

Research Article

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Exploring the Impact of Continuous Professional Development on Teacher Performance: Insights from Students and Teachers

Voglushe Kurteshi , Jehona Rustemi 

Abstract

Background/purpose. This study examines the impact of teachers' continuous professional development on their performance through indicators that ensure quality in education. These indicators describe teachers' actions in the classroom based on the opinions of teachers and students.

Materials/methods. This study uses a quantitative approach and a descriptive-correlational design. The research respondents include 107 teachers and 455 students.

Results. The results indicate the need for teachers' professional development. The correlation coefficient shows a strong positive relationship between professional development and teaching performance.

Conclusion. The findings from this study provide an overview of the current state of teaching practices and professional development. The overall picture reveals significant shortcomings in areas critical to effective teaching and student engagement. Schools and education policymakers should invest in structured, sustainable, and meaningful professional development programs.

1. Introduction

Professional development and quality in education are among the most discussed topics in educational policies and scientific research, being considered key factors for individual and societal development. According to UNESCO (2005), quality in education refers to the effectiveness, efficiency, and appropriateness of the educational system in meeting the needs of students and society. A quality educational system is measured by student performance, equipping them with the necessary competencies. Therefore, quality indicators in education often include student performance, teacher preparation and development, access to education, parental involvement, and internal and external school evaluations (OECD, 2013).

Many researchers in the field of education quality have found a significant positive correlation between the quality of teachers' work and student achievements (Angrist & Lavy, 2001; Darling-Hammond et al., 2005; Rivkin et al., 2005; Rockoff, 2004; Malaj, 2025). Teachers who invest in their professional development by updating pedagogical and technological skills are more capable of delivering a quality learning process that meets the contemporary needs of students. This form of preparation directly impacts the improvement of student performance (Hattie, 2009; Darling-Hammond, 2017). Therefore, understanding the link between quality and teachers' professional development is crucial.

In the last two decades, Kosovo has made significant investments in improving educational infrastructure, implementing reforms, developing new strategies, and revising curricula. However, quality in education remains an ongoing concern. These efforts have not always led to the expected improvements in student outcomes or teachers' pedagogical practices. Consequently, the quality of teaching is increasingly seen as a direct reflection of the teacher's own quality—often measured through academic qualifications, professional preparation, and, in some cases, personal characteristics and interpersonal skills (Bowles et al., 2014).

This paper addresses the question posed by several authors: How can teaching be improved, which remains a fundamental issue internationally (Gore et al., 2017)? The PISA 2022 Test Results Published (2023) show the poor performance of Kosovo students compared to other participating countries. Therefore, there is a fundamental need for the development of sustainable and structured professional development programs for teachers to address ongoing challenges in the education system effectively. These programs should aim to continuously improve teachers' pedagogical and technological skills, directly influencing the quality of teaching and improving student outcomes. As Darling-Hammond (2017) emphasizes, teachers' professional development is a key component for the success and sustainability of educational reforms.

In the context of ongoing reforms in Kosovo's education system, the Framework for Ensuring School Performance Quality (2016), approved by the Ministry of Education, Science, and Technology, aims to establish clear standards for the functioning and continuous improvement of school institutions. The framework defines five quality areas:

- Management and governance;
- School culture and environment;
- Teaching and learning;
- Teacher professional development;
- Student performance.

It also provides indicators for each area, which serve as the organizational foundation for school management, evaluation, self-assessment, planning, and development interventions (Framework for Quality Assurance of School Performance in Kosovo, 2016).

Among the key areas for ensuring quality in education, teacher professional development and student performance are two interrelated quality areas. Enhancing teachers' professional capacities has a direct impact on improving the quality of teaching, which, in turn, affects student performance. This study, therefore, assesses the close link between teachers' professional development and student performance, treating these two components as fundamental pillars of quality in education.

This study contributes to filling the existing research gap and offers a deeper understanding of the impact of professional development on teaching quality. By examining several quality indicators from the Teacher Professional Development and Student Performance areas defined in the Framework for Ensuring School Performance Quality (2016), the study aims to explore how various professional development indicators contribute to improving teaching practices and enhancing student performance.

2. Literature Review

2.1. Continuous Professional Development as A Key Mechanism for Improving Teaching Quality

Despite varying interpretations by different authors, there is broad consensus: teacher professional development (TPD) is a continuous, dynamic, and essential process for enhancing educational quality. Day (1999) emphasizes that professional development is not something that can be imposed; rather, it is an active process where teachers engage in their own growth. Similarly, Reimers (2003) views TPD as an ongoing process of acquiring new knowledge, skills, and attitudes aimed at increasing teachers' competencies and performance in their practice. Richter et al. (2011) argue that TPD should not be seen as a sporadic or short-term intervention but as a profound and continuous process that begins with teachers' university education and continues throughout their professional careers. This approach considers TPD as an integral part of daily teaching practice, essential for meeting the challenges of an ever-changing educational environment. Glatthorn (1995) defines continuous professional development as a systematic process aimed at the continuous improvement of teaching practice, bringing about qualitative and sustainable changes in teaching.

Significant correlations between teacher quality and student achievements have been observed by several authors (Angrist & Lavy, 2001; Darling-Hammond et al., 2005; Rivkin et al., 2005; Rockoff, 2004; Malaj, 2025). For instance, a study by Borko (2004) found that teachers who participated in programs designed to improve student-centered teaching methodologies showed noticeable improvements in their teaching methods, leading to higher student outcomes. This finding is supported by Jacob et al. (2017), who note that professional development focusing on formative assessment and new pedagogical strategies helps improve results in subjects like mathematics and science.

2.2. School Strategy, Reflection, and Effective Practice CPD

Continuous Professional Development (CPD) is part of a coherent and integrated school professional development program—meaning that the school curriculum, assessment, standards, and CPD should be interconnected (Caena, 2011).

In the Strategic Framework for the Professional Development of Teachers, school-based professional development is defined as a continuous process in which teachers regularly and systematically learn from one another within the school setting (Guidelines for the Implementation of Competency-Based Professional Development for Teachers, 2022). This process aims to enhance

teachers' professional skills continuously and includes a wide range of activities that directly contribute to their development. The planned activities at the school level include:

- Trainings, workshops, and seminars;
- Mentoring by certified trainers and mentors;
- Peer-to-peer counselling and mentoring;
- Action research;
- Teacher professional development weeks;
- Professional networks, conferences, and study visits, all of which are aligned with both the individual teacher's professional development plan and the school's annual development plan (Guidelines for the Implementation of Competency-Based Professional Development for Teachers, 2022).

Reflective practice in the learning process is a powerful tool that assists teachers in analyzing their experiences, constructing new theories, and developing problem-solving skills. Moon (2004) emphasizes that reflective learning and experience are interconnected processes. Reflection enables teachers to gain deeper insights from their experiences, while experiential learning creates new situations that stimulate reflection. Together, these processes foster personal and professional development, enhance awareness of thinking and behavior, and help individuals become more effective and conscious professionals.

This deep thinking process can lead to unexpected outcomes, offering opportunities to review and reorganize existing knowledge, such as ideas and images that provide innovative solutions to various challenges. Reflective practice not only improves teaching methods but also contributes to emotional development, as it encourages awareness of uncomfortable feelings and thoughts, leading to growth and transformation.

2.3. The Impact of Training on Teaching Quality

In school practice, training is the most common form of professional development for teachers and plays a significant role in improving student performance. However, training does not guarantee quality unless several factors are respected, including the quality of content, teaching methodology, institutional support, and sustainability over time.

In the context of increasingly diverse modern classrooms, training for inclusive education has become essential for developing teachers' competencies and creating a learning environment that includes all students. Florian and Hawkins (2011) emphasize the role of training programs in helping teachers plan inclusive strategies, while the Inclusive Education Guide, Matheis & Mehmeti (2020) highlights the importance of positive attitudes and proper support for effective management of diverse classrooms.

Professional development in the 21st century requires competencies in integrating technology into teachers' curricula. This idea is reinforced by Mishra and Koehler (2006), who emphasize that the use of technology should be integrated with teachers' pedagogical skills. Similarly, UNESCO's report (2018) states that the use of ICT significantly improves the quality of teaching and learning.

Furthermore, a study by Parveen et al. (2022) highlights that providing continuous opportunities for training, mentoring, and professional collaboration not only increases teachers' competencies but also has a direct impact on the quality of learning in the classroom. In this way, teachers' professional development is not seen as an isolated process but as a key factor for the qualitative transformation of the education system.

2.4. Mentoring and Peer Observation as A Pillar for Professional Development

Peer mentoring among colleagues in a school environment has a direct impact on teaching quality and can be considered one of the most powerful forms of professional development for teachers. This process creates opportunities for sharing best practices, enhancing collaboration within the school community, and providing mutual support in addressing daily challenges.

Hobson et al. (2009) emphasize that peer mentoring serves as a platform for teachers to share experiences and practices, helping them improve their skills by reflecting on their teaching methods. Ingersoll and Strong (2011) argue that peer mentoring and support are influential factors in reducing teacher stress and increasing job satisfaction. According to Little (2002), strong professional development communities are important contributors to teaching improvement and school reform.

Observation is considered an effective practice for ensuring high-quality teaching. Various activities organized by schools, such as observations, training, monitoring, and workshops, can contribute to creating a culture of collaboration and mutual learning among teachers. Hargreaves and Fullan (2012) highlight that a culture of continuous professional development within a school significantly improves the quality of education. Analyzing this factor, Ovando (2005) argues that feedback from observations helps teachers improve their pedagogical methods and achieve higher professional standards.

An important aspect of Continuous Professional Development (CPD) is teacher collaboration, which has a direct impact on their performance and the quality of the learning process. Recent studies have shown that teacher collaboration through various activities—such as joint lesson planning, peer observation, and professional discussions—contributes to the development of pedagogical skills and improvement of teaching practices. A study by Ambon et al. (2024) emphasizes that collaboration and professional community are key factors in enhancing teaching quality, as they support the development of pedagogical skills and problem-solving in the classroom. Furthermore, a meta-analysis conducted by Thurlings and Brok (2017) indicates that activities like mentoring, collaboration, and evaluation contribute to increasing teachers' knowledge and skills, positively affecting their teaching practices.

In summary, peer mentoring and teacher collaboration are essential components of professional development that directly influence teaching quality. By fostering a supportive environment for sharing practices and continuous learning, these approaches contribute to the overall improvement of education.

The issue addressed in this study is the identification of teachers' continuous professional development through their job performance. Specifically, the study is guided by the following research questions:

1. What are teachers' attitudes regarding their professional development?
2. What are students' perceptions regarding their teachers' work in the classroom?
3. What is the relationship between teachers' continuous professional development and their teaching performance?

Hypotheses

The hypotheses for the study are:

Hypothesis 1: Teachers hold generally positive attitudes toward their professional development opportunities.

Hypothesis 2: Students have a generally positive perception of their teachers' classroom performance.

Hypothesis 3: There is a positive relationship between teachers' continuous professional development and their teaching performance.

3. Methodology

3.1. Research Design

The present study employs a quantitative research approach, which allows for the description of attitudes and opinions within a population, as well as the examination of relationships between variables in that population. The descriptive aspect of the design involves collecting measurable data to provide an accurate overview of teachers' and students' attitudes through quality indicators related to teachers' professional development. In quantitative research, the purpose of research questions is to identify and analyze the relationships among variables (Creswell & Creswell, 2023). The research design used in this study is descriptive correlational - a non-experimental approach. The correlational component aims to determine whether a statistically significant relationship exists between the selected variables, without manipulating them (Cohen et al., 2018; Kumar, 2014). This study investigates the relationship between teachers' continuous professional development and their performance indicators. The aim is to identify the strength and direction of the relationship between the variables, whether positive or negative. A positive relationship between variables occurs when high values in one variable are associated with high values in the other. The correlation coefficient, which ranges from -1.00 to +1.00, indicates the strength and direction of the relationship. A coefficient between -0.35 and 0.35 suggests a weak or negligible relationship; a value between 0.35 and 0.65 indicates a moderate relationship; and a value between 0.65 and 1.00 (or -0.65 and -1.00) reflects a strong relationship (Gay, Mills, & Airasian, 2012; Creswell, 2012). By combining description with correlation analysis, this approach provides both a snapshot of the current situation and insights into the potential relationships between the variables of interest.

3.2. Population and Sample

The population of this study consists of primary school teachers from grades 1-5 and students from grades 4 and 5 in the city of Gjilan. The reason for selecting students from grades 4 and 5 is that they are able to provide more complete and accurate information compared to students from other grade levels. In the city of Gjilan, there are a total of 8 primary schools with 156 teachers in the lower cycle (grades 1-5) and 6120 students (Strategy for Local Economic Development of the Municipality of Gjilan, 2024). A 5% sample of teachers and students from the lower cycle, grades 1-5, was selected from this population. Based on a 95% confidence level and a 5% margin of error, the sample was selected for teachers and students (Sample Size Table, 2006). According to this table, for a population of 156 teachers, the sample size should be 108 teachers, and for 6120 students, the sample size should be 360 students. The sample selected in this research is random, based on the lottery method. Thus, the selection of schools, teachers, and students was done using the lottery method. In a random sample, each member has an equal chance of being selected (Kumar, 2014; Creswell & Creswell, 2023). The average number of teachers per school is 20, with four parallel classes across 5 grade levels. In some schools, the number of teachers is higher, and in others, it is lower. To meet the required number of respondents, 107 teachers and 455 students, the study had to be conducted in 5 schools. Considering that not all teachers and students expressed their willingness to complete the questionnaire, a total of 107 out of 120 teacher questionnaires distributed across schools were collected, and 455 out of 470 student questionnaires were returned.

3.3. Research Instrument

The teacher and student questionnaires include only one demographic question: the name of the school where the students learn and the teachers work. All other questions are designed to measure various aspects of teachers' professional development. The questionnaire was developed

based on the Framework for Quality Assurance of School Performance in Kosovo (2016), which is structured into specific sections. In this study, the questionnaires were created based on the section that addresses indicators of professional teacher development. They measure the attitudes of both teachers and students regarding different aspects of professional development. These indicators include elements of work planning, teachers' interest in learning new practices, and psycho-pedagogical aspects.

The instruments are based on a 5-point Likert scale: 1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, and 5 - strongly agree.

3.4. Data Collection

The data collection process was conducted over two weeks. The questionnaires were distributed physically. School principals, teachers, and students were informed about the purpose of the research. The questionnaires were anonymous, ensuring that each respondent had the freedom to express their opinions. Participation in completing the questionnaire was voluntary, and participants had the right to decline if they wished. After collecting the questionnaires, the data were coded and entered into the Statistical Package for the Social Sciences (SPSS, Version 20).

3.5. Data Analysis

The data analysis was conducted using the SPSS program. The necessary analyses to identify the problem in this research include descriptive analysis, means, standard deviation, and a one-sample t-test. To accurately identify teachers' professional development based on specific indicators, it was first necessary to calculate the mean and standard deviation. For a more detailed analysis, the t-test and Pearson correlation were used. The mean provides insight into the level of professional development according to each indicator, while the standard deviation shows how far the data values deviate from the mean (Cohen et al., 2018). A one-sample t-test was used to compare the sample mean with a hypothetical value—typically, the midpoint value on a 5-point Likert scale is used as a reference point for comparison (Learning Unit 9, 2019). Pearson correlation analysis was used to identify the strength and direction (positive or negative) of the relationship between professional development and its indicators (Gay, Mills, & Airasian, 2012).

The table typically presents data regarding the reliability of the instruments used in the study, such as Cronbach's alpha values for different scales or measures. It is used to assess the internal consistency of the survey or questionnaire items. A higher Cronbach's alpha indicates greater reliability of the instrument. Internal consistency is determined using Cronbach's alpha (α), which ranges from 0 to 1, with optimal values ranging between 0.7 and 0.9 (Cohen et al., 1983).

Table 1. Validity and Reliability

	Cronbach's Alpha	N
Teacher	,871	13
Students	,925	7

According to Cronbach's alpha model, the teacher questionnaire is reliable for addressing the research problem, with a value of 0.871 out of 13 items. Additionally, the student questionnaire also has excellent reliability, with a value of 0.925 from 7 items. Regarding the validity of the teachers' questionnaire, the correlation value is $r = 0.851$ and statistically significant at $p < 0.001$, with $t = 16.63$ and degrees of freedom $df = 107 - 2 = 105$. The critical t-value for a two-tailed test at $\alpha = 0.05$ is approximately 1.98 (Wiley & Sons, 2012). Since $16.63 > 1.98$, the correlation is statistically significant ($p < 0.001$), indicating that the questionnaire has very good validity. Similarly, for the validity of the

students' questionnaire, the correlation value is $r = 0.905$ and statistically significant at $p < 0.001$, with $t = 45.3$ and $df = 455 - 2 = 453$. The critical t -value for $\alpha = 0.05$ is 1.96 (Wiley & Sons, 2012), which shows that the questionnaire for students also has good validity.

4. Results

Table 2. Descriptive Statistics of Students for Indicators of Teachers' Performance in the Classroom During the Teaching Process.

Item	N	Mean	SD	t-test	Sig.
I ask the teacher for help when I have difficulties with my assignments.	455	2,0615	1,24903	-16,027	,000
My teacher asks me what things I want to learn in school.	455	2,0264	1,18515	-17,524	,000
My teacher collaborates with us.	455	1,7780	1,20442	-21,642	,000
My teacher encourage me to learn.	455	1,9473	1,37531	-16,328	,000
The teacher uses technology during teaching.	455	2,5868	1,43763	-6,131	,000
I have a portfolio with my work.	455	4,4154	,49333	61,199	,000
I have learned to evaluate my work in the classroom.	455	1,8374	1,30567	-18,994	,000

The results of students' show that of most teaching practices are significantly below the neutral level ($M = 3$). Students rarely ask their teacher for help when facing difficulties ($M = 2.06$, $SD = 1.24$, $t = -16.03$, $p < .001$). This result is highly statistically significant and indicates a lack of communication or trust in the student-teacher relationship. Teachers also rarely consult students about their learning interests ($M = 2.03$, $SD = 1.18$, $t = -17.52$, $p < .001$). This reflects a more traditional, teacher-centered approach rather than a student-centered one. Students perceive a clear lack of collaboration from their teachers ($M = 1.78$, $SD = 1.20$, $t = -21.64$, $p < .001$), which may indicate an authoritarian teaching style or a lack of inclusive practices. Students also report low levels of encouragement from their teachers ($M = 1.95$, $SD = 1.37$, $t = -16.33$, $p < .001$), which may negatively affect their motivation and self-confidence to learn. Technology is used at a modest level, but still below the neutral average ($M = 2.59$, $SD = 1.43$, $t = -6.13$, $p < .001$). This indicates that the use of ICT is still not a regular practice in most classrooms. Students report having a portfolio of their work ($M = 4.42$, $SD = 0.49$, $t = 61.20$, $p < .001$), which reflects modern assessment practices and encourages reflection on learning. However, students have not been sufficiently taught how to engage in self-assessment ($M = 1.84$, $SD = 1.30$, $t = -18.99$, $p < .001$).

Table 3. Descriptive Statistics of Teachers Showing Their Job Performance and Interest in Continuous Professional Development.

Item	N	Mean	SD	t-test	Sig.
I am satisfied with the work I do.	107	1,6916	,81740	-16,558	,000
We have developed the work plan for professional activities.	107	1,5888	,88970	-16,407	,000
I collaborate with other teachers about experiences in teaching.	107	4,3271	,98838	13,889	,000
We organize special workshops at school.	107	2,4953	1,29129	-4,043	,000
I hold regular meetings at the professional activity level.	107	2,0093	1,12010	-9,149	,000
I collaborate with professional activities from other schools.	107	2,6075	1,40590	-2,888	,000
In my school, mentoring and counselling are applied by colleagues.	107	2,4860	1,19246	-4,459	,000
I have been observed in class by the principal.	107	2,0093	1,13682	-9,014	,000
I am a participant in a network of teachers created specifically for professional development.	107	2,3832	1,24873	-5,110	,000
We organize knowledge competitions.	107	2,2710	1,22528	-6,154	,000
I need training for inclusion.	107	2,0000	1,09027	-9,488	,000
I need training in ICT teaching skills.	107	1,9813	1,06382	-9,905	,000

The results show that teachers are "very dissatisfied with the work they do." The difference from the neutral point is substantial and statistically significant ($M = 1.69$, $SD = 0.81$, $t = -16.56$, $p < .001$). Teachers are not involved in developing plans for professional activities ($M = 1.59$, $SD = 0.88$, $t = -16.41$, $p < .001$). This stands in contrast to the only statement with a very high mean: teachers report good collaboration with colleagues regarding teaching experiences ($M = 4.33$, $SD = 0.98$, $t = 13.89$, $p < .001$). The organization of workshops in schools is infrequent, with a mean below neutral and a significant difference ($M = 2.50$, $SD = 1.29$, $t = -4.04$, $p < .001$). Professional activity meetings are very limited, indicating a lack of structure in professional development ($M = 2.01$, $SD = 1.12$, $t = -9.15$, $p < .001$). Teachers report little collaboration with other schools, although this is not as negative as other statements ($M = 2.61$, $SD = 1.40$, $t = -2.89$, $p < .001$). Mentoring and counselling from colleagues are weak, representing another shortcoming in professional development ($M = 2.49$, $SD = 1.19$, $t = -4.46$,

$p < .001$). Classroom observations by the principal are rare, limiting opportunities for support and quality improvement ($M = 2.01$, $SD = 1.13$, $t = -9.01$, $p < .001$). Teachers participate very little in teacher networks for professional development, another indicator of isolation ($M = 2.38$, $SD = 1.24$, $t = -5.11$, $p < .001$). Knowledge competitions are infrequent, implying a lack of encouragement for academic excellence ($M = 2.27$, $SD = 1.22$, $t = -6.15$, $p < .001$).

Teachers express a strong need for training in inclusion ($M = 2.00$, $SD = 1.09$, $t = -9.48$, $p < .001$). They also report an urgent need for training in ICT (Information and Communication Technology) for teaching ($M = 1.98$, $SD = 1.06$, $t = -9.90$, $p < .001$).

Table 4. Shows the Correlation Between Teachers' Continuous Professional Development (CPD) and Their Performance Indicators in Teaching Process.

N	r- value	Sig.
107	,759	,000

With a sample size of 107 participants, the correlation coefficient ($r = 0.759$) indicates a strong positive relationship between CPD and teaching performance (Statstutor, 2010). This indicates that as teachers engage more in professional development activities, their performance in teaching tends to improve significantly.

5. Discussion

Based on student achievement results, the alternative hypothesis is not confirmed for all indicators of teacher performance. The t-test value is positive only for the possession of a teaching portfolio ($t = 61.199$). Similarly, regarding teacher results, the alternative hypothesis is not confirmed across all indicators of their professional development. The t-test value is positive only for the indicator of collegial collaboration within the school ($t = 13.889$). However, the third alternative hypothesis is supported, indicating a strong and statistically significant correlation ($r = 0.759$) between continuous professional development and indicators of teacher performance.

The students' results indicate that most learning experiences are focused on traditional teaching methods and are rarely student-centered. Only the use of portfolios emerges as a positive and modern practice. The research by Tucker, Stronge, Gareis, and Beers (2003) emphasizes portfolios as a tool for accountability and for assessing teachers' performance.

Students do not feel sufficiently motivated, supported, or engaged by their teachers in the learning process. The research by Dahliana (2019) highlights the teacher's competence in creating a favorable learning environment and classroom activities that motivate students to learn. Similarly, the study by Vidić and Ožanić (2024) emphasizes that younger students require more support from their teachers than older students, linking this support to students' satisfaction with school and their overall well-being. According to the study by Ruzek, Hafen, Allen, Gregory, Mikam, & Piant (2016), in classrooms with emotional support, students were free to engage in their daily activities, were more motivated to learn, and had more positive relationships with their peers.

The use of technology in the classroom is limited and does not appear to be a regular practice. In this regard, the research by Guggemos and Seufert (2021) highlights the use of technology in teaching as a tool for teachers' professional growth.

Students are not engaged in self-reflection or self-assessment, which indicates a lack of development in independent learning competencies. According to the study by Thawabieh (2017), students can evaluate themselves if they are trained on how to implement self-assessment.

Only 1 out of 12 items shows a positive average — “collaboration with colleagues.” All the others are below 3, with many scoring below 2, indicating a lack of professional activities and a lack of mentoring. The results show that mentoring and counseling by colleagues are even less common, and still significantly lower than neutrality. The results show that both the organization of special workshops in the school and the holding of regular professional meetings are perceived as inadequate. According to Chea (2024), mentoring is considered essential for improving professional skills, increasing teachers' confidence, and fostering reflection, all of which contribute to their professional development.

The teachers' results show an unsatisfactory level of collaboration outside the school. The study by Prenger, Poortman, & Handelzalts (2020) identifies that professional teacher networks, a shared goal among teachers, and their collaboration contribute to school improvement.

The results show that most teachers are not observed by the school principal. The study by Dorukbaş & Cansoy (2024) identified professional improvement in teachers as a result of the mediating role of instructional leadership by school principals and the facilitation of teachers' professional learning.

The results of this study show that teachers are not active in structured networks for professional development. According to research by Desimone, Porter, Garet, Yoon, and Birman (2002), active learning opportunities through teaching practices enhance the impact of professional development on teachers' instruction.

Teachers are also not very satisfied with the work they do and express a high need for training, particularly in ICT and inclusion. The study by Pinzón, Gómez, & González (2023) highlights the importance of teacher training programs in transforming classroom practices and enhancing professional development.

All results are statistically highly significant, which means that these are not isolated cases but systematic trends that require attention.

6. Conclusion

The findings from this study provide an overview of the current state of teaching practices and professional development. The overall picture reveals significant shortcomings in areas critical to effective teaching and student engagement. Traditional methods continue to dominate, with limited use of technology, insufficient student-centered approaches, and a lack of reflective opportunities or independent learning for students. Of particular concern is the limited professional development activity among teachers, especially regarding mentoring, structured collaboration, and engagement in professional networks. Teachers report low job satisfaction and express a strong need for training, particularly in ICT and inclusive education. It is important to emphasize that the statistical significance of all findings confirms that these are not isolated issues but rather part of a broader, systemic pattern that requires strategic intervention. The validated alternative hypothesis, which indicates a strong positive correlation between continuous professional development and teaching performance, highlights the urgent need for schools and educational policymakers to invest in structured, sustainable, and meaningful professional development programs.

7. Limitations and Future Research

This quantitative research was limited to identifying the relationship between the continuous professional development of teachers and their performance. Other researchers can use this study as a guide for further qualitative research, focusing on more detailed aspects in order to make other measurements and judgments for the further and more detailed identification of this issue.

Additionally, this research can serve as a guide to identify the impact of continuous professional development of teachers on their performance and on the success of students.

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