

**THE IMPACT OF EDUCATIONAL MANAGEMENT PROGRAM ON
PROFESSIONAL DEVELOPMENT AND CAREER PROGRESSION**

LEANDRO C. TORREON, PhD

Dean, School of Advanced Studies-Bohol Island State University, Candijay Campus, Cogtong, Candijay, Bohol, Philippines

Email: torreon_leandro22@yahoo.com

ABSTRACT

Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs (Girvan, 2016). The purpose of this study was to assess the level of professional development, career progression, and performance of the graduates of the Master of Arts in Education who are employed in the public schools. It utilized the descriptive-survey design employing the random sampling technique with the use of a modified research tool on the OECD Teaching and Learning International Survey (TALIS) (2017). The results confirmed that MAED Graduates' professional development relatively affects their performance and career progression. Teachers' professional development can be further facilitated through fully apprehending the process by which they grow professionally and the factors that contribute to such growth, teachers' career progression, and commitment to the job and workplace. The impact of professional development on their teaching abilities, knowledge, and career progression is pivotal to gaining a comprehensive understanding of the existent as well as the potential obstacles teachers might face. Thus, teacher's career progression and professional development is the product of the continuing educational management program.

Keywords: *Career Progression, Educational Management, Graduate Education, Professional Development,*

INTRODUCTION

In the field of K-12 education administration, school administrators need to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems, therefore, seek to provide teachers with opportunities for in-service professional development to maintain a high standard of teaching and to retain a high-quality teacher workforce, (OECD, 2019).

The quality of education and student achievement is closely related to teacher qualifications. In Turkey, teachers want a career system so that their efforts regarding graduate education and their professional development motivation could be supported (Can, 2019). It has been reiterated that professional development, career progression, and performance of teachers are interlinked. Thus, exploring teachers' insights into the impact of professional development on their teaching abilities, knowledge, and career progression are pivotal to gaining a comprehensive understanding of the existent as well as the potential obstacles teachers might face (Tantawy, 2020). The demands of teaching are constantly changing, and teachers need to continually adapt their knowledge and practice. The educational system in the Philippines keeps transforming from one era to another era and educators must keep abreast to continually providing quality education to students (Oxford Business Group, 2017). Teachers have always been at the core of education and their career development has always been the primary issue of the education system. It is important to note that to make difference in students' achievement, teachers should constantly develop their field knowledge and teaching skills. For that reason, career development is an important part of the teaching profession.

The concept of professional development which can be defined as knowledge, skills, ability, and conditions for learning about the profession has been the most important factor in recent years. The role of the teaching profession in the development of a country is known by all societies so there are various regulations regarding this. Research in the field of the development of the teaching profession shows that professional development is a necessity to raise the quality of education in schools. Therefore, opportunities should be provided for teachers to improve the quality of education (Seferoğlu, 2015).

Therefore, the extent to which teaching career paths offer continued progression and opportunities to contribute to the quality of education is essential for recruiting and retaining highly qualified and motivated teachers. Besides, teachers usually seek enhanced career paths to promote new learning and maintain motivation about their teaching; without such opportunities, teachers who pursue professional advancement are forced to move into educational management roles. The relationship between professional development and career progression was further supported by Coldwell's study findings (2017) where the respondents associated professional development with promotion.

LITERATURE REVIEW

School reform attempts and professional development have been dominated by teacher performance evaluation. Because of this, many educational institutions have been encouraging instructors to earn postgraduate degrees for years now. They may also apply for graduate credits for recertification (Hill, 2017). Teacher certification may also require a master's degree in some situations. Teaching professions are often launched by those who hold a master's degree; some pursue it later in their careers. With an advanced degree, these teachers can strengthen their teaching talents or explore other career opportunities in education. In addition to that, it's a way for them to earn more money. A teacher's incentive to continue in the profession to reap the financial benefits of a master's degree increases the longer she stays in the academe, (Ladd & Sorensen, 2018). The research findings of Hilsun and Start (2018) have strongly emphasized that master's degree holders are encouraged to take on leadership roles within the educational community to promote research-based teaching techniques geared towards acquiring necessary teaching skills and strategies. Graduate teaching courses give the utmost motivation to teachers who want to make a difference in the classroom and the opportunity to influence school-wide change. They gain valuable teaching experience that will help to improve the educational landscape. The study is anchored on the Social Cognitive Career Theory (SCCT) is a relatively new theory that is aimed at explaining three interrelated aspects of career progression: (1) how basic academic and career interests develop, (2) how educational and career choices are made, and (3) how academic and career success is obtained. The theory incorporates a variety of concepts (e.g., interests, abilities, values, environmental factors) that appear in earlier career theories and have been found to affect career development. Developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, SCCT is based on Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes that has been extended to the study of many areas of psychosocial functioning, such as academic performance, health behavior, and organizational development.

On the other hand, the Implicit Theory of the nature of abilities is a particular set of beliefs held by the individual (Dweck, 1999). Without necessarily being aware (therefore, implicit), people differ in how they think personal abilities can be changed through time and training. Therefore, they turn to different approaches when confronted with a challenge (for instance, in the process of learning): Whereas some people enjoy trying new strategies and change routines quite flexibly, others stick to a set of routines with which they are already familiar. The research on implicit theories aims to solve the puzzle of why people follow different patterns in the regulation processes when facing new challenges and whether one or the other way is more beneficial for learning (Burnette, 2018). Therefore, the concept of the implicit theory is highly related to and centrally important in the discourse on self-regulated learning.

On which this research is based are Republic Act Nos. 4670 (Magna Carta for Public School Teachers) and 10533 (Enhanced Basic Education Act of 2013), which emphasize the importance of continuing efforts to support the professional growth and development of all teachers and nonteaching personnel to achieve higher levels of efficacy. To enhance the well-being and financial situation of public-school teachers, the Magna Carta for Public School Teachers, formally known as Republic Act No. 4670, was developed. Public school teachers will benefit from this act by having better living conditions, employment terms, as well as career prospects so that they can compete favorably with other professions that offer similar opportunities, and by attracting more people with the necessary qualifications into the teaching profession. This act will help improve the social and economic status of public-school teachers, teachers social and economic status, which includes improving their living and working conditions as well as their terms of employment and career prospects, so that they can compete favorably with existing opportunities in other fields; to attract and retain more people with appropriate qualifications for teaching, with the recognition that advancement in education is dependent on qualifications. Knowing the professional development, career progression and performance of post education graduates is the key to determining the outcome that can be further be facilitated through fully apprehending the process by which they grow professionally and the factors that contribute to such growth. In that connection, the researcher conducted this study to assess of the Master of Arts in Education graduates' level of professional development, career advancement and performance and to determine the impact of advanced studies degree towards career progression and performance of public-school teachers in the Division of Bohol, Philippines. Thus, this study sought to achieve the following objectives:

- The profile of the graduates in Master of Arts in Education in terms of age, sex, civil status, highest educational attainment, year graduated, position upon enrolment, position after graduation, and length of service.
- The assessment of the respondents on the level of professional development of the graduates in Master of Arts in Education in the aspect of professional development programs and professional development competencies.
- The assessment of the respondents on the career progression of graduates in Master of Arts in Education for the last three years.
- The significant relationship between the career progression and the professional development of the graduates in Master of Arts in Education

RESEARCH METHOD

Research Design : This study utilized quantitative-descriptive research using adopted and modified survey questionnaire about the level of professional development, career progression, and performance of Master of Arts in Education graduates of Bohol Island State University-Candijay Campus, Candijay, Bohol, Philippines in the past three years. This descriptive research seeks to find answers to questions through the analysis of variable relationships.

Research Subjects and Setting : The subjects of this study located in the province's eastern part of Bohol province, which is 99.3 kilometers from Tagbilaran City, is where the research will be conducted. Each public school in the province of Bohol, Philippines is headed by a principal, head teacher, or school-in-charge.

Types and Sources of Data : This research utilized random selection as a survey method to gather more comprehensive and reliable data. There were a total number of one hundred eighty (180) respondents who will be the subjects of the survey, comprising ninety (90) MAED graduates in the year 2020, forty-five (45) graduates in the year 2021, and another forty-five (45) graduates in the year 2022.

Data Collection Tools : This study utilized a modified research tool adopted from OECD Teaching and Learning International Survey (TALIS) (2017) for the Level of Teachers' Professional Development and Debara (2021) for the Teachers' Career Progression and Performance to gather factual data and to obtain the accurate responses of the respondents. The questionnaire has four (4) parts namely: Part I is the questionnaire for the demographic profile to determine the respondents' age, civil status, gender, highest educational attainment, position, and length of service. Part II is the perception of the respondents on the Master of Arts in Education graduates' level of professional development. Part III is on the perception of the respondents on the Master of Arts in Education graduates' career progression and Part IV is the perception of the respondents on the performance of Master of Arts in Education graduates.

Research Procedures : The researcher sought the permission to conduct the study to the Schools Division Superintendent of Bohol and channeled through the Public Schools District Supervisor. Then, the researcher distributes the questionnaires together with the approved letter from the superintendent to conduct to the identified respondents through google forms to adhere safety health protocols. The researcher assures the respondents regarding the confidentiality of their responses and solicits their sincere cooperation to answer the questionnaires honestly and objectively. After the data collection, these will be tabulated, analyzed, interpreted, and reported.

RESULTS: The findings of this study demonstrate that the impact of educational management to the students' professional development and career progression. The students-respondents were graduated from the graduate education program of the university.

Profile of the Respondents : The presentation of the profile of the MAED graduates in terms of age, gender, civil status, highest educational attainment, year graduated, position upon enrolment, position after graduation, and length of service. The result revealed that the age bracket of 31-40 years old got the highest number of respondents having a frequency of 82 or 45.56%, 54 or 30% were aged 41-50 years old, there were 27 or 15% aged 30 years old and below while only 17 or 9.44% belonged to the age bracket of 51 years old and above. It implies that many of the respondents who pursued graduate education are relatively middle-aged. Meanwhile, as to sex, the majority of the respondents are females with the highest frequency of 136 or 75.56% while only 44 or 24.44% were males. This denotes that most of the MAED graduates were females.

Table 1. Profile of the Teacher-Respondents

	Frequency	Percentage (%)	Rank
1.1 Age			
30 years old and below	27	15	3
31 – 40 years old	82	45.56	1
41 – 50 years old	54	30	2
51 years and above	17	9.44	4
Total	180	100%	
1.2 Sex			
Male	44	24.44	2
Female	136	75.56	1
Total	180	100%	
1.3 Civil Status			
Single	49	27.22	2
Married	123	68.33	1
Separated/Divorced	2	1.11	4
Widowed	6	3.33	3
Total	180	100%	
1.4 Highest Educational Attainment			
Master's Degree Holder	148	82.22	1
With Units in PhD/EdD	19	10.56	2
CAR in PhD/EdD	8	4.44	3
Doctorate Degree Holder	5	2.78	4
Total	180	100%	
1.5 Year Graduated			
2019	44	24.44	2
2020	53	29.44	1
2021	43	23.89	3
2022	40	22.22	4
Total	180	100%	
1.6 Position Upon Enrollment			
Teacher 1	58	32.22	2
Teacher 2	23	12.78	3
Teacher 3	59	32.78	1
Master Teacher 1	13	7.22	4
Master Teacher 2	4	2.22	8
Head Teacher 1	10	5.56	5
Head Teacher 2	5	2.78	7
Principal 1	6	3.33	6
Principal 2	2	1.11	9
Total	180	100%	
1.7 Position After Graduation			
Teacher 2	31	17.22	2
Teacher 3	97	53.89	1
Master Teacher 1	19	10.56	3
Master Teacher 2	7	3.89	5.5
Head Teacher 1	9	5	4
Head Teacher 2	5	2.78	7
Principal 1	8	4.44	5.5
Principal 2	4	2.22	8
Total	180	100%	
1.8 Length of Service			
5 years and below	50	27.78	2
6-10 years	46	25.56	3
11-15 years	58	32.22	1
16-20 years	17	9.44	4
21 years and above	9	5	5
Total	180	100%	

On the other hand, the above table also shows the civil status of the respondents. It has been reflected that majority of them are married with the frequency of 123 or 68.33%, 49 or 27.22% were single, 6 or 3.33% are widowed and 2 or 1.11% were separated.

Nowadays, many school districts assume that teachers possess a post-baccalaureate degree (Lewis, 2007). It is reflected in the table that the majority, 148 or more than 82% of the teacher respondents were master's degree holders, 10.56% (19) have Ph.D./Ed.D. but only 5 or 2.78% hold a

Doctorate. This implies that most teacher-respondents continue to pursue advanced studies. Earning a master's degree helps a person gain specialized knowledge to advance in his field. As the workforce evolves, a graduate degree shows dedication to enhancing one's industry expertise and credibility. Thus, most of the MAED students graduated in the year 2020 with 53 total graduates or 29.44%, followed by the year 2019 having 44 or 24.44% graduates, 43 or 23.89% graduated in the year 2021 while 22.22% (40) graduated in the year 2022. This denotes that most of the graduates in MAED were during the pandemic wherein education and schooling at that time is much more accessible since it was purely online distance mode; the students studied in the comforts of their homes.

Educational Rank of the Respondents: The MAED graduates' position upon enrolment is also presented in table 1. Many of the respondents were Teacher 3 with the highest frequency of 59 or 32.78%, 58 or 32.22% were still Teacher 1, 23 or 12.78% were already Teacher 2, 13 or 7.22% were Master Teacher 1 while only very few hold the higher positions of Master Teacher 2, Head Teacher 1 and 2 and Principal 1 and 2 respectively. It is clearly emphasized that the respondents hold lower positions upon enrolment. As attested in the study of Avalos (2019) that educators who have trailed post-graduate studies were in low teaching positions, thus, acquiring it helps them achieve promotions and career progression.

As to their position after graduation, it was shown that most of the respondents have been promoted. There are 97 or 53.89% progressed to Teacher 3, 31 or 17.22% hold Teacher 2 position, 19, or 10.56% are promoted to Master Teacher 1 and 9 or 5% are Head Teacher 1. The result is supported by the research findings of Hilsum and Start (2018) which emphasized that master's degree holders have relatively acquired career progression and professional development. Because of this, many educational institutions have been encouraging teachers to earn postgraduate degrees for years now.

As it was shown in the table, more than 30% of the teacher-respondents have spent 11-15 years of teaching and approximately more than 17% of them were considered experienced teachers who spent 16 – 20 years or 21 years and above in teaching.

Summary of Results : In sum, the results of this research establish that the educational management program:

Significantly improved the students' academic rank after graduated in the master of arts in education program. The opportunity to improve the teaching position demonstrated the effectiveness of the said program and surpass the expectation of academic success.

The implicit theory of Dweck states that human abilities are important for academic learning. They form a belief system that triggers motivations, leads to different learning pathways, and shapes how individuals interpret and understand their learning experiences. Some research indicated that teaching experience positively affects teachers' performance until years 5-8 (Seferoğlu, 2015).

DISCUSSION

The findings of this study confirm that the effectiveness of the educational management program to the respondents' professional development and career progression.

Professional Development

Table 2 portrays teachers' level of professional development. The table depicts that as to professional development programs; "teachers join individual or collaborative research on a topic of interest professionally" gained the highest weighted mean of 3.57 verbally interpreted as Strongly Agree. Thus, it has been strongly agreed by the respondents that participating in a network of teachers formed specifically for the professional development of teachers garnered a weighted mean of 3.41. This is true in the DepEd Bohol Division where most of the teachers have been doing research particularly action research and that professional development courses are also offered by DepEd and NEAP. On the other hand, enrolling education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems) and receiving scheduled time for undertaking the professional development that took place during regular work hours have the lowest weighted mean of 3.23 interpreted as Agree. This implies that most of the seminars and training were done during weekends and less likely during weekdays. Further, as to the level of professional development of teachers, professional development programs were considered as Above Standards with the highest weighted mean of 3.33. Item 6 "join individual or collaborative research on a topic of interest professionally" gained the highest weighted mean of 3.57 interpreted as Above Standards while items 2 and 8 which were about enrolling in education conferences or seminars and participating in mentoring and/or peer observation and coaching got the lowest weighted mean of 3.23 still interpreted as Above Standards. The result of the study by Mizell (2018) supports the idea that professional development is an educational experience related to a practitioner's work.

Table 2. Teachers' Level of Professional Development

Statement	WM	DI	Rank
2.1 Professional Development Programs			
As a teacher, I...			
1. attend courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	3.31	SA	5.5
2. enrol education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	3.23	A	9.5
3. apply for qualification programme (e.g. a degree programme)	3.35	SA	3.5
4. join observation visits to other schools	3.27	SA	8
5. participate in a network of teachers formed specifically for the professional development of teachers	3.41	SA	2
6. join individual or collaborative research on a topic of interest professionally	3.57	SA	1
7. participate in mentoring and/or peer observation and coaching, as part of a formal school arrangement	3.31	SA	5.5
8. receive scheduled time for undertaking the professional development that took place during regular work hours	3.23	A	9.5
9. engage in informal dialogue with your colleagues on how to improve your teaching	3.35	SA	3.5
10. attend online NEAP-recognized professional development programs/courses.	3.30	SA	7
Average Weighted Mean	3.33	SA (Above Standards)	
2.2 Professional Development Competencies			
1. apply content and performance standards in my main subject field(s)	3.40	SA	2
2. strengthen student assessment practices	3.31	SA	6
3. make classroom management efficient	3.23	A	9
4. improve knowledge and understanding of my main subject field(s)	3.23	A	9
5. boost knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	3.25	SA	7
6. intensify ICT skills for teaching	3.57	SA	1
7. am able to teach students with special learning needs	3.35	SA	3
8. reinforce student discipline and behaviour problems	3.33	SA	4.5
9. strengthen school management and administration	3.23	A	9
10. make student counseling effective.	3.33	SA	4.5
Average Weighted Mean	3.33	SA (Above Standards)	
Composite Mean	3.33	SA (Above Standards)	

Legend:

3.25 – 4.00 Strongly Agree (SA) - Above Standards
2.50 – 3.24 Agree (A) - Meets Standards
1.75 – 2.49 Disagree (D) - Below Standards
1.00 – 1.74 Strongly Disagree (SD) - Far Below Standards

Weighted Mean (WM)

Meanwhile, as to professional development competencies, teachers perceived it as Highly Efficient with the highest weighted mean of 3.33. These competencies primarily intensify the ICT skills for teaching with the weighted mean of 3.57 verbally interpreted as Strongly Agree. However, making classroom management efficient, strengthening student assessment practices, and strengthening school management and administration gained the lowest weighted mean of 3.23 still interpreted as Agree. Overall, the teachers' level of professional development was assessed as Above Standards. This indicates that teachers who have pursued post-graduate studies have gained a higher level of professional advancement. As attested by Girvan (2016) that professional development allows them to step out of their routine — they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves.

Career Progression

Table 3 illustrates the career progression of the graduates of Master of Arts in Education. It has been shown that the MAED graduates in BISU have exceeded their expectations in their career progression opportunities because of attaining a master's degree. Hence, acquiring experience in job-related trainings that the organization had offered obtained the highest weighted mean of 3.59 also interpreted as Strongly Agree or Exceeds Expectations. It has also been observed and strongly agreed that BISU has provided opportunities for students to acquire professional development gaining a weighted mean of 3.56. Further, through acquiring MAED, the teachers have gained salary increase and other benefits which is the result of their career progression or promotion.

Table 3. Career Progression of the Graduates in Master of Arts in Education

Statement	WM	DI	Rank
<i>As a MAEd graduate in BISU, I...</i>			
1. feel satisfied with my opportunity for professional development.	3.51	SA	6.5
2. participate in available career advancement opportunities	3.48	SA	9
3. observe that the organization is dedicated to my professional development	3.56	SA	2
4. experience job-related training the organization has to offer.	3.59	SA	1
5. am given the opportunities to apply my expertise and talents.	3.52	SA	4.5
6. observe the investment the organization makes education and training.	3.44	SA	10
7. have a clear path to growth, and transparency on career progression opportunities, in order to stay engaged and thrive at work	3.51	SA	6.5
8. receive helpful feedback to your employees about how they're doing and how they can progress more efficiently toward their career goals.	3.49	SA	8
9. feel acknowledged in my progress and know that I did a great job.	3.54	SA	3
10. gain increase in salary and other benefits	3.52	SA	4.5
Average Weighted Mean	3.52	SA (Exceeds Expectations)	

Legend:

Rating Scale Descriptive Interpretation

3.25 – 4.00- Strongly Agree (SA)	- Exceeds Expectations
2.50 – 3.24- Agree (A)	- Meet Expectations
1.75 – 2.49- Disagree (D)	- Did Not Meet Expectations
1.00 – 1.74- Strongly Disagree (SD)	- Needs Development

Relationship Between the Career Progression and Professional Development of Graduates

The test of the relationship between the performance and professional development of MAED graduates. The result deduced that there is sufficient evidence to conclude that there is a significant relationship between the performance and professional development of the MAED graduates, $r(178)=0.271$, $p<.001$, thus rejecting the null hypothesis. This signifies that a teacher's career progression is the product of professional development.

Table 4. Test of Relationship Between the Career Progression and Professional Development of Graduates in Master of Arts in Education

Variables	r	df	p-value	Interpretation
Career Progression and Professional Development	0.271	178	<.001	Significant

*Correlation is significant at 0.05 level (2-tailed)

Adherence to Republic Act Nos. 4670 (Magna Carta for Public School Teachers) and 10533 (Enhanced Basic Education Act of 2013), which emphasize the importance of continuing efforts to support the professional growth and development of all teachers and nonteaching personnel to achieve higher levels of efficacy and career growth. The Professional Development Priorities shall support the realization of the Department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes. Further, Tamar and Atinc (2017) have put emphasis on professional development opportunities that provide abilities needed to be acquired in teacher training programs and further developed in an ongoing learning process. In this study, a teacher's professional abilities are conceptualized broadly as a set of social and intellectual skills (e.g., different kinds of content and pedagogical knowledge or adaptive self-regulation strategies) that all have an impact on the teacher's competencies in teaching and working cooperatively with other colleagues in the field.

CONCLUSION :Through the findings, these conclusions are formulated:

The career progression of the graduates in Master of Arts do not depend on the teachers' profile as to age, sex and civil status. Moreover, the educational management graduates' professional development relatively affects their performance and career progression. Teachers' professional development can be further facilitated through fully apprehending the process by which they grow professionally and the factors that contribute to such growth, teachers' career progression, and commitment to the job and workplace. The impact of professional development on their teaching abilities, knowledge, and career progression is pivotal to gaining a comprehensive understanding of the existent as well as the potential obstacles teachers might face. Thus, teacher's career progression and professional development is the product of the continuing educational management program.

ACKNOWLEDGEMENT :The authors would like to express their deepest gratitude to the faculty and students of the Master of Arts in Education Program of the School of Advanced Studies of Bohol Island State University, Candijay Campus, Cogtong, Candijay, Bohol, Philippines for the continuous support, data gathering responses, and research facilities that greatly supported the completion of this study.

REFERENCES

- Can, R. (2019). The role of graduate education in professional development of teachers: Is graduation enough?. <https://www.researchgate.net/>
- Coldwell, M. (2017). Exploring the influence of professional development on teacher careers: A path model approach. *Teaching and Teacher Education*, 61, 189-198 <https://doi.org/10.1016/j.tate.2016.10.015>
- Debara, D. (2021). Top findings from lattice's career progression survey. <https://lattice.com/library/top-findings-from-lattices-career-progression-survey>
- Dweck, C. S. (1999). *Self-theories: their role in motivation, personality, and development*. New York, NY: Psychology Press.
- Girvan, C. (2016). Extending experiential learning in teacher professional development. *Teaching and Teacher Education*, 58, 129-139. <http://dx.doi.org/10.1016/j.tate.2016.04.009>.
- Hill, P. (2017). Development in the professional lives of headteachers. Goodson & A. Hargreaves (Eds.), *Teachers' professional lives*. London: Falmer Press.
- Hilsun, S., & Start, K. B. (2018). *Promotion and careers in teaching*. Slough: National Foundation for Educational Research
- Ladd, W. & Sorensen, M. (2018). Returns to teacher experience: student achievement and motivation in middle school. https://caldercenter.org/sites/default/files/WP%20112%20Update_0.pdf
- Lent, R. W. (2015). "A social cognitive view of career development and counseling." Pp. 101-127 in *Career Development and Counseling: Putting Theory and Research to Work*, edited by S. D. Brown and R. W. Lent. New York: Wiley.
- Lent, R. W., Brown, S. D. and Hackett, G. 1994. "Toward a unifying social cognitive theory of career and academic interest, choice, and performance" [Monograph]. *Journal of Vocational Behavior* 45:79-122.
- Mizell, H. (2018). *Why professional development matters. Learning Forward*. 504 South Locust Street, Oxford, OH 45056
- OECD, U.S. Department of Education (2019). *PISA 2018: Insights and Interpretations*. Available at: <https://www.oecd.org/pisa/>
- Republic Act Nos. 4670 (Magna Carta for Public School Teachers) and 10533 (Enhanced Basic Education Act of 2013)
- Seferoglu, Y. (2015). What makes professional development effective? Results from national sample of teachers. *American Educational Research Journal*, 38(4), 915-945
- Tamar, L. R., and Atinc, M. (2017). *Investigations into using data to improve learning: Philippines Case Study*. Washington, DC: The Brookings Institution. Retrieved from Available at: <https://www.brookings.edu/>
- Tantawy, N. (2020). Investigating teachers' perceptions of the influence of professional development on teachers' performance and career progression. <https://files.eric.ed.gov/fulltext/EJ1312512.pdf>