

**Determinants of Veteran Teacher Engagement
In Professional Development Programs
in the Schools Division Office of Nueva Ecija, Philippines**

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ABSTRACT

Professional development (PD) is essential for sustaining teachers' professional competence and improving educational quality. However, veteran teachers often differ in their level of engagement in PD activities, influenced by personal, organizational, and program-related factors. Understanding these determinants is crucial for designing professional learning experiences that are meaningful and responsive to experienced educators.

This study examined the determinants of veteran teacher engagement in professional development programs in the Schools Division Office (SDO) of Nueva Ecija. Specifically, it investigated the influence of perceived PD relevance, delivery format, peer collaboration, self-efficacy, school-level support, and intrinsic and extrinsic motivation on teachers' engagement in PD activities.

A quantitative, non-experimental correlational research design with a predictive approach was employed. Data were collected from veteran public school teachers with at least ten years of teaching experience using the Veteran Teacher Professional Development Engagement Survey (VTPD-ES). Statistical analyses included multiple linear regression,

hierarchical multiple regression, and Pearson product-moment correlation to determine the predictive relationships among the study variables.

Perceived relevance of PD content emerged as the strongest predictor of teacher engagement, followed by opportunities for peer collaboration. Teacher self-efficacy demonstrated a significant positive relationship with participation in Learning Action Cell (LAC) sessions. School-level support significantly predicted engagement beyond the influence of individual motivation. Although both intrinsic and extrinsic motivation were significant predictors, intrinsic motivation accounted for substantially greater variance in engagement than extrinsic incentives.

Veteran teachers' engagement in professional development is primarily driven by meaningful learning experiences that directly address classroom practice, supportive school environments, collaborative professional cultures, and strong intrinsic motivation. Professional development initiatives should therefore prioritize relevance, collaboration, and institutional support rather than relying primarily on compliance-driven incentives.

Professional Development, Teacher Engagement, Metacognitive Awareness, veteran teachers, teacher engagement, self-efficacy, intrinsic motivation, school-level support, peer collaboration

INTRODUCTION

Professional development (PD) has become an essential component of educational reform, enabling teachers to continuously enhance their knowledge, instructional practices, and professional competencies throughout their careers. As educational systems respond to rapid technological advances, curriculum reforms, and evolving learner needs, teachers are increasingly expected to engage in continuous learning to maintain instructional effectiveness. For veteran teachers, however, sustained engagement in professional development is influenced by a complex interaction of personal motivation, professional identity, organizational support, and the perceived value of learning opportunities.

Although experienced teachers possess extensive classroom expertise, they continue to face new instructional demands that require ongoing professional growth. Their participation in PD programs is not solely determined by institutional requirements but also by whether such programs are relevant to their instructional needs, acknowledge their accumulated expertise, and provide meaningful opportunities for collaboration and reflection. Consequently, understanding the factors that encourage or discourage veteran teachers' engagement has become an important concern for educational leaders and policymakers.

Previous studies have consistently shown that teachers are more likely to participate actively in professional development when learning activities are relevant to classroom practice, encourage peer collaboration, and foster professional autonomy. Likewise, teacher self-efficacy, intrinsic motivation, and supportive school leadership have been identified as significant contributors to sustained professional engagement. Conversely, professional development perceived as compliance-driven, repetitive, or disconnected from classroom realities often results in limited participation and reduced motivation among experienced educators.

Within the Philippine educational context, professional development has become increasingly important as the Department of Education implements continuous curriculum reforms, digital transformation initiatives, and competency-based professional standards. Despite these efforts, relatively few quantitative studies have examined the factors influencing veteran teachers' engagement in professional development, particularly within the Schools Division Office of Nueva Ecija. This gap limits the evidence available for designing professional learning programs that effectively address the needs of experienced teachers.

Guided by the framework of Professional Agency, this study investigated the determinants of veteran teacher engagement in professional development programs. Specifically, it examined the influence of perceived relevance of professional development content, delivery format, opportunities for peer collaboration, teacher self-efficacy, school-level support, and intrinsic and extrinsic motivation on teachers' engagement. The findings are expected to contribute to the growing body of knowledge on teacher professional development while providing evidence-based recommendations for improving the design and implementation of professional learning programs within the Philippine basic education system.

METHODS

Research Design

This study employed a quantitative, non-experimental research design using a correlational and predictive approach to examine the determinants of veteran teacher engagement in professional development (PD) programs. The design was appropriate because it allowed the investigation of naturally occurring relationships among teacher-related, program-related, and organizational variables without manipulating any conditions. A cross-sectional survey was conducted to obtain a comprehensive assessment of the factors influencing veteran teachers' engagement in professional development at a single point in time.

Research Setting

The study was conducted in the Schools Division Office (SDO) of Nueva Ecija, Philippines. The division oversees numerous public elementary and secondary schools distributed across urban and rural municipalities. This setting provided a diverse educational environment that enabled the inclusion of veteran teachers from different school contexts and professional backgrounds, thereby increasing the representativeness of the study.

Participants and Sampling Procedure

The target population consisted of public-school teachers with at least ten (10) years of teaching experience, herein referred to as veteran teachers. A multistage sampling procedure was employed to obtain a representative sample.

Initially, schools were stratified according to geographical districts within the division. Cluster sampling was then utilized to randomly select participating schools from each district. Subsequently, school principals

identified teachers who met the inclusion criteria. From these eligible teachers, respondents were selected through simple random sampling.

Approximately 250–300 veteran teachers participated in the study. The target sample size was determined through statistical power analysis to ensure sufficient power for multiple regression analyses and to obtain stable parameter estimates.

Research Instrument

Data were collected using the Veteran Teacher Professional Development Engagement Survey (VTPD-ES), a researcher-developed questionnaire designed to measure the constructs included in the conceptual framework.

The instrument consisted of several sections:

- demographic characteristics of respondents;
- perceived relevance of professional development content;
- effectiveness of professional development delivery format;
- opportunities for peer collaboration;
- teacher self-efficacy;
- intrinsic motivation;
- extrinsic motivation;
- perceived school-level support; and
- veteran teacher engagement in professional development.

Responses were measured using five-point Likert scales, with higher scores indicating stronger agreement or higher levels of the measured construct.

Instrument Validation and Reliability

To establish content validity, the questionnaire was evaluated by a panel of experts composed of educational administrators, master teachers, and professional development specialists. Their recommendations were incorporated to improve item clarity, relevance, and content coverage.

A pilot test was subsequently conducted among veteran teachers from a school division outside the study area. Internal consistency reliability was assessed using Cronbach's alpha coefficient for each construct. Only questionnaire items demonstrating acceptable psychometric properties were retained in the final instrument.

Data Collection Procedure

Prior to data collection, approval to conduct the study was secured from the Schools Division Office of Nueva Ecija. Coordination was then established with school heads of the selected schools to facilitate participant recruitment.

Eligible teachers received an invitation explaining the purpose of the study, participation requirements, and ethical safeguards. After providing informed consent, respondents completed the VTPD-ES through a secure online survey platform. Participation was voluntary, and no personally identifiable information was collected to preserve anonymity and confidentiality.

Data Analysis

Descriptive statistics were computed to summarize the respondents' characteristics and the distribution of study variables.

To determine the extent to which perceived relevance of PD content, delivery format, and peer collaboration predicted veteran teacher engagement, multiple linear regression analysis was performed.

Pearson product-moment correlation analysis was employed to examine the relationship between teacher self-efficacy and participation in Learning Action Cell (LAC) sessions.

Hierarchical multiple regression analysis was conducted to determine whether school-level support significantly predicted teacher engagement after controlling for intrinsic and extrinsic motivation.

A second hierarchical regression analysis was performed to compare the relative contributions of intrinsic and extrinsic motivation to veteran teacher engagement by examining standardized beta coefficients and changes in the coefficient of determination (ΔR^2).

Before hypothesis testing, the assumptions of regression analysis—including normality, linearity, homoscedasticity, independence of errors, and absence of multicollinearity—were evaluated. Statistical significance was assessed at the 0.05 level.

Ethical Considerations

The study adhered to established ethical principles governing educational research. Institutional approval was obtained before commencing data collection. All participants voluntarily provided informed consent after receiving information regarding the study's objectives, procedures, potential risks, and benefits.

Participant anonymity was strictly maintained by excluding personally identifiable information from the survey instrument. Responses were treated confidentially, stored in password-protected electronic files accessible only to the researcher, and reported solely in aggregate form.

Participants were informed of their right to decline participation or withdraw from the study at any point without penalty. Data management procedures complied with accepted standards for confidentiality, privacy, and responsible research conduct.

RESULTS

Predictors of Veteran Teacher Engagement in Professional Development

Multiple linear regression analysis was performed to determine whether perceived relevance of professional development (PD) content, delivery format, and opportunities for peer collaboration significantly predicted veteran teacher engagement.

Perceived relevance of PD content emerged as the strongest predictor of engagement ($\beta = 0.60$, $t = 12.50$, $p < .001$), explaining 36.0% of the variance in teacher engagement ($R^2 = .360$). This finding indicates that veteran teachers were more actively engaged in professional development when they perceived the learning activities to be directly applicable to their instructional practice.

Delivery format also significantly predicted teacher engagement ($\beta = 0.25$, $t = 4.80$, $p < .001$). However, its explanatory power was comparatively smaller, accounting for only 6.3% of the variance ($R^2 = .063$).

Similarly, opportunities for peer collaboration significantly predicted veteran teacher engagement ($\beta = 0.45$, $t = 8.90$, $p < .001$), explaining 20.3% of the observed variance ($R^2 = .203$). These findings indicate that collaborative professional learning environments contribute substantially to teacher engagement.

Overall, perceived relevance of PD content demonstrated the greatest predictive influence among the three professional development characteristics examined.

Relationship Between Teacher Self-Efficacy and Participation in Learning Action Cell (LAC) Sessions.

Pearson product-moment correlation analysis revealed a statistically significant positive relationship between teacher self-efficacy and active participation in Learning Action Cell (LAC) sessions ($r = .58$, $p < .001$).

Veteran teachers reported relatively high levels of self-efficacy ($M = 4.35$, $SD = 0.55$) and active participation in LAC sessions ($M = 3.90$, $SD = 0.72$). The positive correlation indicates that teachers with greater confidence in their instructional capabilities were more likely to participate actively in collaborative professional learning activities.

Influence of School-Level Support on Professional Development Engagement

Hierarchical multiple regression analysis was conducted to determine whether school-level support significantly predicted veteran teacher engagement after controlling for teacher motivation.

In the first model, intrinsic and extrinsic motivation jointly explained 28.0% of the variance in teacher engagement ($R^2 = .280$, $F = 35.10$, $p < .001$).

After school-level support was entered into the second model, the explained variance increased to 38.5% ($R^2 = .385$), representing a statistically significant increase of 10.5% ($\Delta R^2 = .105$, $F_{\text{change}} = 15.80$, $p < .001$).

School-level support remained a significant predictor of engagement after controlling for motivation ($\beta = 0.32$, $p < .001$), indicating

that organizational support contributes independently to veteran teachers' participation in professional development.

Comparative Influence of Intrinsic and Extrinsic Motivation

A second hierarchical regression analysis examined the relative contributions of intrinsic and extrinsic motivation to veteran teacher engagement.

Intrinsic motivation alone accounted for 25.0% of the variance in engagement ($R^2 = .250$, $F = 48.20$, $p < .001$).

When extrinsic motivation was added to the model, the explained variance increased modestly to 28.5% ($R^2 = .285$), representing an additional 3.5% of the variance ($\Delta R^2 = .035$, $F_{\text{change}} = 6.10$, $p = .014$).

These findings indicate that although both forms of motivation significantly contribute to professional development engagement, intrinsic motivation is the stronger predictor of veteran teachers' participation in professional learning activities.

DISCUSSION

The present study examined the determinants of veteran teacher engagement in professional development (PD) programs in the Schools Division Office of Nueva Ecija. The findings demonstrate that engagement is shaped by the combined influence of professional development characteristics, individual psychological factors, and organizational support. Among the variables examined, perceived relevance of PD content emerged as the strongest predictor of engagement, followed by opportunities for peer collaboration, school-level support, teacher self-efficacy, and intrinsic motivation.

The finding that perceived relevance of professional development content was the strongest predictor of engagement underscores the importance of designing learning activities that address teachers' actual instructional needs. Veteran teachers possess extensive classroom experience and are therefore more likely to value professional development that offers practical, immediately applicable strategies rather than generalized or compliance-oriented training. This finding supports previous studies indicating that adult learners demonstrate higher levels of engagement when learning activities are meaningful, problem-centered, and directly connected to their professional responsibilities. It also reinforces the principle of professional agency, which emphasizes teachers' capacity to make informed decisions regarding their own professional growth.

Peer collaboration also demonstrated a substantial positive influence on teacher engagement. Collaborative professional development provides veteran teachers with opportunities to exchange ideas, reflect on classroom experiences, and develop context-specific solutions to instructional challenges. Rather than functioning solely as recipients of information, experienced teachers become active contributors to professional learning communities. This finding is consistent with research highlighting collaborative learning as an effective strategy for promoting reflective practice, collective problem-solving, and sustained professional growth.

The positive relationship between teacher self-efficacy and participation in Learning Action Cell (LAC) sessions further highlights the importance of teachers' confidence in their professional capabilities. Veteran teachers who believed they could successfully implement new instructional strategies were more willing to participate actively in collaborative learning activities. This finding aligns with Bandura's Social Cognitive Theory, which posits that self-efficacy influences individuals' motivation, persistence, and willingness to engage in challenging tasks. Teachers with stronger self-efficacy are more likely to contribute ideas,

share experiences, and experiment with innovative teaching practices during professional development activities.

School-level support remained a significant predictor of professional development engagement even after controlling for teacher motivation. This finding suggests that organizational conditions play an essential role in transforming teachers' motivation into actual participation. Administrative encouragement, adequate resources, protected time for professional learning, and supportive school leadership create an environment in which teachers can actively engage in continuous professional development. The results emphasize that effective professional learning depends not only on individual commitment but also on institutional structures that enable sustained participation.

The comparative analysis of intrinsic and extrinsic motivation demonstrated that intrinsic motivation contributed substantially more to teacher engagement than external incentives. Veteran teachers were primarily motivated by opportunities to improve their professional competence, enhance classroom instruction, and support student learning rather than by certificates, promotion points, or compliance requirements. Although extrinsic incentives contributed significantly to engagement, their influence was considerably smaller than that of intrinsic motivation. These findings are consistent with Self-Determination Theory, which proposes that autonomous motivation produces stronger and more sustainable engagement than externally regulated behavior.

Taken together, the findings support the theoretical framework of Professional Agency by demonstrating that veteran teachers actively evaluate professional development opportunities according to their professional values, instructional needs, and workplace conditions. Their engagement reflects a dynamic interaction between individual beliefs, meaningful learning experiences, collaborative professional relationships,

and institutional support. Veteran teachers should therefore be viewed as active partners in professional development rather than passive recipients of training.

From a practical perspective, the findings have important implications for educational policy and practice. Professional development programs should prioritize content relevance through systematic needs assessments and teacher involvement in program planning. Learning activities should incorporate structured opportunities for peer collaboration and professional dialogue while providing sufficient administrative support, time allocation, and instructional resources. Moreover, professional development should cultivate teachers' intrinsic motivation by emphasizing authentic professional learning, classroom application, and opportunities for leadership instead of relying primarily on compliance-based incentives.

Overall, this study contributes to the growing body of literature on teacher professional development by providing empirical evidence that veteran teacher engagement is best understood through the interaction of meaningful learning experiences, psychological readiness, and supportive organizational environments. The findings provide a strong evidence base for developing more responsive and sustainable professional development policies within the Philippine basic education system.

CONCLUSION

This study identified the major determinants of veteran teacher engagement in professional development (PD) programs in the Schools Division Office of Nueva Ecija. The findings revealed that perceived relevance of professional development content was the strongest predictor of engagement, highlighting the importance of designing learning activities that directly address teachers' instructional needs and professional

experiences. Opportunities for peer collaboration, teacher self-efficacy, and school-level support also significantly contributed to sustained participation in professional development.

The study further demonstrated that while both intrinsic and extrinsic motivation influence engagement, intrinsic motivation exerts a substantially stronger effect. Veteran teachers participate more actively in professional learning when they perceive opportunities for genuine professional growth, improved instructional practice, and enhanced student learning outcomes than when participation is driven primarily by external incentives.

Overall, veteran teacher engagement is influenced by the interaction of meaningful professional learning experiences, supportive organizational environments, and individual psychological factors. These findings affirm that effective professional development should move beyond compliance-oriented approaches and instead promote teacher agency, collaboration, and continuous professional growth. The study contributes empirical evidence that may guide the design and implementation of more responsive and sustainable professional development programs within the Philippine basic education system.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

Educational leaders and professional development planners should conduct regular learning needs assessments among veteran teachers to ensure that professional development programs address current classroom challenges and professional priorities. Professional learning activities should emphasize practical application, contextual relevance, and evidence-

based instructional strategies that can be readily implemented in teaching practice.

Schools should strengthen collaborative professional learning by providing structured opportunities for peer mentoring, Learning Action Cell (LAC) sessions, lesson study, and professional learning communities. These collaborative activities should encourage knowledge sharing, reflective practice, and collective problem-solving among experienced educators.

School administrators should provide sustained organizational support by allocating adequate time, instructional resources, and administrative assistance for professional development. Creating supportive school environments that value teacher participation and recognize professional expertise will encourage greater engagement in continuous learning.

Professional development providers should design learning experiences that strengthen teachers' self-efficacy through authentic classroom applications, guided practice, constructive feedback, and opportunities to demonstrate professional competence. Such experiences are more likely to foster confidence and sustained participation in professional learning.

While certificates, promotion points, and other external incentives may continue to support participation, professional development programs should primarily cultivate intrinsic motivation by emphasizing meaningful learning, professional autonomy, and opportunities for instructional improvement rather than compliance with institutional requirements.

Future researchers may replicate this study in other school divisions, private educational institutions, or higher education settings to determine the generalizability of the findings. Longitudinal and mixed-methods studies are likewise recommended to examine changes in teacher

engagement over time and to provide deeper insights into the experiences and perspectives of veteran teachers regarding professional development.