

# Professional Development Needs of Elementary Teachers

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**Abstract**— This study aimed to determine the professional development needs of the elementary teachers in Castilla Districts for SY 2022-2023. Descriptive method of research was employed in the study. The respondents of the study were the teachers in the public elementary schools in Castilla Districts. A survey questionnaire was used to gather the data needed. The data gathered were tabulated, analyzed and interpreted by the use of statistical measures and tools such as frequency, ranking, and the weighted mean.

The findings were: The computed overall weighted means on the involvement of the teachers in professional development along trainings, scholarship, research and innovation, mentoring and coaching, community outreach were 3.84, 2.98, 3.15, 3.67 and 4.13 respectively. Not all of the teachers are satisfied in their involvement along trainings, scholarship, research and innovation, mentoring and coaching and community outreach. The three top most development needs identified by the teachers along a. trainings were: acquiring new digital pedagogical methodology, different models of instructional strategies and assessment practices; and ability to model effective instructional and assessment practices, b. scholarship were: extensive financial support for continuing education and career advancement, acquiring new skills and abilities to be brought to their learners in the classroom, and potential to enhance or advance the quality of teaching and learning, c. research and innovation were: clarify purposes, processes and priorities when introducing change – for example, to curriculum, pedagogy or assessment; sources of information and networks of professional support in research; and professional learning of knowledge, skills and understanding in research, d. mechanisms in improving performance of students; techniques for constructively challenging unhelpful behavior including negativity and limiting beliefs among teachers and creative thinking pathways; and awareness of the setting of realistic goals for adults and others, e. volunteerism on the part of the teachers and learners in helping the community to make a brighter future for those who are less fortunate, next is promoting diversity and student development while enhancing skills and knowledge to serve in diverse communities; and strategies in identifying the kind of assistance the community needs. A teachers' professional development plan for teachers can be proposed to address the teacher's needs.

The conclusions were: The teachers were often involved in trainings, mentoring and coaching and community outreach but sometimes involved in scholarship and research and innovation. The teachers exhibited different levels of satisfaction along trainings, scholarship, research and innovation, mentoring and coaching, community outreach. The teachers identified and revealed their needs along professional development. The teachers' professional development plan for teachers hereby proposed maybe adopted to address the teacher's needs.

The recommendations were: Teachers may be encouraged to actively participate and involve in trainings, scholarship, research and innovation, mentoring and coaching, and community outreach. Administrators and teachers may collaborate each other to heighten the teachers' involvement along professional development to reach the higher level of satisfaction. School authorities may consider, identify and apply effective mechanism to address the needs of the teachers along their professional development. There is a need to adopt and implement the proposed professional development plan upon review and approval of school authorities. Another research can be conducted parallel to the present study using the identified findings as baseline data.

**Keywords**— teacher, elementary, development, Castilla District.

## INTRODUCTION

Teachers are the most important part of a learner's life. They are the facilitators and the care giver who has the power to make a difference. Teachers not only motivate,

inspire and encourage the learners, they also have the responsibility to make a positive impact in their lives.

The classrooms 50 years ago and the present day classrooms are vastly different. Just like how doctors and dentists and other professionals have to keep up with

new practices and new research in their respective fields to provide the best treatment, so it is with teachers too. Improving the quality of teaching through the professional development of teachers is an important aspect in the field of education all over the world.

According to Washington (2019), Professional Development (PD) is important for the growth and development of the contemporary educator. Today's educational realm is full of multiple perspectives, technologies, and opportunities for students and educational leaders. The goal of professional development for educators is to go beyond maintenance and to create sustainability and professional longevity.

As students today continue to change and evolve in the areas of technology and access to information, the core values of being firm, fair, and consistent with their learning remain true. For teachers, effective PD comes from realizing this and finding ways to enhance teaching and learning strategies.

In education it is vital to know the importance of [data-driven instruction](#) to ensure students are learning effectively and teachers are providing engaging and rigorous instruction. Access to engaging, rigorous, and relevant PD for teachers is equally important as developing a consistent approach to training and development. Instructional practices must have components of technology, global learning, and the potential to impact a diverse range of learning styles. When looking at Professional Development Needs for teachers, the goals of the training and career advancement must be tailored to the specific needs of the educator.

Moreover, it is stated in Section 2 of the DepEd Memorandum no. 50, s. 2020, known as the "DepEd Professional Development Priorities for Teachers and School Leaders for S.Y. 2020-2023" states that, "the professional development priorities shall support the realization of the department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes".

It is in this context that needs of the teachers in the department shall be identified and prioritized to be able for them to keep abreast of the present time of crisis in education. The paradigm shifts in new normal of education requires teachers to be equipped with knowledge and skills to face the challenge.

Similarly, in line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues DepEd Order no. 42, s. 2017 entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

Indeed, education is a never-ending process. It does not stop for an individual after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. In the field of K-12 education administration, it is particularly important for school administrators to identify the needs of the teachers and encourage them to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

A study conducted shows that the most needed professional development areas of the teachers were special education, scientific research methods, and participation in the projects and related professional activities. It was determined that some of the participants needed professional development in the areas of instructional technologies, material development, student participation, assessment and evaluation, and teamwork skills (Yenen and Yontem 2020).

As the educational system evolves, schools are finding ways to provide quality education to students. Many articles are floating on the internet stating the must 21st century skills of teachers and students (Stauffer, 2020). Most teachers keep attending training to improve their skills especially in the area of Information and Communications Technology (ICT). Heightening the Professional Development of Teachers Amidst Pandemic in the Philippines is a research that gives the readers fresh perspectives based on what the random students and teachers are saying and feeling about the competencies that each one should possess in the

Philippines. Among the competencies derived from the study, tech savviness is at the least making knowledgeability, emphatic, creativity, funniness, and disciplinarian on the top 5. These are based on the students' responses on the survey and interviews. Benchmarking on the said competencies, challenges faced by teachers and aligning this to the volatility, uncertainty, complexity and ambiguity environment (VUCA), recommendations are through learning, understanding, and visualizing (L-U-V) followed by rechecking, revisiting and aligning (3R's) every aspect of each viewpoint (Fajardo 2020).

As a public school teacher, the researcher has been observed at this unpredictable conditions in education, that there is a certain and common point that majority of teachers needs to undergo professional development. Transitions brought about by the pandemic affects the lives of the teachers in confronting changes in education and has caused rapid advances in technology, created an environment where the internet, smartphones, and social media are everywhere, and global events such as COVID 19 and conflicts among elite countries. The question is lay down on how these teachers will cope with these changing world especially in education.

The researcher being a classroom teacher felt and witness that there is a need to have professional advancement and development once the needs are identified along seminars, post graduate studies, trainings, social relationships, group partnerships, research and mentoring. She further noted that once the needs of the teachers are identified along professional development, a development for teachers was conceptualized to address these needs. Hence, this study.

### **Statement of the Problem**

This study aimed to determine the professional development needs of the elementary teachers in Castilla Districts, Division of Sorsogon Province for SY 2022-2023.

Specifically, it sought answers to the following questions:

1. What is the involvement of the teachers in professional development along:
  - a. Scholarship
  - b. Research and Innovation
  - c. Mentoring and coaching

- d. Community Outreach
2. How satisfied are the teachers in their involvement in the professional development along the identified variables?
3. What are the professional development needs of the teachers along the identified variables?
4. What Teachers' Development Plan could be proposed based from the results of the study?

## **METHODOLOGY**

### **Research Design**

This study determined the professional development needs of teachers in Castilla Districts for SY 2022-2023. Descriptive method of research was employed in the study. In this study, it was used to describe the extent of involvement of the teachers in professional development along: training, scholarship, research and innovation, mentoring and coaching and community outreach.

Secondly, it was also emphasized the extent of satisfaction of the teachers in their participation on the identified variables. It also cited the most needed activities related to the work of teachers for further development in their participation on the identified activities.

The respondents of the study were the teachers in the public elementary schools in Castilla Districts. A survey questionnaire was used to gather the data needed in the study.

The data that gathered were tabulated, analyzed and interpreted by the use of statistical measures and tools such as frequency, ranking and the weighted mean.

### **The Sample**

The main sources of data in the study were the elementary teachers in Castilla Districts taken as respondents. They were determined from each of the selected schools in the district.

There were 120 teachers who were taken from the 333 total population of the three districts depending on the number of retrieval of the answered questionnaires from each of the districts.

For East District, there were 52 teachers or 43% among the respondents, for West District, there 24 or 20%, and for South District, there were 44 or 37% of the total respondents.

**TABLE 1: The Respondents**

Districts	Frequency	Percentage
East	52	43%
West	24	20%
South	44	37%
<b>Total</b>	<b>120</b>	<b>100%</b>

### The Instrument

The researcher prepared a questionnaire to gather the data needed in the study. Part I is all about the extent of involvement of the teachers in professional development along

training, scholarships, research and innovation, mentoring and coaching and community outreach. Part II is an open ended question to solicit and validate the responses of the teachers relative to their level of satisfaction in their involvement on profession development provided by the DepEd. Part III pertains to the basic needs of the teachers along trainings, scholarships, research and innovation, mentoring and coaching and community outreach. The draft of the instrument was first shown to the researcher's adviser for some comments, corrections and suggestions before it was shown to the thesis panel of evaluators for other comments, recommendations and approval. After the evaluation of the panel members, the researcher made some modifications following the suggestions of the members of the panel before it was administered to a dry run.

The dry-run of the instrument was administered to some teachers in another district who are not the respondents of the study at their most convenient time. After the dry-run, the researcher made another changes and revisions for some ambiguous questions before it was shown again to her adviser for further recommendations before it was readied for the final administration to gather the needed data.

### SCALE

1.00-1.49  
 1.50-2.49  
 2.50-3.49  
 3.50-4.49  
 4.50-5.00

For the level of satisfaction, the respondents were asked to answer a question narratively and were presented qualitatively. The answers were grouped according to

### Data Collection Procedures

The researcher asked first permission from the Office of the Superintendent through the Public Schools District Supervisors in Castilla Districts of Sorsogon Province. The researcher herself distributed and administered the questionnaires after the issuance of the approval of the request. The researcher observed ethics in gathering the data. The researcher set a schedule for the distribution of the questionnaire and gave the information to the respondents. The final administration of the questionnaire was conducted on the first week of October 2022 and were retrieved on the last week of the same month and year. The researcher retrieved 120 answered questionnaires which is equivalent to 36 percent out of the 333 questionnaires given to the teachers. After the retrieval, the researcher conducted an unstructured interview to support and validate the written responses of the teachers. Finally, the results were tabulated, analyzed quantitatively and qualitatively, and interpreted by the researcher using appropriate statistical tools and measures with the help of her thesis adviser.

### Data Analysis Procedures

The data that were gathered were tabulated, analyzed, and interpreted by the use of appropriate statistical tools and measures. Frequency count and the weighted mean were used to determine the extent of involvement of the teachers in professional development along the identified variables. To describe the extent of involvement, the scale below was used.

### Adjectival Description

Not at all- no involvement  
 Involve when possible – involved at least once  
 Only when necessary- involved at least twice  
 Most of the time-involved at least thrice  
 All the time- involved at least four times

commonalities per variable and supported by the responses from the unstructured interview.



To determine the most needed related activities to the teachers' work for further development, unstructured interview was also conducted and results were presented qualitatively.

**RESULTS AND DISCUSSIONS**

This part presents the analysis and interpretation of the data gathered from the results of the study. These are presented with the use of appropriate tables which are sequentially arranged to answer the problems that were being sought by the study.

The presentation and analysis of the data are guided by the following: 1. Extent of involvement of the teachers in professional development along trainings, scholarship, research and innovation, mentoring and coaching, and community outreach. 2. Satisfaction of the teachers on their involvement on professional

development. 3. Professional development needs of the teachers along the identified variables. 4. Professional Development Plan for Teachers.

**1. Involvement of the Teachers in Professional Development along Trainings**

Table 2A presents the involvement of the teachers along trainings. It can be observed from the table that the teachers are encouraged most of the time to get involved in planning a training program for professional development needs of the teachers, given a chance and opportunities to undergo trainings and seminars. These should be along their areas of specialization, oriented with the nature of the seminars suited to their subject taught or specialization, provided by the Department of Education through the respective school heads the knowledge that the support extended to the trainees or participants answer to their needs.

**TABLE 2A: Involvement of the Teachers in Professional Development along Trainings**

Indicators	WM	Description
1. Encouraged to get involved in planning a training program for professional development needs of the teachers.	3.83	Most of the time
2. Were given a chance and opportunities to undergo trainings and seminars with respect to their areas of specialization.	4.06	Most of the time
3. The teachers are oriented with the nature of the seminars suited to their subject taught or specialization.	3.94	Most of the time
4. The Department of Education through the respective school heads provide the knowledge that the support extended to the trainees or participants answer to their needs.	3.98	Most of the time
5. The teachers are given the chance to echo and share the knowledge and skills they acquired from the trainings and seminars to their peers and other stakeholders.	3.36	Most of the time
<b>Overall mean</b>	<b>3.84</b>	<b>Most of the time</b>

The computed weighted mean for each activity are: 3.83, 4.06, 3.94 and 3.98 respectively which are all described as most of the time. This means that the teachers are involved in planning a training program, in which they were given the opportunities to attend relative to their area of specialization that answers to their needs as teachers. Further, the teachers were given the chance to get familiar with policies, procedures, and provisions to prepare them with the knowledge, skills, and attitude required while dealing with the learners effectively in a classroom, school, and in the community. This is an indication that once the teachers undergo trainings most of the time or at least three times, they may be more active and effective to share their expertise to the learners to achieve better performance. On the other hand, the teachers were given the chance to echo and share the knowledge and skills they acquired from the

training and seminars to their peers and other stakeholders only when necessary with the computed weighted mean of 3.36.

This indicates that teachers may have been involved only when it is necessary or at least two times to be given the chance in giving information about the things they acquired from the trainings they attended to their co-teachers and other beneficiaries. This implies that when the teachers are given the chance to have an echo seminar or training, most of the teachers and other stakeholders may benefit from the information that they can acquire from the activity. The real situation was that, teachers are given the opportunity to conduct echo seminar if there is an allocated budget and time for the purpose or only when it is important or needed.

The findings are emphasized by Boudersa (2016) who concluded in her study that programs of teachers' training and professional development are of central importance in any educational institution, be it in the primary, middle school, high school or even the university level. Teachers at all levels need to be trained in their related fields and subject matter on a regular basis if they are to change their teaching beliefs, attitudes and daily life practices in classrooms. Such programs may help teachers sharpen their teaching skills and deepen and improve their knowledge in the subject

matter they teach, and hence improve students' learning and schools' education. There should be an alignment between the curriculum and teachers' actual experiences in teaching.

**1.1 Scholarship**

Table 2B revealed in the extent of involvement of teachers along scholarship. It can be noted that the teachers were given the opportunity to be a scholarship grantee only when necessary.

**TABLE 2B: Involvement of the Teachers in Professional Development along Scholarship**

Indicators	WM	Description
1. The teachers were given the opportunity to participate in setting and framing the objectives of the scholarship program of the school.	3.00	Only when necessary (for all)
2. The teachers were encouraged to engage in the scholarship of teaching and learning.	2.95	
3. The teachers who are in scholarship program are well-oriented about their grants and incentives like stipend, travelling allowances and other benefits.	2.98	
4. The teachers are obliged to attend conferences about possible scholarship grants that they may avail for their advancement.	2.89	
5. Engaged in encouraging peers to avail scholarship grants to be able to use the allocated budget for the purpose.	3.11	
<b>Overall mean</b>	<b>2.98</b>	<b>Only when necessary</b>

The computed weighted means for each of the indicators are 3.0, 2.95, 2.98, 2.89 and 3.11 respectively, with an overall mean of 2.98 which are all described as only when necessary.

The results can be attributed to the lack and limited budget to accommodate scholarship applicants provided in which seldom the teachers were given the chance to avail and enjoy such grants. Moreover, may be a few of the applicants are qualified as a result of the assessment and evaluation to be given such opportunity.

This finds support on the DepEd Order No. 68 s. 2009 known as the Scholarship and Training Grants which states that the DepEd fully supports the continuous development of its manpower to improve performance through scholarship, fellowship and training grants local and overseas among others. Similarly, Eilers (2020) mentioned 8 benefits of scholarship such as: Scholarships make education easier to access, students that win scholarships can access extensive support, scholarship help you network, no need to work, gives your resume a boost, encourage philanthropy, gives an access to more colleges and universities and additional experience.

**1.2 Research and Innovation**

Table 2C presents the involvement of teachers along research and innovation. The table shows that the teachers were involved only when necessary or at least twice in research and innovation. It was revealed that the computed weighted means for each indicator are 3.23, 3.33, 3.14, 3.13 and 2.93 respectively with the overall mean of 3.15.

This suggests that the teachers may have been given support to get involved in research activities and innovation if it is really important and may be beneficial to the schools they are in. Another thing is that, they may have not been well-informed about the plans and outputs of their respective schools. This is an implication that with the absence of research culture and innovation in the department, the teachers may not grow professionally along research and innovation. As such, they have to be encouraged and be given opportunities to really get involved in conducting researches to be able to gather concrete data as basis for future development not only for teachers but for the school and the learners as well.

The results are supported by DepEd Order No. 16 (2017) which states that in support of the Department's policy development process, research agenda, and policy and program development and implementation, the Department of Education (DepEd) continues to promote and strengthen the culture of research in basic education. DepEd hereby establishes the Research Management Guidelines (RMG) to provide guidance in managing

research initiatives in the national, regional, schools division, and school levels. The enclosed policy also improves support mechanisms for research such as funding, partnerships, and capacity building. It is also emphasized by the findings of Gyawali (2020) in his study, that teachers were found involved in action research, nevertheless they were fond of doing other types of researchers in their professional careers.

**TABLE 2C: Involvement of the Teachers in Professional Development along Research and Innovation**

Indicators	WM	Description
1. The teachers were involved in preparing the Research Agenda of their respective schools.	3.23	Only when necessary (for all)
2. The teachers are encouraged to get involved in action researches.	3.33	
3. The teachers are invited in a research forum at school level to discuss their research targets and accomplishments.	3.14	
4. Information dissemination on research incentives and benefits are well clear to the teachers.	3.13	
5. The teachers are given full awareness to get involved in research conferences and consortium.	2.93	
<b>Overall mean</b>	3.15	Only when necessary

Regarding researching the behavior of teachers, they were found risky for the researching behaviors, but there was a problem found in support from administration due to lack of budget and proper policies and training motives. The teachers came up to know about research and were found investing in daily research for the classroom. Some of the teachers were found doing action research mostly, i.e., for their job security purposes. She concluded that based on findings and discussion of the study, the study research would be fruitful and beneficial for the curriculum designers, textbook writers, teachers, policymakers, researchers, and all the stakeholders of education as research is the need of the present context. In addition to improving students' learning, professional development for teachers aims at changing and improving the current practices, notions, knowledge, and opinions to make them reach the required standards.

### 1.3 Mentoring and Coaching

Table 2D shows the involvement of teachers along mentoring and coaching. It can be noted that the teachers were most of the time or at least three times to get involved in peer mentoring and coaching. The computed weighted means for each indicator yielded to 3.63, 3.55, 3.73, 3.84, and 3.62 accordingly with an overall mean of 3.67 which is described as often. This could mean that the teachers were given at least three times to get involved mentoring and coaching by sharing their knowledge, skills and experience, to help others to develop and grow. They were also involved in providing guidance to any of their peers in achieving their goals and helps them reach their full potential. With this kind of condition, more teachers may reach a higher level of performance and can also be effective future mentors and coaches.

**TABLE 2D: Involvement of the Teachers in Professional Development along Mentoring and Coaching**

Indicators	WM	Description
1. The teachers are encouraged to get involved in peer mentoring especially on integrating technology in the lessons.	3.63	Most of the time (for all)
2. The teachers are involved in coaching other teachers in any undertakings or assignments delegated or assigned to them.	3.55	
3. Participation in peer teaching in which teachers are required to render their voluntary services.	3.73	
	3.84	

4. Getting involved in facilitating and enabling others, and building good relationships, which supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher.	3.62	
5. Engaged in conceptualizing mentoring and coaching program for a more specific developmental relationship between a more experienced teacher (mentor) and a less experienced partner (mentee).		
<b>Overall mean</b>	3.67	Most of the time

The study of Paul (2017), attempted to produce evidence to establish whether teaching staff in schools in the UK, who undertake coaching as part of their continuous professional development, will enjoy benefits and impacts upon their professional and personal lives. The main findings focused on the professional and personal benefits and impacts that the coaching program had upon the participants. One participant benefited as follows: Coaching has helped him to clarify his thoughts and his proposed actions where he is going and how he is going to get there. For another participant, coaching had an impact upon her behaviors and actions. He is raising his profile in briefings. He is being more proactive in meetings. He leads more initiatives. He had some successful presentations.

#### 1.4 Community Outreach

Table 2E reveals the extent of involvement of the teachers along community outreach. It can be observed

from the table that the teachers were most of the time involved in community outreach. The computed weighted means for each of the indicators are 3.66, 4.17, 4.20, 4.18 and 4.43 with an overall mean of 4.13 which is also described as often.

This denotes that teachers were given at least three times to be given the opportunity to get involved in community projects and programs. Their expertise in the field may be well recognized and found to be of use in executing the given duties and responsibilities to them to help support the community in undertaking of the programs. This may result to a stronger school and community relationships which will give significant and positive contributions to the clientele along educational, livelihood and literacy projects.

**TABLE 2E: Involvement of the Teachers in Professional Development along Community Outreach**

Indicators	WM	Description
1. Engaged in setting the rationale and objectives in any extension program of the school.	3.66	Most of the time (for all)
2. Getting involved in the DepEd programs extended to the community like Gulayan sa Paaralan, Brigada Eskwela, Adopt a School Program, Reading and Feeding programs.	4.17 4.20	
3. Engaged in school-community partnerships along extension projects like capability building and other community projects.	4.18	
4. Getting involved in planning conferences on the implementation of the school programs and projects.	4.43	
5. Engaged in identifying the priority needs of the community along education, health, livelihood and literacy.		
<b>Overall mean</b>	4.13	Most of the time

The findings are given emphasis by Little (2020) who posits that for the past decade the 21st Century Community Learning Centers initiative has asked schools to work in partnership with community and faith based organizations to support children's learning during the hours after school and during the summertime. Consequently, there has been tremendous growth across the nation in intentional efforts to forge

meaningful partnerships between schools and afterschool and summer programs. Increasingly, the field is recognizing that these partnerships are essential efforts to expand when, where, how, and what students learn. She shows an overview of the benefits of school-community partnerships to students, schools, and community organizations. It then examines the role of partnerships in the 21st Century Community Learning



Centers initiative, reviewing national data on the numbers and kinds of partners that 21st Century Community Learning Centers nationwide are engaging with to support student success.

## ***2. Satisfaction of the teachers on their involvement on professional development along trainings, scholarship, research and innovation, mentoring and coaching, community outreach.***

The succeeding discussions dealt on the ways and satisfaction of the involvement of the teachers on their involvement on professional development. The responses of the teachers were consolidated and grouped according to their common responses.

### ***2.1 Training***

“I am very much satisfied because I attended several trainings and seminars and it helped me grow personally and professionally.”

“I was so satisfied and thankful for giving us opportunities to undergo trainings. We have used them in imparting to the learners.”

“I am very satisfied for it boost my confidence, enhance my skills, knowledge and capabilities. I can use those things in the development of the learners.”

“I am not satisfied because I was not given any opportunity to undergo trainings and seminars.

I am not so satisfied because I need more trainings relative to my area of specialization.”

This goes to show that most of the teachers were given equal opportunities to undergo training and seminars. Every teacher was conclusively satisfied about trainings they have attended. This implies that these teachers may be considered equipped with the knowledge and skills that they got from the training and which they can share to the development of the learners.

On the other hand, there were some teachers who were not satisfied because they were not given the chance to undergo trainings and seminars and some are asking to have trainings aligned with their areas of specialization. This means that there are still teachers who need trainings and seminars to develop their knowledge and skills. This is an implication that more opportunities that may be given to those teachers who were deprived to

undergo trainings and seminars will help them develop professionally.

### ***2.2 Scholarship***

“I am not satisfied when it comes to scholarship because of the very limited slots that were provided for the teachers.”

“Not satisfied. There are teachers who are more qualified than those who were granted scholarships. I suggest that there would be a proper evaluation and selection.”

“Some of the chosen grantees and nominees were closed to the higher ups. Overall, not satisfied.”

The preceding responses of the teachers suggest that they are not satisfied about the granting of scholarships because of the limited slots and improper selection of the nominees. Another reason is that the DepEd may have no existing Professional Development Programs for teachers.

This indicates that a brief review may be conducted on the policies in the selection of the grantees. Moreover, when there is proper selection of the grantees and teachers, professional development program, problems may not occur extensively like professional jealousy and confusions.

### ***2.3 Research and Innovation***

“I am not satisfied in my involvement in research and innovation. We still need to undergo trainings and seminars.”

“I was not really satisfied because I was not given any chance to get involved in grouped research.”

“Not satisfied. Very limited knowledge about research and innovation. We need to undergo seminars.”

I have a very limited knowledge with regards to any kind of research. I should be given an opportunity to undergo several trainings and seminars with regards to any type of research.

This means that there is really a need for the teachers to get involved in research and innovation. This denotes that the conduct of seminars about research may help these teachers increase their level of awareness and

improve their knowledge and skills in the field. This implies that if these teachers are provided with the relevant training and seminars in research, they can help develop and create research culture in each of the districts. Creation of a functional research unit in the department may help the teachers grow and develop their research skills.

### **2.4 Mentoring and coaching**

“Not so much satisfied because of the workloads given to us. We don’t have enough time to share our knowledge and expertise to our peers.”

“I am good in mentoring and coaching but we should be given a specific time and day to help and guide others. I suggest to have a schedule for mentoring and coaching.”

“Not really satisfied. Most of us teachers have no time to help our peers because of other assignments and designations.”

The results could mean that the school administrators may provide ample time and schedule for those teachers that have the expertise in mentoring and coaching to give assistance to their peers. Tapping those teachers who possess enthusiasm to share their know how to teachers who need guidance may lead to a better teaching process.

### **2.5 Community outreach**

“I was satisfied in getting involved in Community outreach because of the encouragement and support by the school. I was always given the chance to get involved in the implementations of community projects.”

“I am very much satisfied in participating to community projects of the school.”

“Almost all of the teachers including me are involved and participated actively in community outreach.”

This would mean that the teachers were encouraged to get involved in community services and projects which leads to a good relationship between the school and the community. Further, volunteerism and getting involved in helping and addressing the community needs, may give the teachers the pride and honor and can be commended and recognized.

The results are being underscored by TEACHMINT (2021), we are all surrounded by a plethora of caregivers who guide us through our daily lives. However, there are some who assist us from the time we are children, and they are none other than our teachers. They teach us important lessons in morality and good practices. It is because of them, the society is what it is today - independent and cultural. When we speak of professional development why should teachers be left behind? They are the building blocks of our society, they have an immense responsibility in terms of not only handling an increasingly multicultural group of students but also have to place a greater emphasis on integrating students with special learning needs into their classrooms, and to make optimum use of information and communication technologies into teaching; all these factors make professional development for teachers essential. Any form of continuing education effort for educators is referred to as teacher professional development. It's a vital tool for teachers to hone their skills and, as a result, improve student performance.

### **3. Professional development needs of the teachers along training, scholarship, research and innovation, mentoring and coaching, community outreach.**

The succeeding discussions are the results of an open ended questionnaires provided to the respondents together with the responses from the unstructured interview given to the teachers. Several common responses were presented according to their needs.

#### **On Training**

1. Acquire training on new digital pedagogical methodology.
2. They should be given an opportunity to attend training on different models of instructional strategies and assessment practices.
3. Teachers be sent to training on the development of children and adults like literacy and sports development.

This means that the teachers need to be familiar with the use of electronic tools, systems, devices and resources that generate, store or process data which include social media, online games, multimedia and mobile phones. They considered also their needs about the best practices on instruction and evaluation as well as modelling them. Learning and development of children and adults was also mentioned as their needs. This is an indication that teachers must be equipped with the knowledge of the emerging technologies, teaching

strategies and best instructional and assessment practices as well as the welfare of the children and adult learners will improve their teaching performances that will help develop the learners. Consequently, based from the interview conducted by the researcher to some of the teacher respondents, equal chances and opportunities shall be given to all teachers to get involved in trainings and seminars relative to their areas of specializations.

The findings are in consonance with the argument of Nixon (2021), as he stresses that young children are greatly influenced by their environment. Teachers were needed to make a love of learning contagious, teachers who are enthusiastic about continuing their own education, and who are passionate about seeking better ways to facilitate and inspire learning for students with many [different learning styles](#). It is true that educators who find joy and challenge in the pursuit of their own professional growth inspire our students to love learning too.

He added that teaching is as much a learning experience for the educator as it is for the student. Professional Development occurs daily through all our interactions, in addition to courses and workshops, and it ensures that educators remain effective in the long run, helping them to go above and beyond subject area knowledge, improve students' outcomes, include new technology and help each other become better educators.

### ***On Scholarship***

1. There must be an extensive financial support for continuing education and career advancement.
2. They must acquire new skills and abilities to be brought to their learners in the classroom.
3. They must possess the potential to enhance or advance the quality of teaching and learning.

The results suggest that the teachers need financial assistance that may help them pursue advance studies and other related courses for professional advancements. They also considered the need to enhance their potential in classroom teaching to improve the quality of teaching and learning.

It indicates that the teachers may have shown interest and enthusiasm to grab an opportunity to become a scholarship grantee. They wish to be free from spending money in pursuing professional advancement and in return equipped with the knowledge and skills which

they can share to the learners for their development. As a result of the unstructured interview conducted by the researcher, the common suggestion of the teachers was to have a clear policy and appropriate evaluation and selection of the prospective grantees.

The needs of the teachers were pointed out by School of Education (2018), that as educators, teachers fully understand the value and importance of providing innovative, engaging, and accessible education. Teachers are dedicated to delivering this type of high-quality education to students, but unfortunately, it's all too common that proper education funding is not a priority. When funding is lacking or inadequate, student learning and related resources may be affected, and teachers end up paying classroom expenses out of their own pocket. That is where scholarships and grants for teachers come in. Each year, millions of dollars are awarded to classroom educators to improve the academic experience for both the teacher and student.

### ***On Research and Innovation***

1. They need to clarify purposes, processes and priorities when introducing change – for example, to curriculum, pedagogy or assessment.
2. They should have the sources of information and networks of professional support in research.
3. It is necessary to have professional learning of knowledge, skills and understanding in research.

This means that the teachers wanted to verify procedures on how to make some changes or revisions about the curriculum and pedagogies as well as to tap some professional entities and organization that could support some research undertakings and to have some advance knowledge of information in research. Some of the teachers suggested to have a strong linkage to other institutions that could mentor them about research. This implicates that the research must be part of the school culture to gain more facts and information to better the school and the learners' performance.

Leann (2022), stresses that undertaking a research degree will give you many valuable skills that future employers will be looking for including critical thinking, expert technical and creative skills, project management and communication. But, as one of a growing number of research graduates who will be

looking to make an impact in academia, government, industry or the community sector, what will give you the edge in an evolving and increasingly competitive job market? She added that in planning for research and career development will help you to get on top of the specific methodological, technical and analytical research skills you will need to ensure you conduct and share your research ethically including preparation and submission of your thesis, support you in the successful and timely completion of your research and thesis help you identify your future career goals, and help you to plan and acquire the skills you will need to achieve them.

### ***On Mentoring and Coaching***

1. Teachers should know the mechanisms in improving performance of students.
2. It is also important to learn those techniques for constructively challenging unhelpful behavior including negativity and limiting beliefs among teachers and creative thinking pathways.
3. Be aware of the setting of realistic goals for adults and others.

The information that was given by the teachers suggests that they need to have a system in improving the learning performance of the students, they need updated techniques in carrying out the performance target with systematic procedures as well as mindfulness in goal setting for other beneficiaries. Some teachers recommended to have a specific time and place to conduct mentoring and coaching. This implicates that the need to have the mentioned particulars will help these teachers in mentoring and coaching not only the learners but also the adult learners.

The findings are emphasized by Loveless (2022) in her article that mentoring and coaching are have subtle differences. Mentoring refers to someone taking on the guidance of a trainee or new teacher. Whereas Coaching is usually directed towards a specific area of development for a more established teacher. In a world of [remote teaching](#), distance learning and uncertainty about the educational landscape of the future, there is a huge onus on those with a responsibility for the support and development of others to ensure that they do not fall behind or lose touch with their classroom practice.

Mentoring is the [best form of CPD](#) as it allows a professional to reflect on their own practice, articulate their thinking and offer advice, models and guidance to

others whilst improving and honing their own craft. Mentoring is a “structured, sustained process for supporting professional learners through significant career transitions” and consists of offering guidance through periods of induction, progression and challenge. Coaching is defined as a “structured, sustained process for enabling the development of a specific aspect of a professional learner’s practice “. Coaches “enable professional learners to take control of their own learning through non-judgmental questioning and support “; the professional learner here is focusing on a specific aspect of their practice as opposed to a phase or transition. Coaching involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice.

### ***On Community Outreach.***

1. It is vital to practice volunteerism on the part of the teachers and learners in helping the community to make a brighter future for those who are less fortunate.
2. Promote diversity and student development while enhancing skills and knowledge to serve in diverse communities.
3. Think of different strategies in identifying the kind of assistance the community needs.

This means that the teachers may have reached out the people who really need help with the willingness of the teachers and students to extend their help. Another is that the initiative to help diverse people from different communities to recognize their needs. As a result of the interview, the teachers revealed that they should always be involved in the implementation of school outreach programs and in community development projects. This implies that the teachers may have shown their enthusiasm to help the people in the communities in response to their needs and necessities. Likewise, the teachers may have shown willingness to actively participate in the extension programs of the department.

The results were also mentioned by Mancinelli (2020) who posits that professional learning is an integral part of school culture and developing staff. Even though it is a common knowledge that professional learning is important, PD is still needed to build teacher capacity and to be just as good as the lessons that teachers are creating for their students. She then suggested six things to consider when planning professional development: survey teachers, offer choice, offer opportunities for teachers to facilitate, acknowledge teachers’ well-being,



incorporate collaborative protocols and practice times and include extension activities or community outreach.

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