knowledge and skills, equipping them to effectively handle the evolving challenges and opportunities in education. The challenges and opportunities of faculty development programs in the context of changing educational needs and expectations are multifaceted and complex. From resource constraints to time pressures, and lack of support to technological advancements, the landscape is marked by contrasts and potential. By doing so, faculty development programs can continue to evolve, thrive, and play a vital role in shaping the future of education for both teachers and students. This supports Faulkner et al.'s (2019) perspective on faculty development programs, emphasizing their role in helping educators remain up-to-date with prevailing educational trends. These trends encompass various aspects, such as evolving methodologies, emerging technologies, innovative pedagogical approaches, and changes in educational policies. Such programs serve as a conduit for educators to continually expand their knowledge and skill set, ensuring they remain well-equipped to address the dynamic challenges and opportunities within the education sector. Meanwhile, Figure 4 represents the participants' standpoints on the quantitative results regarding the moderately extensive rating on the pedagogical ac-

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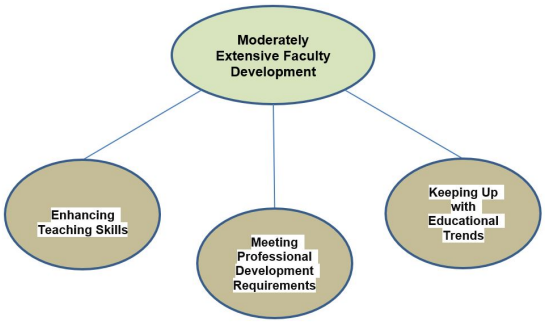

Fig. 3. Standpoints of Participants as Regard to Salient Point on the Moderately Extensive Rating on Faculty Development of Teachers

complishment of teachers. The three emerging subthemes are Effective teaching practices, differentiated instruction, and student engagement and learning.

3.5. Moderately Extensive Pedagogical Accomplishment—

3.5.1. Effective Teaching Practices—Pedagogical accomplishment encompasses the knowledge and skills necessary to teach students effectively. Teachers aim to develop expertise in various instructional strategies, classroom management techniques, and assessment methods to create engaging and impactful learning experiences for their students. The statement highlights the idea that professional development is crucial for teachers to stay updated with the latest teaching methodologies, ensuring their instructional methods remain effective and up-to-date, thereby maintaining high teaching standards. The practical application of newly acquired teaching techniques from professional development directly enhances teaching quality, which is positively reflected in teacher evaluations and ratings. This shows that the continuous adaptation and integration of innovative teaching practices through regular attendance at seminars is essential for sustaining effective teaching performance. This shows that participation in training programs equips teachers with numerous effective teaching strategies, emphasizing the importance of ongoing professional development to uphold teaching quality. Overall, the result shows that teachers with a moderate level of pedagogical accomplishment benefit significantly from effective teaching practices. These practices equip them with essential tools and strategies that help them advance in their careers and enhance student learning outcomes. It emphasizes the importance of continuously improving teaching methods to achieve better educational results. The result supports the findings of Caena and Redecker (2019) that effective teaching practices serve as invaluable assets for teachers who are at moderate levels of pedagogical accomplishment, offering them the necessary tools and strategies to progress in their teaching careers and contribute positively to student learning outcomes.

3.5.2. Differentiated Instruction—Pedagogical accomplishment equips teachers with the ability to differentiate instruction to meet the diverse needs of their students. Teachers can adapt their teaching approaches, materials, and assessments to accommodate varying learning styles, abilities, and interests, ensuring that all students have equitable access to quality education. The above narrative highlights that implementing differentiated instruction is key to addressing the diverse learning needs of students, thereby enhancing overall teaching effectiveness. Tailoring activities to match various learning styles through differentiated

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instruction significantly aids student learning by accommodating individual preferences and needs. This shows that the integration of differentiated instruction within the classroom is a significant factor contributing to the teachers' moderately extensive ratings, reflecting their ability to address diverse student needs. The statement emphasizes that individual student differences through differentiated instruction is crucial for achieving better educational outcomes, highlighting its importance in teaching practices. Pedagogical proficiency at a moderate level allows teachers to tailor their instruction to meet the unique needs of each student. This customization includes adapting teaching methods, materials, and assessments to accommodate various learning styles, abilities, and interests. As a result, all students have equal and inclusive opportunities to receive high-quality education, highlighting the importance of pedagogical expertise in creating an environment conducive to academic success for all learners. The findings align with Moosa and Shareefa's (2019) assertion that pedagogical proficiency empowers educators to customize instruction to suit the individual needs of their students. This proficiency enables teachers to adjust their teaching methods, learning materials, and assessment strategies to cater to diverse learning styles, abilities, and interests. Consequently, all students are provided with fair and inclusive opportunities to access high-quality education.

3.5.3. Student Engagement and Learning— Pedagogical accomplishment enable teachers to design and implement instructional activities that actively engage students in the learning process. By employing innovative and effective teaching methods, teachers can foster a positive classroom environment conducive to student learning and academic success. This shows that engaging students through interactive lessons is vital for accelerating their learning process, making student engagement a key focus in teaching. This statement underscores that active learning techniques are employed to foster student engagement, which is an indicator of their interest and involvement in the learning process. This statement underscores that active learning techniques are employed to foster student engagement, which is an indicator of their interest and involvement in the learning process. This statement highlights that integrating technology into teaching practices is an effective strategy for boosting student engagement, thereby enhancing the overall learning experience. The study of the engagement of students in online learning helps teachers understand the engagement of students in order to facilitate timely intervention, help students reflect on their own learning, and promote their engagement in the learning process. Student engagement is a quantitative question of student engagement, including the quantification of student behavior, the quantification of cognitive engagement, and the quantification of emotions. At present, research has focused on the study of student engagement in the construction of theoretical models, explicit behavior statistics, influencing factors and effect analysis, and lack of precise measurement of student engagement. Educators with a moderate level of pedagogical accomplishment are committed to promoting deep learning and developing critical thinking skills in their students. They design educational experiences encouraging students to think critically, evaluate information, and apply their knowledge to solve real-world problems. This aligns with Reeve et al.'s (2020) perspective, which suggests that educators at a moderate level of pedagogical accomplishment are dedicated to fostering profound learning and honing critical thinking abilities in their students. These teachers craft educational encounters that urge students to engage in critical thought, assess information, and employ their understanding to address real-world issues. Through such practices, these educators aim to cultivate a deeper level of comprehension and analytical thinking

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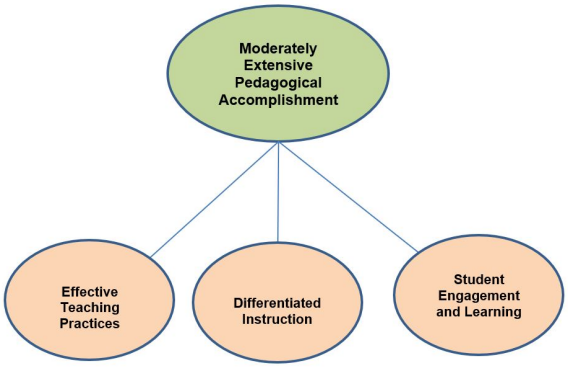

Fig. 4. Standpoints of Participants as Regards to Salient Point on the Moderately Extensive Rating on Pedagogical Accomplishment of Teachers among their students.

3.6. Standpoints of the Participants on the Significant Relationship Between Faculty Development and Pedagogical Accomplishment of Teachers—Figure 5 presents the participants' standpoints on the quantitative results regarding the significant relationship between faculty development and teacher pedagogical accomplishment. Three emerging subthemes were identified: ongoing mentorship and coaching, access to resources and tools, and reflective practices.

3.6.1. Ongoing Mentorship and Coaching—Faculty support initiatives frequently include ongoing mentorship and coaching from experienced educators, providing teachers with valuable guidance, feedback, and support to enhance their pedagogical skills. Continuous mentorship offers practical, classroom-based guidance, enhancing teachers' instructional capabilities and contributing to their pedagogical development. Coaching sessions facilitate the exchange of experiences and best practices among teachers, leading to improved teaching methods and effectiveness. Through coaching, teachers acquire and refine effective teaching strategies, which directly enhance their pedagogical achievements and instructional quality. Mentorship programs enable teachers to incorporate technology into their teaching practices, significantly benefiting student engagement and overall teaching performance. Overall, personalized support in faculty development provides customized guidance and motivation that aligns with individual teachers' needs and career goals. This tailored approach fosters a positive and supportive relationship between mentors and teachers, creating an environment where educators feel valued and motivated to improve their teaching skills. The results are consistent with Abetang et al.'s (2020) perspective, indicating that personalized support offers educators tailored guidance, feedback, and motivation aligned with their unique needs and career aspirations. This individualized approach fosters a supportive relationship between mentors or coaches and teachers, cultivating an environment where educators feel appreciated, inspired, and empowered to enhance their pedagogical abilities.

3.6.2. Access to Resources and Tools—Faculty support initiatives often provide teachers with access to resources, tools, and instructional materials that support their professional growth and enable them to implement innovative teaching strategies effectively. This statement underscores the idea that the access to advanced teaching tools through faculty development programs boosts teachers' performance, as reflected in their improved ratings. The avail-

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ability of updated resources allows teachers to implement contemporary teaching strategies, thereby enhancing their pedagogical skills and effectiveness. The participant shows that innovative tools introduced during training sessions contribute to the improvement of teachers' instructional techniques, leading to better teaching practices. The above statement shows that faculty development resources assist teachers in crafting effective lesson plans, resulting in higher pedagogical accomplishments. Access to a variety of instructional materials, technology resources, and professional development opportunities empowers teachers to innovate in the classroom. This support allows educators to explore new teaching techniques, continually improve their methods, and implement evidence-based practices, thereby fostering an environment of academic excellence. This supports the notion of Xu (2019) that access to diverse instructional materials, technology resources, and professional development opportunities enables educators to innovate within the classroom, explore novel teaching techniques, and consistently enhance their teaching methods. These resources offer teachers the necessary support to hone their instructional approaches, integrate evidence-based practices, and cultivate an environment of academic excellence in their classrooms.

3.6.3. Reflective Practice—Faculty support encourages teachers to engage in reflective practice, prompting them to critically evaluate their teaching methods, identify areas for improvement, and implement changes to enhance their pedagogical effectiveness. This statement underscores that reflective practice encouraged through faculty development allows teachers to evaluate and enhance their teaching methods, leading to improved pedagogical accomplishments. By engaging in reflective practice, teachers critically analyze their teaching experiences and pinpoint areas for improvement, which enhances their overall teaching effectiveness. Reflective practice enables teachers to observe the effects of their teaching on students, allowing them to implement best practices more effectively in the classroom. Reflective practice as part of faculty development increases teachers' awareness of their professional growth, leading to continuous improvement in their teaching performance. The faculty development programs help teachers understand how to build positive relationships with students, provide timely and constructive feedback, and create a supportive learning environment. This, in turn, leads to increased student satisfaction as they feel more valued and understood in their learning journey. Faculty development is the need of the hour, and continuous teacher training/enhancement is necessary for teachers to equip themselves and cater seamlessly to 21st-century learners. Engaging in reflective practice encourages teachers to embrace continuous learning and professional growth. This approach leads educators to proactively seek opportunities to enhance their pedagogical skills through ongoing self-reflection and professional development, promoting a mindset of lifelong improvement and advancement in their teaching careers. This aligns with the perspective presented by Zahid and Khanam (2019) that involvement in reflective practice nurtures an attitude of perpetual learning and advancement in one's profession. Teachers adopt a lifelong learning approach, proactively seeking chances to augment their pedagogical expertise, abilities, and proficiencies through continual introspection and professional advancement.

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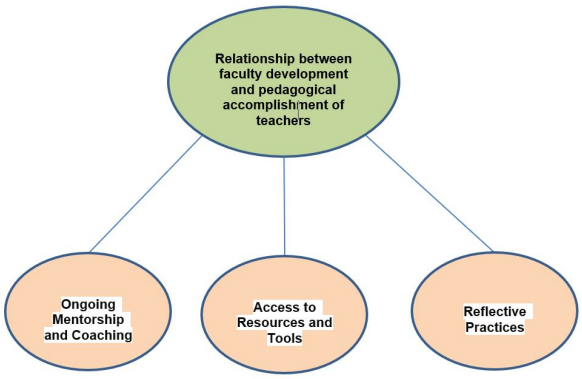

Fig. 5. Standpoints of Participants as Regards to Salient Point on the Relationship Between Faculty Development and Pedagogical Accomplishment of Teachers

4. Conclusions and Recommendations

This part of the paper presents the researcher's conclusions and recommendations. The discussions were supported by the literature presented in the first chapters, and the conclusions were statements of the problem presented in this study.

4.1. Findings—This study explores the relationship between faculty development and pedagogical accomplishment of teachers in Mati South District, Davao Oriental, using mixed methods, specifically the sequential-explanatory design wherein adapted survey questionnaires were used in the quantitative phase and through in-depth interview (IDI) and focus group discussion (FGD) in the qualitative phase. On the one hand, in the quantitative phase of the study, adapted survey questionnaires were used to gather data from the teachers to determine the extent of faculty development and pedagogical accomplishment of teachers in Mati South District, Davao Oriental. For the quantitative strand, the researcher made use of modified and enhanced adapted survey questionnaires, which were pilot-tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument, while a semi-structured interview guide was used in the qualitative strand. Based on the results, the summary of the findings was the following: Faculty development for teachers in Mati South District, Davao Oriental, acquired a moderately extensive rating. Meanwhile, faculty development for teachers in terms of accessibility empathy, and understanding got extensive ratings, while faculty development for teachers in terms of mentorship collaboration and teamwork were rated as moderately extensive. The pedagogical accomplishment of teachers in Mati South District, Davao Oriental, acquired a moderately extensive rating. Meanwhile, the pedagogical accomplishment of teachers in terms of instructional strategies got an extensive rating, while the pedagogical accomplishment of teachers in terms of content knowledge, assessment, and feedback was rated as moderately extensive. Faculty development has a significant positive relationship with the pedagogical accomplishment of teachers in Mati South District, Davao Oriental. Also, faculty development in terms of accessibility, empathy, and understanding has significant positive relationships with the pedagogical accomplishment of teachers. From the standpoints of the participants on the quantitative results regarding the moderately extensive rating on faculty development for teachers, the three emerging codes are as follows: enhancing teaching skills, meeting professional development requirements, and keeping up with edu-

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cational trends. From the standpoints of the participants on the quantitative results regarding the moderately extensive rating on the pedagogical accomplishment of teachers, the three emerging codes were as follows: effective teaching practices, differentiated instruction, and student engagement and learning. The participants' standpoints on the quantitative results regarding the significant relationship between faculty development and pedagogical accomplishment of teachers in Mati South District in Davao Oriental suggest that the three emerging codes were ongoing mentorship and coaching, access to resources and tools, and reflective practices.

4.2. Conclusions—Based on the findings of this study and within the limitations and restrictions (such as the survey questionnaire and number of respondents), several conclusions were generated: Faculty development for teachers in Mati South District, Davao Oriental, was sometimes observed. This suggests that faculty development allows teachers to diversify their teaching strategies and stay informed about the latest trends and research in education, which is essential for staying relevant and effective. This finding was consistent with the findings of Parrish and Sadera (2019), underscoring the importance of faculty development in enabling teachers to expand their teaching methods, stay updated on current educational advancements and research, and refine their instructional techniques. Teachers in Mati South District, Davao Oriental, sometimes manifested their pedagogical accomplishments. This shows that those teachers exhibit a dynamic approach to their craft, embracing change and seeking growth opportunities. This aligns with Oducado's (2020) discovery that educators with moderate levels of pedagogical achievement are frequently ready to explore novel methodologies and integrate innovative techniques into their teaching practices. Faculty development has a significant positive relationship with the pedagogical accomplishment of teachers. This indicates that faculty development initiatives are essential for providing teachers with the skills and information needed to adjust their teaching approaches to suit the diverse requirements of students. This is consistent with the viewpoint of Ayllón et al. (2019), who propose that faculty development programs offer educators opportunities to gain and implement effective teaching techniques that cater to the diverse needs of learners. The quantitative results regarding the moderately extensive rating on faculty development for teachers support the views of various authors (MacPhail et al., 2019; Sancar, 2021; Smith, 2019) that moderately extensive rating of faculty development for teachers is due to enhancing teaching skills, meeting professional development requirements, and keeping up with educational trends. The quantitative results regarding the moderately extensive rating on the pedagogical accomplishment of teachers support the view of various researchers (Caena Redecker, 2019; Moosa Shareefa, 2019; Reeve et al., 2020) that effective teaching practices, differentiated instruction, and student engagement and learning lead to moderate level. On the significant relationship between faculty development and pedagogical accomplishment of teachers, the result agrees with the authors (Abetang et al., 2020; Xu, 2019; Zahid Khanam, 2019) that was contributed by ongoing mentorship and coaching; access to resources and tools; and reflective practices.

4.3. Recommendations—The Department of Education may develop policies that encourage ongoing professional development and incentivize teachers to participate in such programs. Prioritizing ongoing professional development signals the education system's commitment to supporting teachers' growth and development. These policies should be informed by research findings and best practices to ensure their effectiveness in enhancing teacher capacity and student learning outcomes. School heads may facilitate access to faculty develop-

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ment opportunities for all teachers, including mentoring, coaching, workshops, and seminars. By providing access to various faculty development opportunities, including mentoring, coaching, workshops, and seminars, school heads empower teachers to expand their knowledge and skills. They may also ensure that faculty development activities align with the school's goals and address the specific needs of teachers and students. Teachers may embrace reflective practices to assess and improve teaching methods, incorporating feedback from peers and mentors. Embracing reflective practices enables teachers to critically assess their teaching methods, identify areas for improvement, and implement changes to enhance student learning. Incorporating feedback from peers and mentors fosters a culture of collaboration and continuous improvement within the teaching community. Teachers should actively seek opportunities for professional growth and take ownership of their professional development journey. Future researchers may explore the influence of contextual factors such as school culture, resources, and community support on the success of faculty development initiatives and delve deeper into the contextual factors that influence their effectiveness.

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