



Teachers' Professional Development Needs in the New Normal: Basis for a Capacity Building Plan

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ABSTRACT

Teachers' professional development fulfills what teachers must know, be able to do, and value in order to be proficient, enhance student learning outcomes, and ultimately deliver high-quality education. This study utilized the survey research design and a questionnaire-checklist was utilized to collect data from 144 public secondary teachers of the municipality of Umingan. The frequency counts and weighted means were used to treat the gathered data. The study found out that the teacher-respondents have very high capability along the 5 domains of their performance in which they have revealed to have moderate to very high priority of development. It was disclosed that the respondents have low participation in virtual professional development activities and the primary focus of the PD activities attended was on their personal growth and professional development and on the k to 12 curriculum and pedagogy. They also revealed to have encountered challenges and employed coping mechanisms. The study concluded that the teachers need to enhance their participation in professional development activities so as to ensure their continuous professional development in the new normal. The researchers then recommend that the capability building plan crafted in the study be implemented immediately.

Keywords. Teachers' professional development needs, virtual professional development activities, PD dimensional focus, coping mechanisms, capacity building plan

1. INTRODUCTION

Introduction

The range of technical and teaching abilities that a teacher needs to be successful in the classroom has been changing for a very long time. Since the turn of the century, technology has progressively molded classroom requirements, while the traditional image of a teacher as a hand-holder and knowledge provider for the pupils has been supplanted by that of a facilitator, just present to support the learning process. Continuous teacher professional development must be implemented in order to achieve these educational needs.

Students are impacted by instructors' professional development, according to Mizell (2010). Student learning and success rise when teachers take part in efficient professional development that is concentrated on the abilities they need to address the main learning problems that students face. Contrarily, since college and university programs cannot offer the wide range of learning experiences required for graduates to become effective public-school teachers, and even seasoned teachers face difficult challenges every year, such as changes in subject matter, new instructional methods, advancements in technology, altered laws and procedures, and student learning needs, educators who do not receive effective professional development do not enhance their profession.

Flores (2020) asserts that the most important factor in preparing teachers to meet various educational requirements is that they "should be able to create and sustain a mentality and a practical approach that are anchored in reflection and inquiry, and focused on continual professional growth." As a result, in order to comprehend the nature and effects of professional learning opportunities, it is necessary to consider both foreseeable occurrences, such as the Covid-19 epidemic, as well as the political, social, and cultural backdrop.

According to the Global Education and Skills Forum, solid subject knowledge, facilitation skills, strong social abilities, an external focus, and data analysis are the five skills that "future" teachers will need to succeed in the 21st century (2018).

It is obvious that educators, like other professionals, must stay current on new information and technologies, particularly during pandemics. It is inevitable that some teachers will voice unhappiness with the professional development options provided to them in schools and will assert that the

most successful development programs they have participated in were self-initiated.

Furthermore, it is a modern reality that pandemic period of teaching is probably seem like the first year of teaching all over again, even for teachers who have been doing it for years. To be effective for online or socially distant learning, the teachings they have constructed and refined through years of experience will need to be replicated.

Therefore, even in the midst of the pandemic, instructors should maintain their professional development. School-based professional development trainings, workshops, and seminars are strongly encouraged, as stated in the Department of Education's program for school-based management. The pandemic-shift development activities are thus now referred to as the virtual and/or online professional development activities.

The study's proponents claim that it is of utmost significance since higher educational outcomes in the post-Covid-19 normal will be directly impacted by teachers continued professional development.

1.1 Objectives of the Study

This study aimed to determine the public secondary school teachers' professional development needs in the new normal as basis for a capacity building plan. It elicited teachers' professional development needs as reflected in their eSATs, extent of their participation as to the type of virtual professional development activities being offered in the new normal, dimensional focus of the virtual professional development activities participated, problems encountered by the teachers on their professional development needs, coping mechanisms employed by the teachers in order to address the problems encountered and the capacity building plan which could be crafted to address teachers' professional development needs.

1.2 Statement of the Problem

The sudden shift of learning modality demands teachers to fulfill their professional development needs regardless the situation they are in. Hence, the need to study their professional development needs in order to craft an appropriate capacity building plan which would ensure their continuous growth amidst the pandemic.

1.3 Research Questions

Generally, this study looked into the public secondary school teachers' professional development needs in the new normal as basis for a capacity building plan.

Specifically, it sought answers to the following questions:

Q1. What are the teachers' professional development needs in the new normal along:

- a. K to 12 curriculum and pedagogy;
- b. The learner and his learning environment;
- c. Content knowledge and pedagogy;
- d. Assessment and reporting;
- e. Community linkages and professional development; and
- f. Personal growth and professional development?

Q2. What is the intensity of participation of teachers as to the type of virtual professional development activities being offered in the new normal?

Q3. What is the dimensional focus of the virtual professional development activities participated by the teachers in the new normal?

Q4. What are the problems encountered by the teachers as far as their professional development needs is concerned?

Q5. What capacity building plan could be crafted to address teachers' professional development needs?

1.4 Significance of the Study

The aim of this study is to look into the professional development needs of teachers in the new normal in order to craft the necessary capacity building plan. Hence, this would ensure their proactiveness as efficient and effective teachers even in the new normal, this redounds to the continuous improvement of the education outcomes.

2. METHODOLOGY

2.1. Population and Locale of the Study

There were one-hundred forty-four junior and senior high school teachers from the public schools of the municipality of Umingan, Pangasinan, Philippines who were randomly chosen and served as respondents of the study for the school year 2020-2021.

2.2. Data Gathering Instrument

The researchers used the questionnaire checklist which was validated by 5 experts in the field to obtain the needed data of the study. The questionnaire for the teacher-respondents was consisted of four parts which obtained teachers' self-perceived professional development needs, teachers' intensity of participation in virtual professional development activities, dimensional focus of the professional development activities participated by the teachers, problems encountered with regard to their professional development needs and teachers' coping mechanisms as to problems/challenges encountered.

2.3. Data Analysis

To obtain valid and reliable results from the gathered data different and appropriate statistical tools were utilized. Secondary data from the

teachers electronic Assessment Tools (eSATs) was used to analyze the teachers' professional development needs. On the extent of participation of teachers as to the type of virtual professional development activities being offered in the new normal, weighted means were utilized and interpreted as very high, high, moderate, low and very low. The dimensional focus of the virtual professional development activities participated by the teachers in the new normal and problems encountered with regard to their compliance to their professional development needs were analyzed using frequency counts and ranking. And finally, the capacity building plan was crafted to address the teachers' professional development needs based on the teachers' professional development needs in the new normal and on the problems encountered regarding their professional development needs.

3. REVIEW OF RELATED LITERATURE

This part presents a selection of literature and studies that have a bearing on this present study. The researchers found out that there is a dearth of materials as far teachers' professional development needs in the new normal is concerned. Hence, studies which dwelt on professional development of teachers before the new normal consisted the majority of related studies reviewed.

Following is how UNESCO (2016) described the many aspects of professional development in some of the Asia-Pacific nations: PD is required and free for teachers in Uzbekistan. While in Mongolia, all instructors must participate in professional development. National programs are organized by the Institute of Instructors' Professional Development for teachers in their first, fifth, and tenth years of the classroom. Additionally, accredited government and non-governmental providers of professional development are urged to organize annual training programs locally for teachers and the State University of Mongolia and the Academy of Management both offer master's and doctoral degree programs, and teachers are encouraged to pursue further education. People who now hold administrative and management positions, or who want to, can also enroll in these programs.

In the Republic of Korea, teachers have access to three basic categories of professional development: "qualification," "in-service," and "special" training. Every instructor must complete "qualification" training, which is intended for particular positions. For instance, before being considered for advancement to become a Grade I certified teacher, a Grade II certified teacher (the entry grade level for instructors) must complete particular training. "In-service" training encompasses a wide range of courses that provide opportunities to advance teachers' abilities in pedagogy, curriculum, subject knowledge, etc. "Special" training includes the provision of assistance for teachers who take sabbaticals, engage in research, pursue graduate studies, and attend workshops and conferences.

Although professional development is not required in the Philippines, teachers are strongly encouraged to engage in ongoing PD throughout their careers. For example, master teachers and trainers from teacher training institutions give summer programs, school-based courses are tied to special activities in a particular school, and mentorship programs are available for teachers. The Southeast Asian Ministers of Education's Centre for Educational Innovation and Technology offers online courses to teachers and principals as well as seminars, workshops, and conferences delivered by teachers' professional organizations (SEAMEO-INNOTECH). The pursuit of higher education by educators is also encouraged.

Mizell (2020) claims that professional development gives teachers continuing chances to advance their expertise so they can better support student achievement. Students learn more when teachers grow as learners. Supporting a cycle of ongoing professional development for educators will be important to anyone concerned about the futures of their pupils.

According to Gawron (2020), there are several ways to enhance professional development for teachers. These include (a) scheduling sessions and workshops using class codes and video conferencing links focused on various topics; (b) including a brief keynote speech to unify participants with a grounding concept and provide a way for teachers to have informal conversations; and (c) providing PD that is essential and boiled down to its essence—keep it focused. The attention spans of instructors are finite; (d) Allow enough time for teachers to interact and collaborate with one another; (e) Use breakout spaces, create collaborative papers, slide decks, and platforms to enable synchronous and asynchronous collaboration among all teachers; (f) Make sure slide decks are more image-based than text-based. A five-paragraph essay is about as engaging as a page of bullet points or phrases; and (g) Offer opportunities for active learning and learning-by-doing using internet resources.

Teachers' views of the Impact of Professional Development on Teaching Practice: The Case of One Primary School, a study by Aminudin (2012), looked at teachers' perceptions of how their professional development experience affected their teaching practice. The results show that the participants struggle to maintain improvements in their practice; they are overloaded with external professional development options while also attempting to expand school-based professional development chances. The study's findings also suggest that the participants seek some say over their own professional development. In order to ensure that improvements in teaching practice are best sustained, this study also emphasizes the need for participants to undergo one professional development program at a time and to have enough support and follow-up at that time.

De Vera (2015) used mixed methods research to examine how an online professional development program affected high school teachers' levels of self-efficacy, classroom instruction, and the influence school culture had on whether or not instructors accepted the online PD. Results showed very little increases in the usage of technology during instruction and statistically significant changes in self-efficacy levels for eight of the 21 survey items. Additionally, several facets of the culture of the school independently influenced teachers' propensity to accept or reject the online PD. The research supported the idea of developing personalized professional development programs that were adapted to the unique learning styles, attitudes, and school cultural experiences of the individual.

And finally, significant findings were found in the study carried out by Cario (2018), which focused on the professional growth of teachers and their career advancement toward institutional innovations. The study found that, in terms of their professional growth and career progression, high school teachers in public and private schools had similarities and differences. Teachers' professional development activities and career advancement lead to an improvement in their professional knowledge, the acquisition of new skills, an improvement in the performance and achievements of their pupils, and an improvement in their classroom management. In order to better meet teachers' needs for professional development and advance their careers toward institutional innovations, it is necessary to improve the professional development and career progression of teachers in both public and

private schools. To do this, it is necessary to strengthen the research culture in classrooms, to increase the support of school administrators, and to conduct seminars and trainings on how to make the most of the limited resources available to schools for teacher development. The framework of this study was strengthened by all the relevant literature and studies that were reviewed.

4.RESULTS AND DISCUSSION

Table 1: Teachers' Professional Development Needs along Content Knowledge and Pedagogy (n=144)

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	2	4	6	8	2	4	6	8
1.1 Apply knowledge of content within and across curriculum teaching areas	0	11	52	81	42	26	44	32
1.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illnesses, displacement due to arm conflict, urban resettlement, or disasters; child abuse and child labor practices.	0	16	48	80	44	30	36	34
1.3 Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.	0	16	54	74	35	33	41	35

As presented in Table 1, it was disclosed by most of the respondents ($f=88$) that they have very high level of capability when it comes to applying knowledge of content within and across curriculum teaching areas. While these respondents admitted to have very high level of capability in the said indicator, they need to do better as evidenced by their high priority for development. The same can be said in terms of teachers' job on selecting, developing, organizing and using appropriate teaching and learning resources, including ICT, to address learning goals ($f=74$). Moreover, the respondents revealed to have very high capability with regard to planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illnesses, displacement due to arm conflict, urban resettlement or disasters; child abuse and child labor practices ($f=80$). Thus, they believed to have low priority development on the said indicator. The finding indicates teachers' awareness as far as their capabilities and their need for professional development. The very high level of capabilities of teachers along the 3 indicators is an indication of their resilience, tenacity and being responsive in education's new normal.

Table 2: Teachers' Professional Development Needs along Diversity of Learners and Reporting (n=144)

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	2	4	6	8	2	4	6	8
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	15	57	72	32	38	39	35
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)	1	15	56	72	32	35	37	40
2.3 Used strategies for providing timely, accurate and constructive feedback to improve learner performance. (PPST Indicator 5.3.2)	0	17	51	76	33	36	38	37

As displayed in Table 2, it could be gleaned that most of the teacher-respondents perceived to have very high level of capability in terms of establishing a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious background ($f=79$), and in using strategies for providing timely, accurate and constructive feedback to improve learner performance ($f=76$). On both indicators, they disclosed to still have high level of priority for development. On the other hand, it was revealed that they also have very high level of capability with regard to 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. On this indicator, the respondents believed to have moderate level of priority for development. This could lead to a conclusion that the respondents are responsive to distance learning as evidenced by their very high level of capability.

Table 3: Teachers' Professional Development Needs Along Curriculum and Planning (n=144)

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	2	4	6	8	2	4	6	8
3.1 Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2)	0	12	49	83	39	34	35	36
3.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)	0	11	54	79	36	36	35	37

As shown in Table 3, teachers are excellent in terms of selecting, developing, organizing, and using appropriate teaching and learning

resources, including ICT, to address learning goals (f=83) as attested by their very high level of capability, hence have low level of priority for development. On the other hand, however, despite of the belief that they have very high level of capability as regards setting achievable and appropriate learning outcomes that are aligned with learning competencies (f=79), they also have high level of priority for development. This indicates their passion and desire to grow as far as the said indicator is concerned.

Table 4: Teachers' Professional Development Needs along Community Linkages and Professional Engagement and Personal Growth and Professional Development (n=144)

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	2	4	6	8	2	4	6	8
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	9	57	78	35	35	38	36
4.2 Participated in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2)	0	14	62	68	26	41	38	39
4.3 Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2)	0	15	70	59	21	48	35	40

The findings from Table 4 includes: most respondents were of very high level of capability (f= 78) and believed that building relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process is of high priority for development; very high level of capability in terms of participating in professional networks to share knowledge and to enhance practice (f= 68) with moderate level of priority for development; and also very high level of capability in developing a personal improvement plan based on reflection of one's practice and ongoing professional learning (f= 70) and with moderate level of priority for development. The findings imply the strong passion of the teachers in keeping good relationship in school wider communities and they continually aim in improving such relationship/ties.

Table 5: Teachers' Professional Development Needs Along Plus Factor (n=144)

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	2	4	6	8	2	4	6	8
5. PLUS FACTOR								
5.1 Performed various related works/activities that contribute to the teaching-learning process.	0	26	61	57	17	44	46	37

As shown in Table 5, the respondents believed to be of high level of capability in performing various related works/activities that contribute to the teaching-learning process. This is a strong evidence that these teachers are really taking extra miles in the name of service. Moreover, they disclosed it to be of high priority of development. Hence, also an indication of their zeal, passion and dynamism in improving themselves personally and professionally speaking.

Table 6. Extent of Participation of Teachers as to the Type of Virtual Professional Development Activities Being Offered in the New Normal (n= 144)

As a teacher, I participated in online...	Level of Participation						Weighted Mean	DE
	0	1	2	3	4	5		
INSET	4	1 4	8	3 5	3 7	46	3.56	High
Seminars	2	1 6	1 0	5 0	3 6	30	3.33	Mode rate
LAC sessions	1 1	1 7	9	4 3	2 7	37	3.17	Mode rate
education conferences and seminars	9	2 0	1 0	4 8	3 3	24	3.03	Mode rate
courses and workshops	1 5	2 3	1 6	5 0	2 3	17	2.65	Mode rate
professional development networks	2 2	2 5	1 9	4 8	1 8	12	2.35	Low
informal dialogues to improve teaching	3 0	2 8	1 5	3 4	2 1	16	2.25	Low
trainings with professionals from other sectors	3 1	2 8	1 8	4 3	1 3	11	2.08	Low
mentoring and peer observation and coaching	3 2	2 8	1 6	4 7	1 3	8	2.03	Low
qualification programs (e.g. Degree Program)	4 8	2 8	1 6	3 4	8	10	1.69	Low
external courses	5 5	1 9	2 0	3 9	5	6	1.57	Very Low
classroom or school-based research	5 3	2 5	1 8	3 3	1 0	5	1.56	Very Low
individual and collaborative research	5 3	2 8	2 0	2 8	1 1	4	1.50	Very Low
reading of professional literatures (e.g. journals, evidence-based papers, theses and dissertations)	6 3	2 3	2 0	2 8	8	2	1.31	Very Low
OVERALL WEIGHTED MEAN							2.29	LOW

Legend: 0-.83 (not participated); .84-1.67 (Very Low); 1.68-2.51 (Low); 2.52- 3.35 (Moderate); 3.36- 4.19 (High); 4.2-5.00 (Very High); DE- Descriptive Equivalent

Of the indicators as presented in Table 6, it shows that the respondents highly participated in In-Service Training (INSET) (WM= 3.56), however, they had moderate participation in terms of seminars (WM= 3.33), LAC sessions (WM= 3.17), education conferences and seminars (WM= 3.07) and courses and workshops (2.65). Moreover, they disclosed to have lowly participated with regard to professional development networks (WM= 2.35), informal dialogues to improve teaching (WM= 2.25), trainings with professionals from other sectors (WM= 2.08), mentoring and peer observation and coaching (WM= 2.03), and qualification programs (e.g. Degree Program) (WM= 1.69). Finally, they revealed to have very low participation in external courses (WM= 1.57), classroom or school-based research (WM= 1.56), individual and collaborative research (WM= 1.50) and reading of professional literatures (e.g. journals, evidence-based papers, theses and dissertations (WM= 1.31). Taken as a whole, the respondents have low level of participation in virtual professional development activities as evidenced by the obtained overall weighted mean of 2.29.

Table 7. Dimensional Focus of the Virtual PD Activities Participated by the Teachers (n=144)

ACTIVITIES		DIMENSIONAL FOCUS					
		1*	2*	3*	4*	5*	6*
online INSET	<i>Freq</i>	65	61	60	60	61	104
	<i>%</i>	45.14	42.36	41.67	41.67	42.36	72.22
online seminars	<i>Freq</i>	83	58	61	55	56	113
	<i>%</i>	57.64	40.28	42.36	38.19	38.89	78.47
online LAC sessions	<i>Freq</i>	61	54	63	61	50	89
	<i>%</i>	42.36	37.50	43.75	42.36	34.72	61.81
online education conferences and seminars	<i>Freq</i>	46	40	50	40	41	77
	<i>%</i>	31.94	27.78	34.72	27.78	28.47	53.47
online courses and workshops	<i>Freq</i>	45	47	45	35	41	74
	<i>%</i>	31.25	32.64	31.25	24.31	28.47	51.39
online professional development networks	<i>Freq</i>	37	39	39	29	38	76
	<i>%</i>	25.69	27.08	27.08	20.14	26.39	52.78
online informal dialogues to improve teaching	<i>Freq</i>	44	35	37	37	33	55
	<i>%</i>	30.56	24.31	25.69	25.69	22.92	38.19
online trainings with professionals from other sectors	<i>Freq</i>	34	29	31	24	32	65
	<i>%</i>	23.61	20.14	21.53	16.67	22.22	45.14
online mentoring and peer observation and coaching	<i>Freq</i>	37	34	37	34	28	54
	<i>%</i>	25.69	23.61	25.69	23.61	19.44	37.50
online qualification programs (e.g. Degree Program)	<i>Freq</i>	30	22	25	18	26	62
	<i>%</i>	20.83	15.28	17.36	12.50	18.06	43.06
online external courses	<i>Freq</i>	22	18	23	18	25	56
	<i>%</i>	15.28	12.50	15.97	12.50	17.36	38.89
online classroom or school-based research	<i>Freq</i>	35	39	34	24	26	36
	<i>%</i>	24.31	27.08	23.61	16.67	18.06	25.00
individual and collaborative research	<i>Freq</i>	38	26	30	29	23	46
	<i>%</i>	26.39	18.06	20.83	20.14	15.97	31.94
online reading of professional literatures (e.g. journals, evidence-based papers, theses and dissertations)	<i>Freq</i>	21	21	23	20	20	37
	<i>%</i>	14.58	14.58	15.97	13.89	13.89	25.69

Legend: 1-K to 12 curriculum and pedagogy; 2-The learner and his environment; 3-Content, knowledge and pedagogy; 4-Assessment and reporting; 5-Community linkages and professional development; 6-Personal growth and professional development

As displayed in Table 7, most of the respondents' participation on INSET focused on personal and professional growth (n= 104 or 72.22%) and so as in their online seminars (n= 113 or 78.47%). The same can be said in terms of their participation in online LAC sessions (n=89 or 61.89%; online education conferences and seminars (n= 77 or 53.47%); online courses and workshops (n= 74 or 51.39%); online professional development networks (n= 76 or 52.78%); online informal dialogues to improve teaching (n= 55 or 38.19%); online trainings with professionals from other sectors (n= 65 or 45.14%); online mentoring and peer observation and coaching (n=54 or 37.50%); online qualification programs (e.g. Degree Program) (n= 62 or 43.06%); online classroom or school-based research (n= 36 or 25%); online external courses (n= 56 or 38.89%); individual and collaborative research (n= 46 or 31.94%); and online reading of professional literatures (e.g. journals, evidence-based papers, theses and dissertations (n=37 or 25.69%).

Table 8.Problems Encountered by the Teachers on their Professional Development Needs

Problems Encountered	Frequency	Percentage	Rank
Scarcity of time to spend in complying with my professional development needs since I'm working from home	79	54.86	1
It is hard to find a balance of work, home, and family responsibilities	59	40.97	2
I lack digital skills which are needed to comply with my professional development needs	34	23.61	3
Monitoring and giving feedback to students' learning, performance, achievement and motivation are my priorities, not my compliance to my professional development needs	32	22.22	4
I don't like virtual means; I prefer fact-to-face means of complying to my professional development needs	23	15.97	5
I lack motivation in complying to my professional development needs	19	13.19	6
I am already satisfied with regards to my present position	14	9.72	7
I lack motivation and goal to grow professionally	11	7.64	8
I lack support and encouragement from my school head for me to be passionate about satisfying my professional development needs	8	5.56	9
It is not my priority to comply to my professional development needs, has other things to attend to	7	4.86	10
I don't believe in complying to professional development needs since it is non-mandatory	4	2.78	11

As shown in the said table, the respondents revealed that their five leading problems/challenges encountered include: scarcity of time to spend in complying with my professional development needs since I'm working from home (n=79); it is hard for them to find a balance of work, home and family responsibilities (n= 59); lack of digital skills which are needed to comply with their professional development needs (n= 34); monitoring and giving feedback to students' learning, performance, achievement and motivation are their priorities, not their compliance to their professional development needs (n= 32); and they don't like virtual means; they prefer fact-to-face means of complying to their professional development needs (n= 23). On the other hand, the least encountered problems/challenges include lack support and encouragement from their school heads for them to be passionate about satisfying their professional development needs (n= 8); not a priority to comply to their professional development needs, have other things to attend to (n=7); and they don't believe in complying to professional development needs since it is non-mandatory (n= 4).

Table 9. Teachers' Coping Mechanisms as to the Problems Challenges/Encountered

Coping Mechanism	Frequency	Percentage	Rank
-try to recognize and accept my own limitations/assets (self-acceptance)	67	46.53	1
-establish balance of work, home, and family responsibilities by having planners, what-to-do list, etc.	56	38.89	2
-do nature work, jogging, planting, gardening, bonding with pets, etc. (environmental coping)	54	37.50	3
-seek to find the answer in the struggle and grow from it (positive reappraisal) by upskilling myself in ICT	54	37.50	4
-does tasks systematically (efficient time management)	52	36.11	5
-try to control my emotions in response to stress (self-control)	52	36.11	6
-talk to others and look for social connections to help me survive a difficult time (social support) especially when I feel my superiors extend minimal support in my virtual professional development	49	34.03	7
-do thought restructuring, mindfulness, Bible devotion and meditation (cognitive coping) to motivate myself and actively engage in virtual professional development	43	29.86	8
-face the pressure and retaliate to change the situation and bring it back to my favor (confrontation)	31	21.53	9
-implement specific solution-focused strategies to get through the tough time and redirect my actions accordingly (strategic problem-solving) and set virtual professional development as my leading priority	26	18.06	10
-resort to unconditional self-acceptance for adapting to adversity (radical acceptance)	16	11.11	11
-deny the existence of stress as a coping response (escape and avoidance)	14	9.72	12
-do art, yoga, naturopathy, breathing exercises and muscle relaxation, watching movies and K-dramas, do online games (physiological coping)	11	7.64	13

The leading coping mechanisms of the respondents include: trying to recognize and accept their own limitations/assets (self-acceptance) (n= 67), establishing balance of work (n= 56), home and family responsibilities by having planners, what-to-do list, etc. (n= 54), doing nature work, jogging, planting, gardening, bonding with pets, etc. (environmental coping) (n= 54), seeking to find the answer in the struggle and grow from it (positive reappraisal) (n= 52) and by upskilling themselves in ICT and do tasks systematically (efficient time management) (n= 52).

On the other hand, the least of their coping mechanisms include: resorting to unconditional self-acceptance for adapting to adversity (radical acceptance) (n= 16), denying the existence of stress as a coping response (escape and avoidance) and doing art, yoga, naturopathy, breathing exercises and muscle relaxation, watching movies and Kdramas, do online games (physiological and psychological coping) (n= 11).

Table 10. Capacity Building Plan to Address Teachers' Professional Development Needs

Objective	Expected Output/s	Strategies	Performance Indicators/ Cost Assumption/ Time Frame	Sustainability
To enhance teachers' level of participation/ engagement in professional development activities in the new normal by addressing the leading problems encountered	Enhanced teachers' participation in professional development activities	<ol style="list-style-type: none"> 1. Conduct of trainings/seminars dealing on effective time management in times of pandemic; 2. Hands-on seminars/trainings on the different Google apps for education; 3. Conduct of regular school-based meetings and trainings aim at enhancing teachers' personal and professional standings. 	<ol style="list-style-type: none"> 1. Conducted trainings/seminars on effective time management in times of pandemic/ Php 5,000/June-August 2022; 2. Teachers were engaged in hands-on seminars/training on different Google apps for education/Php 10,000/August to September 2022; 3. Conducted regular school-based meetings and trainings which enhanced teachers' personal and professional standings/ Php 10,000/year-round 	Regular monitoring and evaluation of the strategies and performance indicators

5.CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the salient findings of the study, the following conclusions were drawn:

1. The teacher-respondents were of high passion and commitment to grow as attested by their revelation of high capability and yet still desire for higher level of development.
2. The respondents were not that active as to their compliance on their professional development needs as revealed in the findings.
3. The teacher-respondents primarily give importance to their personal growth and development and this shows their high level of dedication to be the source of wisdom and inspiration to the learners.
4. The teacher-respondents were still in the period of adjustments as revealed by the leading problems encountered.
5. The respondents manifested awareness, resilience, and tenacity in addressing the problems/challenges encountered.
6. The crafted capacity building plan aimed at enhancing the professional development of the teacher-respondents is beneficial.

Recommendations

Based on the findings and conclusions of the study, the researchers recommend the following:

1. The school heads of public secondary schools should continually be aware of the level of capability of their respective teachers as well as their priority for development for them to extend the necessary technical assistance and interventions.
2. The low level of participation of high school teachers to virtual professional development activities should not be taken for granted since pandemic times demands teachers to be more technologically adept and more responsive to all the changes in the educational scenario/landscape, hence this calls for concerted efforts of school personnel.
3. More trainings, seminars and workshops should be offered at school or municipal level that would urgently address the needs of the teachers in their professional development.
4. Support mechanisms and measures should be established and be extended to teachers for them to cope better as to the challenges/problems encountered on their professional development.
5. School administration should continually find ways on how teachers' resilience and tenacity to the demands of time could be enhanced.
6. The crafted capacity building plan should be implemented immediately so as to address teachers' professional development needs.
7. Another study should be conducted involving the same or different parameters in obtaining and describing teachers' professional

development needs in the new normal.

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