Revealing Convenient Learning Practices and Professional Growth of Public Elementary School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study described the revealing of convenient learning practices and professional growth of public elementary school teachers in Paquibato District, Division of Davao City. A non-experimental quantitative research design was used, employing a correlational method. The study involved 136 public elementary school teachers as respondents, selected through universal sampling. Data analysis included the use of mean, Pearson r, and regression analysis. The findings revealed that the degree to which teachers revealed convenient learning practices was moderate, as indicated by a mean score of 3.31, suggesting these practices were sometimes manifested. In contrast, the level of professional growth among teachers was high, with a mean score of 3.45, indicating that it was oftentimes demonstrated. Statistical analysis showed a significant relationship between the revealing of convenient learning practices and professional growth, with a p-value of 0.000.

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Additionally, the analysis found that the domains of convenient learning practices significantly influenced teachers' professional growth, as evidenced by an overall p-value of 0.000. Based on the findings, public school teachers may benefit from attending targeted conferences and training programs organized by the Department of Education (DepEd). These programs may focus on evidence-based teaching strategies, classroom management, and technology integration. Additionally, mentorship programs, peer collaborations, and workshops may help enhance teacher effectiveness. Regular assessments may track progress, provide feedback, and foster school-family partnerships to support student achievement.

Keywords: Revealing convenient learning practices; professional growth; public elementary school teachers; Philippines.

1. INTRODUCTION

Revealing convenient learning practices and fostering professional growth are essential components of personal and career development. Convenient learning practices refer to adaptable and efficient methods that enable individuals to acquire knowledge and skills seamlessly within their routines. These practices often leverage technology, such as online courses, mobile apps, and virtual workshops, allowing learners to access resources at their own pace and convenience. Strategies like microlearning, where complex topics are broken into manageable lessons, and peer collaboration through virtual communities also play significant roles in enhancing learning experiences (Alam & Mohanty, 2023).

In Canada, universities emphasize professional growth as a continuous process of improvement and development in one's career. It involves setting clear goals, seeking mentorship, and engaging in lifelong learning to stay relevant in a competitive workforce (James Jacob et al., 2015). Networking opportunities, attending industry seminars, and obtaining certifications are practical ways to advance professionally. Additionally, self-reflection and adaptability are crucial in identifying areas for improvement and embracing new challenges. By combining convenient learning practices with a commitment to professional growth, individuals can effectively navigate their personal and professional journeys, achieving both success and fulfillment (Swargiary, 2024).

In New York, revealing convenient learning practices and professional growth among teachers is essential for enhancing both individual and collective educational outcomes. Convenient learning practices focus on adopting flexible, technology-driven, and learner-centered strategies that allow teachers to balance professional development with their teaching responsibilities (Hord & Tobia, 2015). These practices include online courses, webinars, peer mentoring, and the use of digital tools that facilitate self-paced learning. Such approaches not only save time but also empower teachers to customize their learning according to their specific needs and interests (Hord & Tobia, 2015). Meanwhile, professional growth involves the continuous process of improving teaching skills, expanding subject knowledge, and embracing innovative methodologies (Zepeda, 2019).

This growth is supported by collaborative activities, such as professional learning communities, workshops, and conferences, which encourage the sharing of best practices and foster a culture of lifelong learning. By aligning convenient learning practices with opportunities for professional growth, teachers can stay updated with the latest educational trends, improve classroom effectiveness, and ultimately contribute to higher-quality education for their students (Stronge, 2018).

In Region XI, revealing convenient learning practices and fostering professional growth among teachers is crucial for addressing the dynamic needs of modern education. Convenient learning practices refer to approaches that make professional development accessible, flexible, and efficient, enabling teachers to enhance their skills without disrupting their teaching schedules. For instance, online learning platforms, self-paced courses, and mobile applications offer teachers opportunities to engage in continuous learning anytime and anywhere. These tools allow them to integrate professional growth into their busy routines, making it easier to stay updated with new pedagogical strategies, technological tools, and subject-specific advancements (Beñalet et al., 2024).

Professional growth, on the other hand, encompasses the broader development of teachers' skills, knowledge, and attitudes to improve their teaching effectiveness and adapt to the changing demands of education. It includes attending seminars, participating in peer collaborations, engaging in reflective practices, and pursuing advanced certifications or degrees (Smith & Gillespie, 2023). By combining convenient learning practices with intentional strategies for professional growth, teachers can sustainably build their expertise. This dual approach not only improves instructional quality but also boosts teachers' confidence, motivation, and adaptability. Ultimately, fostering these practices ensures that educators are better equipped to meet the diverse needs of their students and contribute meaningfully to the evolution of education systems (Tucker et al., 2016).

Revealing convenient learning practices and professional growth opportunities for teachers plays a transformative role in improving education systems. Convenient learning practices simplify access to training and development while allowing teachers to manage their time effectively (Cranton, 2016). With advancements in technology, educators can now engage in online workshops, virtual conferences, and micro-learning sessions that align with their schedules. Platforms offering bite-sized courses and tutorials on teaching methodologies or subject content are particularly useful for teachers seeking immediate and practical solutions to classroom challenges. Moreover, these practices support a learner-centered approach, enabling teachers to focus on areas they need to improve or explore new trends like digital pedagogy, inclusive teaching, and classroom management strategies (Drakidou, 2018).

Given these considerations, the researcher recognizes the importance of conducting this study to support public elementary school teachers in assessing the extent to which convenient learning practices and professional growth are being implemented within their schools. This study aims to evaluate the impact of these factors on teachers' professional growth and overall effectiveness. The findings are expected to serve as a valuable foundation for shaping future administrative policies, providing actionable insights to guide decision-making processes in educational settings. By addressing these objectives, the study seeks to contribute meaningfully to school improvement initiatives while enhancing the relevance and effectiveness of professional development programs within the educational system.

1.1 Null Hypothesis

The null hypothesis for this study posits that there is no significant relationship between revealing convenient learning practices and professional growth. Additionally, it asserts that the domains of convenient learning practices do not have a significant influence on professional growth.

Independent Variable   **Dependent Variable**

Revealing Convenient Learning Practices

- visualization
- supportive environment
- knowledge

Professional Growth

- conference
- coaching
- practice
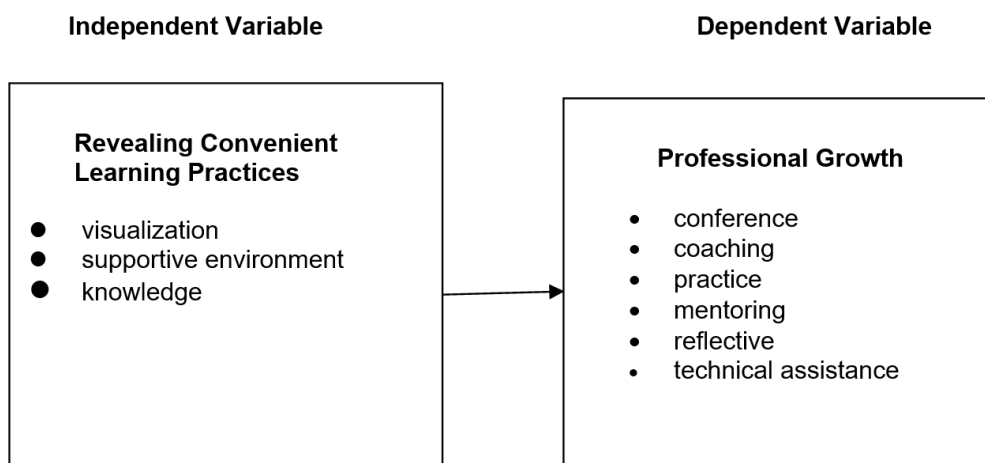- mentoring
- reflective
- technical assistance

Fig. 1. Conceptual Framework of the Study
(Schematic Diagram showcasing the relationship of the Variables)

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design using a correlational method. This approach is used when the objective is to describe the current status of a situation and explore the causes of a particular phenomenon. In correlation research, data is collected to determine whether a relationship exists between two or more quantifiable variables. Quantitative data refers to information that expresses a certain quantity, amount, or range, typically with associated measurement units, such as meters for the height of a person. It is meaningful to set boundary limits for such data, and arithmetic operations can be applied to it (Pregoner & Baguio, 2024).

In contrast to qualitative data, which describes variables in terms of attributes (e.g., sex, nationality, or commodity), quantitative data specifically deals with numerical quantities like height, weight, and price. This study focused on the collection of quantitative data regarding the revealing of convenient learning practices and classroom facility adequacy among public elementary school teachers. A structured questionnaire was designed to gather relevant data from the target respondents, ensuring that the focus of the study remained on determining the level of convenient learning practices and classroom facility adequacy as perceived by the teachers (Creswell & Creswell, 2017; Pregoner, 2024).

2.2 Research Respondents

The respondents of this study were 136 public elementary school teachers. The sampling method employed was universal sampling, meaning that all teachers within the study area were considered as potential respondents. These teachers assessed both themselves and their co-teachers using survey questionnaires administered to them. To ensure relevance and experience, the teachers involved in the study had served at least three years in public elementary schools. The study was conducted during the 2022-2023 school year.

2.3 Research Instrument

The research instrument used to gather data consisted of a self-made survey questionnaire divided into two parts. Part 1 focused on revealing convenient learning practices among public elementary school teachers, with three indicators: visualization, supportive environment, and knowledge. This section assessed teachers' use of adaptable and efficient learning methods, such as online resources, peer collaboration, and technology-driven strategies. Part 2, on the other hand, addressed the professional growth of teachers, evaluating their engagement in continuous development activities like attending seminars, pursuing further education, and collaborating with colleagues in professional learning communities. Both sections utilized a Likert scale to determine the level of manifestation of these practices, with each indicator composed of five questions. The development of the questionnaire was guided by expert validators, ensuring its content validity and reliability, with a pilot testing result of a Cronbach alpha rating of .729.

2.4 Data Gathering Procedure

The data were gathered through a series of structured procedures. First, a letter of permission was obtained to conduct the study on the level of revealing convenient learning practices and professional growth among public elementary school teachers. This letter, along with the necessary permissions, was signed and granted by the Dean of Graduate Studies at Rizal Memorial Colleges, the thesis adviser, the school principal, and the moderators or teachers in charge at the participating public elementary schools. To ensure smooth administration, clear and adequate copies of the questionnaires were printed. The researchers personally administered the questionnaires to the respondents and instructed them to answer the questions honestly to ensure valid and reliable data. A 100% response rate was achieved, with all questionnaires successfully retrieved. The collected data were then collated, tabulated, and submitted for statistical treatment, which was used to analyze and interpret the results in alignment with the objectives of the study.

2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using several statistical tools to ensure comprehensive analysis. The mean was used to determine the level of revealing convenient learning practices and professional growth among public elementary school teachers. To examine the relationship between

these two variables, Pearson Product Moment Correlation (Pearson r) was applied, measuring the significant correlation between revealing convenient learning practices and professional growth. Lastly, regression analysis was employed to assess the significant influence of revealing convenient learning practices on the professional growth of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Revealing Convenient Learning Practices among Teachers

Table 1 presents the level of revealing convenient learning practices among teachers based on three indicators: visualization, supportive environment, and knowledge. The supportive environment indicator received the highest mean score of 3.48, reflecting a strong emphasis on creating an environment that supports learning. Visualization followed with a mean score of 3.38, indicating a moderate use of visual tools or aids in teaching practices. Meanwhile, the knowledge indicator, with the lowest mean score of 3.08, suggests that teachers' demonstration of their knowledge in their teaching practices is moderate. The overall mean of 3.31 indicates that the teachers' revealing convenient learning practices are generally moderate, implying that these practices are manifested sometimes by the teachers.

This finding supports the study of Lang (2021), which suggests that teachers' convenient learning practices tend to be applied in a moderate manner, with occasional efforts to implement strategies that enhance the learning experience. Teachers may adopt practical and convenient approaches, such as using visual aids or creating supportive classroom environments, but these practices are often dependent on specific circumstances and available resources. Moreover, the finding aligns with the study of Valtonen et al. (2021), which

emphasizes that teachers' convenient learning practices are often moderate but essential in maintaining a productive and accessible learning environment. Teachers may not always fully utilize advanced teaching methods; their consistent use of practical and convenient approaches plays a significant role in creating an effective learning space.

3.2 Level of Professional Growth of Teachers

Table 2 presents the level of professional growth among teachers based on six indicators: conference, coaching, practice, mentoring, reflective, and technical assistance. The conference indicator received the highest mean score of 3.63, reflecting a strong emphasis on attending and participating in conferences for professional development. Coaching followed with a mean score of 3.42, indicating a high level of engagement in coaching activities. Practice received a mean score of 3.47, suggesting that teachers engage in regular practice to improve their teaching skills. Mentoring, with a mean score of 3.48, shows a strong involvement in mentoring relationships to foster growth. The reflective indicator, with a mean score of 3.25, suggests a moderate level of self-reflection on teaching practices. Meanwhile, the technical assistance indicator, with a mean score of 3.31, reflects a moderate use of technical support in professional growth. The overall mean of 3.45 indicates that, overall, teachers' professional growth is high, with these growth practices being frequently manifested by the teachers.

This finding corroborates the study of Carmel and Paul (2015), which suggests that teachers' professional growth is often reflected in frequent engagement with activities such as conferences, mentoring, and coaching. Their research highlights the importance of ongoing professional development in shaping teachers' growth, with high engagement in these practices leading to improved skills and greater career advancement.

Table 1. Level of Revealing Convenient Learning Practices among Teachers

No.	Indicators	Mean ($\bar{x}$)	Descriptive Equivalent
1	visualization,	3.38	Moderate
2	supportive environment	3.48	High
3	Knowledge	3.08	Moderate
Overall Mean		**3.31**	**Moderate**

Table 2. Level of Professional Growth of Teachers

No.	Indicators	Mean ($\bar{x}$)	Descriptive Equivalent
1	Conference	3.63	High
2	Coaching	3.42	High
3	Practice	3.47	High
4	Mentoring	3.48	High
5	Reflective	3.25	Moderate
6	technical assistance	3.31	Moderate
Overall Mean		**3.45**	**High**

Table 3. Significance on the Relationship Between Revealing Convenient Learning Practices and Professional Growth of Teachers

Variables	X	Y	r-value	Degree of Correlation	p-value	Decision (Ho)
Informative Devic Practices	4.35					
Professional Growth		4.17	2.120	High Correlation	0.000	Rejected

Table 4. The Domains of Revealing Convenient Learning Practices Significantly Influence Professional Growth

Model	Sum of Squares	DF	r-value	Degree	p-value	Decision
					0.00	Rejected
Regression	573.899	3	0.885	High		
Residual Total	524.332	132				
	564.122	135				

(Indicators)	B	B	t	Sig.
constant	-.076	-.057	-.504	.000
visualization	.015	.013	.126	.000
supportive environment	-.217	-.205	-1.808	.000
knowledge	.163	.186	1.571	.000
R	.271			
R^2	.685			
F	.591			
P	0.000			

Moreover, the finding is consistent with the study of Steinert et al. (2016), which emphasizes the significance of continuous professional growth in fostering teacher effectiveness. They argue that regular involvement in professional development opportunities, such as technical assistance and reflective practices, contributes to a sustained improvement in teaching performance. This finding underscores the value of creating opportunities for teachers to engage in practices that promote their growth and, in turn, enhance the quality of education provided to students.

Additionally, the research by Torres et al. (2021) supports this finding by emphasizing that professional development programs focused on

specific content, active learning, and sustained duration have a stronger impact on teacher practice and student outcomes. They argue that when teachers engage in meaningful, targeted professional development, they are more likely to apply new strategies in the classroom, which contributes to their professional growth.

3.3 Significance on the Relationship between Revealing Convenient Learning Practices and Professional Growth of Teachers

Table 3 presents the significance of the relationship between revealing convenient learning practices (X) and professional growth

(Y) of teachers. The r-value of 4.35 indicates a high degree of correlation between the two variables, suggesting a strong positive relationship. The p-value of 0.000 is less than the significance level of 0.05, leading to the rejection of the null hypothesis (Ho). This indicates that there is a statistically significant relationship between revealing convenient learning practices and the professional growth of teachers. In other words, as the teachers' learning practices increase, their professional growth also increases.

This finding affirms the view of Vanoostveen et al. (2020), which found that when teachers adopt and engage in convenient learning practices, such as utilizing collaborative learning techniques or enhancing classroom environments, they are more likely to experience professional development. They demonstrated that teachers who implement these practices not only improve their teaching skills but also feel more confident in their roles, leading to a clearer path toward career advancement. The study emphasizes that regular involvement in effective learning practices is essential for continual professional growth, especially in terms of improving classroom management and fostering a better learning atmosphere for students.

Similarly, this finding aligns with the study of Tonna et al. (2017), which found that teachers who actively engage in convenient learning practices—such as participating in coaching sessions, mentorship, and reflective practice—experience significant improvements in their professional skills and overall career trajectory. They argue that these practices provide teachers with the tools and insights necessary for ongoing development, not just in pedagogical techniques, but also in personal growth and resilience. Their research highlights the importance of creating supportive learning environments that encourage teachers to regularly reflect on and refine their teaching methods, which ultimately contributes to their professional success and satisfaction.

3.4 The Domains of Revealing Convenient Learning Practices Significantly Influence Professional Growth

Table 4 presents the results of the regression analysis, examining the influence of the domains of revealing convenient learning practices on professional growth. The regression model has a sum of squares of 573.899, while the residual

and total sum of squares are 524.332 and 564.122, respectively. The degree of correlation, represented by the r-value, is 0.885, indicating a high level of correlation. With a p-value of 0.00, the null hypothesis (Ho) is rejected. This means that the domains of revealing convenient learning practices significantly influence the professional growth of teachers, as the relationship is statistically significant.

This finding validates the theory of Kirkpatrick's Four-Level Training Evaluation Model (1998), which emphasizes that convenient learning practices lead to improved professional outcomes. According to Kirkpatrick, the key to improving professional growth lies in evaluating the impact of learning practices across multiple levels, including knowledge acquisition, skills application, and behavioral changes. The results of this study suggest that when teachers engage in effective learning practices, such as adopting new instructional strategies and participating in professional development, their professional growth is positively influenced.

Moreover, the finding reinforces the Social Cognitive Theory of Albert Bandura (2014), which posits that individuals learn and grow professionally through a combination of personal, behavioral, and environmental influences. Bandura highlights the importance of self-regulation, observation of others, and reciprocal interactions in fostering professional development. The significant correlation between revealing convenient learning practices and teachers' professional growth supports the idea that teachers' practices, such as reflection, mentorship, and collaboration, contribute directly to their development.

Additionally, the findings are consistent with Vygotsky's Sociocultural Theory (1978), which underscores the importance of social interaction and cultural tools in learning and development. Vygotsky argues that teachers' professional growth is deeply influenced by their interactions with more experienced colleagues and by engaging in collaborative learning practices. This aligns with the study's results, which demonstrate that the domains of revealing convenient learning practices, such as mentoring and coaching, are integral to teachers' professional growth.

Contrastingly, some studies have raised concerns about the effectiveness of certain convenient learning practices. For instance,

Smith and Gillespie (2023) found that while teachers may participate in professional development programs, the direct impact on their teaching practices and professional growth can be limited if the programs are not tailored to their specific needs or do not provide sustained support. Furthermore, Teräs (2016) argued that short-term or fragmented professional development activities, such as one-time workshops, may fail to create lasting changes in teaching practices, as they do not provide the ongoing support or opportunities for reflection necessary for meaningful growth. These studies suggest that while convenient learning practices may offer benefits, their effectiveness can be diminished if not carefully designed and continuously reinforced.

4. CONCLUSION

Based on the findings of the study, it can be concluded that the revealing convenient learning practices of public elementary school teachers, in terms of visualization, supportive environment, and knowledge, are moderate. This indicates that these practices are sometimes manifested by the teachers. In contrast, the professional growth of these teachers, measured by their participation in conferences, coaching, practice, mentoring, reflective practices, and technical assistance, is high, meaning that professional growth is oftentimes exhibited by the teachers. Furthermore, a significant relationship between revealing convenient learning practices and professional growth was found, leading to the rejection of the null hypothesis. Moreover, the domains of revealing convenient learning practices were found to significantly influence the professional growth of public elementary school teachers, which also led to the rejection of the null hypothesis.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration: It is suggested that the revealing convenient learning practices of public elementary school teachers, in terms of visualization, supportive environment, and knowledge, may be improved through school academic and non-academic operations. Focus may be placed on addressing areas that require more support, particularly in providing encouragement and empowering teachers to innovate and excel. The professional growth of public elementary school teachers, in terms of

conferences, coaching, practice, mentoring, reflection, and technical assistance, may be enhanced by emphasizing areas such as improving communication between teachers and parents, ensuring proper student supervision in a safe learning environment, and aligning school practices with the approved curricula and mission. Additionally, it is recommended that the revealing convenient learning practices and professional growth of teachers may be upgraded by school heads, particularly in the areas identified with lower results. This could involve organizing essential conferences to address teaching and learning challenges, strategically assessing and monitoring teachers' progress, providing advice for enhancing effectiveness and efficiency, fostering school-family partnerships to promote student performance, and assisting mentees in solving career-related issues. Finally, school heads are encouraged to focus on enhancing revealing convenient learning practices and professional growth by providing a safe space for teachers to manage complex emotions and job-related stress, offering expert technical assistance, and providing instructional support to co-teachers.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1.Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.

2.Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence

ETHICAL APPROVAL

The data were gathered through a series of structured procedures. First, a letter of permission was obtained to conduct the study on the level of revealing convenient learning practices and professional growth among public elementary school teachers. This letter, along with the necessary permissions, was signed and granted by the Dean of Graduate Studies at Rizal Memorial Colleges, the thesis adviser, the school principal, and the moderators or teachers in charge at the participating public elementary schools.

CONSENT

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, written informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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