



Enthrawling Teaching Learning Competency on Professional Development Priorities

Basilia Z. Indig¹, Reymund P. Pepito², Janice S. Bertulfo³, Jeany Cano-Og Ibon⁴, Mary Rose B. Mendoza⁵, Cecilia A. Fernandez⁶, Mae D. Capuyan⁷

¹⁻⁶Department of Education, Consolacion, Cebu Philippines

*Corresponding Author: basilia.indig@yahoo.com.ph Phone number: +639222732032

ABSTRACT

This research determines the level of competence of teachers in on professional development priorities in relation to learner's performance at the identified schools in the district 1 of Consolacion Cebu. The study also explores the demographic profiles of the group respondents as to age and gender, civil status, educational attainment, years of service, teacher's performance and relevant training and seminars attended. The researchers used the descriptive research method to gather information about the respondents' demographic profile, levels of competence correlation for the significant relationship. The data obtained were analyzed using percentage weighted mean, with 0.05 level of significance. Results shows that teacher's response on their level of competence puts a challenging role to educators at present. Moreover, data shows that teachers were not totally competent in terms of professional development priorities given by department of education. Although the results suggest that teachers were highly competent, data suggest that there is a need for teachers to continually develop themselves to fully provide quality education in the advent of 21st century education. By recognizing the impact of this results, it is very important to provide appropriate support to the teachers. Moreover, the results of the study show that despite covid-19 pandemic teachers were still able to attain trainings and seminars.

1. INTRODUCTION

In the field of K-12 education administration, it is particularly important for school administrators to encourage teachers 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 (Cassidy, 2020). Beyond initial teacher education, there is a general consensus that high-quality professional development (PD) is becoming a driving force for improving teachers' instructional practices that can positively impact student learning (Darling-Hammond et al. 2009) as cited by (Zhang et al., 2019). Scholars have recognized that teacher's professional development contributes to the overall attainment of school aims and objectives. According to Kennedy (2016) educational leaders who organize professional development opportunities for teachers do so on the premise that professional development experiences improve teachers' knowledge and skills and motivate teachers to translate new ideas into their classroom practice with the result of inducing positive changes in student outcomes.

Previous study of Vanblaere & Devos (2016) emphasized that school leadership can create a learning environment at schools by helping teachers to identify their development needs, by encouraging experimentation, by finding and allocating resources to support teachers' learning, and by enhancing the, implementation of new learning. Research also shows that teachers can be development leaders in their own schools. For instance, Alexandrou and Swaffield (2014) demonstrate that teacher leadership can facilitate broader professional development within school communities.

Moreover, researchers long have recognized that teachers' professional development is essential to changing classroom practice, improving schools, and ameliorating pupils' learning outcomes (Borko, 2004). Professional learning often takes place in formal settings, such as professional development programmed, teaching research groups, and formal mentoring programmed (Timperley, 2011). Teachers also can learn through informal interactions that occur during peer teaching, collaborative planning, and mentoring between colleagues (Little, 2012). However, new and veteran teachers have different needs for PD due to a variety of factors including age, teaching experiences, and background knowledge (Zhand et al., 2019). However, the one-size-fits-all approach (Darling-Hammond et al. 2009) is routinely used in PD design and practice. The identification of teachers' needs, support, and barriers for PD requires more attention in the field of teacher PD (Zein 2017) since the misalignment of PD activities with teachers' diverse needs creates barriers to active participation and learning among teachers (Lauer et al. 2014).

This was supported by Darling-Hammond et al. (2009) stated that teachers' professional development would become more effective and teachers would learn best when PD addresses their various needs. PD needs vary largely among teachers, which involve a variety of topics and learning activities that

focus on different aspects of instruction, classroom management, and student engagement. According to a national study, the top topics teachers rated for further PD include learning more about the content they taught, student discipline and management, teaching students with special needs, and use of technology in instruction (Darling-Hammond et al. 2009, Wei et al. 2010).

Due to covid-19 pandemic online teacher professional development (oTPD) has emerged. The COVID-19 pandemic has hastened the construction of, participation in, and need for online participation (Hartshorne et al., 2020). Recent reports of UNESCO (2020) reported that the pandemic reached a peak in April and has affected 1.6 billion learners (91.3% of total enrolled learners) and has caused widespread school closures in 194 countries. The emergency response to this global disruption has been an abrupt and unplanned shift to digital and distance learning. The next huge international challenges that education faces are recovery in the short term and building resilient education systems for the future. UNESCO and ILO (2020) claim teachers professional development for new modalities in learning is a priority in both scenarios.

Improving teaching quality has always been one of the major challenges of the Philippine education system. Although efforts such as providing sufficient school infrastructure such as buildings and classrooms has been made in order to achieve quality education (Department of Education, 2014), the availability of resources to help teachers improve their performance is still considered poor. As a result, the Enhance Basic Education Act of 2013, commonly known as the K to 12 Law, has been implemented in the hope of creating massive school reform. This reform included a drastic shift in the basic education curriculum, vast organizational change, and massive hiring of teachers, among others. And in order to aid teachers through the transition in the curriculum, they were provided with various workshops and training. The downside of this training, however, was that teachers were only given one week to digest their learning. A week after that, they were sent back to their schools to don a new role. Hence, teachers were experiencing enormous pressure in meeting the new expectations of their roles. Since the turn of the century, the needs within the classroom have become increasingly shaped by technology while the typical picture of a teacher being a hand-holder and dispenser of knowledge to the students has been replaced by that of a facilitator, only available to guide the learning process (SOSF, 2020). This study seeks to deepen our understanding of perceived teachers' needs, supports and perceived barriers for professional development. Moreover, this study may further shed light on the importance of better aligning teachers' needs to professional development design and implementation in giving quality education to the learners.

2. RESEARCH METHOD

This study employed a descriptive method research design utilizing quantitative approaches. With the knowledge that not all teachers are given opportunities to attend training and seminars, especially those who are in the farflung areas (Gonong, 2018). Descriptive statistics utilizes data collection and analysis techniques that yield reports and summarize the important data. The input of the study provide data on the relevant information of the respondent groups as to age and gender, highest educational attainment, designation, years of service and relevant training and seminars. It also contains the domain on professional development of teachers as to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and community linkages and professional engagement. Results of the study will be the basis of the output of the study.

The respondents of the study were the elementary teachers of Nangka Elementary Elementary School, Tugbungan Elementary School and Sacsac Elementary School, located in Consolacion Cebu. They are handling different advisories respectively. The instrument was adopted from the study of Morallo and Abay (2019) which study focused on the needs of the basic education teachers, both primary and secondary and Gepila Jr. (2020) investigates the teaching competence of 160 teachers from Southern Luzon in the light of the tenets of PPST.

3. RESULTS AND DISCUSSION

A competent teacher seizes every opportunity to encourage learning, believing that all students can learn. And learning isn't limited to the classroom. To this end, the teacher takes every opportunity to improve on his or her own professional practice, in order to provide quality learning.

Table 1. Content knowledge and pedagogy

Content Knowledge and Pedagogy	Mean	VD
Using effective information and communication technology in teaching under the new normal	3.30	DT
Conducting and writing research papers	2.72	HPT
Research-based knowledge and principles of teaching and learning	3.22	HPT
Using varied teaching strategies for the 21st century learners	2.90	HPT
Updating content knowledge through latest research findings and principles in teaching	3.27	DT
Developing contextualized and localized instructional materials	3.00	HPT
Grand Mean	3.07	HPT

In order to determine the level of teacher's competence in content knowledge and pedagogy the mean results were provided in the table. As shown in table 1, data shows that the statement refers to using effective information and communication technology in teaching under the new normal got the highest weighted mean of 3.30 which verbally described as distinguished teachers, while the statement refers to conducting and writing research papers got the lowest weighted mean of 2.72 which verbally described as highly proficient teacher. This indicates that teachers were not knowledgeable in terms of conducting research. According to McRae and Parsons (2018) teachers have been, and continue to be, expert researchers. Research (as a process of knowledge building) inspires personal growth and development in individuals and groups. Teachers bring their expertise to their classroom and by actively sharing the knowledge they have gained through research; they build a professional community and shape the minds within that community. Therefore, it is very important that teachers need to elevate their knowledge in terms of conducting research in order to fully develop themselves.

Table 2. Learning Environment

Learning Environment	Mean	VD
Promote Learner safety and security inside and outside school	3.17	HPT
Management of learner behavior	3.08	HPT
Building a harmonious relationship among learners through virtual communication	3.22	HPT
Handling learners' misbehaviors	3.02	HPT
Maintaining learners' proper discipline	3.33	DT
Increasing learners' participation through motivational activities	3.23	HPT
Promoting fairness, respect, and care among learners	3.02	HPT
Grand Mean	3.15	HPT

In terms of the teacher's competence in learning environment, data shows that the statement refers maintaining learners' proper discipline got the highest weighted mean of 3.33, which verbally described as distinguished teacher, while the statements refer to promoting fairness, respect, and care among learners and handling learners' misbehaviors got the lowest weighted mean of 3.02, which verbally described as highly proficient teacher. This indicates that there is a need for the teachers to develop their classroom management strategies in order to promote equality and harmonious relationship within the school or virtual classroom. Recent article by MOG (2015) shows that Classroom management creates a set of expectations used in an organized classroom environment. Effective classroom management paves the way for the teacher to engage the students in learning. Overall, there is still a need for teachers to develop their competence in terms of learning environment.

Table 3. Diversity of Learners

Diversity of Learners	Mean	VD
Learners' gender, needs, strengths, interests, and experiences	3.27	DT
Using different teaching strategies responsive to varied learners	3.15	HPT
Giving the right approach for learners with giftedness and difficulties	3.20	HPT
Developing appropriate strategies inclusive for indigenous learners	3.28	DT
Handling learners in difficult circumstances like a disaster, chronic illness, etc.	3.23	HPT
Handling learners with special needs	3.02	HPT
Learners' linguistic, cultural, socio-economic and religious backgrounds	3.22	HPT
Grand Mean	3.20	HPT

Table 3 shows the competence of teachers in terms of diversity of learners. Data shows that the statement refers to developing appropriate strategies inclusive for indigenous learners got the highest weighted mean of 3.28, which verbally described as distinguished teacher, while the statements refer to handling learners with special needs got the lowest weighted mean of 3.02, which verbally described as highly proficient teacher. This indicates that there is still a need for teachers to develop their competence of understanding the nature of learning and their background in order to cater the needs of the learners. According to an article in Colorin Colorado (2020) the more you learn about where your students come from, the easier your job will become. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help you to better support your students in the classroom and to receive more support from home. Therefore, the needs of teacher's competence in understanding learners' culture and backgrounds is very crucial in meeting the learners need.

Table 4. Curriculum and Planning

Curriculum and planning	Mean	VD
Planning and management of teaching-learning process	3.12	HPT
Using variety of resources such as technology to attain the learning objectives	3.20	HPT
Professional collaboration to enrich teaching practice	3.00	HPT
Developing effective lesson plans	3.40	DT
Aligning teaching methods and assessment tools to learning objectives	3.27	DT
Collaborating with other professionals to enrich knowledge and teaching practice	2.88	HPT
Updating and learning the current trends in education curriculum	3.27	DT
Grand Mean	3.16	HPT

Table 4 shows the competence of teachers in terms of curriculum and planning. Data shows that the statement refers to developing effective lesson plans got the highest weighted mean of 3.40, which verbally described as distinguished teacher, while the statements refer to collaborating with other professionals to enrich knowledge and teaching practice got the lowest weighted mean of 2.88, which verbally described as highly proficient teacher. This indicates that there is a need for teachers to develop their competence in terms of curriculum and planning. Moreover, data shows that collaborating with other professionals was the less rated competence, this implies that teachers were not given opportunity to collaborate with other curriculum experts and planning. AMLE (2019) emphasized that when educators work together, they form important professional and personal relationships. Teachers often draw support from each another and can delegate tasks that allow each teacher to feel effective. Collaboration between teachers contributes to school improvement and student success.

Table 5. Assessment and Reporting

Assessment and Reporting	Mean	VD
Design, selection, organization, and utilization of assessment strategies	3.17	HPT
Monitoring and evaluation of learner progress and achievement	3.32	DT
Use of assessment data to enhance teaching and learning practices and programs	3.18	HPT
Using a variety of assessment tools appropriate for varied learners	3.05	HPT
Performing test validity, reliability, and item analysis for quality assessment	3.18	HPT
Monitoring and evaluating students' progress and achievement	3.25	HPT
Effective feed-backing on learners' performance	3.08	HPT
Grand Mean	3.18	HPT

Table 5 shows the competence of teachers in terms of assessment and reporting. Data shows that the statement refers to Monitoring and evaluation of learner progress and achievement got the highest weighted mean of 3.32, which verbally described as distinguished teacher, while the statements refer to using a variety of assessment tools appropriate for varied learners got the lowest weighted mean of 3.05, which verbally described as highly proficient teacher. This indicates that there is still a need for teachers to develop their competence in terms of assessment and reporting. Moreover, using a variety of assessment tools appropriate for varied learners was the less rated competence, this implies that teachers need to develop their skills in assessing and reporting learners' progress. According to Dimpka (2015) the Philippine curriculum follows the Outcomes-Based Education principles in planning and assessing the learning performance of the students. Corollary to this, it is evident that there is an existing gap between assessment and enhancement of teaching and learning through OBE. Henceforth, this impinges a demand for re-orientation as regard to this gap.

Table 6. Community Linkages and Professional Development

Community Linkages and Professional Development	Mean	VD
Establishment of learning environments that are responsive to community contexts	3.02	HPT
Engagement of parents and the wider school community in the educative process	3.07	HPT
Linking with government agencies to promote learners' welfare	3.12	HPT
Contextualizing the lessons in the subject being taught	3.03	HPT
Learning best practices for a good relationship among school, home, and community	3.23	HPT
Learning the Code of Ethics for Professional Teachers	3.17	HPT
Professional ethics in the 21st century education using educational technology	2.90	HPT
Grand Mean	3.08	HPT

Table 7. Learners Performance

Subjects	GWA	Description
Mathematics	89.25	Very Satisfactory
Science	89.49	Very Satisfactory
English	89.48	Very Satisfactory

Table 6 shows the learners performance in terms the following subjects Mathematics, Science and English. Based on the data learners got a rating of very satisfactory in all subjects. This implied that learners were able to understand their lessons during this pandemic. This indicates that teachers and learners were able to adopt the new settings of education in the new normal.

Table 8. TEST OF SIGNIFICANT RELATIONSHIP

	Math	English	Teacher Competence	Science
Chi-square	278.507	481.44	27.4	529.62
Df	7	7	18	8
Asymp. Sig.	.000	.000	.072	.000

Table 7 shows that teacher's competence is non-significant. While the performance of the learners in math, Science and English were significant. Moreover, the finding shows that teachers' competence on the identified aspects does not correlate to students' performance.

4. CONCLUSION

Based on the findings, the teacher's response on their level of competence puts a challenging role to educators at present. Moreover, data shows that teachers were approaching to competency in terms of professional development priorities given by department of education. Although the results suggest that teachers were highly competent, data suggest that there is a need for teachers to continually develop themselves to fully provide quality education in the advent of 21st century education. By recognizing the impact of this results, it is very important to provide appropriate support to the teachers. Moreover, the results of the study show that despite covid-19 pandemic teachers were still able to attain trainings and seminars.

RECOMMENDATION

The main goal of this study is to gain knowledge on the teacher's competence set by Department of education professional development priorities identified that helps teachers improve their knowledge and skills in giving quality education that promote globally competitive graduates. It is recommended that teachers need to undergoes additional trainings and workshops to fully attain the aims and objectives of Philippines education.

ACKNOWLEDGEMENTS

We would like to thank our thesis advisor Dr. Mae D. Capuyan. of Department of Education, for the continuous support of our master's study and related research, for her patience, motivation, and immense knowledge. Her guidance helped us in all the time of research and writing of this thesis. We could not have imagined having a better advisor and mentor for our study.

AUTHORS CONTRIBUTION

All authors discuss the results and contributed from the start to final manuscript.

CONFLICT OF INTERESTS

The authors declare that they have no competing interests.

REFERENCES

- Cherry, K. (2019). Sociocultural theory of cognitive development. Retrieved from: <https://www.verywellmind.com/what-is-sociocultural-theory-2795088>
- Cassidy, L. (2020). The Importance of Professional Development for Educators. Retrieved from: <https://online.queens.edu/online-programs/medl/resources/professional-development-for-educators>
- Darling-Hammond, L., et al., 2009. Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Stanford University, CA: National Staff Development Council.
- Massa, N. M., Dischino, M., Donnelly, J. F. & Hanes, F.D, "Problem-Based Learning in Photonics Education: Assessing Student Learning," in ETOP Proceedings, (2009). <https://doi.org/10.1364/ETOP.2009.ETB4>
- Mazarin, J. (2020). Pedagogical Content Knowledge: Definition & Explanation. Retrieved from: <https://study.com/academy/lesson/pedagogical-content-knowledge-definition-lesson-quiz.html>
- Pompea, S. M., Walker, C, and Sparks, R., "The Evolution of Optics Education at the U.S. National Optical Astronomy Observatory," in 12th Education and Training in Optics and Photonics Conference, (2014).
- Phan, H. P. (2012). A Sociocultural Perspective of Learning: Developing a New Theoretical Tenet. *Australian Association for Research in Education (NJI)*.

- Polly, D. Allman, B. Casto, A., Norwood, J. (2017). Sociocultural Perspectives of Learning. Retrieved from: <https://lidtfoundations.pressbooks.com/chapter/sociocultural-learning/>
- John-Steiner, V. (1999, January 28). Seminar on creativity. Class notes, University of New Mexico, Albuquerque
- DET, N. (2003). Quality teaching in NSW public schools. *Sydney, NSW Department of education and training*.
- SDPI. (2019). Curriculum Planning. Retrieved from: <http://www.sdpi.ie/guidelines/PDF/Unit09.pdf>
- UNESCO & ILO. (2020). Supporting teachers in back-to-school efforts. Guidance for policy-makers. International task force on teachers for education 2030.
- Zhang, S., Shi, Q., & Lin, E. (2019). Professional development needs, support, and barriers: TALIS US new and veteran teachers' perspectives. *Professional Development in Education, 1–14*. doi:10.1080/19415257.2019.1614967
- Alexandrou, A., & Swaffield, S. (2012). Teacher leadership and professional development: perspectives, connections and prospects.
- Blanck, G. (1990). Vygotsky: The man and his cause. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 31-58). New York: Cambridge University Press.
- Kennedy. (2016). How does professional development improve teaching? *Review of Educational Research, 86(4)*, 945e980. <https://doi.org/10.3102/0034654315626800>.
- Lauer, P.A., et al., 2014. The Impact of short-term professional development on participant outcomes: a review of the literature. *Professional development in education, 40 (2)*, 207–227. doi:10.1080/19415257.2013.776619
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33(8)*, 3e15. <https://doi.org/10.3102/0013189X033008003>.
- Vanblaere, B., & Devos, G. (2016). Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. *Teaching and Teacher Education, 57*, 26–38. doi: 10.1016/j.tate.2016.03.003
- Karim Shabani | Bronwyn Frances Ewing (Reviewing Editor) (2016) Applications of Vygotsky's sociocultural approach for teachers' professional development, *Cogent Education, 3:1*, DOI: 10.1080/2331186X.2016.1252177
- Hartshorne, R., Baumgartner, E., Kaplan-Rakowski, R., Mouza, C., and Ferdig, R. E. (2020). Special issue editorial: Preservice and inservice professional development during the COVID-19 pandemic. *J. Technol. Teach. Educ. 28*, 137–147.
- Zein, M.S., 2017. Professional development needs of primary EFL teachers: perspectives of teachers and teacher educators. *Professional development in education, 43 (2)*, 293–313. doi:10.1080/19415257.2016.1156013
- Shaoan Zhang, Qingmin Shi & Emily Lin (2019): Professional development needs, support, and barriers: TALIS US new and veteran teachers' perspectives, *Professional Development in Education*, DOI: 10.1080/19415257.2019.1614967.
- Wertsch, J. V., Del Río, P., & Alvarez, A. (1995). Sociocultural studies: History, action and mediation. In J. V. Wertsch, P. Del Río, & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 1-34). New York: Cambridge University Press.
- Zinchenko, V. P. (1995). Cultural-historical psychology and the psychological theory of activity: Retrospect and prospect. In J. V. Wertsch, P. Del Río, & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 37-55). New York: Cambridge University Press