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Evidence-Based Assessment of Peer Coaching and Professional Development Implementation among Newly Hired and Tenured Teachers: Differentiated Instructional Support Program

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ABSTRACT

This study assessed the implementation of peer coaching and professional development among newly hired and tenured teachers in selected public schools in San Remigio District 1, Cebu, and identified challenges to inform differentiated professional support. Employing a mixed-methods descriptive-comparative-correlational-developmental design, the study involved 100 teachers from five public schools. Data were gathered through an adapted questionnaire and qualitative responses, then analyzed using descriptive statistics, inferential tests, and thematic analysis. Results revealed high implementation levels for peer coaching (M = 4.11, SD = 0.65) and professional development (M = 4.12, SD = 0.61). Curriculum implementation emerged as the strongest peer coaching domain, while participation in Learning Action Cells and professional learning communities received the highest professional development rating. Assessment practices and lesson planning and delivery required greater attention. Age demonstrated significant relationships with both implementation measures, whereas civil status was significantly associated only with peer coaching. Major challenges included workload pressures, inconsistent coaching schedules, feedback anxiety, and limited resources. The findings indicated strong professional collaboration but highlighted the need for more structured and responsive instructional support. School administrators should establish protected coaching schedules, strengthen assessment-related mentoring, and provide differentiated professional learning opportunities. The study's limited geographical coverage and reliance on teacher-reported perceptions restricted the generalizability of the findings. Furthermore, the proposed support program had not yet undergone an evaluation of its effectiveness. These findings provide a practical foundation for strengthening district-level teacher development initiatives.

Keywords: *Career-Stage Support, Differentiated Mentoring, Peer Coaching, Professional Development, Professional Learning Communities, Teacher Collaboration*

1. INTRODUCTION

1.1. Background and Context of the Study

Teacher professional development plays an important role in instructional quality and sustained school improvement. Contemporary approaches emphasize collaborative planning, observation, feedback, and reflection as part of teachers' daily work. These approaches are relevant across career stages. The global report on teachers emphasized that recruitment and retention efforts must be accompanied by meaningful preparation and continuing professional support (UNESCO & International Task Force on Teachers for Education 2030, 2024). Findings from TALIS 2024 likewise indicated that mentoring can support novice teachers' job satisfaction and well-being, although participation in professional learning does not necessarily result in perceived instructional improvement for every teacher (OECD, 2025). Peer coaching provides opportunities for teachers to examine instructional challenges with colleagues and improve their practices through guided interaction. However, professional development should not be evaluated solely by the availability of collaborative activities; its design, learning mechanisms, and relevance to teaching needs also require attention (Sims & Fletcher-Wood, 2021). In the Philippines, the Department of Education institutionalized Learning Action Cells (LACs) as school-based professional learning communities intended to strengthen teaching through collective inquiry, problem-solving, and reflection (Department of Education, 2016). The Philippine Professional Standards for Teachers (PPST) further establish a career-stage framework, from beginning to distinguished practice, with corresponding expectations for collegial learning and mentoring (Department of Education, 2017). Within this policy context, newly hired teachers may need immediate assistance with classroom management, curriculum delivery, assessment, and adjustment to school procedures. Tenured teachers may require opportunities for instructional leadership, mentoring, research engagement, promotion preparation, and professional growth. In selected elementary and secondary schools in San Remigio District 1, Schools Division of Cebu Province, examining how these forms of support are implemented can clarify whether professional learning responds to the distinct demands of entering the teaching profession and continuing in service.

1.2. Research Problem

The central concern is whether peer coaching and professional development adequately respond to teachers' needs at different career stages. Newly hired teachers must translate preservice preparation into classroom practice while managing learner behavior, delivering lessons, assessing learning, completing documentation, and adapting to school expectations. Comparative research underscored the importance of school-level support for mentoring, observation, and feedback (Shanks et al., 2022). Recent international evidence indicated that novice teachers need continued support in classroom management despite increased attention to mentoring (OECD, 2025). For tenured teachers, professional learning extends beyond initial adjustment to instructional leadership, mentoring responsibilities, research engagement, and career advancement. In the Philippines, the Second Congressional Commission on Education (2025) identified continuing concerns about teacher workload and career progression, which may constrain sustained professional growth. Although DepEd Order No. 021, s. 2024 updated recruitment and appointment procedures, these policies do not determine the quality of subsequent professional support (Department of Education, 2024). The issue in San Remigio District 1, therefore, is not simply whether LACs, coaching, or induction structures exist, but how consistently these mechanisms are implemented and how effectively they respond to teachers' needs. Their levels of implementation, associated challenges, and relationships with teacher characteristics require systematic examination.

1.3. Research Gap

Research documented the value of beginning-teacher mentoring and organizational influences on its implementation (Shanks et al., 2022). Collaborative professional development studies also examined shared inquiry and professional interaction in teaching practice, including inclusive instruction (Holmqvist & Lelinge, 2021). However, these studies do not establish how a particular school district implements peer coaching and professional development across newly hired and tenured teachers. The gap concerns assessing instructional coaching, collaborative learning, and career advancement support locally. A context-specific examination is needed to determine how teachers perceive implementation in classroom management, curriculum delivery, instructional strategies, assessment, feedback, instructional material development, school-related tasks, LAC participation, and professional growth. Relationships between teacher profiles, implementation levels, and professional learning barriers also warrant investigation. These concerns are particularly relevant to career-stage-responsive planning within the district. By integrating these dimensions, the study aims to provide a basis for designing differentiated support rather than assuming that one professional development approach meets the needs of teachers at every career stage.

1.4. Purpose and Objectives of the Study

This study aims to assess the perceived implementation of peer coaching and professional development among newly hired and tenured teachers in selected elementary and secondary schools in San Remigio District 1, Schools Division of Cebu Province, during School Year 2026–2027. It profiles respondents by age, gender, civil status, position, educational attainment, teaching experience, performance rating, and relevant training. It examines peer coaching in classroom management, curriculum, instructional strategies, assessment, and reflective feedback, alongside professional development in instructional materials, work-related tasks, lesson delivery, LAC and professional learning community participation, and career growth. It also investigates profile–implementation relationships and challenges to inform a differentiated instructional peer coaching and professional development support program.

1.5. Significance and Practical Contribution of the Study

Consistent with the Basic Education Development Plan 2030 (Department of Education, 2022), the study may provide district-level evidence to inform teacher support. Its findings may help school administrators, district supervisors, and teacher leaders strengthen coaching schedules, mentoring relationships, feedback practices, and LAC activities according to identified needs. For newly hired teachers, the proposed differentiated program may prioritize adjustment to instructional duties and school processes; for tenured teachers, it may support mentoring, leadership development, and career progression. The results may also assist division personnel in planning technical assistance and monitoring professional learning opportunities. Academically, the study may contribute to understanding the relationship between career stages and perceptions of school-based professional development, providing a reference for further research on responsive teacher support.

1.6. Sustainable Development Goals (SDG) Alignment

The study aligns directly with Sustainable Development Goal 4 (Quality Education), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations Department of Economic and Social Affairs, 2025). Its most relevant connection is Target 4.c, which focuses on increasing the supply of qualified teachers, including through teacher training. By examining coaching, mentoring, instructional support, and continuing professional development, the study addresses conditions that may help teachers maintain and strengthen their professional competencies. The proposed program recognizes the distinct learning needs of beginning and experienced educators. Its intended contribution is to

provide local evidence for more responsive teacher development, without assuming that the study directly measures improvements in learner achievement.

2. METHODOLOGY

2.1. Research Design

The study employed a mixed-methods descriptive-comparative-correlational-developmental design with an embedded qualitative component. Quantitative data described teacher profiles and assessed perceived peer coaching practices and professional development implementation, including group differences and relationships with selected characteristics. Qualitative responses explained challenges experienced by teachers through Colaizzi-inspired thematic analysis. Integrated findings informed a differentiated support program for both teacher groups. This integration was consistent with recent educational mixed-methods guidance (Zhou et al., 2024).

2.2. Research Locale, Population, and Participants or Respondents

The research covered five public schools in San Remigio District 1, Schools Division of Cebu Province: Argawanon Integrated School, Dapdap National High School, Hagnaya Integrated School, San Remigio Central Elementary School, and San Remigio National High School. The study involved 100 teacher-respondents from five public schools, with participant allocation adjusted according to eligibility. Newly hired teachers had three years or less of teaching experience, while tenured teachers had ten years or more. Teachers outside these two categories were excluded from the comparative analysis. The participating institutions comprised integrated schools, elementary schools, and secondary schools.

2.3. Sampling Technique and Sample Determination

Random sampling was utilized as the respondent-selection technique. The target comprised 100 teachers across five schools, initially 20 per school. Distributions were adjusted according to verified numbers of eligible newly hired and tenured teachers while retaining the stated total. Teaching experience determined group eligibility. Both career-stage groups were included to support comparison across elementary, secondary, and integrated settings. No sample-size formula or randomization details were specified.

2.4. Research Instrument and Validation

The peer coaching component of the adapted questionnaire drew primarily on Pollara's (2012) peer coaching instrument. Part I recorded the demographic and professional profiles of the respondents. Part II consisted of 25 items assessing peer coaching practices across five domains: classroom management, curriculum implementation, instructional strategies, assessment of learning, and feedback and reflection. Recent literature also emphasized the relevance of peer feedback in educational practice (Jin et al., 2026).

Part III comprised 25 items specifically designed to assess professional development implementation across five areas: instructional material development, work-related task accomplishment, lesson planning and delivery, participation in Learning Action Cells and professional learning communities, and career advancement. Parts II and III collectively contained 50 items measured using a five-point rating scale.

Three experts reviewed the questionnaire for item relevance, clarity, alignment, coverage, wording, and ethical suitability, and the Content Validity Index was computed. The questionnaire underwent pilot testing with teachers outside the final sample, followed by Cronbach's alpha assessment, with 0.70 as the stated acceptance threshold (Hill et al., 2022; Stefana et al., 2025). A qualitative interview guide also addressed implementation challenges.

2.5. Data Gathering Procedure

The questionnaire underwent adviser review, expert validation, revision, and pilot testing. Permissions were obtained from the Schools Division Superintendent, Public Schools District Supervisor, and participating school heads. Eligible teachers were informed of the study and gave consent before answering. The questionnaire was administered to 100 respondents; The questionnaires were administered through the data collection modes approved by the participating schools. Responses were checked, coded, encoded, tabulated, and analyzed.

2.6. Data Analysis and Statistical Treatment

Frequencies and percentages described profiles; weighted means and standard deviations summarized both practice domains. Mean scores were interpreted as very low (1.00–1.79), low (1.80–2.59), moderate (2.60–3.39), high (3.40–4.19), or very high (4.20–5.00). Spearman's rho examined ordinal characteristics; point-biserial correlation assessed dichotomous characteristics. Other specified tests were t-tests, one-way ANOVA, and Kruskal–Wallis, with $\alpha = 0.05$. Open-ended responses underwent Colaizzi-inspired analysis of significant statements, formulated meanings, and themes (Vignato et al., 2022). Qualitative interpretations were considered alongside numerical findings.

2.7. Ethical Considerations

Institutional permission and informed consent preceded survey administration. Teachers were informed that participation was voluntary and withdrawal carried no employment-related consequences. Confidentiality relied on aggregate reporting and restricted records. Printed materials were securely stored, and electronic files were protected by passwords; unnecessary personal information was not collected through Google Forms without consent. Access was limited to the researcher, adviser, and statistician. Responses were used for academic research, not individual teacher evaluation.

3. RESULTS AND DISCUSSION

3.1. Demographic and Professional Profile of the Teacher-Respondents

The study involved 100 respondents, comprising 31 newly hired and 69 tenured teachers. Their profiles were examined in terms of age, gender or sex, civil status, teaching position, educational attainment, teaching experience, performance rating, and relevant trainings attended. These characteristics provided a basis for understanding differences in teachers' professional backgrounds and development needs. Regarding age, most respondents were 30–39 years old (52.00%), followed by those aged 20–29 (26.00%), 40–49 (18.00%), and 50 years or above (4.00%). Newly hired teachers were predominantly younger, whereas tenured teachers were generally concentrated in the middle age categories. This distribution suggested differences in professional experiences and career priorities. The OECD (2025) emphasized that professional learning should remain responsive to teachers' needs throughout their careers. Female teachers constituted 85.00% of respondents, while male teachers accounted for 15.00%. Regarding civil status, 68.00% were married, 29.00% were single, 2.00% were widowed, and 1.00% were separated. The majority of newly hired teachers were single, while married respondents predominated among tenured teachers. These characteristics provided contextual information for planning inclusive professional learning activities that accommodate teachers' instructional responsibilities and personal circumstances. Shanks et al. (2022) emphasized the importance of sufficient time and supportive arrangements in sustaining mentoring relationships. In terms of teaching position, Teacher I represented the largest group (37.00%), followed by Teacher III (32.00%), Teacher II (26.00%), and Master Teacher I (5.00%). The distribution reflected different

professional responsibilities and advancement levels. Department of Education Order No. 42, s. 2017, established the Philippine Professional Standards for Teachers (PPST), which provides a framework for career-stage development and professional growth. Regarding educational attainment, 54.00% had master's degree units, 30.00% held bachelor's degrees, 9.00% had completed master's degrees, 5.00% had doctoral units, and 2.00% held doctoral degrees. These findings indicated considerable engagement in graduate-level education, although relatively few respondents had completed advanced degrees. UNESCO (2024) recognized continuing professional learning and institutional support as important components of teacher development. Regarding teaching experience, 38.00% had taught for at least 10 years, 34.00% had four to nine years of experience, and 28.00% had zero to three years. All respondents in the zero-to-three-year category were newly hired teachers. The findings reflected the participation of teachers with varying levels of classroom experience. Keese et al. (2023) and Kwok et al. (2021) emphasized that structured induction and mentoring can provide meaningful professional support for beginning teachers. In terms of performance, 60.00% received Very Satisfactory ratings, 37.00% received Outstanding ratings, and 3.00% had not yet been rated. Regarding professional learning exposure, 54.00% attended one to three trainings or seminars, 26.00% attended four to six, 18.00% attended seven or more, and 2.00% reported no attendance. These findings indicated generally favorable performance classifications and considerable participation in professional development activities. However, training attendance and performance ratings did not independently establish the effectiveness of coaching or professional learning. Sims and Fletcher-Wood (2021) emphasized the importance of examining professional development quality and its connection to classroom practice. Overall, the respondents represented diverse professional backgrounds, highlighting the relevance of differentiated support. Newly hired teachers could benefit from adjustment-oriented mentoring, while tenured teachers could receive support in instructional leadership, professional advancement, research, and mentoring responsibilities.

3.2. Level of Implementation of Peer Coaching Practices

Peer coaching practices were assessed across five domains: classroom management and learner discipline, curriculum implementation, instructional methods and strategies, assessment of learning, and feedback, reflection, and instructional support. The overall implementation was high (M = 4.11, SD = 0.65), indicating that respondents generally experienced collaborative instructional support. Classroom management and learner discipline obtained a high level of implementation (M = 4.06, SD = 0.69). Learning from colleagues' strategies for managing learner behavior received the highest rating (M = 4.24, SD = 0.77), followed by discussing discipline concerns (M = 4.20, SD = 0.77). Receiving guidance on classroom routines obtained the lowest rating (M = 3.74, SD = 0.98). These findings suggested that peer coaching was more strongly established in responding to behavioral concerns than in providing systematic guidance on preventive classroom routines. The OECD (2025) highlighted classroom management and feedback as important areas of professional support, particularly for teachers in the early stages of their careers. Curriculum implementation emerged as the strongest domain, with a very high implementation level (M = 4.22, SD = 0.66). Discussions on improving curriculum delivery obtained the highest mean (M = 4.35, SD = 0.69), followed by sharing curriculum-related resources (M = 4.30, SD = 0.75). Receiving support in adapting curriculum content to learners' needs obtained the lowest mean (M = 4.02, SD = 0.85). These results indicated strong curriculum collaboration but suggested relatively less consistent support for differentiated instruction. Nguyen et al. (2024) emphasized that meaningful teacher

collaboration supports shared instructional understanding and professional innovation. Instructional methods and strategies received a high implementation rating (M = 4.13, SD = 0.73). Applying strategies learned from colleagues received the highest mean (M = 4.28, SD = 0.79), while receiving suggestions for making lessons engaging obtained the lowest (M = 4.02, SD = 0.95). The findings suggested that teachers incorporated strategies shared by colleagues into their instructional practices, although individualized feedback on learner engagement was comparatively less consistent. Mouraz et al. (2023) and Corcelles-Seuba et al. (2024) emphasized the value of peer observation and reciprocal feedback in strengthening professional collaboration and instructional reflection. Assessment of learning received a high implementation rating (M = 4.00, SD = 0.75) but ranked lowest among the peer coaching domains. Using peer suggestions to improve assessment practices obtained the highest mean (M = 4.15, SD = 0.81), while receiving feedback on tests, rubrics, and performance tasks received the lowest (M = 3.82, SD = 0.97). Discussing assessment results to improve instruction was also comparatively lower (M = 3.92, SD = 0.85). These findings indicated that teachers sought assessment-related assistance, although systematic review of assessment instruments and learner performance evidence was less consistently practiced. Pastore (2023) and Geng and Mohd Yusoff (2023) emphasized the importance of assessment literacy, collaborative professional learning, and contextualized instructional support. Feedback, reflection, and instructional support obtained a high implementation level (M = 4.15, SD = 0.69). Professional conversations that improved teaching decisions received the highest rating (M = 4.40, SD = 0.72), followed by applying peer feedback to instructional practices (M = 4.30, SD = 0.77). Receiving instructional assistance with classroom challenges obtained the lowest mean (M = 3.91, SD = 0.87). The findings demonstrated that reflective conversations were strongly established, although direct instructional assistance and structured observation-based feedback required greater consistency. Kager et al. (2024) emphasized the importance of systematic observation and reflection in collaborative teacher learning. Overall, curriculum implementation ranked first (M = 4.22), followed by feedback, reflection, and instructional support (M = 4.15), instructional methods and strategies (M = 4.13), classroom management and learner discipline (M = 4.06), and assessment of learning (M = 4.00). The findings indicated a favorable collaborative environment, with opportunities to strengthen assessment literacy, preventive classroom management, and structured instructional feedback. Sims et al. (2025) emphasized that effective professional development depends on meaningful learning processes that support instructional improvement.

3.3. Level of Professional Development Implementation

Professional development implementation was examined across instructional material development, work-related task accomplishment, lesson planning and delivery, participation in Learning Action Cells and professional learning communities, and promotion, career advancement, and professional growth. The overall mean of 4.12 (SD = 0.61) indicated a high implementation level. Instructional material development received a high rating (M = 4.04, SD = 0.75). Sharing worksheets, modules, and digital resources obtained the highest mean (M = 4.30, SD = 0.75), while receiving suggestions for improving instructional materials registered the lowest (M = 3.82, SD = 1.00). These findings suggested that resource sharing was more consistently practiced than collaborative evaluation and revision. Nguyen et al. (2024) emphasized the importance of authentic collaboration in promoting meaningful professional learning. Work-related task accomplishment obtained a very high rating (M = 4.33, SD = 0.62). Participation in team-based school activities received the highest mean (M = 4.48, SD = 0.64),

followed by shared responsibility in accomplishing work-related duties (M = 4.39, SD = 0.65). Seeking assistance with required school documents received the lowest rating (M = 4.09, SD = 0.89). These findings indicated strong cooperation in fulfilling institutional responsibilities. However, completing shared tasks did not necessarily demonstrate equivalent levels of instructional professional learning. Collaboration could become more meaningful when administrative and instructional responsibilities were accompanied by guidance, reflection, and knowledge sharing. Lesson planning and delivery obtained a high rating (M = 3.82, SD = 0.83) but ranked lowest among the professional development domains. Participation in collaborative planning sessions received the highest mean (M = 4.02, SD = 0.98), while receiving feedback on lesson presentation obtained the lowest (M = 3.68, SD = 1.00). These findings suggested that collaborative lesson planning occurred, although individualized instructional feedback was less consistently experienced. Kager et al. (2024) and Mouraz et al. (2023) highlighted the importance of structured lesson observation, reflection, and feedback in strengthening teaching practices. Participation in Learning Action Cells (LACs) and professional learning communities (PLCs) emerged as the strongest domain (M = 4.37, SD = 0.61), indicating very high implementation. Active participation obtained the highest mean (M = 4.63, SD = 0.60), followed by applying acquired learning in classroom practice (M = 4.42, SD = 0.68). Contributing ideas during discussions obtained the lowest mean (M = 4.13, SD = 0.84). The findings indicated strong participation and reported classroom application, although opportunities for active contribution could be further strengthened. Department of Education Order No. 35, s. 2016, established LACs as a school-based continuing professional development strategy, while Nguyen et al. (2024) emphasized authentic participation in professional learning communities. Promotion, career advancement, and professional growth received a high rating (M = 4.02, SD = 0.77). Encouragement from colleagues to pursue advancement opportunities obtained the highest mean (M = 4.13, SD = 0.93), while assistance in preparing promotion-related documents received the lowest (M = 3.97, SD = 0.94). These findings suggested that professional encouragement was common, although practical assistance with career advancement was comparatively less consistent. The OECD (2025) and UNESCO (2024) emphasized the importance of continuing professional development and career-related support throughout teachers' professional lives. Overall, LAC and PLC participation ranked first (M = 4.37), followed by work-related task accomplishment (M = 4.33), instructional material development (M = 4.04), promotion and professional growth (M = 4.02), and lesson planning and delivery (M = 3.82). These findings demonstrated that collaborative institutional activities were strongly implemented, while lesson planning, instructional feedback, and career-related assistance represented priority areas for improvement. Sims et al. (2025) and Visscher et al. (2025) emphasized the importance of connecting professional development processes with meaningful improvements in instructional practice.

3.4. Relationships Between Respondents' Profiles, Peer Coaching Practices, and Professional Development Implementation

The study examined the relationships between respondents' demographic and professional characteristics and their perceived implementation of peer coaching and professional development. Statistical decisions were determined using the 0.05 significance level. Age demonstrated a significant relationship with peer coaching practices (test value = −0.30, p = 0.003) and professional development implementation (test value = −0.24, p = 0.016). The negative values indicated an inverse pattern between age and implementation ratings. These findings suggested that teachers of different ages experienced or perceived professional learning

opportunities differently. However, the results did not establish a causal relationship. The OECD (2025) emphasized the importance of professional learning activities that respond to teachers' changing needs throughout their careers. Civil status was significantly associated with peer coaching practices (test value = 8.35, p = 0.039) but not with professional development implementation (test value = 4.65, p = 0.199). The significant relationship suggested differences in peer coaching ratings across civil status categories, although the results did not identify which groups differed. Shanks et al. (2022) emphasized the importance of organizational support and sufficient time in sustaining mentoring activities. Gender or sex was not significantly related to peer coaching (p = 0.426) or professional development implementation (p = 0.470). Similarly, teaching position showed no significant relationship with peer coaching (p = 0.185) or professional development (p = 0.122). Highest educational attainment also demonstrated no significant relationship with peer coaching (p = 0.057) or professional development (p = 0.054). Although the latter values approached the significance threshold, they remained above 0.05. Years of teaching experience was not significantly associated with peer coaching (p = 0.131) or professional development (p = 0.237). Performance rating likewise showed no significant relationship with peer coaching (p = 0.852) or professional development (p = 0.931). Relevant trainings or seminars attended were also not significantly related to peer coaching (p = 0.825) or professional development implementation (p = 0.375). The findings showed no statistically significant associations between these characteristics and implementation ratings at the 0.05 significance level. Sims and Fletcher-Wood (2021) emphasized the importance of examining the quality and instructional relevance of professional development rather than relying solely on participation indicators. Teacher classification was not significantly associated with peer coaching (p = 0.080) or professional development implementation (p = 0.235). This indicated that newly hired and tenured teachers did not demonstrate a statistically significant association between classification and the reported implementation levels. Nevertheless, the absence of significant relationships did not mean that both groups required identical professional support. Keese et al. (2023) emphasized the value of structured induction, while the PPST recognizes continuing professional development across different career stages. Overall, age was significantly associated with both study variables, while civil status was significantly associated with peer coaching alone. Other profile variables demonstrated no statistically significant relationships. These findings supported professional development planning that considers teachers' actual instructional concerns, individual circumstances, and career-related needs rather than relying exclusively on demographic or professional classifications.

3.5. Challenges in Peer Coaching and Professional Development Implementation

The qualitative findings identified four major themes: workload pressure and the need for protected time; unstructured scheduling and weak coaching systems; relational hesitation and feedback anxiety; and limited support, resources, and career-stage responsiveness. These themes provided contextual explanations for the variations in peer coaching and professional development implementation. The first theme, workload pressure and the need for protected time, revealed that teachers experienced difficulty participating consistently in coaching activities because of competing instructional and administrative responsibilities. Participants identified lesson preparation, checking learners' outputs, preparing reports, attending meetings, and other school activities as major constraints. One participant stated, "Coaching sessions are limited and sometimes skipped due to scheduling and teachers' workload" (P1). These responses suggested that insufficient protected time affected the continuity of mentoring and professional learning activities. Shanks et al. (2022) similarly emphasized the importance of

adequate time and organizational arrangements in effective mentoring. The second theme, unstructured scheduling and weak coaching systems, concerned irregular coaching arrangements, conflicting teaching schedules, unclear activity purposes, and inadequate feedback procedures. Participants reported difficulties coordinating with colleagues assigned to different subjects and teaching schedules. One respondent emphasized the absence of a clear and regular feedback system (P4), while another described professional activities overlapping with instructional periods or personal time (P5). These findings indicated that coaching activities were not always supported by consistent organizational procedures. Kwok et al. (2021) and Mouraz et al. (2023) emphasized the relevance of structured coaching, observation, and feedback in supporting professional learning. The third theme, relational hesitation and feedback anxiety, revealed concerns involving shyness, limited confidence, fear of judgment, and discomfort when exchanging feedback. One participant explained that feedback sometimes felt like criticism rather than professional coaching (P3). Others expressed hesitation in sharing ideas or requesting assistance from experienced colleagues. These responses demonstrated that effective peer coaching required interpersonal trust alongside instructional support. Corcelles-Seuba et al. (2024) highlighted the importance of reciprocal peer observation in strengthening professional collaboration, while Shanks et al. (2022) emphasized supportive mentoring relationships for beginning teachers. The fourth theme, limited support, resources, and career-stage responsiveness, highlighted inadequate training opportunities, limited resources, uneven participation, and professional development activities that did not consistently address teachers' needs. Participants identified limited internet connectivity, distant training venues, personal expenses, and difficulties applying new learning in actual classrooms. One respondent emphasized that training activities were not always aligned with specific teaching needs (P2). These findings were consistent with Geng and Mohd Yusoff (2023), who emphasized contextualized and collaborative professional learning, and UNESCO (2024), which recognized sustained institutional support as important to teacher development. Differences in professional priorities also emerged. Newly hired teachers identified the need for classroom guidance, confidence-building, lesson planning assistance, and regular feedback. Meanwhile, some tenured teachers expressed concerns about workload, motivation, and the relevance of additional training. One participant noted that teachers approaching retirement sometimes questioned the usefulness of further development activities (P6). Another emphasized that newly hired teachers could also contribute innovative strategies and professional knowledge instead of functioning solely as mentoring recipients (P8). These accounts highlighted the relevance of reciprocal coaching and differentiated professional development. Overall, the challenges were interconnected. Heavy workloads limited participation, irregular scheduling affected continuity, feedback anxiety reduced openness, and limited resources restricted professional learning opportunities. Although the quantitative findings indicated high levels of peer coaching and professional development implementation, the qualitative results identified conditions affecting their consistency and responsiveness. These findings supported a differentiated support program incorporating protected coaching time, structured mentoring, constructive feedback, collaborative lesson planning, assessment improvement, and career-responsive professional learning.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that peer coaching and professional development were implemented at generally high levels among newly hired and tenured teachers in selected public elementary and secondary schools of San Remigio I District, Cebu. Curriculum implementation emerged as the strongest area of peer coaching, while participation in Learning Action Cells and Professional

Learning Communities was particularly evident in professional development. However, assessment of learning and lesson planning and delivery remained comparatively less developed. Age showed significant relationships with both major variables, whereas civil status was significantly related only to peer coaching practices. Most other demographic characteristics showed no significant relationships, indicating that professional support should not be determined by teacher profiles alone. Workload pressures, inconsistent coaching schedules, feedback anxiety, and limited resources further affected implementation. Collectively, these findings emphasized the importance of institutionalizing a structured, needs-based, and differentiated support program that addresses the professional concerns of newly hired and tenured teachers while strengthening collaboration and continuous professional growth.

Based on the findings, school heads and educational administrators should establish a structured peer coaching system that incorporates mentor-mentee partnerships, scheduled classroom observations, collaborative discussions, feedback conferences, and consistent documentation. Protected time for coaching and professional development should be incorporated into school schedules to minimize conflicts with teaching responsibilities and administrative workloads. Greater attention should be directed toward assessment of learning through collaborative assessment development, rubric preparation, and examination of learner outputs. Lesson planning and delivery should also be strengthened through lesson study, demonstration teaching, and collaborative instructional planning. Learning Action Cells and Professional Learning Communities should remain active while prioritizing practical classroom concerns and career-stage needs. Newly hired teachers should receive adjustment-oriented mentoring and instructional guidance, while tenured teachers should be encouraged to assume mentoring and instructional leadership responsibilities. The proposed Differentiated Instructional Peer Coaching and Professional Development-Oriented Support Program should be implemented, systematically monitored, and evaluated to determine its effectiveness in strengthening professional collaboration and teacher development.

The study was limited to newly hired and tenured teachers from selected public elementary and secondary schools in San Remigio I District, Cebu, which may restrict the applicability of its findings to other educational settings. The reported implementation levels and identified challenges reflected the participating teachers' perceptions and experiences. Furthermore, the significant relationships between selected demographic characteristics and implementation levels did not establish causal relationships. Although a differentiated support program was developed, its effectiveness had not yet been assessed through actual implementation and outcome evaluation. Future studies may include teachers from other districts, examine implementation across different school contexts, and assess the proposed program through systematic implementation and evaluation.

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