Original Article

Professional Development and Thriving Skills of Teaching Personnel in a Private Educational Institution in Davao City, Philippines

Neslie Bantac [1,*], Janry Ortega [1]

Received: 14 July 2026; Revised: 07 September 2026;
Accepted: 28 September 2026; Published: 04 October 2026

DOI: https://doi.org/10.66074/X1V3C8B6K

Abstract

The primary purpose of the study was to examine the relationship between professional development and thriving skills of teaching personnel in a private educational institution in Davao City, Philippines. The study employed a non-experimental quantitative research design using descriptive-comparative and descriptive-correlational methods. Complete enumeration was utilized to select the teaching personnel who participated in the study, and survey questionnaires were used to gather the necessary data. Mean, standard deviation, Analysis of Variance (ANOVA), and Pearson product-moment correlation were utilized to analyze the data and answer the research objectives. The findings revealed that the levels of professional development and thriving skills of teaching personnel are both rated very high. Furthermore, no significant difference was found in the levels of professional development and thriving skills when the respondents were grouped according to their length of teaching experience. On the other hand, the correlation analysis revealed a significant relationship between professional development and thriving skills among teaching personnel. This finding suggests that professional development may contribute to the promotion of thriving skills among teaching personnel. The results highlight the importance of strengthening professional development programs to support the well-being, engagement, and overall thriving of teaching personnel.

[1] St. John Paul II College of Davao, Davao City, Philippines
*janry.ortega02@gmail.com

Volume 2, Issue 3, September 2026

Keywords: length of teaching experience, Philippines, professional development, teaching personnel, thriving skills

1. Introduction

Thriving refers to an individual's experience of vitality and learning in the workplace and reflects positive functioning through engagement, mastery, purpose, and psychological well-being (Su et al., 2014). These dimensions are particularly important among teaching personnel because their ability to remain engaged, develop professionally, and maintain well-being may influence their capacity to sustain effective instructional practices and respond to changing educational demands. Porath et al. (2012) described thriving as a state characterized by vitality and learning, which enables individuals to function and grow effectively in their work. Di Milia and Jiang (2024) further demonstrated that thriving at work is associated with workplace relationships and contextual factors, as thriving mediated the relationship between leader-member exchange and work–nonwork balance, with gender moderating the relationship between leader-member exchange and thriving. In the Philippine context, Orines et al. (2023) reported that work-related burnout is significantly related to teachers' psychological well-being, with resilience moderating this relationship. Meanwhile, Haguyahay (2024) found that uncertainty-management efficacy was associated with teachers' work commitment and well-being in Davao City, with implications for sustaining continuous, high-quality education. These findings highlight the importance of supporting teaching personnel not only in their instructional responsibilities but also in their capacity to sustain learning, engagement, and well-being in the workplace.

Professional development is the continuous process by which teachers enhance their knowledge, skills, and competencies through structured learning experiences such as seminars, workshops, training, and other professional learning activities (Bozkuş, 2019). Effective professional development is important to educational quality because it can strengthen teachers' instructional knowledge, pedagogical practices, and capacity to respond to learners' diverse needs. However, professional development does not automatically result in improved teaching practice. Darling-Hammond et al. (2017), in their review of 35 rigorous studies, found that effective professional development is more likely to improve teacher practice when it is sustained, content-focused, collaborative, connected to teachers' practice, and supported by feedback and reflection. In the Philippine setting, Nuñez and Despi (2025) examined professional development in relation to teachers' instructional competence and teaching practices, highlighting the role of professional learning in improving classroom instruction. Similarly, Morimoto and Baguio (2025) examined participative leadership practices and professional development among language teachers in Calinan District, Davao City, highlighting the importance of organizational

conditions in supporting teachers' professional development. These findings suggest that professional development opportunities are most meaningful when they are relevant to teachers' instructional responsibilities and supported by appropriate organizational conditions.

Professional development may also be relevant to teaching personnel's ability to thrive at work. Opportunities for continuous learning can provide teachers with knowledge, skills, and resources that support their professional growth, engagement, and sense of competence. At the same time, thriving involves both learning and vitality, suggesting that professional growth and positive functioning may be associated in the workplace (Porath et al., 2012). Su et al. (2014) likewise emphasized the multidimensional nature of positive functioning by developing the Comprehensive Inventory of Thriving (CIT) and the Brief Inventory of Thriving (BIT). Thus, examining professional development alongside thriving skills can provide a broader understanding of how teaching personnel develop professionally while maintaining positive functioning and well-being in their work.

Within educational institutions, the professional competence and well-being of teaching personnel are important considerations in sustaining effective teaching and continuous educational improvement. Teaching personnel are expected to continually enhance their competencies, apply appropriate instructional practices, respond to changing learner needs, and maintain engagement in their professional roles. These expectations are relevant to educational quality because professional development has been linked to improvements in teaching practices and student outcomes (Darling-Hammond et al., 2017). Similarly, teachers' well-being and ability to manage workplace challenges are relevant to sustaining professional commitment and quality education (Haguyahay, 2024). The organizational context in which teaching personnel work may also influence opportunities for professional development, as demonstrated by Morimoto and Baguio (2025). Therefore, examining professional development and thriving together may provide useful evidence for understanding factors associated with teaching personnel's professional growth, well-being, and capacity to sustain effective educational practice.

Despite the growing body of literature on professional development and thriving, limited empirical evidence has examined the relationship between these two variables among teaching personnel within a private educational institution, particularly in the local context of Davao City, Philippines. Existing studies have examined professional development, teacher well-being, burnout, resilience, and thriving across various educational and workplace contexts, but fewer have considered professional development and thriving as complementary dimensions of teaching personnel's professional functioning. Although Nuñez and Despi (2025) and Morimoto and Baguio (2025) provide relevant Philippine evidence regarding professional development, their studies do not specifically examine its relationship with thriving skills among teaching personnel in a private educational institution. Moreover, examining these variables within a specific local institutional context may provide context-sensitive evidence regarding professional learning opportunities, workplace

demands, and support systems. This creates a need for empirical evidence to describe the current level of professional development and thriving among teaching personnel and to determine whether a significant relationship exists between these variables.

Therefore, this study seeks to examine the professional development and thriving skills of teaching personnel in a private educational institution in Davao City, Philippines. By examining these variables together, the study aims to provide evidence that may support the development of relevant professional learning initiatives, strengthen teaching personnel's capacity for continuous growth, and contribute to institutional efforts toward effective instruction and continuous educational improvement. The findings may be useful to school administrators, teaching personnel, policymakers, and future researchers in designing professional development initiatives that consider not only instructional competence but also teaching personnel's capacity to remain engaged, learn, grow, and function effectively in their work.

2. Methodology

The study employed a non-experimental quantitative research design, specifically a descriptive-correlational approach, to examine the relationship between professional development and thriving skills among college instructors. This design was appropriate because the study measured the variables as they naturally occurred, without manipulation, and used statistical analysis to describe them and determine their relationships (Creswell & Creswell, 2017; Fraenkel et al., 1993). In addition, moderation analysis was employed to determine whether teaching experience length influenced the relationship between professional development and thriving skills.

The study was conducted at a private educational institution on Ecoland Drive, Davao City, Philippines. The institution has been in operation for over 24 years and is committed to providing quality, values-oriented education and promoting academic excellence and holistic student development. The respondents comprised 71 academic personnel from the Senior High School and College Departments, selected through total population sampling (complete enumeration). They represented various academic disciplines, including the College of Business Administration, College of Teacher Education, College of Engineering, College of Information Computer Technology, College of Nursing, College of Criminal Justice Education, College of Human Kinetics, College of Hospitality and Tourism Management, and the Senior High School Department. Full-time and part-time instructors who were officially employed during the academic year of data collection and had at least 1 year of college-level teaching experience were included. Instructors who were on leave, serving as substitute faculty, or holding administrative positions without active teaching assignments were excluded. For purposes of analysis, respondents were categorized according to years of teaching experience as beginning teachers (1–5 years), early-career teachers (6–10 years), mid-career teachers (11–15 years), experienced teachers (16–20 years), and senior teachers (21–25 years).

Two survey questionnaires were used to collect the data. The first instrument, adapted from Bozkuş (2019), measured professional development and reported a Cronbach's alpha of 0.93. The second instrument, adapted from Su et al. (2014), measured thriving skills and had reported Cronbach's alpha coefficients ranging from 0.71 to 0.96 across its subscales. Both instruments underwent face and content validation by a panel of experts in educational research and instrument construction to ensure their clarity, relevance, and appropriateness to the study context. A four-point Likert scale was used to obtain the respondents' ratings. Reliability was assessed using internal consistency, with a Cronbach's alpha of 0.70, generally considered acceptable (Taherdoost, 2016).

Prior to data collection, the researcher consulted with the research adviser to refine the methodology and ensure alignment with scholarly standards. The instruments were validated by the panel of experts, after which permission to conduct the study was obtained from the appropriate institutional authorities. Informed consent was secured from all respondents, and participation was voluntary. The questionnaires were administered face-to-face to the qualified respondents, and the researcher personally distributed and retrieved the completed questionnaires. The completed responses were then tallied, encoded, and prepared for statistical analysis.

Ethical principles were observed throughout the conduct of the study. The respondents were informed of the purpose, objectives, and procedures of the research, and their participation was based on informed consent. Confidentiality and anonymity were maintained, and no personal or identifying information of the respondents or the institution was disclosed in the research report. The collected data were used solely for academic and research purposes and were handled in a manner that protected the respondents from physical, psychological, or professional harm.

For data analysis, the mean and standard deviation were used to determine the levels of professional development and thriving skills among the respondents. Analysis of variance (ANOVA) was employed to determine whether significant differences existed in professional development and thriving skills when respondents were grouped according to years of teaching experience. Pearson's product-moment correlation coefficient (r) was used to determine the strength and direction of the relationship between professional development and thriving skills. Finally, a moderation analysis was conducted to determine whether the length of teaching experience significantly influenced the relationship between professional development and thriving skills among the respondents.

3. Results

Table 1. Level of professional development of teaching personnel.

Indicators	Mean	Standard Deviation
Orientation	3.79	0.310
Configuration	3.69	0.365
Questioning	3.69	0.344
Teaching Modeling	3.66	0.421
Application	3.60	0.460
Learning Environment	3.82	0.328
Management of Time	3.63	0.414
Assessment	3.73	0.383
Overall	3.71	0.263

Table 1 shows that the teaching personnel demonstrated a high level of professional development, with an overall mean of 3.71 and a standard deviation of 0.263. Learning environment obtained the highest mean of 3.82 and a standard deviation of 0.328, followed by orientation with a mean of 3.79 and a standard deviation of 0.310. Assessment came next with a mean of 3.73 and a standard deviation of 0.383. Configuration and questioning both obtained a mean of 3.69, with standard deviations of 0.365 and 0.344, respectively. Teaching modeling followed with a mean of 3.66 and a standard deviation of 0.421, while management of time obtained a mean of 3.63 and a standard deviation of 0.414. Application obtained the lowest mean of 3.60 and a standard deviation of 0.460.

Table 2. Level of thriving skills of teaching personnel.

Indicators	Mean	Standard Deviation
Relationship	3.66	0.388
Engagement	3.63	0.412
Mastery	3.74	0.321
Autonomy	2.58	0.889
Meaning	3.70	0.410
Optimism	3.69	0.419
Subjective Well-Being	3.55	0.507
Overall	3.56	0.308

Table 2 shows that the teaching personnel demonstrated a high level of thriving skills, with an overall mean of 3.56 and a standard deviation of 0.308. Mastery obtained the highest mean of 3.74 and a standard deviation of 0.321, followed by meaning with a mean of 3.70 and a standard deviation of 0.410. Optimism came next with a mean of 3.69 and a standard deviation of 0.419, followed by relationship with a mean of 3.66 and a standard deviation of 0.388. Engagement obtained a mean of 3.63 and a standard deviation of 0.412, while subjective well-being recorded a mean of 3.55 and a standard deviation of 0.507. Autonomy obtained the lowest mean of 2.58 and the highest standard deviation of 0.889.

Table 3. Significance of the difference on the level of professional development and thriving skills when analyzed by length of teaching experience.

Variable	Group	Mean Square	F-value	*p*-value	Decision on H_o
Professional Development	Between Groups	0.022	0.307	0.872	Accepted
	Within Groups	0.072			
Thriving Skills	Between Groups	0.046	0.467	0.760	Accepted
	Within Groups	0.098			

Significant @ .05 Level of Significance

Table 3 presents the test of significant differences in the levels of professional development and thriving skills of teaching personnel when grouped according to length of teaching experience. The results revealed no significant differences in either professional development or thriving skills across the teaching-experience groups. For professional development, the analysis yielded an F-value of 0.307 and a p-value of 0.872, which is greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that professional development did not significantly differ according to length of teaching experience. Similarly, thriving skills yielded an F-value of 0.467 and a p-value of 0.760, which is also greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected, indicating that thriving skills did not significantly differ across the teaching-experience groups.

Table 4. Significance of the relationship between professional development and thriving skills of teaching personnel.

PD	Stat	RE	EN	MA	AU	ME	OP	SWB	Total
Orientation	*r*	0.032	0.101	0.274	-0.130	0.108	0.039	0.069	0.093
	p	0.792	0.402	0.021	0.281	0.369	0.748	0.570	0.440
Configuration	*r*	0.292	0.016	0.368	0.032	0.071	0.081	0.063	0.205
	p	0.013	0.895	0.002	0.791	0.559	0.504	0.602	0.087
Questioning	*r*	0.060	0.215	0.133	0.110	0.102	0.063	-0.066	0.117
	p	0.619	0.071	0.269	0.362	0.398	0.602	0.585	0.332
Teaching Modeling	*r*	-0.068	0.230	0.156	-0.005	0.144	0.032	-0.070	0.066
	p	0.573	0.053	0.193	0.964	0.232	0.793	0.561	0.586
Application	*r*	0.030	0.216	0.340	0.112	0.199	0.074	-0.055	0.184
	p	0.801	0.070	0.004	0.352	0.097	0.541	0.650	0.125
Learning Environment	*r*	0.236	0.141	0.211	-0.050	0.102	0.273	0.207	0.225
	p	0.048	0.241	0.077	0.676	0.395	0.021	0.083	0.060
Management of Time	*r*	0.375	0.256	0.222	0.234	0.285	0.297	0.254	0.392
	p	0.001	0.031	0.063	0.050	0.016	0.012	0.033	<0.001
Assessment	*r*	0.353	0.145	0.262	0.160	0.196	0.298	0.093	0.311
	p	0.003	0.226	0.028	0.182	0.102	0.012	0.442	0.008
Total	*r*	0.238	0.228	0.354	0.090	0.212	0.199	0.077	0.282
	p	0.046	0.056	0.002	0.457	0.076	0.096	0.522	0.017

Note: PD=Professional Development; Stat=Statistic; RE=Relationship; EN=Engagement; MA=Mastery; AU=Autonomy; ME=Meaning; OP=Optimism; SWB=Subjective Well-being

Table 4 presents the test of the significant relationship between professional development and thriving skills of teaching personnel. The results revealed a significant positive relationship between overall professional development and overall thriving skills, with a correlation coefficient (r) of 0.282 and a p-value of 0.017. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that higher levels of professional development are significantly associated with higher levels of thriving skills among teaching personnel. However, the correlation is modest, suggesting that other factors may also contribute to the respondents' thriving.

At the dimension level, significant positive relationships were observed between selected professional development and thriving dimensions. Orientation was significantly related to Mastery ($r = .274$, $p = .021$), while Configuration was significantly related to Relationship ($r = .292$, $p = .013$) and Mastery ($r = .368$, $p = .002$). Application was significantly related to Mastery ($r = .340$, $p = .004$). Learning Environment was significantly related to Relationship ($r = .236$, $p = .048$) and Optimism ($r = .273$, $p = .021$). These findings indicate that selected instructional practices are associated with specific aspects of teaching personnel's thriving.

Among the professional development dimensions, Management of Time demonstrated the broadest pattern of significant relationships. It was significantly associated with Relationship ($r = .375$, $p = .001$), Engagement ($r = .256$, $p = .031$), Meaning ($r = .285$, $p = .016$), Optimism ($r = .297$, $p = .012$), and Subjective Well-Being ($r = .254$, $p = .033$), as well as with overall thriving skills ($r = .392$, $p < .001$). Assessment was also significantly related to Relationship ($r = .353$, $p = .003$), Mastery ($r = .262$, $p = .028$), Optimism ($r = .298$, $p = .012$), and overall thriving skills ($r = .311$, $p = .008$). In contrast, several relationships among the other dimensions were not statistically significant.

4. Discussion

The very high ratings from respondents on the level of professional development indicate that this variable is consistently evident among the teaching personnel. This suggests that teaching personnel regularly demonstrate instructional practices, classroom strategies, and professional behaviors that support effective teaching and learning. This finding is supported by Darling-Hammond et al. (2017), who emphasized that effective professional development strengthens teachers' instructional practices when it is sustained, practice-based, collaborative, and aligned with classroom needs. Teaching practices that emphasize clarity of instruction and purposeful communication are important components of effective professional practice. This is further supported by Desimone (2009), who highlighted that effective professional development is sustained, content-focused, and directly linked to classroom practice, contributing to improved instructional quality and teacher expertise. These findings suggest that continuous and practice-oriented professional

learning can help teaching personnel maintain and strengthen their instructional competencies.

In terms of the highest mean, the orientation indicator, particularly informing my students about the aims of the subject, with a mean of 3.87, ranked highest among the individual items. This indicates that teaching personnel prioritize communicating the aims and expectations of their subjects to students. Clear learning aims can provide students with direction and help them understand what they are expected to accomplish during the lesson. This finding is supported by Louws et al. (2017), who found that teachers' professional learning goals are associated with improvements in instructional practices and curriculum delivery. Similarly, Black and Wiliam (1998) emphasized the importance of clearly communicating learning intentions as part of effective formative assessment. The high rating in this area therefore, suggests that communicating instructional purposes is a well-established practice among the teaching personnel and may serve as a strength that can be sustained through continuing professional learning.

On the other hand, the lowest mean was observed for the questioning indicator, particularly rewarding students' correct answers, at 3.56, although it was still interpreted as very high. This suggests that recognition and reinforcement of students' correct responses may be practiced somewhat less consistently than other instructional behaviors. This does not indicate poor questioning practices; rather, it identifies an area where teaching personnel may further strengthen their classroom interaction strategies. Gan et al. (2021) emphasized the importance of teacher feedback practices in supporting students' motivation, engagement, and learning behavior. Likewise, Hattie and Timperley (2007) explained that effective feedback can support learning when it is timely, specific, and appropriately provided. For administrators, this finding presents a practical opportunity to incorporate constructive feedback, recognition, and questioning techniques into faculty development activities.

The very high ratings from respondents on the level of thriving skills indicate that teaching personnel generally function positively across the dimensions measured in the study. This suggests that they demonstrate positive personal and psychological characteristics related to engagement, mastery, meaning, optimism, relationships, autonomy, and subjective well-being. Spreitzer et al. (2012) conceptualized thriving at work as the joint experience of learning and vitality, emphasizing that individuals thrive when they continue to learn while maintaining energy and positive functioning. This is further supported by Yang et al. (2023), who found that thriving at work is associated with positive functioning beyond the workplace. The present finding suggests that the teaching personnel generally possess conditions that support continued professional and personal functioning despite the demands of their work.

Among the mastery indicators, striving to reach dreams ranked highest, with a mean of 3.80. This indicates that teaching personnel demonstrate a strong orientation toward achieving their personal and professional goals. Such a result reflects persistence, goal-directed behavior, and an inclination toward continued personal development. This finding is supported by Van Zalk et al. (2024), who found that

mastery-oriented goals are associated with flourishing, well-being, and personal growth. Likewise, Dweck (2006) emphasized that a mastery-oriented mindset is associated with persistence, effort, and continued development when individuals pursue challenging goals. For educational administrators, maintaining this strength may involve providing opportunities for teachers to set professional goals, pursue advanced learning, and apply newly acquired competencies in their teaching.

However, the lowest mean among the thriving dimensions was observed in subjective well-being, particularly feeling my life is close to my ideal, with a mean of 3.51, although it remained within the very high descriptive category. This indicates that while teaching personnel generally report positive well-being, personal satisfaction may still be an area requiring continued attention. The result should not be interpreted as indicating poor well-being; rather, it suggests that subjective satisfaction is comparatively less pronounced than other thriving dimensions. Hascher and Waber (2023) explained that teachers' subjective well-being is related to their perceptions of life satisfaction, emotional experiences, and professional conditions. Ryff (1989) further explained that well-being encompasses more than happiness and includes positive self-evaluation, purpose in life, personal growth, and effective functioning. Thus, institutions may consider supporting not only teachers' professional competencies but also their broader well-being through manageable workloads, supportive relationships, opportunities for personal growth, and programs that promote work-life balance.

The findings further revealed no significant differences in levels of professional development and thriving skills when teaching personnel were grouped by length of teaching experience. For professional development, the ANOVA yielded an F-value of 0.307 and a p-value of .872, which is greater than the .05 level of significance. Similarly, thriving skills yielded an F-value of 0.467 and a p-value of .760. Therefore, the null hypothesis was not rejected for both variables. These results indicate that the observed differences in professional development and thriving skills across the teaching-experience groups were not statistically significant within the present sample.

The relatively low F-values indicate that the variation in mean scores between the experience groups was small relative to the variation within the groups. In practical terms, teaching personnel with different lengths of teaching experience reported generally similar levels of professional development and thriving skills. However, this finding should be interpreted within the context of the study's complete enumeration sample of 71 teaching personnel and the unequal number of respondents across experience categories. Therefore, the result should not be generalized to conclude that teaching experience can never influence professional development or thriving. Rather, within this particular institutional context, length of teaching experience was not associated with statistically significant differences in the two variables.

This finding may indicate that professional development and thriving are not determined solely by years of teaching experience. Institutional opportunities, workplace support, professional learning activities, and individual motivation may

help maintain relatively consistent levels of professional functioning across career stages. Day and Gu (2010) found that teachers' professional effectiveness and well-being can be influenced by factors beyond career length, including professional support and working conditions. Similarly, Hascher and Waber (2021) reported that years of teaching experience did not consistently predict teacher well-being. For school administrators, this finding suggests that professional development and well-being initiatives may be designed to support teaching personnel across career stages rather than focusing exclusively on either beginning or experienced teachers.

The results in Table 4 showed a significant overall relationship between professional development and thriving skills. The total professional development score was significantly correlated with the total thriving skills score ($r = .282$, $p = .017$). Since the p-value is below .05, the null hypothesis concerning the overall relationship was rejected. The positive correlation indicates that higher levels of professional development were associated with higher levels of thriving skills among the teaching personnel. However, the magnitude of the correlation was modest, indicating that professional development was related to thriving but did not account for all differences in thriving skills.

The indicator-level findings provide a more specific understanding of this relationship. Not all dimensions of professional development were significantly related to all dimensions of thriving. For example, Management of Time showed significant positive relationships with Relationship ($r = .375$, $p = .001$), Engagement ($r = .256$, $p = .031$), Meaning ($r = .285$, $p = .016$), Optimism ($r = .297$, $p = .012$), Subjective Well-Being ($r = .254$, $p = .033$), and the overall Thriving Skills score ($r = .392$, $p < .001$). Assessment was also significantly related to Relationship ($r = .353$, $p = .003$), Mastery ($r = .262$, $p = .028$), Optimism ($r = .298$, $p = .012$), and the overall Thriving Skills score ($r = .311$, $p = .008$). Other significant associations were observed for selected combinations, including Orientation with Mastery ($r = .274$, $p = .021$), Configuration with Relationship ($r = .292$, $p = .013$) and Mastery ($r = .368$, $p = .002$), Application with Mastery ($r = .340$, $p = .004$), and Learning Environment with Relationship ($r = .236$, $p = .048$) and Optimism ($r = .273$, $p = .021$). In contrast, several other pairings were not statistically significant.

The pattern suggests that the relationship between professional development and thriving is selective rather than universal. In particular, the stronger and more consistent associations involving Management of Time and Assessment suggest that how teaching personnel organize instructional responsibilities and monitor student learning may be related to their positive functioning at work. Effective time management may help teachers organize competing responsibilities and preserve time and energy for important professional activities, while assessment practices may provide opportunities for teachers to monitor progress and experience a sense of competence in their work. These interpretations offer possible explanations for the observed associations but should not be taken as proof that these practices cause higher thriving, given the study's non-experimental correlational design.

The overall significant relationship can also be understood through Deci and Ryan's Self-Determination Theory (2000), which emphasizes the importance of competence, autonomy, and relatedness in promoting positive functioning and well-being. Professional development may provide opportunities for teaching personnel to strengthen their competencies, interact with colleagues, and gain greater confidence in performing their professional responsibilities. These conditions are conceptually consistent with thriving, which involves learning and vitality. Nevertheless, the present findings establish an association rather than a causal effect.

This finding is supported by Collie et al. (2012), who found relationships among teachers' professional efficacy, engagement, and well-being indicators. Their findings highlight the interconnected nature of teachers' professional experiences and psychological functioning. In addition, Hargreaves (2000) emphasized the importance of collaboration, reflection, and professional development in teachers' professional lives. Taken together, these perspectives suggest that professional growth and positive functioning may coexist within supportive educational environments. For administrators, the implication is to design professional learning programs that focus not only on acquiring instructional skills but also on opportunities for reflection, collaboration, effective workload management, feedback, and professional goal setting.

5. Conclusion

This study aimed to determine the levels of professional development and thriving skills among teaching personnel and to examine whether significant differences existed according to length of teaching experience and whether professional development was significantly related to thriving skills. Based on the findings, the teaching personnel demonstrated a very high level of professional development. This indicates that the instructional and professional practices measured in the study were consistently manifested. The highest-rated individual practice was informing students about the aims of the subject, while rewarding students' correct answers obtained the lowest mean, but remained within the very high descriptive category. The teaching personnel also demonstrated a very high level of thriving skills. Mastery obtained the highest category mean, while autonomy obtained the lowest category mean and was interpreted as high. Among the individual items, striving to reach dreams obtained the highest mean, whereas feeling that life is close to one's ideal obtained the lowest mean among the thriving items, while remaining very high. The ANOVA results showed no significant differences in professional development and thriving skills when respondents were grouped by length of teaching experience. Thus, the null hypotheses concerning differences across teaching-experience groups were not rejected. This indicates that, within the institution and sample studied, teaching personnel across different experience categories reported generally comparable levels of professional development and thriving skills. Finally, the results

showed a significant positive relationship between overall professional development and overall thriving skills. This means that higher professional development scores were associated with higher thriving skills scores. However, because the study employed a non-experimental correlational design, the finding does not establish that professional development causes or influences thriving. Furthermore, the indicator-level results demonstrate that the relationship was selective: some dimensions were significantly related, whereas others were not. Educational institutions may strengthen professional development and faculty support initiatives that promote continuous learning, effective teaching practices, supportive work conditions, and the overall thriving of teaching personnel. Institutional policies and programs may also provide equitable opportunities for professional growth, encourage faculty participation, and respond to the professional and well-being needs of teaching personnel. Future studies may examine these areas using broader samples, diverse educational settings, and appropriate qualitative or mixed-methods approaches.

Acknowledgment

The researchers sincerely thank Almighty God for His guidance, strength, and blessings throughout the completion of this thesis. They also express their gratitude to the panelists for their valuable comments and suggestions. Heartfelt appreciation is extended to their families and loved ones for their prayers, patience, and support. The researchers also thank their friends for their encouragement and assistance throughout this journey.

Conflict of Interest Statement

The authors declare no conflict of interest.

References

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102

Bozkuş, K. (2019). The teacher professional development student assessment scale: A tool for principals. *Research in Educational Administration & Leadership, 4*(2), 375–405. https://doi.org/10.30828/real/2019.2.6

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189–1204. https://doi.org/10.1037/a0029356

Creswell, J. W., & Creswell, J. D. (2017). Research design: *Qualitative, quantitative, and mixed methods approache.* Sage Publications.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

Day, C., & Gu, Q. (2010). *The new lives of teachers* (1st ed.). Routledge. https://doi.org/10.4324/9780203847909

Deci, E. L., & Ryan, R. M. (2000). The "what" and why" of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199. https://doi.org/10.3102/0013189X08331140

Di Milia, L., & Jiang, Z. (2024). Linking leader-member exchange and work–nonwork balance: the mediating role of thriving at work and the moderating role of gender. *Personnel Review*, *53*(1), 155–172. https://doi.org/10.1108/PR-03-2022-0211

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Field, A. P. (2005). Discovering statistics using SPSS. Sage Publications.

Fraenkel, J., Wallen, N., & Hyun, H. (1993). *How to design and evaluate research in education (10th ed.).* McGraw-Hill Education.

Gan, Z., An, Z., & Liu, F. (2021). Teacher feedback practices, student feedback motivation, and feedback behavior: How are they associated with learning outcomes? *Frontiers in Psychology, 12*, 697045. https://doi.org/10.3389/fpsyg.2021.697045

Haguyahay, N. T. (2024). Crisis self-efficacy and well-being of teachers in the Division of Davao City. *International Journal of Advance Multidisciplinary and BBP Research, 5*(5), 283–311. https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-283-311.pdf

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education, 16*(8), 811–826. https://doi.org/10.1016/S0742-051X(00)00028-7

Kurrle, L. M., & Warwas, J. (2025). Teacher well-being—A conceptual systematic review (2020–2023). Education Sciences, 15(6), 766. https://doi.org/10.3390/educsci15060766

Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review, 34*, 100411. https://doi.org/10.1016/j.edurev.2021.100411

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Huck, S. (2015). Statistical misconceptions: *Classic edition*. Routledge.

Louws, M. L., van Veen, K., Meirink, J. A., & van Driel, J. H. (2017). Teachers' professional learning goals in relation to teaching experience. *European Journal of Teacher Education, 40*(4), 487–504. https://doi.org/10.1080/02619768.2017.1342241

Morimoto, R. J. C., & Baguio, J. B. (2025). Participative leadership practices and professional development of language teachers in public secondary schools. *Asian Journal of Education and Social Studies, 51*(1), 79–87. https://doi.org/10.9734/ajess/2025/v51i11728

Nuñez, A. B., & Despi, D. E. (2025). Enhancing classroom instruction of teachers through professional development programs. *International Journal of Innovative Science and Research Technology, 10*(3), 440–454. https://doi.org/10.38124/ijisrt/25mar611

Orines, R. D., Dequitos, M. J. S., Leon, A. Q. D., Garganera, L. M. S., Lim, R. S. N. A., Macabato, J. T., & Ordonio, M. L. G. (2023). Work-related burnout on psychological well-being among public school teachers: Resilience as moderating factor. *European Journal of Psychology and Educational Research, 6*(3), 157–163. https://doi.org/10.12973/ejper.6.3.157

Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior, 33*(2), 250–275. http://hdl.handle.net/2027.42/90225

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Spreitzer, G. M., Porath, C. L., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior, 33*, 250–275. https://doi.org/10.1002/job.756

Su, R., Tay, L., & Diener, E. (2014). The development and validation of the Comprehensive Inventory of Thriving (CIT) and the Brief Inventory of Thriving (BIT). *Applied Psychology: Health and Well-Being, 6*(3), 251–279. https://doi.org/10.1111/aphw.12027

Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in research. International Journal of Academic Research in Management (IJARM), 5. https://hal.science/hal-02546799v1

Noordzij, G., van Dam, A., & Born, M. (2024). Thriving and striving around the world: A cross-cultural examination of the relationship between achievement goals and flourishing. Journal of Happiness Studies, 25(8), Article 120. https://doi.org/10.1007/s10902-024-00828-6

Yang, B., Su, S., Zong, Z., Du, Q., & Wang, J. (2023). Effects of thriving at work on employees' family role performance: A moderated mediation model. *Frontiers in Psychology, 14*, 1079201. https://doi.org/10.3389/fpsyg.2023.1079201

Author Contributions: Bantac, N.; Ortega, J.; Study design, method conception, data collection, data analysis, and manuscript writing. All authors have read and approved

the final version of the manuscript and agreed to be accountable for the integrity and scholarly content of the work.