

TEACHERS' TRAINING NEEDS ANALYSIS AND TEACHERS' PROFESSIONAL DEVELOPMENT

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Abstract: The study's central point would be to analyze the training needs of the Fred Johnson Elementary School teacher, Don Marcelino under the umbrella of the Division of Davao Occidental. Specifically, it sought to answer the questions on the profiles of teachers in terms of Educational Attainment; Number of Years in Service; and Number of related training attended. It also sought to determine the teachers' professional needs in terms of Content Knowledge and Pedagogy; Learning Environment; Diversity of Learning; Curriculum and Planning; Assessment, and Reporting; Community Linkages; and Personal Growth and Professional Development. This employed a descriptive design to stream the needed data analyze the training needs of the teachers. Based on the analysis of data, these findings were drawn: It comprised of 8.33 percent of teachers with Bachelor's Degree, 66.67 percent with Master's Degree, and 8.33 percent with Doctoral Degree. It involved teachers with 8.33 percent 1-year experience, 33.33 percent 2 year-experience, and 58.33 percent with 3 or more year-experience in teaching. It composed of 33.33 percent of teachers with 1-5 training or seminars attended, 58.33 percent with 6-10 training or seminars attended, and 8.33 percent with 11-15 training or seminars attended. For the teachers' professional needs, all domains as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development generated results that signify learning and development needs. The overall result shows that the Content Knowledge and Pedagogy domain has the highest need for learning and development, followed by the Assessment and Reporting domain, as well as the Diversity of Learners domain. The domain with the least need for learning and development is Personal Growth and Professional Development.

Keywords: Training Needs Analysis, Teachers' Professional Development, Professional Standards for Teachers

1. Introduction

Common sense submits that one cannot teach what one does not know. Yet even a brilliantly equipped teacher cannot know everything appropriate to the material he or she teaches in a given year. Given the practical boundaries on the amount of preparation any teacher can practically obtain before entering the field, we looked for evidence about the knowledge and skills that are most valuable and should be given the highest priority in teacher preparation programs (Matiisen, Oliver, Cohen & Schulman, 2019; Saglietti, Mannelli & Saxe, 2022).

Before a teacher can develop powerful pedagogical tools, he or she must be acquainted with the development of inquiry and the terms of discourse in the discipline, as well as understand the relationship between information and the concepts that help organize that information in the discipline. But equally important, the teacher must have a grip on the growth and development of students' thinking about these concepts. Thus, teachers must engage in teaching with the knowledge of the in-depth study of the subject area themselves (Parra-Monserrat, Fuertes-Muñoz, Asensi-Silvestre & Colomer-Rubio, 2021; Raud & Orekhova, 2022).

The implementation of the K-12 Program in the Philippines, pursuant to the Enhanced Basic Education Act of 2013 signed by President Benigno Aquino III on May 15, 2013, is now spread all over the three main geographical

dissections of the country: Luzon, Visayas, and Mindanao. This is deemed to increase the competitiveness of student graduates in the country.

Now, in the country's youngest province, Davao Occidental, known as the Province of Endless Possibilities, the Division of Davao Occidental sees boundless opportunities for learners in the Basic Education in SY 2020-2021. This emergence of different programs in basic education brought different challenges to the educators and stakeholders of DepEd Don Marcelino, Division of Davao Occidental. One of the expected areas looked upon to endure education and continue to produce globally competitive graduates is the wide-ranging preparation of the teachers to manage learners especially in the new normal along with the challenges brought by the upsurge of the COVID-19 pandemic. It is along this line, that this study, Teachers' Training Needs Analysis and Teachers' Professional Development is anchored.

Clearly, Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental is committed to the development of its people and governance. Educators are invigorated to be involved in the process of professional development. However, the development can be neither done nor planned without a good need analysis. In order to obtain an effective development plan for professional growth, an understanding of teachers' needs is required. Before planning the professional development, first, there is a need to know the current status of teachers' use and needs. This study, therefore, scrutinizes the teachers' training needs.

Research Objectives

The study aimed to analyze the training needs of the elementary school teachers of Fred Johnson Elementary School, South Lamidan, Municipality of Don Marcelino under the umbrella of the Division of Davao Occidental. Specifically, the aim was to:

1. To determine the profile of the elementary school teachers in terms of:
 - 1.1. Educational Attainment;
 - 1.2. Specialization, and
 - 1.3. Number of related training attended;
2. To identify the teachers' professional needs in terms of:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learning;
 - 2.4 Curriculum and Planning;
 - 2.5 Assessment and Reporting;
 - 2.6 Community Linkages and Professional Engagement; and
 - 2.7 Personal Growth and Professional Development.

2. Methods

This study used a descriptive survey research design. A descriptive survey will be used when the data to be gathered concerns the present condition providing the value of facts and focusing the attention on the most important things to be reported. Thus, the present study employed a descriptive survey to stream the needed data of the study.

3. Results

Educational Attainment Profile of the Teachers

As to the educational attainment of the teachers, their scholastic records were determined through the following level: Bachelor's Degree, Master's Degree, and Doctoral Degree.

Table 1 shows the educational profile of the teachers of Fred Johnson, Don Marcelino District, Division of Davao Occidental. It further shows that 25 percent of the teachers attained the Bachelor's Degree, 66.67 percent attained the Master's Degree, and only 8.33 attained the Doctoral Degree. This implies that the majority of the teachers of the school attained above the qualification standards in teaching that is Master's Degree.

The DepEd hiring guidelines for teachers stated that foremost of the requirements for hiring of teachers are Certified photocopy of Diploma on Bachelor's degree, Certified photocopy of Transcript of Records with at least 15 units of specialization in relevant strand/specialized subject, Certified photocopy of Professional Regulation Commission (PRC) professional ID card/certificate of registration /license Certified photocopy of ratings obtained in the Licensure Examination for Teachers (LET)/Professional Board Examination for Teachers (PBET) (Enclosure to DepEd Order No. 3, s. 2016).

RA 10533 as well as its implementation Rules and Regulations, stipulated in DepEd Order No. 43, s. 2015, indicates that DepEd shall hire, as may be relevant to the particular subject: a graduate of Science, Mathematics, Statistics, Engineering, Music and other degree courses with shortages in qualified Licensure Examination for Teachers (LET) applicants to teach in their specialized subjects include graduates admitted by foundations duly recognized for their

Table 1. Educational Attainment of the teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental. SY 2020-2021.

	Frequency	Percent
Valid Bachelor's Degree	3	25.00
Master's Degree	8	66.67
Doctoral Degree	1	8.33
Total	12	100.00

expertise in the education sector and who satisfactorily set by their organization (DepEd Order No. 32, s. 2016).

Table 2 shows the years of teaching experience of the Teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental as of the school year 2020-2021. It also shows that only 8.33 percent of the respondents of the study are with 1-year experience, 33.33 percent is with 2-year experience and 58.33 percent with the majority of the teachers who graduated with their Master's Degree, it is assumed that the teacher of Fred Johnson Elementary School has completed the pre-requisites of the teaching position required of them by the Department of Education. 3-year or more experience in teaching. This implies that the majority of teachers of the school have ample years of teaching experience.

Table 2. Number of Years of Teaching Experience of the teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental, SY 2020-2021.

	Frequency	Percent
Valid 1 year	1	8.33
2 years	4	33.33
3 years or more	7	58.33
Total	12	100.00

Table 3 shows the profile on the number of related training and seminars that the Teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental. It further shows that 33.33 percent of the teacher-respondents of the study is with 1-5 training or seminars attended, 58.33 percent is with 6-10 training or seminars attended, and only 8.33 percent is with 11-15 training or seminars attended relative to their field of expertise. This implies that the majority of the teachers in school have 6-10 training or seminars attended.

Table 3. Relevant Training of the teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental, SY 2020-2021.

	Frequency	Percent
Valid 1 - 5 trainings	4	33.33
6 - 10 trainings	7	58.33
11 - 15 training	1	8.33
Total	12	100.00

The Professional Needs of the Teachers Fred Johnson Elementary School of Davao Occidental

The professional needs of teachers in Fred Johnson Elementary School, Don Marcelino District, Davao Occidental were identified through the following domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development.

Table 4 shows the domains of the teacher's needs through descriptive statistics. In general, 3.35 percent of teachers are found to be Beginning Teachers, 66.3 percent are Proficient Teachers, 30.15 percent are Highly Proficient, and only 0.2 percent are Distinguish Teachers. This means that teachers still need that learning and development activities to improve their competencies, for even though the majority are found Proficient Teachers, the indicators tell that they are with a Strong Need for Training (SNT). Aside from that, there are still Beginning Teachers which are described as with Urgent Need for Training (UNT) as described in the indicator.

For Content Knowledge and Pedagogy domain, 8.33 percentage Beginning Teachers who are described as with Urgent Need for Training (UNT), 54.77 percent are Proficient Teachers who are described as with Strong Need for Training (SNT), and 36.90 percent are Highly Proficient Teachers who are described as with Need Enhancement Training (NET). The responses of the respondents in this domain signify the priority need for learning and development activities since this domain got the highest number of teachers who are found, Beginning Teachers.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have also almost similar views on Content Knowledge and Pedagogy. This includes Content knowledge and its application within and across curriculum areas, Research-based knowledge, principles of teaching and learning, Positive use of ICT, Strategies for promoting literacy and numeracy, Strategies for developing critical and creative thinking, as well as other higher-order thinking skills, Mother Tongue, Filipino and English in teaching and learning, and Classroom communication strategies.

Table 4. Training Needs of the Teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental, SY 2020-2021.

Domains	N	Mean			
		Beginning Teacher	Proficient Teacher	Highly Proficient Teacher	Distinguish Teacher
Content Knowledge and Pedagogy	12	8.33	54.77	36.90	0.00
Learning Environment	12	1.39	68.05	29.17	1.39
Diversity of Learners	12	3.33	70.00	26.67	0.00
Curriculum and Planning	12	1.67	71.66	26.67	0.00

Assessment and Reporting	12	6.66	66.67	26.67	0.00
Community Linkages and Professional Engagement	12	2.08	72.92	25.00	0.00
Personal Growth and Professional Development	12	0.00	60.00	40.00	0.00
Ave. Mean		3.35	66.3	30.15	0.2

For the Learning Environment domain, 1.39 percent are Beginning Teachers who are described as with Urgent Need for Training (UNT), 68.05percent are Proficient Teachers who are described as with Strong Need for Training (SNT), and 29.17 percent are Highly Proficient Teachers who are described as with Need Enhancement Training (NET) with 1.39 percent Distinguish Teachers which described as teachers who Can Support Training (CST) This signifies the need for learning and development activities. However, in this domain, human resources is not a scarcity with the presence of Distinguish Teachers. Thus, this is of less priority.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have almost similar views on learning environment that are creating an environment that promotes fairness which embraces maintaining a learning environment of courtesy and respect for different learners, providing gender-fair opportunities for learning, and recognizing that every learner has strengths. On the other hand, it also pertains to making the classroom environment safe and conducive to learning that maintains a safe and orderly classroom free from distractions, arranging challenging activities in a given physical environment, and using individual and cooperative learning activities to improve the capacities of learners for higher learning.

The learning environment also encompasses communicating higher learning expectations to each learner that is encouraging learners to ask questions, providing learners with a variety of learning experiences, providing varied enrichment activities to nurture the desire for further learning, and communicating and maintaining high standards of learning performance. It encompasses, as well, the establishment and maintenance of consistent standards of learners' behavior, that is handling of behavior problems quickly and with due respect to children's rights, giving timely feedback to reinforce appropriate learners' behavior, and guiding individual learners and requiring the development of appropriate social and learning behavior.

It covers even the creation of a healthy psychological climate for learning that is encouraging the free expression of ideas from students and creates a stress-free environment. As well as, communicating and enforcing school policies and procedures for appropriate learner behavior, and taking measures to minimize anxiety and fear of the teacher and/or subject.

The Diversity of Learning domain has a mean of 3.33 percent for Beginning Teachers who are described as with Urgent Need for Training (UNT), 70 percent for Proficient Teachers who are described as with Strong Need for Training (SNT), and 26.27 percent for Highly Proficient Teachers who are described as with Need Enhancement Training (NET). This domain signifies the third priority need for learning and development activities since most teachers fall under Beginning Teachers and Proficient Teachers.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have almost similar understandings on the diversity of learners that is determining, understanding, and accepting the learners' diverse background knowledge and experience which consists of obtaining information on the learning styles, multiple intelligences and needs of learners, designing or selecting learning experiences suited to different kinds of learners, establishing goals that define appropriate expectations for all learners, pacing lessons appropriate to the needs and difficulties of learners, initiating other learning approaches for learners whose needs have not been met by usual approaches, recognizing the multi-cultural background of learners when providing learning opportunities, adopting strategies to address needs of differently-abled students, and making appropriate adjustments for learners of different socio-economic backgrounds.

The Curriculum and Planning domain has a mean of 1.67percent for Beginning Teachers who are described as with Urgent Need for Training (UNT), 71.66 percent for Proficient Teachers who are described as with Strong

Need for Training (SNT), and 26.67 percent for Highly Proficient Teachers who are described as with Need Enhancement Training (NET). This domain also signifies the need for learning and development activities.

This suggests that the teachers having varied educational attainment, number of years of experience and number of trainings attended have almost similar considerations on curriculum which contains demonstration mastery of the subject that is delivering accurate and updated content knowledge using appropriate methodologies, approaches and strategies, integrating language, literacy and quantitative skill development and values in the subject area, explaining learning goals, instructional procedures and content clearly and accurately to students, linking the current content with past and future lessons, aligning with lesson objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners, creates situations that encourage learners to use high order thinking skills, engaging and sustaining learners' interests in the subject by making content meaningful and relevant to them, integrating relevant scholarly works and ideas to enrich the lessons as needed, and integrating content of subject areas with other disciplines.

The curriculum covers communicating clear learning goals for the lessons that are appropriate for learners that are setting appropriate learning goals and understanding the learning goals. Curriculum also covers making good use of the allotted instructional time that is establishing routines and procedures to maximize instructional time, and planning lessons to fit within available instructional time.

The curriculum incorporates a selection of teaching methods, learning activities, and the instructional materials or resources appropriate to the learners and aligned to objectives of the lesson that is translating learning competencies to instructional objectives, selecting, preparing, and utilizing technology and other instructional materials appropriate to the learners & learning objectives, providing activities and uses materials which fit the learners' learning styles, goals and culture, using a variety of teaching approaches and techniques appropriate to the subject matter and the learners, utilizing information derived from assessment to improve teaching and learning, provides activities and uses materials which involve students in meaningful learning, designing and utilizing teaching methods that take into account the learning process,

The curriculum includes the promotion of purposive study that is cultivating good study habits through appropriate activities and projects and demonstration of skills in the use of ICT in teaching and learning that is utilizing ICT to enhance teaching and learning.

The domain Assessing and Reporting has a mean of 6.66 percent for Beginning Teachers who are described as with Urgent Need for Training (UNT), 66.67 percent for Proficient Teachers who are described as with Strong Need for Training (SNT), and 26.67 percent for Highly Proficient Teachers who are described as with Need Enhancement Training (NET). This domain signifies the second most in need for learning and development activities since most teachers are found Beginning Teachers in this domain.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have almost similar perceptions and practices on assessing and reporting which is characterized by developing and utilizing creative and appropriate instructional plans that is showing proof of instructional planning, implementing the instructional plan, and demonstrating the ability to cope with varied teaching milieu. It involves developing and using a variety of appropriate assessment strategies to monitor and evaluate learning that is preparing formative and summative tests in line with the curriculum, employing non-traditional assessment techniques, interpreting and using assessment results to improve teaching and learning, identifying teaching-learning difficulties and possible causes and takes appropriate action to address them, using tools for addressing authentic learning,

It also includes providing timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth, keeping accurate records of grades/performance levels of learners, and communicating promptly and clearly to learners, parents, and superiors about the progress of learners that are conducting regular meetings with learners and parents to respect learners' progress, and involves parents to participate in school activities that promote learning.

The Community Linkages and Professional Engagement domain have a mean of 2.08 percent for Beginning Teachers who are described as with Urgent Need for Training (UNT), 72.92 percent for Proficient Teachers who are described as with Strong Need for Training (SNT), and 25.00 percent for Highly Proficient Teachers who are described as with Need Enhancement Training (NET). This domain signifies the need for learning and development activities since there are teachers found Beginning Teachers, and most are found as Proficient Teachers who are still in the level of SNT in this domain.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have an almost similar perception on community linkages which is establishing a learning environment that responds to the aspiration of the community that is involving the community in sharing accountability for learners' achievement, using community resources both human and material to support learning, using the community as a laboratory for learning, participating in community activities that promote learning, using community networks to publicize school events and achievements, and encouraging students to apply classroom learning to the community.

For the Personal Growth and Professional Development domain the mean of 60 percent for Proficient Teachers who are described as with Strong Need for Training (SNT), and 40 percent for Highly Proficient Teachers who are described as with Need Enhancement Training (NET). This domain signifies the least need for learning and development activities since there are no teachers found as Beginning Teachers, and most are found as Proficient Teachers and Highly Proficient in this domain.

This implies that the teachers having varied educational attainment, number of years of experience, and number of training attended have almost similar concepts of professional development which are taking pride in the nobility of teachers as a profession that is maintaining stature and behavior that upholds the dignity of teaching, allocating time for personal and professional development through participation in educational seminars and workshops reading educational materials regularly and engaging in educational research, manifests personal qualities like enthusiasm, flexibility, and caring attitude, and articulating and demonstrates one's philosophy of teaching.

Professional development means building professional links with colleagues to enrich teaching practice that is keeping abreast with recent developments in education, and linking with other institutions and organizations for sharing best practices. It also means reflecting on the extent of the attainment of professional development goals that is reflecting on the quality of his/her teaching, improving teaching performance based on feedback from the mentor, students, peers, superiors, and others, accepting personal accountability to learners' achievement and performance, and using self-evaluation to recognize and enhance one's strength and correct one's weaknesses.

The overall result shows that the Content Knowledge and Pedagogy domain has the highest need for learning and development, followed by Assessment and Reporting as well as the Diversity of Learners domain. These imply that the teacher-respondents need the most of the training or seminar in relation to Content Knowledge and Pedagogy, Assessment and Reporting, and Diversity of Learners.

Conclusions

The following conclusions about the teachers of Fred Johnson Elementary School, Don Marcelino District, Division of Davao Occidental are drawn based on the findings obtained in this study:

The majority of the teachers have attained the above qualification in teaching that is Master's Degree who have 3-year or more teaching experience, and with training or seminars attended about teaching that is within 6-10 training or seminars.

For the professional needs of the teachers, it is found that they have an almost similar perception of their training needs. This is perceivable from their various focus on their respective area of concentration.

The teachers, though having various educational attainments, and teaching experience have similar notions on Content Knowledge and Pedagogy domain, Assessment and Reporting domain, as well as the Diversity of

Learners domain. This is, conceivably, due to similar working environments, similar learning and development activities attended.

Recommendations

The researchers formulated the following recommendations for consideration in the light of the foregoing findings and conclusions of this study:

1. As a matter of urgency, the Department of Education officials may consider devising schemes for scholarship grants, particularly in graduate studies for teachers for continuing professional development. This may also include scholarship in specialization to eliminate mismatch of teachers and subject load assignments.
2. The school heads may recognize the impact and applicability of learning and development activities like In-Service Trainings and School Learning Action Cell (LAC) sessions for teachers to learn and unlearn and align teaching practices to the K-12 Curriculum for maximum development of learners' competencies.
3. The school heads may show more interest in teachers' training needs assessment using the Philippine Professional Standard for Teachers (PPST) to be able to assess teachers' strengths and weaknesses, and ultimately develop interventions to address the gaps.
4. The classroom teachers may consider developing Individual Professional Plan for Development (IPPD) to be able to identify their competencies that need attention for development and suggest to their school heads for appropriate learning and development activities to enhance personal growth and professional development.
5. Future researchers may contemplate launching studies similar to this study using the Philippine Professional Standard for Teachers (PPST) to bring up-to-date findings to the learning community.

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