

Professional Development and Teaching Practices of Elementary Home Economics Teachers

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Abstract. This study explored the relationship between professional development and teaching practices among elementary Home Economics (HE) teachers in Kiblawan North District, Division of Davao Del Sur. HE teachers play a vital role in preparing students for adulthood, yet their effectiveness is influenced by access to professional development opportunities. Challenges such as adapting to evolving curricula, integrating technology, and addressing diverse student needs necessitate continuous skill enhancement. Using a non-experimental quantitative design with a descriptive correlation approach, data were collected from 120 HE teachers aged 30–50, averaging 10–20 years of experience, selected via purposive sampling. Validated and reliable survey questionnaires were analyzed using mean, Pearson R correlation, and Multiple Linear Regression. Results indicated a very high level of professional development and a high level of teaching practices, both frequently evident. A strong positive correlation was found between professional development and teaching practices, with regression analysis confirming that all professional development indicators significantly contribute to effective teaching practices. The findings emphasize the importance of ongoing professional development in enhancing HE teaching practices and student outcomes teachers in Kiblawan North District, Division of Davao Del Sur.

KEY WORDS

1. Professional Development 2. Teaching Practices 3. Home Economics Teachers

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1. Introduction

Home economics education plays a crucial role in elementary education, equipping learners with essential life skills, such as cooking, budgeting, and healthy living. It not only prepares learners for personal management and responsibility but also fosters an understanding of nutritional health, sustainable living, and consumer education. With this, Home Economics teachers at the elementary level are tasked with imparting knowledge and skills that contribute to learners' overall development and prepared-

ness for adulthood. However, the effectiveness of teaching practices in this domain can vary significantly depending on the professional development opportunities available to teachers. Elementary Home Economics teachers face unique challenges keeping up with the latest educational strategies, integrating technology into the classroom, and addressing the diverse needs of learners. Another, the evolving curriculum and societal expectations demand that teachers continuously update their knowledge

and skills in both the content and pedagogy of home economics. Consequently, professional development has been shown to have a significant impact on teaching practices. Through professional development, teachers can acquire new teaching strategies, enhance their content knowledge, and learn innovative ways to engage learners and make learning more effective. Professional development opportunities specifically designed for Home Economics teachers can significantly enhance their ability to incorporate contemporary culinary techniques, financial literacy concepts, and health education trends into their curriculum. Such targeted training not only fosters teachers' engagement in professional development activities but also emphasizes the importance of reflection and self-assessment in their teaching practices. Additionally, collaboration and networking with peers can further enrich their professional growth, ultimately leading to improved quality of learning experiences for learners (Desimone, 2019). Therefore, it is essential to highlight the role of ongoing professional development in equipping teachers with the necessary skills and knowledge to stay current in their field, thereby enhancing their effectiveness and the educational outcomes for their learners (Guskey, 2020). Professional development programs can empower elementary Home Economics teachers to adapt their practices to meet the evolving needs of learners and the demands of a changing society. However, in European countries, the professional development of elementary Home Economics teachers encounters several challenges that adversely impact their teaching practices. Firstly, is the low participation rates in professional development activities, often caused by logistical issues such as time constraints, insufficient funding, and a limited availability of subject-specific training opportunities (Bennett, 2019; Schwartz, 2020). Home Economics encompasses a broad spectrum of topics—ranging from culinary skills to financial literacy and health education—which

necessitates ongoing updates to knowledge and skills. Unfortunately, the professional development offerings currently available may not sufficiently address these diverse topics, making it difficult for teachers to remain current in their practices. Additionally, geographic and financial limitations further restrict access to quality training, creating disparities in professional growth opportunities across different regions (McMahon Barlow, 2020). Secondly, the culture of reflection and self-assessment among teachers is not consistently ingrained across European educational systems, which limits teachers' capacity to critically assess and improve their pedagogical approaches through self-directed learning (Sahlberg, 2019). In many cases, the lack of formal mechanisms for reflective practice means that teachers may not have the time or support needed to engage in meaningful self-evaluation. This absence of a reflective culture stifles professional growth and can lead to stagnation in teaching methods, ultimately hindering learner learning outcomes. To promote effective teaching, it is essential that educational systems prioritize the development of a culture that encourages reflection and provides resources for teachers to engage in self-assessment (Timperley, 2020). Lastly, opportunities for collaboration and networking, which are crucial for the sharing of best practices and innovative teaching strategies, are often limited due to the isolated nature of Home Economics within the broader school curriculum (Parker et al., 2021). Many Home Economics teachers work independently, making it challenging to connect with peers and exchange ideas that could enhance teaching effectiveness. This isolation can prevent teachers from accessing new methods and resources that might improve their instruction and address common challenges. The combined impact of these obstacles not only undermines the quality and effectiveness of Home Economics education across Europe but also highlights the urgent

need for systemic changes in professional development frameworks. By enhancing support for teachers in this crucial subject area, educational authorities can foster better teaching practices and improve learner engagement and outcomes (Varga, 2020). In the Philippines, professional development for elementary Home Economics teachers also faces numerous challenges that significantly impact teaching practices. One major issue is that participation in professional development activities is often limited due to insufficient access to subject-specific training and resources. This problem is exacerbated by the geographical isolation of many schools, particularly in rural areas, where teachers may struggle to find relevant training opportunities nearby (Briones, 2019; Roldan, 2020). Financial constraints also play a critical role, as many teachers lack the necessary funding to engage in professional development programs, further restricting their ability to enhance their skills and knowledge. The combined effects of these barriers prevent teachers from effectively addressing the diverse learning needs of their learners, highlighting the urgent need for solutions that ensure equitable access to professional growth opportunities (UNESCO, 2019). Another, the cultural and systemic structures within the Philippine education system often fail to prioritize or promote practices such as teacher reflection and self-assessment, which are essential for both personal and professional development. These practices are vital for teachers to adapt their teaching methods to meet the varying needs of diverse learners, but they are not consistently supported within the existing educational framework (Flores, 2019; Salinas, 2020). The lack of institutional support for reflective practices can hinder teachers from critically evaluating their approaches and making necessary adjustments to improve learner outcomes. To cultivate an environment where continuous improvement is encouraged, educational authorities must foster a culture that values and facilitates reflective prac-

tice among teachers (Darling-Hammond et al., 2020). Lastly, opportunities for collaboration and networking among Home Economics teachers are often restricted due to the absence of dedicated platforms and forums for sharing knowledge and experiences within this subject area. This limitation hampers the ability of teachers to exchange pedagogical strategies and innovative teaching methods across the archipelago (Manasan, 2019). Without adequate channels for collaboration, teachers miss out on the benefits of collective wisdom and support, which can be instrumental in addressing common challenges and enhancing teaching effectiveness. To overcome these obstacles, it is imperative to develop a more robust and accessible professional development framework that not only addresses these challenges but also actively encourages collaboration and knowledge sharing among Home Economics teachers in the Philippines (Estrella, 2020). In the local context, elementary Home Economics teachers in Kiblawan North District, Division of Davao Del Sur recognize that the incorporation of innovative teaching methods and instructional technologies is vital in today's educational landscape. They understand that these approaches can enhance learner engagement and learning outcomes, making education more relevant and effective. However, these teachers face similar challenges to those previously mentioned, such as limited access to training, insufficient resources, and systemic barriers that hinder their ability to implement these modern strategies effectively. As a result, despite their awareness of the benefits of innovative practices, many teachers struggle to integrate them fully into their classrooms due to the persistent logistical and financial obstacles they encounter. This situation stresses the need for a supportive framework that not only promotes the adoption of new teaching methods but also addresses the barriers that impede their effective implementation. Furthermore, while there is considerable research on the impact of professional devel-

opment in general education, there is a notable gap in studies specifically focusing on its impact on elementary home economics teachers specifically in terms of participation rates in professional development activities, teacher reflection and self-assessment, and collaboration and networking opportunities. Understanding how professional development activities affect these teachers' practices can provide insights into improving home economics education and ultimately, learner learning outcomes in this area. The social relevance of this focus is profound, as enhancing the quality of Home Economics education equips learners with essential life skills that transcend traditional academic boundaries. These skills include effective household management, nutritional knowledge, and financial literacy, all of which are vital for fostering well-rounded individuals capable of contributing positively to society. By addressing the specific professional development needs of Home Economics teachers, this study aims to support their growth and effectiveness, thereby ensuring that learners receive the practical education necessary for their personal and social development.

1.1. Theoretical/Conceptual Framework—

This study is primarily anchored on the theory of Experiential Learning by Kolb as cited by Larrivee (2020), which posits that for learning to be effective, it must involve a concrete experience followed by observation and reflection, which then leads to the formation of abstract concepts and generalizations. This theory supports the idea that professional development programs, which often include workshops, seminars, and practical teaching experiences, can enhance teachers' pedagogical practices by allowing them to directly apply and reflect on new teaching strategies in their classrooms. For home economics teachers, professional development programs designed around ELT involve immersive, hands-on activities that mirror real classroom situations, allowing teachers to engage deeply with the content and pedagogical

strategies they are learning. These experiences are followed by structured reflection, enabling teachers to analyze their experiences and integrate new insights into their teaching practice. By continuously cycling through these stages, teachers develop a deeper understanding of both the subject matter and their instructional methods (McLeod, 2019). Research indicates that experiential learning-based professional development enhances teachers' practical skills and fosters a greater sense of confidence and adaptability in the classroom (Beard Wilson, 2020). Implementing Kolb's ELT in professional development for home economics teachers thus supports the cultivation of dynamic, reflective, and effective teaching practices that are responsive to the needs of elementary learners. Another theory that aligns with the impact of professional development on teaching practices is Andragogy, or adult learning theory, proposed by Malcolm Knowles, as it addresses the unique characteristics of adult learners. According to Knowles as cited by Holton, Swanson (2019), adults are self-directed, bring a wealth of experience to the learning process, and are motivated by internal factors such as the desire for professional growth and personal fulfillment. Professional development programs for elementary home economics teachers that are grounded in andragogy focus on practical, hands-on experiences that teachers can immediately apply in their classrooms. These programs often include workshops, seminars, and real-world problem-solving activities that are relevant to the teachers' everyday practice. Studies have shown that when professional development is tailored to the principles of adult learning, teachers are more likely to engage deeply and apply new knowledge and skills effectively (Merriam Bierema, 2019). Thus, andragogy provides a theoretical basis for designing professional development that meets the specific needs of home economics teachers. Vygotsky's sociocultural theory of cognitive development as cited by

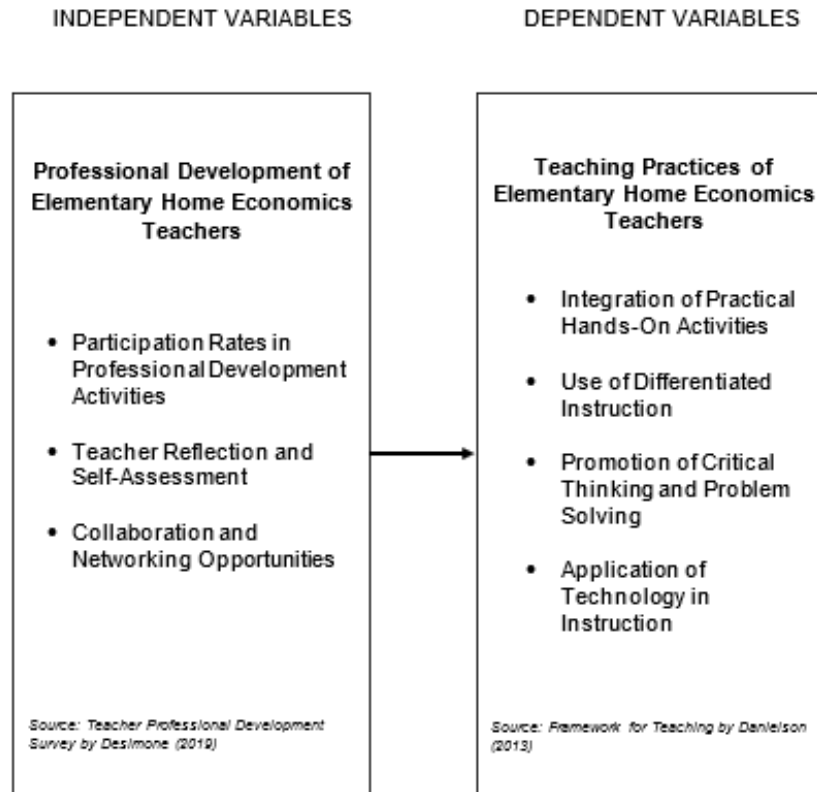


Fig. 1. Conceptual Paradigm Showing the Variables of the Study

Darling-Hammond et al. (2020) also provides insight into the importance of professional development in teaching practices. This theory emphasizes the role of social interaction in the development of cognition, suggesting that learning occurs within a cultural context and through interaction with more knowledgeable others. Applying this to professional development, it can be argued that collaborative learning opportunities, mentoring, and professional learning communities play a crucial role in enhancing teachers' instructional practices. Through engagement with peers and experts in the field of home economics, teachers can expand their pedagogical repertoire and incorporate culturally responsive teaching strategies that reflect the diverse needs and backgrounds of their learners

(Desimone, 2020). On the other hand, the conceptual framework of the study is shown in Figure 1. The independent variable is the professional development of elementary home economics teachers in terms of participation rates in professional development activities, teacher reflection and self-assessment, collaboration and networking opportunities. On the other hand, the dependent variable is the teaching practices of elementary home economics teachers in terms of integration of practical hands-on activities, use of differentiated instruction, promotion of critical thinking and problem-solving skills, and application of technology in instruction in Kiblawan North District, Division of Davao Del Sur.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering procedures.

2.1. Research Design—This study utilized a descriptive-correlational research design, which is particularly suitable for examining real-world educational settings and practices. By employing this design, the researcher can describe the characteristics of a phenomenon and investigate relationships between variables without manipulating them. This approach is ideal for educational research as it allows for the exploration of natural occurrences and practices within classroom environments. Specifically, in this study, the researcher used the descriptive statistics analysis to create a detailed overview of the professional development activities and teaching practices of elementary home economics teachers. This involved using measures of central tendency and variability to summarize key aspects, providing a comprehensive picture of the current state of professional development and teaching methods within this educational context (Johnson Davis, 2021). In addition, this study also utilized correlational analysis to explore potential relationships between professional development participation and changes in teaching practices among elementary home economics teachers. This involved collecting data on the extent of teachers' engagement in professional development activities and various dimensions of their teaching practices, such as classroom management and learner engagement strategies. By examining these variables, the researcher aims to determine whether significant associations exist between professional development and teaching practices, thus contributing to a deeper understanding of how professional development im-

pacts educational practices in home economics classrooms (Tabachnick Fidell, 2019).

2.2. Research Ethics—This study adhered strictly to the established protocols and standard guidelines required for conducting research, particularly in managing respondents' data. The survey questionnaire, along with supporting documentation from authors, will be submitted for thorough evaluation. Following approval from the Ethics Committee, the researcher proceeds with the study. **Social Value.** Investigating professional development and teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur, holds substantial social value, as it directly influences the quality of education and, consequently, the well-being of the community. Effective professional development equips teachers with advanced knowledge and skills, enabling them to implement innovative teaching strategies that enhance learner learning outcomes. In the context of Home Economics education, such improvements can lead to better-prepared learners who are adept at managing household resources, promoting health, and contributing positively to family and community life. Moreover, when teachers engage in continuous professional growth, they are more likely to adopt effective classroom management strategies, fostering a conducive learning environment. This not only benefits learners academically but also supports their social and emotional development, leading to a more informed and cohesive society. **Informed Consent.** During the conduct of this study, ensuring informed consent is a critical ethical consideration. In-

formed consent involves providing potential participants with comprehensive information about the study's purpose, procedures, potential risks, and benefits, as well as ensuring they understand their participation is voluntary and that they can withdraw at any time without penalty (Resnik, 2020). This process necessitates clear communication and documentation, typically through a consent form that participants sign after having all their questions addressed satisfactorily. The researcher of this study will ensure that participants fully understand the nature of the research, how their data will be used, and the measures in place to protect their confidentiality. Special care should be taken to avoid any form of coercion, particularly if the participants are teachers who might feel obligated to participate due to their professional roles. This ethical approach aligns with the guidelines provided by the American Psychological Association (2019), which emphasize the importance of respecting individuals' autonomy and ensuring that consent is obtained freely with enough information given to them. Vulnerability of Research Participants. Addressing the vulnerability of research participants is another crucial ethical aspect of this study. Teachers, especially those in elementary settings, may experience varying degrees of vulnerability due to the hierarchical nature of the educational system and potential implications for their professional standing (Bourke et al., 2019). The researcher of this study will ensure that the research design is sensitive to these vulnerabilities involves creating an environment where participants feel safe to express their true experiences and opinions without fear of repercussion. This includes maintaining strict confidentiality protocols to protect participants' identities and any information that could potentially harm their reputations or careers. The researcher will also be aware of and address any power dynamics that could influence the participants' willingness to participate or the honesty of their responses. For instance, ensur-

ing that the research is conducted independently of any supervisory or evaluative roles within the school system can help mitigate these power imbalances. By adopting a participant-centered approach that prioritizes the welfare and autonomy of the teachers, researchers can uphold ethical standards and contribute to a more accurate and respectful exploration of professional development impacts (Smith Noble, 2019). Privacy and Confidentiality. When studying professional development and teaching practices of elementary Home Economics teachers, maintaining privacy and confidentiality is paramount. Privacy concerns the participant's control over the extent, timing, and circumstances under which they share personal information, while confidentiality involves the researcher's responsibility to protect this information from unauthorized access (Wiles, 2019). The researcher of this study must ensure that all data collected is securely stored and accessible only to authorized personnel directly involved in the study. This includes using secure digital storage systems and anonymizing data to prevent any identifying information from being linked to specific individuals. It is also crucial to inform participants about the steps taken to protect their data and the limits of confidentiality, such as situations where legal obligations might require disclosure (Israel Hay, 2020). Furthermore, ethical guidelines mandate that any publication of findings must not include information that could lead to the identification of individual participants, thereby safeguarding their professional reputations and personal privacy (British Educational Research Association, 2018). The Risk, Benefits Safety. The risk, benefits, and safety of research participants are additional critical ethical considerations in this study. Conducting research with teachers involves assessing potential risks such as psychological stress, professional repercussions, or breaches of confidentiality that might arise from participation (Smith Osborn, 2020). To mitigate these risks,

researchers must implement measures such as thorough risk assessments, ensuring voluntary participation, and providing support resources for participants who might experience distress. The benefits of the study, both for participants and the broader educational community, should be clearly articulated. These might include the potential for improved professional development programs, enhanced teaching practices, and ultimately better educational outcomes for learners (Robinson et al., 2019). It is important that the anticipated benefits justify any risks involved and that participants are fully informed about these aspects during the consent process. Additionally, maintaining a transparent and ethical approach throughout the study not only protects participants but also upholds the integrity and credibility of the research itself (Sieber, 2020). Ensuring the safety and well-being of participants fosters a trust-based relationship, encouraging honest and accurate data collection which is essential for the study's success.

Justice. The principle of justice is important in this study specially in ensuring that all participants are treated fairly and equitably. This principle mandates that the benefits and burdens of research are distributed fairly among different groups within the educational community (Beauchamp Childress, 2019). Specifically, it is vital to ensure that teachers from diverse backgrounds, including those from underrepresented or marginalized communities, have equal access to participate in the study. This equitable approach not only enhances the representativeness of the data collected but also ensures that the findings reflect the varied experiences and needs of all teachers involved in Home Economics. The researcher of this study will actively seek participation from a diverse pool of teachers, she will uncover insights that may lead to more inclusive professional development initiatives and tailored support strategies, ultimately benefiting a wider range of teachers and their learners (Bourke et al., 2019).

Transparency. Trans-

parency is essential for fostering trust between researchers and participants, particularly in studies involving teachers. Transparency involves being open about the research purpose, methods, potential conflicts of interest, and how the collected data will be utilized (Israel Hay, 2020). For this study, the researcher will provide participants with clear information regarding the study's objectives, the nature of their involvement, and how their contributions will influence educational practices. Moreover, maintaining transparency about the funding sources and affiliations can help mitigate any perceptions of bias, allowing participants to feel more comfortable in sharing their experiences and opinions. The researcher will also commit to sharing their findings with participants and the broader educational community, thereby fostering an environment of collaboration and shared learning. This commitment not only enhances the validity of the research but also reinforces the ethical obligation to acknowledge and value the contributions of all participants (Smith Noble, 2019).

Qualification of the Researcher. The researcher conducting this study possesses a comprehensive set of skills, knowledge, and experience that are essential for executing the research effectively and ethically, which includes a strong grasp of various research methodologies and ethical guidelines pertinent to the field of elementary home economics education. Moreover, the researcher is committed to ongoing professional development, actively seeking guidance from more seasoned colleagues and ethics boards whenever necessary to ensure adherence to ethical standards. This level of preparedness not only safeguards the well-being of participants but also contributes significantly to the validity and reliability of the findings obtained in the study (Flick, 2019). Furthermore, the researcher is currently enrolled in a thesis development course, indicating that all prerequisite courses and requirements have already been successfully completed, thereby reinforcing the

researcher's qualifications and readiness to undertake this investigation (Reiter, 2019). Adequacy of Facilities. Adequacy of facilities is a critical consideration when conducting this study for it encompasses the physical and logistical resources available to both researchers and participants, which can significantly impact the quality and effectiveness of the research process (Creswell Poth, 2018). The researcher will ensure that the venues for conducting interviews, focus groups, or workshops are accessible, comfortable, and conducive to open dialogue. Additionally, providing necessary technological resources, such as access to computers or online platforms for virtual participation, is essential to accommodate various needs and preferences of the teachers involved. By creating an environment that is supportive and inclusive, researchers can facilitate richer discussions and gather more comprehensive data, ultimately leading to more meaningful insights regarding the professional development experiences of Home Economics teachers (Robinson et al., 2019). This attention to the adequacy of facilities not only enhances participant engagement but also underscores a commitment to conducting ethical and responsible research. Community involvement. Engaging the local educational community in the research process can provide valuable context, enhance the relevance of the findings, and foster a sense of ownership among participants (Freire, 2020). Involving community stakeholders, such as school administrators, parents, and local educational organizations, can help ensure that the research addresses the actual needs and challenges faced by Home Economics teachers. This collaborative approach encourages a two-way dialogue, where the researcher in this study will gather insights from the community while also disseminating findings that may inform future professional development initiatives. Furthermore, by incorporating feedback from the community, researchers can enhance the applicability of their

recommendations, ensuring that they resonate with the realities of teaching in diverse educational settings. Ultimately, community involvement not only strengthens the ethical foundation of the research but also contributes to the sustainability and impact of the findings on local educational practices (Creswell Poth, 2018).

2.3. Research Respondents—The respondents of this study were the selected elementary teachers in Kiblawan North District, Division of Davao Del Sur. There will be one hundred and twenty (120) elementary Home Economics teachers that will serve as the responders in this research. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and HE specializations. Relatively, the sample size 120 was determined to be sufficient for achieving statistical power and ensuring the reliability of the study's findings. The chosen sample size enabled the inclusion of teachers from various public high schools, thus capturing a wide array of perspectives and practices. Relatively, the respondents were selected using a purposive sampling method to select respondents, meaning participants will be intentionally chosen based on specific characteristics or criteria that are relevant to the research as presented in the above statements. This approach enables the researcher to gather samples from respondents that align closely with the study's objectives (Johnson Davis, 2021). Utilizing purposive sampling ensures that the chosen elementary teachers respondents in Kiblawan North District, Division of Davao Del Sur are ideally positioned to offer valuable insights and detailed information regarding professional development and teaching practices of elementary home economics teachers.

2.4. Research Instrument—The creation of research instruments is a crucial phase in the

research process, as these tools are essential for collecting data and information from participants, ultimately playing a vital role in ensuring the quality and validity of the research findings. These instruments not only enhance the standardization of data collection procedures but also facilitate the replication of studies and comparison of results across various contexts (De Vaus, 2019). In the current investigation, the researcher utilized a survey questionnaire as the primary tool for data collection, which will be organized into two separate sections, each specifically tailored to address one of the variables being examined. By employing this structured methodology, the researcher intends to gather comprehensive data that accurately reflects the key aspects of the research variables,

thereby enriching the overall analysis and interpretation of the findings (Bryman, 2019). For the first part of the survey instrument, this would provide data on the level of professional development of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in terms of participation rates in professional development activities, teacher reflection and self-assessment, collaboration and networking opportunities. Questions from this part of the instrument were adopted from Desimone's (2019) Teacher Professional Development Survey. In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation is shown below.

Scale Descriptive Ratings and Interpretation: Professional Development of Elementary Home Economics Teachers

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the professional development of elementary home economics teachers is always evident.
3.40–4.19	High	This means that the professional development of elementary home economics teachers is often evident.
2.60–3.39	Moderate	This means that the professional development of elementary home economics teachers is sometimes evident.
1.80–2.59	Low	This means that the professional development of elementary home economics teachers is seldom evident.
1.00–1.79	Very Low	This means that the professional development of elementary home economics teachers is not evident.

For the second part of the questionnaire, this determined the level of teaching practices of elementary home economics teachers in Kiblawan

North District, Division of Davao Del Sur in terms of integration of practical hands-on activities, use of differentiated instruction, promo-

tion of critical thinking and problem-solving skills, and application of technology in instruction. Questions from this part of the instrument were adopted from Danielson's (2013) Framework for Teaching. The same with the first part of the survey questionnaire, a five-point Likert

Scale of the survey having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

Scale Descriptive Ratings and Interpretation: Teaching Practices of Elementary Home Economics Teachers

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the teaching practices of elementary home economics teachers are always evident.
3.40–4.19	High	This means that the teaching practices of elementary home economics teachers are often evident.
2.60–3.39	Moderate	This means that the teaching practices of elementary home economics teachers are sometimes evident.
1.80–2.59	Low	This means that the teaching practices of elementary home economics teachers are seldom evident.
1.00–1.79	Very Low	This means that the teaching practices of elementary home economics teachers are not evident.

Relatively, meticulous development of research instruments plays a significant role in promoting construct validity by ensuring that the items or questions included are closely aligned with the specific constructs or concepts being studied. Furthermore, well-designed research instruments that are clear and concise enhance participants' understanding and cooperation, which is vital for collecting high-quality data (Tavakol Dennick, 2019). Ultimately, the

careful crafting of these instruments bolsters the credibility and rigor of the research findings, making it an indispensable element of the research process. To ensure the validity of the instrument, it undergone review by research experts and members of the panel committee. Additionally, the survey instrument was subjected to pilot testing to evaluate its reliability, which was assessed using the Cronbach's Alpha coefficient (Cohen et al., 2019).

2.5. Data Gathering Procedure—At the outset of the data gathering procedure, the re-

searcher wrote a letter seeking permission from the Dean of the Graduate School so that this

research study will be conducted. Next, the researcher secured a letter asking for permission to the Schools Division Superintendent, Division of Davao Del Sur through the channels of the Office of Public Schools District Supervisors (PSDS) of the selected different schools. Upon approval of the permit, the survey questionnaire will be ready for the conduct of the study. During the conduct of the study, the researcher personally hand-in the survey questionnaire to the selected respondents. The questionnaire was retrieved right after the respondents were done answering the survey questions. Lastly, the collected data were analyzed by a statistician using the different measures of treating the data as presented this chapter. The results in the treatment of the data were interpreted for further information of the study. However, this process is not without conflicts and disadvantages. One potential issue is the time-consuming nature of obtaining permissions from multiple administrative levels, which can delay the start of the data collec-

tion. Additionally, personally distributing and collecting the questionnaires might lead to logistical challenges and possible disruptions in the respondents' schedules, potentially affecting their willingness to participate fully. Another conflict could arise from the respondents' potential bias or reluctance to provide honest answers due to the presence of the researcher, which might compromise the data's reliability (Johnson Christensen, 2021). Moreover, the involvement of a statistician to analyze the data, while necessary for ensuring accuracy, introduces another layer of complexity. Miscommunication between the researcher and the statistician can lead to errors in data interpretation. Ensuring that the statistical methods are correctly applied and that the results are accurately interpreted requires clear and continuous collaboration, which can be challenging to maintain. Addressing these conflicts and disadvantages is crucial to ensure the study's credibility and the validity of its findings (Patten Newhart, 2019).

2.6. Data Analysis—This study used the respondents' collected data for analysis. The following statistical tools will be used in the analysis and interpretation of the responses in this study to uncover meaningful insights from collected data. Mean. The mean calculation is instrumental in summarizing the central tendency of variables related to professional development activities and teaching practices. By computing the average ratings of participation in professional development programs, as well as the perceived effectiveness of these programs among home economics teachers, researchers can obtain a preliminary overview of the data distribution. This step is crucial for identifying general trends in how professional development is associated with teaching practices, serving as a foundational analysis before delving into more complex relationships (Sullivan,

2018). Pearson R Correlation. Pearson r correlation analysis provides a clearer understanding of both the strength and direction of the relationship between participation in professional development and the specific teaching practices utilized by home economics teachers. This statistical method evaluates whether an increase in professional development activities is linked to improvements in teaching practices, which may include the incorporation of innovative instructional strategies or enhanced techniques for boosting learner engagement (McHugh, 2019). A significant positive correlation would imply that increased involvement in professional development is associated with more effective teaching methods, whereas a negative correlation would suggest a contrary relationship, indicating that greater participation in professional development may not lead to improved teach-

ing practices (Dancey Reidy, 2019). Multiple Linear Regression (MLR). Multiple Linear Regression (MLR) analysis enables researchers to explore the impact of various facets of professional development on teaching practices by considering multiple predictors simultaneously. This approach assesses the unique contribution of different types of professional development activities in terms of participation rates in professional development activities, teacher reflection

and self-assessment, collaboration and networking opportunities on the teaching practices of home economics teachers, controlling for potential confounding variables. MLR analysis can reveal which specific aspects of professional development have the most substantial impact on teaching practices, guiding the design of future professional development programs to maximize their effectiveness in enhancing educational outcomes (Tabachnick Fidell, 2019).

3. Results and Discussion

This chapter presents the results and discussions based on the data collected during the study, offering a thorough analysis and interpretation of the findings. It includes an in-depth examination of the data, highlighting the implications and outcomes of the results obtained. The discussions are meticulously aligned with the research questions and the statement of the problem articulated in the preceding chapters. Consequently, the deliberations in this chapter provide a comprehensive understanding of how the findings address the core issues investigated in this study.

3.1. Level of Professional Development of Elementary Home Economics Teachers—Summary of the Level of Professional Development of Elementary Home Economics Teachers. Shown in Table 1 is the comprehensive summary analysis of the level of professional development

of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. The table also presented the analysis of each indicator such as participation rates in professional development activities, teacher reflection and self-assessment, and collaboration and networking opportunities.

Table 1. Summary of the Level of Professional Development of Elementary Home Economics Teachers

Indicators	Mean	Descriptive Level
Participation Rates in Professional Development Activities	4.26	Very High
Teacher Reflection and Self-Assessment	4.17	High
Collaboration and Networking Opportunities	4.18	High
Overall	4.20	Very High

Based on the analysis presented in the table, the overall mean score of 4.20, which corresponds to a very high descriptive level, means that the professional development of elementary

home economics teachers is always evident. This further suggests that teachers in this field are actively engaging in professional development activities which indicates a strong commitment

ment to enhancing their skills and knowledge, and is essential for maintaining high standards in teaching and ultimately improving learner outcomes. Professional development is a critical component for teachers as it not only boosts their instructional strategies but also adapts them to the evolving educational demands (Hargreaves Fullan, 2020). Specifically, the highest mean score of 4.26 is observed in the participation rates in professional development activities, indicating a very high level of engagement. This means that the professional development of elementary home economics teachers in terms of participation rates in professional development activities is always evident. This high level of participation further implies the teachers' dedication to continuous learning and professional growth. Active participation in professional development activities is crucial as it directly correlates with improved teaching practices and better learner performance (Wei et al., 2019). It implies that elementary Home Economics teachers prioritize their professional growth and seek opportunities to enhance their instructional methodologies, which is vital for adapting to new curricular changes and integrating innovative teaching strategies. Ranked second indicator is the Collaboration and Networking Opportunities which obtained a mean score of 4.18. This indicator of professional development of elementary home economics teachers is categorized as high which means that the professional development of elementary home economics teachers in terms of teacher reflection and self-assessment is often evident. This score reflects the significance of collaborative efforts and networking in professional development. Collaboration among teachers fosters a community of practice where teachers can share insights, strategies, and support each other in their professional journeys (Vangrieken et al., 2019). Networking opportunities allow teachers to connect with peers, experts, and professional organizations, broadening their per-

spectives and enriching their teaching practices. This further implies that effective collaboration and networking of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are essential for professional development as they encourage the exchange of best practices and foster a supportive learning environment. Lastly, the Teacher Reflection and Self-Assessment indicator of professional development of elementary home economics teachers holds a mean score of 4.17, also indicating a high descriptive level. This means that the professional development of elementary home economics teachers in terms of Collaboration and Networking Opportunities is often evident. This further suggest that this aspect of professional development emphasizes the importance of self-reflection in the teaching profession. Teachers who regularly engage in reflection and self-assessment are better equipped to identify their strengths and areas for improvement, leading to enhanced teaching effectiveness (Loughran, 2019). Reflective practices enable elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur to critically evaluate their teaching methods and make informed decisions to refine their instructional approaches. This process of self-assessment is fundamental for professional growth as it promotes a culture of continuous improvement and lifelong learning among teachers (Borko, 2020).

3.2. Level of Teaching Practices of Elementary Home Economics Teachers—Summary of the Level of Teaching Practices of Elementary Home Economics Teachers. Shown in Table 2 is the insightful overview of the level of teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. The table also presented the analysis of each indicator such as the integration of practical hands-on activities, use of differentiated instruction, promotion of critical thinking and problem-solving skills, and application of technology in instruction. Based on

the analysis presented in the table, the teaching practices among elementary Home Economics teachers obtained an overall mean score of 4.02, which is categorized as high. This means that the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are often evident. This overall rating indicates that the said teachers consistently implement effective teaching practices, crucial for fostering an engaging and

productive learning environment (Hammond, 2020). The high overall score suggests a robust commitment to adopting innovative teaching methods that cater to the diverse needs of learners, ultimately enhancing their educational experience and outcomes (Hattie, 2021). It underscores the importance of continuous professional development and reflective practices in maintaining high standards in teaching (Desimone Garet, 2020).

Table 2. Summary of the Level of Teaching Practices of Elementary Home Economics Teachers

Indicators	Mean	Descriptive Level
Integration of Practical Hands-On Activities	4.03	High
Use of Differentiated Instruction	4.07	High
Promotion of Critical Thinking and Problem-Solving Skills	3.95	High
Application of Technology in Instruction	4.04	High
Overall	4.02	High

Specifically, the indicator with the highest mean score is the Use of Differentiated Instruction, which stands at 4.07 and is categorized as high level. This means that the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in terms of the use of differentiated instruction are often evident. This high rating signifies that the said teachers are adept at tailoring their instructional methods to meet the varied learning needs and styles of their learners (Tomlinson, 2019). Differentiated instruction involves modifying the content, process, products, and learning environment to accommodate individual differences, ensuring all learners have access to meaningful learning experiences (Suban Round, 2021). This practice is essential in Home Economics, where learners often engage in practical, hands-on activities that require var-

ied approaches to address different skill levels and learning preferences (Santangelo Tomlinson, 2021). Following closely is the Application of Technology in Instruction, with a mean score of 4.04, also categorized as high level. This means that the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in terms of application of technology in instruction are often evident. This indicator reflects the integration of digital tools and resources in the teaching process, which has become increasingly important in contemporary education (Johnson et al., 2019). The use of technology enhances the learning experience by providing interactive and engaging platforms, facilitating access to a wealth of information and resources, and supporting differentiated instruction (Schleicher, 2020). In Home Economics, technology

can be particularly beneficial for demonstrating cooking techniques, sewing patterns, and other practical skills through video tutorials, virtual simulations, and interactive software. Consecutively, the Integration of Practical Hands-On Activities is another critical indicator, with a mean score of 4.03, rated as high level. This means that the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in terms of integration of practical hands-on activities are often evident. This practice is fundamental in Home Economics education, where experiential learning is paramount. Hands-on activities allow learners to apply theoretical knowledge in real-world contexts, enhancing their understanding and retention of the subject matter (Hargreaves Fullan, 2020). Engaging learners in practical tasks not only builds their skills but also fosters a deeper connection to the material, making learning more relevant and enjoyable (Lave Wenger, 2021). This approach aligns with the constructivist theory, which posits that learners construct knowledge through active participation and experience. Lastly, the Promotion of Critical Thinking and Problem-Solving Skills has a mean score of 3.95, still categorized as high level. This means that the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in terms of promotion of critical think-

ing and problem-solving skills are often evident. This indicator emphasizes the importance of developing learners' cognitive abilities to analyze, evaluate, and create solutions to various problems (Facione, 2020). In the context of Home Economics, fostering critical thinking and problem-solving skills is essential as learners often encounter real-life challenges that require thoughtful and practical solutions, such as budgeting, meal planning, and managing household tasks. Encouraging these skills prepares learners to navigate complex situations both in their personal lives and future careers (Brookfield, 2021).

3.3. Significant Relationship Between the Professional Development and the Teaching Practices of Elementary Home Economics Teachers—Shown in Table 3 is the statistical analysis using Pearson correlation coefficient (r) on the significant relationship between the professional development and the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. This correlation analysis was conducted to evaluate how these leadership qualities influence the effectiveness of behavioral management strategies employed by the said teachers. The correlation coefficients (r -values) indicate the strength and direction of the relationships, while the p -values reveal the statistical significance of these relationships.

The overall analysis of Table 10 indicates a significant relationship between the professional development and teaching practices of elementary Home Economics teachers, with an overall correlation coefficient (r) of 0.650 and a p -value of 0.000. This strong positive correlation suggests that higher levels of professional development activities are associated with more effective teaching practices among elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. The p -value being

0.000 indicates that the relationship is statistically significant at any conventional level of significance, leading to the rejection of the null hypothesis (H_0). This finding is consistent with existing literature that emphasizes the importance of continuous professional development in enhancing teaching efficacy (Darling-Hammond et al., 2020). Professional development provides teachers with updated knowledge, skills, and strategies, which in turn positively influence their teaching practices and ultimately improve

Table 3. Significant Relationship Between the Professional Development and the Teaching Practices of Elementary Home Economics Teachers

Professional Development	r	p-value	Decision on H0
Participation Rates in Professional Development Activities	0.560	0.000	Reject
Teacher Reflection and Self-Assessment	0.518	0.000	Reject
Collaboration and Networking Opportunities	0.541	0.000	Reject
Overall	0.650	0.000	Reject

learner outcomes. Among the specific indicators of professional development, participation rates in professional development activities have the highest correlation with teaching practices with correlation coefficient (r) of 0.560 and a p-value of 0.000. This result underscores the critical role of active participation in workshops, seminars, and other professional learning opportunities in enhancing teachers' instructional methods. Engaging in these activities allows elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur to stay current with the latest educational trends and research, thereby improving their ability to implement effective teaching strategies in their classrooms. Research supports this view, indicating that teachers who frequently participate in professional development are more likely to adopt innovative practices and improve their pedagogical skills (Desimone Garet, 2020). Therefore, encouraging consistent and active participation in professional development is essential for fostering high-quality teaching practices. Consequently, the teacher reflection and self-assessment also show a significant positive relationship with teaching practices with correlation coefficient (r) of 0.518 and a p-value of 0.000. This finding highlights the importance of self-reflection and self-assessment in professional growth and instructional improvement. Reflective practices enable elementary home

economics teachers in Kiblawan North District, Division of Davao Del Sur to critically analyze their teaching methods, identify areas for improvement, and make informed adjustments to their instructional approaches. Self-assessment tools further aid in this process by providing structured frameworks for evaluating teaching effectiveness. According to recent studies, reflective practices are integral to professional development as they promote continuous learning and adaptation, which are vital for effective teaching (Schon, 2019). Hence, fostering a culture of reflection and self-assessment among teachers can significantly enhance their teaching practices. Collaboration and networking opportunities also exhibit a significant positive relationship with teaching practices with correlation coefficient (r) of 0.541 and a p-value of 0.000. This correlation indicates that elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur who engage in collaborative activities and build professional networks are more likely to improve their teaching methods. Collaboration with peers provides elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur with opportunities to share experiences, exchange ideas, and learn from each other's best practices. Networking with other professionals expands their access to diverse resources and support systems, facilitating professional growth and in-

structional innovation. Research has shown that collaborative professional development is particularly effective in enhancing teaching practices, as it promotes a collective approach to problem-solving and continuous improvement (Vangrieken et al., 2019). Therefore, encouraging collaboration and networking among teachers is crucial for improving their teaching practices.

3.4. Regression Analysis of the Professional Development on the Teaching Practices of Elementary Home Economics Teachers — The regression analysis presented in Table 4 reveals a significant overall impact of professional development on the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del

Sur. The analysis explains 42.5percent of the variance in teaching practices with an R-square (R^2) of 0.425 and a highly significant F-value of 28.633 with a p-value of 0.000. This indicates that professional development activities are substantial predictors of teaching practices, reinforcing the crucial role of continuous professional growth in educational effectiveness (Darling-Hammond et al., 2020). The constant (intercept) in the regression model is 1.887, suggesting a baseline level of teaching practices when all professional development predictors are at zero. The significant coefficients for each professional development indicator further underscore their individual contributions to enhancing teaching practices.

Table 4. Regression Analysis of the Professional Development on the Teaching Practices of Elementary Home Economics Teachers

Professional Development	B	Std. Error	Beta	t	Sig.	Decision on H0
(Constant)	1.887	0.233	-	8.048	0.000	-
Participation Rates in Professional Development Activities	0.201	0.061	0.302	3.308	0.001	Reject
Teacher Reflection and Self-Assessment	0.122	0.060	0.187	2.033	0.044	Reject
Collaboration and Networking Opportunities	0.187	0.064	0.295	3.456	0.001	Reject

R = 0.652, **R²** = 0.425, **F-Value** = 28.633, p-value = 0.000

Consequently, the overall significance of the regression which is confirmed by the result F-value and p-value in this study implies that at least one predictor professional development indicator significantly contributes to the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. Hence, the hypothesis that none of the indicators of professional development significantly influence the c elementary home economics teachers is rejected. Particularly, the participation rates in professional development

activities indicator show the strongest influence on teaching practices, with an unstandardized coefficient (B) of 0.201 and a standardized coefficient (Beta) of 0.302. This relationship is statistically significant with a t-value of 3.308 and a p-value of 0.001, indicating that increased participation in professional development activities leads to a significant improvement in teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. The Beta value of 0.302 suggests that participation rates are the most

influential predictor among the professional development indicators. This finding aligns with existing literature, which emphasizes that active participation in professional development helps teachers acquire new knowledge and skills, ultimately enhancing their instructional effectiveness (Desimone Garet, 2020). Engaging in regular professional development activities allows teachers to stay current with educational advancements and implement innovative teaching strategies. Next, the teacher reflection and self-assessment, another critical indicator of professional development, also show a significant impact on teaching practices, with a B value of 0.122 and a Beta of 0.187 with a t-value of 2.033 and a p-value of 0.044. Although its influence is smaller compared to participation rates, the positive coefficient indicates that self-reflection and assessment contribute to improved teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. Reflective practices encourage the said teachers to critically evaluate their instructional methods, identify areas for improvement, and make necessary adjustments. This process of continuous self-assessment fosters professional growth and leads to more effective teaching (Schon, 2019). The findings highlight the importance of encouraging teachers to engage in reflective practices as part of their professional development. Lastly, the collaboration and networking opportunities indicator, represented by a B value of 0.187 and a Beta of 0.295, also significantly influence teaching practices with a t-value of 3.456 and a p-value of 0.001. The high Beta value indicates that collaboration is a strong predictor of teaching

effectiveness. Networking with peers provides the elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur with opportunities to share experiences, exchange best practices, and support each other in professional growth. Collaborative professional development has been shown to be particularly effective in enhancing teaching practices, as it promotes collective learning and problem-solving (Vangrieken et al., 2019). The significant positive relationship between collaboration and teaching practices underscores the value of fostering a collaborative culture among teachers to improve educational outcomes. Moreover, the significant regression coefficients for all three professional development indicators—participation rates, teacher reflection, and collaboration—demonstrate the combined importance in influencing teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. The rejection of the null hypothesis (H_0) for each indicator indicates that professional development activities are not only beneficial but essential for enhancing their teaching effectiveness. This comprehensive approach to professional development ensures that elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are well-equipped with the necessary skills and knowledge to deliver high-quality education. The integration of various professional development activities, including workshops, reflective practices, and collaborative opportunities, creates a well-rounded professional growth environment that positively impacts teaching practices.

4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Findings—Elementary Home Economics teachers play a significant role in equipping learners with knowledge and skills essential for their overall development and readiness for adulthood. However, the effectiveness of teaching practices in this area can differ greatly based on the professional development opportunities accessible to teachers. These teachers encounter distinct challenges, including staying current with new educational strategies, incorporating technology into their classrooms, and meeting the diverse needs of their learners. Additionally, the changing curriculum and shifting societal expectations require teachers to consistently refresh their knowledge and skills in both the subject matter and pedagogy of home economics. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. Statistical analyses such as the mean, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred and twenty (120) elementary Home Economics teachers in Kiblawan North District, Division of Davao Del Sur. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and HE specializations. These respondents were chosen via a sample process known as purposive sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which had been subjected to validation by experts and had its reliability examined. Descriptive results of the study revealed a very high descriptive level of professional development which means that the professional development of elementary Home Economics teachers in Kiblawan North District, Division of Davao Del Sur is always evident. Likewise, the level of teaching prac-

tices said elementary Home Economics teachers received a high descriptive level rating which means that the teaching practices of elementary Home Economics teachers in Kiblawan North District, Division of Davao Del Sur are often evident. Consequently, there is a strong positive relationship between the professional development and teaching practices of the said elementary Home Economics teachers, suggesting that higher levels of professional development activities are associated with more effective teaching practice. Likewise, the regression analysis resulted that all of the indicators of professional development indicator significantly contributes to the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: There is a very high level of engagement in professional growth activities elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. This implies that these teachers actively participate in professional development opportunities, indicating a strong commitment to enhancing their skills and knowledge, which is crucial for maintaining high teaching standards and improving learner outcomes. This high level of participation suggests that elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur prioritize continuous learning, collaboration, and self-reflection, all of which are essential for adapting to new educational demands and integrating innovative teaching strategies, ultimately fostering a culture of continuous improvement and lifelong learning among teachers. Relatively, there is also a high level of implementation across various key indicators of teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. These teachers consistently integrate practical hands-on activities, use differentiated instruction, promote critical

thinking and problem-solving skills, and apply technology in their instruction. This indicates a tough commitment to adopting innovative and effective teaching methods that cater to the diverse needs of learners, ultimately enhancing their educational experience and outcomes. These findings further emphasize the importance of continuous professional development and reflective practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur in maintaining high teaching standards, ensuring that learners receive a comprehensive and engaging education. Furthermore, there is a strong significant relationship between professional development and teaching practices among elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. This strong positive correlation implies that higher levels of professional development activities are associated with more effective teaching practices. These findings imply that ongoing professional development equips elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur with essential knowledge, skills, and strategies, enhancing their instructional methods and ultimately improving learner outcomes. Encouraging active participation in professional development, fostering reflective practices, and promoting collaboration and networking among teachers are crucial for maintaining high-quality teaching standards and adapting to evolving educational demands. Moreover, there is a significant impact of professional development on the teaching practices of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur. This strong relationship highlights that the participation in professional development activities, teacher reflection and self-assessment, and collaboration and networking opportunities are substantial predictors of effective teaching practices. These findings further imply the importance of continuous professional growth, as

it equips elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur with up-to-date knowledge, skills, and strategies that enhance their instructional methods and ultimately improve learner outcomes. Encouraging active participation in diverse professional development activities is essential for maintaining high teaching standards and fostering an environment of continuous improvement among teachers.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The Department of Education Officials should prioritize and invest in ongoing professional development programs such as Innovative Teaching Strategies Workshop Series and Reflective Practice and Professional Collaboration Program for elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur, as these are key to maintaining high teaching standards and improving learner outcomes. Additionally, fostering a culture of collaboration, self-reflection, and the integration of innovative teaching practices among elementary home economics teachers should be encouraged to ensure they remain adaptable to new educational demands. Finally, structured support for active participation in professional growth activities, including workshops, networking opportunities, and reflective practices, is essential to enhance instructional methods and sustain continuous improvement in educational quality. School administrators should continue to support and expand professional development opportunities, focusing on innovative teaching methods, technology integration, and differentiated instruction to maintain high teaching standards and improve learner outcomes. Encouraging a culture of continuous learning and reflection among elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur is essential for adapting to evolving educational demands. Additionally, fostering collaboration

and networking among teachers will enhance their instructional effectiveness and promote a supportive professional community. Elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur should continue actively participating in professional development activities to enhance their skills and stay updated with innovative teaching strategies. Emphasizing continuous self-reflection and collaboration with peers will further improve their teaching practices and adaptability to new educational demands. By maintaining this commitment to professional growth, teachers can ensure high teaching standards and positively impact learner outcomes. Elementary home economics learners should actively engage in the learning opportunities provided by their teachers, who are committed to continuous professional development and adopting innovative teaching methods. By participating fully in hands-on activities, critical thinking exercises, and using technology, learners can maximize their educational experience and enhance their learning outcomes. Additionally, learners should embrace collaboration and self-reflection, as these practices will further support their growth and success in the subject. Future researchers should explore the long-term impact of professional development on learner outcomes to further validate its role in improving teaching practices. Additionally, studies could examine the specific types of professional development activities that have the most significant effect on different teaching styles and subjects. Expanding the research to include a broader range of school districts would also provide valuable insights into the generalizability of these findings.

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