## LEVEL OF CAPABILITY AND PRIORITY NEEDS ON PROFESSIONAL DEVELOPMENT OF TEACHERS: BASIS FOR A PROPOSED SCHOOL-BASED ACTION PLAN

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### *ABSTRACT*

*This study sought to identify the level of capability and priority needs on the professional development of the Teachers of Villa Concepcion High School-Rogus Extension (VCHS-RE) as a basis in crafting a proposed school-based professional development action plan for the school year 2021-2022. Employing a quantitative research design, this study particularly used the survey method in analyzing the professional development needs of teachers in the service. The study also used total enumeration as the school is categorized as a small public secondary school. The Electronic Self-Assessment Tool from the Department of Education was used as the main tool in this study. The findings revealed that teachers of VCHS-RE are highly capable of Content Knowledge and Pedagogy, Diversity of Learners and Assessment and Reporting, Community Linkages and Professional Engagement and Personal Growth and Professional Development, and Factor domains while moderately capable in Curriculum and Planning domain. Furthermore, the level of capability of teachers of VCHS-RE is inversely proportional to their level of priority for development or needs in the different objectives of the Philippine Professional Standards for Teachers. The study concluded that there is a significant need for teachers of VCHS-RE to be updated and/or retooled on the identified domains and which must be addressed through relevant training on the application of a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills for their learners to ensure continuous adherence to the standards set forth by the Department of Education.*

## INTRODUCTION

In view of the foundations of childhood growth and development, the needs of children should be treated and met for them to achieve their full potential. This also applies to adults or professionals who are still developing and whose physical, social, cognitive, mental, and emotional needs should be fostered. Furthermore, it helps personal and professional growth and development. Hence, part and parcel of professional development is the identification of the needs of the workforce as the basis for development planning and programs in a workplace or occupational setting.

Alderfer (1969) in his ERG theory, which is a modification of Maslow's hierarchy of needs, proposed that basic human needs may be grouped under three categories: existence, relatedness, and growth. In comparison, existence need corresponds to Maslow's physiological and safety needs, relatedness corresponds to social needs, and growth need refers to Maslow's esteem and self-actualization. This implies that it is imperative to recognize the multiple needs that may be driving an individual at a given point to understand his behavior and to motivate him.

Department of Education (DepEd) defines professional development as the process of improving the competencies and work performance of personnel through the provision of a wide range of opportunities for personal and professional growth in knowledge, skills, and attitudes (Department of Education, 2010). This highlights how significant the process of implementing professional development initiatives is in increasing productivity and strengthening the backbones of an organization or a system.

In education, professional development is a strategy that school systems employ to maintain a high standard of instruction and a high-quality teacher workforce that leads to the success of their clientele – the students. Recognizing the importance of the continuing professional advancement of teachers, DepEd adopted and implemented the Philippine Professional Standards for Teachers (PPST), through D.O. 42, s. 2017, which serves as a framework for all learning and development

programs for teachers, ensuring they are properly equipped to effectively implement the K to 12 Program.

Furthermore, DepEd ensures that the professional development needs of all teaching and non-teaching personnel in the school, division, and region are addressed through the development of a Plan for Professional Development. This Professional Development Plan (PDP) is the major blueprint that directs and influences all activities related to the professional development of the teaching and non-teaching personnel over a given period. It sets out the personnel's professional development goal and identifies a series of objectives and activities to support the achievement of the goal. The goal is focused on the personnel's professional competency enhancement through continuous training and development for the improvement of the school and learners' performance (Department of Education, 2010).

Moreover, there has been increasing attention to, and debate about, the essential role of deliberate, ongoing, high-quality professional learning and development in supporting teachers to be responsive to changing, complex, and challenging demands (Berliner, 2001; Darling Hammond, 2000; Hawley & Valli, 1999; Joyce & Showers, 2002).

Fullan et al. (2006) claim, for example, that professional learning that focuses on contextually based, personalized, data-driven instruction is one of the three central components of breakthrough thinking that will be critical to successful educational reform and that will noticeably improve and sustain learning for students and teachers alike. In their view, teachers must be learning in their classrooms every day.

## Statement of the Problem

The study aimed to assess the professional development needs of teachers at Villa Concepcion High School-Rogus Extension as a basis for the school-based professional development plan for teachers for the school year 2021-2022.

Specifically, it sought to answer the following specific problems:

1. What is the level of capability of teachers of Villa Concepcion High School-Rogus Extension based on the PPST in terms of:
   1.1. content knowledge and pedagogy;
   1.2. diversity of learners and assessment and reporting;
   1.3. curriculum and planning;
   1.4. community linkages and professional engagement and personal growth and professional development; and
   1.5. plus factor?
2. What is the level of priority for the development of teachers of Villa Concepcion High School-Rogus Extension based on the PPST in terms of:
   2.1. content knowledge and pedagogy;
   2.2. diversity of learners and assessment and reporting;
   2.3. curriculum and planning;
   2.4. community linkages and professional engagement and personal growth and professional development; and
   2.5. plus factor?

## METHODOLOGY

**Research Design**

This study used a quantitative research approach, particularly the survey method, in analyzing the professional development needs of teachers in the service.

**Participants of the Study**

The participants of the study were fourteen (14) teachers in Villa Concepcion High School Rogus Extension teaching in Junior and Senior High School.

**Instrumentation**

The Electronic Self-Assessment Tool from the Department of

Education was used as the main tool in this study. It is a tool capturing the most essential domains of the Philippine Professional Standard for Teachers (PPST) which serves as a guide for the professional development of teachers in public schools.

**Data Gathering Procedure**

The data gathering phase of the study included the following activities:

1. The research sought permission from the Schools Division Superintendent and the School head for the conduct of the study.
2. Informed consent was obtained from the participants. In this phase, the researchers presented the objectives and the benefits derived from the study, after which their consent to participate in the study. Confidentiality of the data was ensured before the administration of the questionnaire.
3. The researchers administered the questionnaire personally during the participants' vacant period.

The data that were obtained were tallied, treated using appropriate tools, and interpreted objectively.

**Data Analysis**

*Frequency and Percentage*. This was used to present the proportion of teachers that fall on the different levels of capability and level of priority for development.

## RESULTS AND DISCUSSION

**I. Participants' Level of Capability**

The following tables present the Level of Capability of Teachers of Villa Concepcion High School Rogus Extension along the different Domains of the Philippine Professional Standard for Teachers presented through the Self- Assessment Tool.

**Table 1**

*Level of Capability of Teachers in Terms of Content Knowledge and Pedagogy (PPST Domain 1)*

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 1. Content Knowledge and Pedagogy (PPST Domain 1) | Low | Moderate | High | Very High |
| 1.1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2) | | 21.43 | 50.00 | 28.57 |
| 1.2. Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2) | | 14.29 | 50.00 | 35.71 |
| 1.3. Applied a range of teaching strategiesto develop critical and creativethinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.2) | 28.57 | 35.71 | 35.71 | 0.00 |

It can be inferred in Table 1 that on the objectives under Content Knowledge and Pedagogy (PPST Domain1), objectives 1.1 and 1.2 has recorded the highest percentage distribution which is 50% under "high" level of capability with 28.57% "very high" level of capability for objective 1.1 and with 35.71% "very high" level of capability for objective 1.2 which means that most of the teachers are high and very highly capable on objective 1.1 on the application of knowledge of content within and across curriculum teaching areas (PPST Indicator 1.1.2) and on objective 1.2 on ensuring the positive use of ICT to facilitate the teaching and learning process (PPST Indicator 1.3.2).

**Table 2**

*Level of Capability of Teachers in Terms of Diversity of Learners & Assessment and Reporting (PPST Domain 2 and Domain 5)*

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 2. Diversity of Learners & Assessment and Reporting (PPST Domain 2 and Domain 5) | Low | Moderate | High | Very High |
| 2.1. Established a learner-centeredculture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds. (PPST Indicator 3.2.2) | 14.29 | 57.14 | 21.43 | 7.14 |

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 2.2. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices. (PPST Indicator 3.4.2) | 14.29 | 50.00 | 28.57 | 7.14 |
| 2.3. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance. (PPST Indicator 5.3.2) | 0.00 | 21.43 | 50.00 | 28.57 |

As shown in table 2, on diversity of learners and assessment and reporting (PPST Domain 2 and Domain 5), objective 2.1 has recorded the highest percentage distribution which is 57.14% under "moderate" level of capability which means that most of the teacher participants are moderately capable on objective 2.1 on establishing a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds. (PPST Indicator 3.2.2).

**Table 3**
*Level of Capability of Teachers in Terms of Curriculum and Planning (PPST Domain 4)*

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 3. Curriculum and Planning (PPST Domain 4) | Low | Moderate | High | Very High |
| 3.1. Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST Indicator 4.5.2) | 14.29 | 50.00 | 21.43 | 14.29 |
| 3.2. "Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)" | 14.29 | 50.00 | 21.43 | 14.29 |

Based on table 3 on the Level of Capability of faculty on Curriculum and Planning (PPST Domain 4), objectives 3.1 and 3.2 have recorded the highest percentage distribution which is 50% under "moderate" level of capability which means that most of the teacher participants are moderately capable on objective 3.1 on selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2) and on objective 3.2 setting achievable and appropriate learning outcomes that are aligned with learning competencies.

**Table 4**

*Level of Capability of Teachers in Terms of Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domains 6 and 7)*

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domains 6 and 7) | Low | Moderate | High | Very High |
| 4.1 Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. (PPST Indicator 6.2.2) | 0.00 | 7.14 | 64.29 | 28.57 |
| 4.2 Participated in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2) | 0.00 | 64.29 | 35.71 | 0.00 |
| 4.3 Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2) | 7.14 | 7.14 | 64.29 | 21.43 |

On Community Linkages and Professional Engagement and Personal Growth and Professional Development (PPST Domains 6 and 7), objectives 4.1, 4.2, and 4.3 have recorded the highest percentage distribution which is 64.29%. However, such percentage distributions were recordedunder the "high" level of capability for objective 4.1; the "moderate" level of capability for objective 4.2; and the "high" level of

capability for objective 4.3. This means that most of the teacher participants are highly capable of objective 4.1 on building relationships with parents/guardians and the wider school community to facilitate involvement in the educational process. (PPST Indicator 6.2.2) and on objective 4.3 developing a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2). On the other hand, the data also means that most of the teacher participants are moderately capable on objective 4.2 on participating in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2).

**Table 5**
*Level of Capability of Teachers in Terms of Plus Factor*

| OBJECTIVES | LEVEL OF CAPABILITY | | | |
|---|---|---|---|---|
| 5.  Plus Factor | Low | Moderate | High | Very High |
| 5.1. Performed various related works/activities that contribute to the teaching-learning process. | 0.00 | 14.29 | 57.14 | 28.57 |

Lastly, the table shows that on the plus factor, teacher participants are highly capable of performing various related works/activities that contribute to the teaching-learning process which recorded a percentage distribution of 57.14% under the "high" level of capability.

**Table 6**
*Level of Priority for Development (Needs) of Teachers on Content Knowledge and Pedagogy (PPST Domain 1)*

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 1. Content Knowledge and Pedagogy (PPST Domain 1) | Low | Moderate | High | Very High |
| 1.1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2) | 14.29 | 42.86 | 35.71 | 7.14 |
| 1.2. Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2) | 21.43 | 35.71 | 35.71 | 7.14 |

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 1.3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills. (PPST Indicator 1.5.2) | 7.14 | 21.43 | 50.00 | 21.43 |

It can be inferred that on the objectives under Content Knowledge and Pedagogy (PPST Domain1), objectives 1.3 has recorded the highest percentage distribution which is 50% under the "high" level of priority for development with 21.43% "very high" level of priority for development whichmeans that most of the teacher participants are high and very highly prioritizing for development objective 1.3 which is applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.2).

**Table 7**
*Level of Priority for Development (Needs) of Teachers on Diversity of Learners & Assessment and Reporting (PPST Domain 2 and Domain 5)*

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
|  | Low | Moderate | High | Very High |
| 2. Diversity of Learners & Assessment and Reporting (PPST Domain 2 and Domain 5) |  |  |  |  |
| 2.1. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds. (PPST Indicator 3.2.2) | 0.00 | 35.71 | 50.00 | 14.29 |
| 2.2. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices. (PPSTIndicator 3.4.2) | 0.00 | 21.43 | 50.00 | 28.57 |

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 2.3. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance. (PPST Indicator 5.3.2) | 35.71 | 21.43 | 42.86 | 0.00 |

On Diversity of Learners & Assessment and Reporting (PPST Domain 2 and Domain 5), objectives 2.1 and 2.2 have recorded the highest percentage distribution which is 50% under "high" level of priority for development with 14.29% and 28.57% "very high" level of priority for development which means that most of the teacher participants are high and very highly prioritizing for development objectives 2.1 and 2.2 which are establishing a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds (PPST Indicator 3.2.2) and planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices (PPST Indicator 3.4.2).

**Table 8**
*Level of Priority for Development (Needs) of Teachers on* Curriculum and Planning (PPST Domain 4)

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 3. Curriculum and Planning (PPST Domain 4) | Low | Moderate | High | Very High |
| 3.1. Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST Indicator 4.5.2) | 21.43 | 14.29 | 35.71 | 28.57 |
| 3.2. "Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)" | 0.00 | 28.57 | 50.00 | 21.43 |

On Curriculum and Planning (PPST Domain 4), objective 3.2 has recorded the highest percentage distribution which is 50% under "High" level of priority for development with 21.43% "very high" level of priority for development which means that most of the teacher participants are high and very highly prioritizing for development objective 3.2 on Setting achievable and appropriate learning outcomes that are aligned with learning competencies.

**Table 9**

*Level of Priority for Development (Needs) of Teachers on Curriculum and Planning (PPST Domain 4)*

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domain 6 and 7) | Low | Moderate | High | Very High |
| 4.1. Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. (PPST Indicator 6.2.2) | 28.57 | 50.00 | 14.29 | 7.14 |
| 4.2. Participated in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2) | 0.00 | 28.57 | 57.14 | 14.29 |
| 4.3. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2) | 28.57 | 28.57 | 42.86 | 0.00 |

On Community Linkages and Professional Engagement and Personal Growth and Professional Development (PPST Domains 6 and 7), objective 4.2 has recorded the highest percentage the distribution which is 57.14% under the "high" level of priority for development with 14.29% "very high" level of priority for development. This means that most of the teacher participants are highly and very highly prioritizing development objective 4.2 on participating in professional networks to share

knowledge and to enhance practice. (PPST Indicator 7.3.2).

**Table 10**
*Level of Priority for Development (Needs) of Teachers on Plus Factor*

| OBJECTIVES | LEVEL OF PRIORITY FOR DEVELOPMENT | | | |
|---|---|---|---|---|
| 5. Plus Factor | Low | Moderate | High | Very High |
| 5.1. Performed various related works/activities that contribute to the teaching-learning process. | 21.43 | 42.86 | 35.71 | 0.00 |

Lastly, table 10 shows that on the plus factor, teacher participants are moderately prioritizing for development the performance of various related works/activities that contribute to the teaching-learning process which recorded a percentage distribution of 42.86% under the "moderate" level of priority for development.

## CONCLUSION

The participants are highly capable when it comes to ensuring the positive use of ICT to facilitate the teaching and learning process and applying knowledge of content within and across curriculum teaching areas, of using different strategies for providing timely, accurate, and constructive feedback to improve learner performance, and of building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process and in developing a personal improvement plan based on reflection of one's practice and ongoing professional learning. The high level of capabilities of the teacher participants on the five PPST objectives for proficient teachers means that the teachers are responding and taking compliance to the required standards for them by the Department of Education. However, as learning is said to be a lifelong process, the existence of priority for development or needs of teachers of Villa Concepcion High School- Rogus Extension is an indicator that there's a need for them to be updated and/or retooled on the identified domains and which must be addressed

to ensure continuous adherence to the standards set forth by the Department of Education through the Philippine Professional Standards for Teachers which shall redound to thedelivery of quality service for the Philippine public education.

## RECOMMENDATIONS

Based on the results of the study, the following recommendations are arrived at:

1. The school head may consider integrating in their School-Based Management Plan some activities to sustain the teachers' high level of capability.
2. The school head may consider integrating in their School-Based Management Plan some intervention activities to address areas where faculty are weak.
3. The school head may consider reviewing the level of priority of faculty for development and utilizing the data in planning for faculty development activities.
4. Future researchers may conduct qualitative research to obtain an in-depth understanding of the level of capability and priority of faculty for development.

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