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Seminars: Teachers Thinking Skills at Young Achievers School of Caloocan

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Abstract

This study is essential for knowing the role of seminars in enhancing teachers' thinking skills at Young Achievers' School. Seminars were identified as an essential professional development tool that supports teachers in developing their analytical skills for evaluating students' students' understanding. However, the findings in this study may only be available in the year 2025-2026 at Young Achievers' School of Caloocan. This study explores the importance of seminars in enhancing competencies, particularly teachers' competencies in their analytical skills, self-evaluation skills, instructional decision-making, teaching methods, and professional growth. Data were collected through in-depth semistructured interviews using the case study method. The findings of the study show that seminars play a significant role in enhancing teachers' thinking skills, professional growth, teaching methods, and

their evaluation and understanding of the students' learning at Young Achievers' School of Caloocan. Teachers say that seminars provide structured opportunities to evaluate students' performance, interpret assessment data, and reflect on classroom practices. Second, seminars give the opportunity to develop higher-order thinking skills among teachers, including critical and creative thinking skills. Third, seminars support teachers by creating structured practices for fostering self-awareness and reflective activities for continuous professional growth. The findings show that seminars have important implications for teachers' professional development. Furthermore, the study shows that teachers who attend seminars get more opportunities to develop their self-reflection skills, thinking skills, classroom practices, and their ability to evaluate and understand student learning.

Keywords: Seminars, Teachers' Professional-Growth, Thinking Skills, Reflective Development, Students Learning Evaluation

Introduction

Background of the Study

It is no secret that seminars really have a big contribution to teachers especially in terms of thinking better and teaching more effectively. Research around the world keeps proving such. When teachers' get to talk through ideas together in these sessions, they pick up skills like making strong arguments and solving problems, and those skills don't stay in the room. They show up in their classrooms, and students lead up learning more because of it. What's even better is using a structured approach like Polya's problem-solving model in seminars helps both new and experienced teachers build critical thinking and connect ideas across subjects. As such, well-done seminars are a great way to sharpen teachers' teaching skills. This is not just a global idea, it is something the Philippines supports too. National rules like the *Enhanced Basic Education Act of 2013* say schools should help students think independently and creatively, so teachers need the right training to make that happen. *The Philippine Professional Standards for Teachers* also makes it clear that teachers need to keep learning 21st-century skills, and seminars are a key way to do that. In Caloocan, this is not just on paper, it is something local schools are actually doing. DepEd just rolled out HOTS-PLPs for Grades 7 and 8 teachers through a new memorandum, so this commitment is now in action. But here's the thing: even with all this going on, we do not really know how these seminars work for teachers, especially at Young Achievers School of Caloocan. Sure there is a push for teacher development everywhere, but not much research looks at whether these programs actually lead to better teaching in the classroom or better results for students at the individual school level. That is why we are doing this study. We want to fill that gap by seeing how seminar training affects teachers' skills and their day-to-day teaching at a single Caloocan school, to understand how big-picture goals play out in real, everyday school

life.

Problem Statement

At Young Achievers School in Caloocan, we're really keen on seeing how the recent teacher development seminars are affecting our teachers. We want to know if these sessions are changing how they plan their lessons or teach each day. Ultimately, we're interested in whether the students are benefiting from these changes with better learning. It's crucial for us to understand the real impact right here in our classrooms. Within Caloocan and across the Philippines, there's a growing emphasis on supporting teacher development through programs like DepEd Caloocan's HOTS-PLPs. These local efforts aim to improve teaching quality and help students achieve more. However, it's not always clear how these broader initiatives connect with what's happening in individual schools like ours. Looking at research from around the world, it seems that seminars can significantly enhance teachers' critical thinking and teaching skills. Plus, national legislation, like the Enhanced Basic Education Act, highlights the importance of teacher development. Our study aims to link these global and national perspectives with the specific experiences at Young Achievers School. By doing so, we hope to evaluate whether the broader goals for teacher development are actually reflected in our school life.

Theoretical Framework

Theory of Cognitive Development by Jean Piaget outlines how children's thinking progresses through distinct stages, with each stage characterized by different cognitive abilities. Children actively construct their understanding of the world, and their thinking becomes more sophisticated as they develop. This is anchored to our study because it requires teachers to understand the cognitive stages of their students. Teachers can use this knowledge to design age-appropriate activities and adapt their teaching methods to effectively challenge and support students' learning. Another theory is the Bandura's Social Learning Theory which relates to our study as it emphasizes that people learn by observing others. Imitation and modeling play a crucial role in acquiring new behaviors. Vicarious reinforcement, where individuals see others being rewarded for certain behaviors, also influences learning. This is anchored to our study because it highlights the importance of teachers as role models. Teachers need to demonstrate strong thinking skills themselves to inspire students and provide effective examples of how to approach problems and learn new concepts. Bloom's Taxonomy of Benjamin Bloom is also connected to our study because it is a hierarchical framework for categorizing educational learning objectives. It progresses from lower-order thinking skills like remembering and understanding to higher-order thinking skills such as applying, analyzing, evaluating, and creating. This is anchored to our study because it provides a framework for teachers to set clear learning objectives and design activities that promote higher-order thinking skills. Teachers need to guide students beyond memorization to analysis, evaluation, and creation, fostering deeper understanding and critical thinking. Leva Vygotsky's Theory of Sociocultural also aligns with our study because in his theory, he highlighted the importance of social interaction and cultural context in learning. The concept of the Zone of Proximal Development (ZPD) suggests that learning occurs most effectively when individuals are

challenged with tasks slightly beyond their current abilities, with the assistance of a more knowledgeable other. This is anchored to our study because it emphasizes the role of teachers as facilitators. Teachers need to create collaborative learning environments, guide students through challenging tasks, and provide support within their "zone of proximal development" to enhance their thinking skills. And lastly, The theory of Multiple Intelligence of Howard Gardner. Gardner's theory proposes that intelligence is not a single, unified entity but rather a collection of distinct intelligences, such as linguistic, logical-mathematical, spatial, musical, and interpersonal intelligences. Each individual possesses a unique combination of these intelligences. This is anchored to our study as it requires teachers to recognize and cater to diverse learning styles. Teachers need to design varied activities and assessments that engage students with different strengths and intelligences, creating a more inclusive and effective learning environment.

Purpose Statement

This study is dedicated to the teachers at Young Achievers School in Caloocan, whose dedication and hard work inspired us to undertake this research. We decided to explore how seminars can help teachers enhance their thinking skills, such as reflecting on their teaching methods, analyzing classroom situations, and making informed decisions. The primary goal is to identify ways to make teacher training programs more effective, enabling teachers to improve their instruction and create a more engaging learning environment for students. To gather information, we conducted interviews with teachers who attended seminars. Listening to their experiences and insights, we aimed to understand how these seminars influenced their thinking skills and teaching practices. The knowledge gained from these interviews will help us suggest improvements for future training programs and better support teachers in their vital roles in the classroom. This research seeks to contribute to the ongoing efforts to enhance teacher quality and student outcomes at Young Achievers School of Caloocan Inc.

Significance of the Study

This study on seminars and teachers' thinking skills at Young Achievers School in Caloocan is particularly important because it offers valuable insights into how these professional development activities can significantly enhance teachers' cognitive abilities. Participating in well-designed seminars, teachers can improve their reflective thinking, analytical skills, and decision-making processes, all of which are crucial for effective teaching. The findings of this study can directly inform the development of more impactful and relevant training programs at our school. School administrators can use the results to tailor seminars that specifically address the needs of our teachers, ensuring that these sessions contribute to their professional growth and improve their classroom performance. Ultimately, this leads to a more engaging and effective learning environment for our students, fostering better academic outcomes and overall development. Furthermore, this research can serve as a valuable resource for future studies aimed at understanding and enhancing teacher training methodologies, only at Young Achievers School of Caloocan Inc. Continually investing in and refining our

teacher development programs, we can ensure that our school remains a center of excellence in education.

Scope and Delimitation

This study focuses on examining how seminars affect the thinking skills of teachers at Young Achievers' School of Caloocan Inc. For the school year 2025-2026. It specifically investigates teachers' reflective thinking, critical thinking, problem-solving, and decision-making skills as shaped by their participation in school-conducted seminars. The respondents of the study consist of six teachers: 2 Junior High School teachers, 2 Senior High School teachers, and 2 Elementary teachers, with data gathered through interviews conducted in November 2025. The study is limited to the effects of seminars only and does not include other forms of professional development such as training, coaching, mentoring, or DepEd-led programs. It also does not assess classroom outcomes, focusing solely on teachers' self-reported experiences regarding their cognitive and instructional development. Furthermore, the findings of this research apply only to Young Achievers' School of Caloocan Inc. and may only be factual or relevant within the year 2025, as teacher experiences, seminar programs, and school practices may change over time.

Materials and Methods

Research Design

This study will use a Case Study design as the research methodology. According to Robert K. Yin, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2018) ^[21]. The method traces its origins to early sociological work, particularly from the Chicago School of Sociology, where researchers used detailed case investigation to understand social behavior in natural settings. Over time, Yin and other methodologists provided systematic and rigorous procedures that include multiple sources of data, triangulation, and contextual analysis, strengthening the academic credibility of case study methodology. Several recent works from 2021 to 2025 support the continued relevance of case study research. A meta narrative review emphasized that case study approaches are important for analyzing complex real world interventions and provide strong methodological guidance across disciplines *Greenhalgh et al., (2021)*. Another study highlighted that case study methodology remains an effective approach for understanding lived experiences and strategic actions in organizational settings *Mantere & Vaara (2022)*. The updated Cambridge Handbook of Qualitative Digital Research also described how digital environments and online data collection influence modern case study practices *Salmons, (2023)*. Recent methodological discussions introduced the concept of multiple mini case studies, emphasizing that shorter focused cases can still maintain rigor when systematically structured *Bansal & Corley (2024)*. Contemporary perspectives in business research have also reaffirmed the rigor and relevance of case study methodology, emphasizing its validity and practical insights when properly designed *Ridder, (2025)*. Another recent publication discussed the paradoxical nature of case study research because it provides both in depth specificity and transferable insights across contexts *Scholz, (2025)*. This design will be used in our study because it allows an in

depth and holistic examination of how seminars influence the thinking skills of teachers. Focusing on real experiences, personal perspectives, and the actual school environment, the case study approach enables the researchers to understand the processes and changes that seminars bring to teachers' thinking skills.

Research Setting

This study was conducted at Young Achievers School located in Caloocan City. The school is private with a big population of students and teachers. It was chosen as the research setting because the institution conducts seminars and trainings that develop teaching strategies and practices, and it is suitable because of its environment to gather data aligned with the study focus.

Sample

The population of the study consisted of all teachers employed at Young Achievers School of Caloocan during the 2025-2026 school year. A total of six (6) teachers were selected using purposive sampling, as these teachers had completed at least one professional development seminar during the academic year making them directly relevant to the study's focus.

To ensure representation across department, the sample included;

2 elementary teachers

2 junior high school teachers

2 senior high school teachers

These participants were chosen based on their willingness to participate and their firsthand experience with seminars provided in the school. All teachers voluntarily agreed to participate and signed an informed consent form prior to data collection.

Sampling Procedure

In this research, the participants were picked using purposive sampling. There were six teachers from Young Achievers School of Caloocan two from elementary, two from junior high, and two from senior high. They were picked because they went to the seminar and could also share their own experiences as well as ideas about thinking skills. This method was used since it let the researcher focus on teachers who actually joined the seminar and could give detailed and useful information. Using this approach made it possible to gather data that was relevant and could really help the researcher understand how the seminar influenced their thinking skills.

Participants

The respondents of this study were 6 teachers of Young Achievers School of Caloocan Incorporation (YASCI), 2 senior high school teachers, 2 junior high school teachers, and 2 elementary teachers. The first participant is a senior high school teacher, female, and 25 years old who teaches at Young Achievers School of Caloocan as a science teacher, where we interviewed her. She's already been working in the school for 2 years. She answered the interview with confidence and a smile on her face. The second participant is also a senior high school teacher, female, and 29 years old who also works at Young Achievers School of Caloocan as a teacher with a lot of experience in terms of teaching that gives students a clear, understandable, and informative response. The third participant is a junior high school

teacher at Young Achievers School of Caloocan. A 22-year-old female teacher, and it is her first year in the school. During the interview, she answered the questions with a fluent, clear, and confident response. The fourth participant is also a junior high school teacher, a 23-year-old female teacher who also works at Young Achievers School of Caloocan. It is also her first year in teaching, and she holds a section. She manages to deliver every word smoothly and fluently, carrying a smile and wearing confidence. The fifth participant of the study is a male Elementary teacher who works at Young Achievers School of Caloocan. 25 years old with 4 years of experience as a teacher. He is very calm, understanding, and very polite to his students. That gives us clear and informative information despite the crowd's noise. Our sixth participant is a female Elementary teacher who works at Young Achievers School of Caloocan. She is 22 years old with 2 years of experience, she has the mindset of a veteran teacher and gives us an informative, reliable, clear and understandable response.

Data Collection Methods

The data in this study were collected through an interview. The researchers prepared a request letter to conduct an interview with the participants of this study for only 30-45 minutes. The researchers made a questionnaire for the participants, and they consulted their adviser if their questionnaire was already good. The researchers conducted their interview inside the Young Achievers School of Caloocan. Before the interview, the researchers asked their participants if it was alright with them that they would document the interview. During the interview, the researchers explained to their participants what their study is all about and its importance. The researchers clarified some terms to the participants so that they can answer the questions with full knowledge of their responsibility as the subject of the study. After the participants answered the questionnaire, the researchers consulted their adviser, and they were taught what to do next. The researchers began to transcribe and code the data that they collected in the interviews.

Data Collection Procedure

The data collection procedure for the thinking skills seminars at Young Achievers School of Caloocan followed four distinct steps. First, approval letters were issued to obtain permission to conduct interviews with the selected respondents, comprising 2 senior high school teachers, 2 junior high school teachers, and 2 elementary teachers. Next, an interview questionnaire was developed with direct guidance from the researchers' adviser. Interviews were then conducted with these participants. The data-gathering process took approximately one week, as scheduling conflicts caused occasional delays, and each individual session lasted roughly 40 minutes. Finally, upon completing all interviews, the researchers collaborated with their adviser to finalize the collected data.

Data Analysis

This part describes the method that the researchers used in analyzing collected data. It includes coding and Thematic techniques applied to address the study's research questions. The data were obtained from transcribed interviews with 2 Senior High 2 Junior High and 2 Elementary Teachers at Young Achievers School of Caloocan Incorporation. Data

from the interviews were analyzed using Thematic technique following Braun and Clarke's (2006) six-step process. Initial codes were conducted by other members which were then organized into themes. And member checking was employed to ensure credibility of each code. Thematic analysis was chosen for its flexibility and detailed insights from qualitative data, making it suitable for exploring participant's personal experiences. These analysis techniques were aligned with our study's objective, which aimed to improve and develop the creative and analytical thinking skills of Teachers through seminars.

Ethical Consideration

In the conduct of the study, the researcher was guided by the following ethical considerations:

Vulnerability: The respondents of this study were Teachers of Young Achievers School of Caloocan who are of legal age. The participation of the respondents in this study was voluntary. They were given the option not to participate in the study, and those who decided to participate were informed about the purpose of the interview. Even after agreeing to participate, the respondents were free to withdraw from the study at any time without giving any reason, and doing so would not affect the relationship they have, if any, with the researcher or the institution.

Conflict of Interest: The researcher made the respondents understand that there was no conflict of interest or other potentially conflicting interests involved in the study. The researcher had no financial or personal gain from the respondents or the institution. The study was conducted solely for academic purposes and in partial fulfillment of the requirements of the Research subject. Since there was no conflict of interest, the researcher indicated to the respondents that there were no financial or personal interests related to the conduct of the study.

Informed Consent Process: The decision of the respondents to participate or not to participate in the study was voluntary. The respondents were informed that they could withdraw their participation at any time without any form of consequences. Before the interview was conducted, the respondents were informed about the purpose and procedures of the study. Their agreement to participate served as a manifestation that they understood the study and willingly decided to take part in it.

Trustworthiness

To ensure the trustworthiness of this qualitative study, the researchers followed the criteria of credibility, transferability, dependability, and confirmability. Credibility was found using in-depth, semi-structured interviews with teachers who had direct exposure to the seminars. The respondents were given clear and appropriate questions to elicit their experiences concerning the effect of the seminar sessions on their thinking skills. Clarifications of some of the questions were requested to confirm their understanding of the responses from the respondents. The researchers confirmed the nature of the seminar sessions the respondents had exposure to before the interviews. The issue of transferability was ensured by describing the context, participants, and processes of the research clearly. The research was conducted among six teachers at Young Achievers' School of Caloocan Inc., Elementary, Junior

High, and Senior High School teachers, to give a clear context that will enable the reader to understand how the results could be applied to similar institutions. Dependability was established by ensuring consistency in the data collection procedure. Although the interviews were conducted at different times and locations based on the availability of the participants, the same interview schedule and set of questions were used for all respondents. The procedures for conducting and documenting the interviews were consistently followed, allowing future researchers to understand and possibly replicate the research process. Confirmability was maintained by basing all the findings on the actual replies of the respondents and not on the subjective judgments of the researchers. The notes and interview transcripts were examined several times to ensure that the findings were supported by the evidence. Researchers' bias was reduced through reflexivity.

Reflexivity

In this study, the researchers are senior high school students conducting this qualitative research using a case study approach. It focuses on seminars and thinking skills of teachers at Young Achievers School of Caloocan. This topic is based on academics and observations regarding teachers' professional development. At the beginning of the study, the researchers recognized that seminars would positively influence teachers' thinking skills. To minimize bias, an interview was held, roles were assigned during data collection, and interpretations were discussed together. This process allowed the researchers to maintain an unbiased perspective and strengthen the reliability of the qualitative study.

Results

Operational Data Collection

This study used a case study research design, focusing on an in-depth analysis of teachers' experiences within a private school premises. The respondents include six- private school teachers. They're divided into three sections: two from elementary, another two from junior high school, and two from senior high school. These selected participants will allow the researcher to have an in-depth understanding of the case across different educational levels. A researcher-made interview guide was used as the primary data collection instrument. The researchers created an interview guide questioner which was reviewed by the research teacher. After settling the permission from the participants and the school administration the researchers informed the participants about the purpose of the study, the procedures involved, and their rights as participants. The one-on-one interviews were conducted for the purpose of collecting the data. Data was collected through individual interviews with each participant. Each interview was conducted at a place and time appropriate for the participants schedule and it lasted approximately 6-8 minutes After the interviews, the collected data is organized, transcribed, and reviewed for accuracy. The data was then coded and prepared for analysis in accordance with the case study approach.

Operational Data Analysis

Following Van Manen (2014) recommended method of data analysis in Hermeneutic phenomenology, participants'

recorded statements and responses were repeatedly listened to and their statements were transcribed verbatim. The researchers analyzed the data as a whole by holistic reading and taking the holistic theme from each transcript. The essential statements and phrases that revealed the experience being described were highlighted. The next step was detailed line-by-line approaches by following this step. The researchers were able to generate from the essential statements. After the codes were generated, the researchers categorized these into themes. This step produced 7 themes relevant to the main questions and theoretical foundations of the study. These themes were classified according to the essential elements of the world such as corporeality, materiality, spatiality, temporality, and relationality.

Participant's Demographic Profile

This profile outlines the participants' involvement in this qualitative study that comprises a total of 6 individuals from Young Achievers School of Caloocan.

Teachers

Senior Highschool Teachers

	Subject Taught	Year/s of Teaching	Age
SHS - T1	Science	2	25
SHS - T2	Science	5	34

SHS - T1 is a dedicated and passionate science teacher at Young Achievers School of Caloocan. She graduated from her previous school with a Bachelor's degree in Secondary Education major in Science. After graduating, she spent her 2 years teaching senior high school students specifically in grade 11 level. **SHS - T1** believes that every student has their own intelligence and uniqueness, you just have to help them unleash and discover it.

SHS - T2 is a dynamic and hardworking teacher in science. She is a graduate from a school in Manila and has a Bachelor's degree in Secondary Education major in Science. After graduating, she worked and gained experiences from different schools and is now teaching at Young Achievers School of Caloocan. Despite the struggles she experienced in life, she still continues to be an inspiration to her students and encourages them to keep on going on life.

Junior Highschool Teachers

	Subject Taught	Year/s of Teaching	Age
JHS - T1	Values Education	1	23
JHS - T2	Araling Panlipunan	3	27

JHS - T1 is a compassionate and committed English teacher who recently started teaching and currently has her first advisory class. **JHS - T1** got a degree in a well-known private school in Manila and she believes that learning the English language is the most important and can be used anywhere.

JHS - T2 is an enthusiastic and insightful teacher who spent the last 3 years molding young minds of students at Young Achievers School of Caloocan. **JHS - T2** with a Master degree in History with a high level of thinking skills, in her academic journey it included studying abroad and spending 2 years there.

Elementary Teachers

	Subject Taught	Year/s of Teaching	Age
ELEM - T1	Values Education	3	25
ELEM - T2	Science	2	24

ELEM – T1 is a Passionate Values Education Teacher and currently molding young minds in a private school in Mentro manila for the last 4years. **ELEM – T1** graduated in a well-regarded school in Manila where he gain his title.

ELEM – T2 is an incredible and committed science teacher in elementary at Young Achievers School of Caloocan. She currently graduated with her bachelor’s degree and has spent her 2 years teaching elementary students. She’s very dedicated especially at molding young minds specifically in the subject science.

Discussion

Summary of Findings

The study was conducted at Young Achievers School of Caloocan involving 6 teachers from different levels that contributed and shared insights into how seminars influence their thinking skills. The findings are organized into key themes derived from participant contributions that consist of elementary teachers, junior high school teachers, and senior high school teachers.

1. How do seminars help teachers at Young Achievers School of Caloocan use analytical skills to evaluate and understand their students’ learning?

Seminars were identified as an essential tool for teachers in developing their skills and understanding of their students' learning. The participants emphasized that seminars provide structured opportunities for teachers to observe the learning patterns and the strengths of their students to help adjust and develop the areas that need improvements.

Through seminar participation, teachers are able to analyze their students' performance, test results and classroom interactions. In this process, teachers have a deeper evaluation and understanding of the students' learning. Furthermore, seminars help teachers by giving them the opportunity to self-assess and receive feedback from their colleagues to assess and to adjust their teaching methods and strategies.

2. In what ways do seminars encourage teachers at Young Achievers School of Caloocan to critically reflect on their teaching methods and core beliefs about education

Seminars were found to play a crucial role in encouraging teachers to critically reflect on their teaching methods and core beliefs about education. Participants indicated that seminars create structured environments where teachers are encouraged to examine and evaluate their teaching methods that will guide their teaching decisions. Through guided discussions, reflective activities and exposure to different perspectives, seminars guide teachers and are given the opportunity to self evaluate their teaching methods and reconsider their core beliefs that may hinder effective teaching.

3. How do seminars improve teachers’ ability at Young Achievers School of Caloocan to promote advanced thinking skills, such as creative problem-solving, in their students?

Seminars were identified as a professional development mechanism that enhances the teachers’ ability to promote higher thinking skills, including creative problem-solving among students. Participants emphasized that seminars helped me guide the teachers' teaching methods to promote advanced thinking skills by creating a structured environment and experts or colleagues discussions. Through seminars, teachers gain practical knowledge about instructional methods such as inquiry-based learning, collaborative tasks, and real world scenarios. Furthermore, teachers who effectively used these methods during seminars are better equipped to integrate problem-solving opportunities to their students.

4. How do seminars enable teachers at Young Achievers School of Caloocan to effectively use new technologies and digital resources in their teaching practices?

Seminars were identified as a professional development that allows teachers to effectively integrate new techniques and the use of technologies into their teaching practices. Participants highlighted that technologies provide various resources such as online assessment tools, online platforms, and online collaborative applications. Through seminars, teachers are introduced to new opportunities. These opportunities allow teachers to develop their skills in selecting and utilizing appropriate technologies aligned with the lesson objectives and the students' learning needs. In addition, seminars promote reflective evaluation of the effectiveness of technology-enhanced teaching methods for teachers.

5. How have the seminars you attended influenced how you approach challenges, make professional decisions, and reflect upon your growth as an educator at Young Achievers School of Caloocan?

Seminars were found to have a big impact on how teachers approach challenges, self-evaluation, and making professional decisions. Participants highlighted that seminars equipped them with different strategies and knowledge that enhanced their ability to respond effectively to instructional and classroom related challenges. Through seminar participation, teachers developed a more self-evaluation and self-development mindset when faced with professional challenges. Exposure to different classroom and educational needs enables teachers to analyze situations critically and consider multiple approaches before making a professional decision.

Practical Implications

This study titled “Seminars; Teachers' Thinking Skills at Young Achievers School of Caloocan” presents the idea of practical implications for senior high school teachers, junior high school teachers, and elementary teachers. Specifically, seminar activity tends to play a significant role in the enhancement of teachers' thinking skills in lesson planning,

classroom management, and responding to student needs. The strategies and insights from the seminars could be used by teachers in improving their teaching practices and making more reflective instructional decisions. Moreover, these seminars could also enable teachers to feel more confident in dealing with issues in the classroom and to adjust their teaching approaches accordingly.

Findings from this study could be used to create a basis for strengthening and sustaining the professional development programs that focus on the enhancement of teachers' thinking skills. In addition, professional-centered activities could lead to the improvement of the quality of teaching and the learning experience of students. Future researchers can use this study for reference as they delve deeper into how seminars influence teachers' professional growth and instructional effectiveness.

Theoretical Implications

The research study entitled "Seminars; teachers thinking skills at Young Achievers School of Caloocan" contributes substantially to the theoretical setting surrounding educational seminars and thinking skills of teachers in academic framework. Through the 6-days of conducting data collection in engaged teachers from Young Achievers School of Caloocan Inc. the study provides implications into the interplay between teachers and students, giving prominence to holistic understanding of educational seminars and its effectiveness. One of the prominent theoretical implications of this study is the reinforcement of the teaching skills of the teachers and enhance the analytical thinking skills of students. According to Chang *et al.* (2022) states that seminars help teachers improve teaching skills using seminar-case learning (SCL) as the main body of teaching, providing communication, interaction and mutual inspiration and mutual inspiration. Proven the comparison of seminar-case learning (SCL) and lecture-based statistical curriculum for undergraduate students majoring preventive medicine. The study also presents significant theoretical implications such as reinforced connection between teachers and students throughout their academic journey, allowing students to be more confident, receptive and derived satisfaction from collaborative learning activities.

Conclusion

The research questions for the study titled "Seminars; teachers thinking skills at Young Achievers School of Caloocan" were created to investigate how seminars function as a professional development tool that helps teachers improve their thinking abilities in educational environments. The primary objective of this research project seeks to determine how seminar-based activities enable teachers to develop their teaching skills and improve their capacity to think critically about their work. The research investigation centered on these primary research areas:

1. Identifying the Role of Seminars

The study explored how seminar activities serve as an effective professional development tool in strengthening teachers' thinking skills particularly in lesson planning, classroom management, and instructional decision-making.

2. Understanding Teachers Thinking Skills Development

The study examined how teachers acquired higher-level thinking skills through their seminar participation which enabled them to evaluate and reflect upon their teaching

methods and classroom control strategies.

3. Evaluate Seminar Strategies and Practices

The research evaluated how seminar methods and expert and peer collaboration sessions helped teachers to enhance their instructional methods and professional development.

4. Mapping the Impact on Instructional Effectiveness

The researchers studied how seminar attendance relates to improved thinking abilities which result in better teaching performance and instructional effectiveness at the educational institution.

Recommendations

This section provides recommendations to advance research on how seminars influence teachers' thinking skills, building on the study "Seminars; Teachers Thinking Skills at Young Achievers School of Caloocan." First, future studies should include a larger sample of teachers. Instead of six participants, researchers should recruit educators from all grade levels and various subject areas, with representation across different years of teaching experience. A larger sample will enable more comprehensive analysis of diverse perspectives and identify broader patterns in how seminars impact thinking skills. Second, research should extend beyond a single institution. Studies should include multiple schools, encompassing both private and public educational settings in Metro Manila and other regions of the Philippines. This will help determine if findings are applicable across different contexts and how factors such as school environment and resources affect outcomes. Third, longitudinal research is recommended. Rather than focusing on one academic year (2025-2026), studies should track teachers over an extended period. This will allow researchers to assess how thinking skills develop over time, whether the effects of seminars are sustained, and how evolving educational practices influence outcomes.

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