

Professional Developmental Needs of Teachers

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ABSTRACT

Teachers are essential to the development of a country. The Philippines can create holistic learners who are immersed in values through the use of qualified teachers capable of driving the nation toward growth and success and having 21st-century abilities. In this context, this study aimed to determine the professional developmental needs of teachers in a district of a first-class municipality in Negros Occidental for the school year 2022- 2023. A quantitative research design, specifically a descriptive approach, was utilized with a sample of 133 teachers selected through stratified random sampling and Cochran's formula. Regarding developmental needs, teachers identified a very high level of developmental needs in most domains, with a slightly lower level of content knowledge and pedagogy. These findings underscore the importance of targeted support and professional development programs to address specific areas of improvement and enhance teachers' effectiveness. Younger teachers had higher developmental needs in certain domains, emphasizing the need for tailored interventions and support for specific subgroups. This result calls for various stakeholders in the education sector to improve teachers' professional development and enhance the learning environment for students.

KEYWORDS

Education, Professional developmental needs, Philippine Professional Standards for Teachers,



INTRODUCTION

The Department of Education has issued DepEd Order No. 36, s. 2013, focusing on creating "Filipinos who passionately love their country and whose values and competencies enable them to fulfill their full potential and contribute effectively to the creation of the nation."

A previous paradigm was replaced by the Philippine Professional Standards for Teachers (PPST), a new framework, through DepEd Order No. 42, s. 2017, it is crucial to improve teachers' quality and maintain high teaching standards. PPST domains serve as the basis for identifying the professional developmental needs of teachers. Teachers should understand the value of professional standards for their advancement and ongoing professional development based on the idea of lifelong learning. Since the pandemic began, it has been noticed that most teachers are unable to carry out their regular duties, especially those that are in line with the PPST's domains, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, community linkages and professional development.

The study of Hamouda and El-Tayeb (2015) investigated the professional development needs of in-service teachers, including their needs for subject matter knowledge, teaching strategies, assessment practices, and technology integration. The authors conclude that teachers' professional development needs are diverse and context specific and that professional development programs should be tailored to address the specific needs of teachers. The case study conducted by Abenoja and Santos (2019) examined the professional development needs of teachers in a rural school in the Philippines, including their need for training on technology integration, differentiated instruction, and assessment practices. The authors highlight the importance of providing relevant and context-specific professional development opportunities to teachers in rural areas. Another research investigated the professional development needs of teachers in the digital age, including their need for training on educational technology and digital literacy. The authors argue that addressing these needs is critical to preparing teachers to effectively integrate technology into their teaching practice (Alfonso et al., 2020). Lastly, a study explored the perceived professional development needs of English language teachers in the Philippines, including their needs for language proficiency, pedagogical knowledge, and classroom management skills. The authors argue that addressing teachers' professional development needs is critical to improving the quality of English language education in the country (Montes & Dacuyan, 2017).

According to Gyurko, MacCormack, Bless, & Jodl (2016), teachers must engage in professional development in the age of accountability to establish strategies and procedures for coping with the vast range of educational achievement, technological proficiency, and age variations they confront with their students. Teaching approaches may benefit from high-quality professional development opportunities to address these discrepancies. "The establishment and assessment of a faculty development program can contribute to the development of excellent teaching practices and enhance faculty competency in addressing the problems of educating students, which is in accordance with the premise of social-cognitive theory (Rowbatham, 2015). A common objective of faculty development is "assisting teachers in developing quality curricula using current and expanding teaching technologies" while also giving them opportunities to gain the expertise, efficacy, and knowledge necessary for student success. Understanding that a teacher's feeling of self-efficacy regarding classroom management, student engagement, and instructional tactics is essential for the following factors of student success—learning outcome attainment, student retention, and completion—is specific to this study. Various faculty development models aim to improve faculty comfort and skill, but it is unclear whether particular approaches were successful for teachers (Strickland-Davis et al., 2020). Consequently, this study aimed to ascertain whether professional development based on the social-cognitive theory had any impact, if any, on teachers' efficacy. The findings of this study may be helpful to administrators and faculty developers as they choose how to allocate resources and construct programs.

Objectives

This study aimed to determine the professional developmental needs of teachers in a district of a first-class municipality in Negros Occidental for the School Year 2022- 2023. Specifically, this study sought answers to the following objectives:

1. To determine the teachers' level of developmental needs in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, learning assessment, reporting and community linkages, and professional development.
2. To determine the teachers' level of developmental needs when grouped by age, educational attainment, and length of service.
3. To determine the significant difference in the teachers' level of developmental needs when grouped by the same demographic variable groupings above.

METHODS

This study employed a descriptive research design to determine the professional developmental needs of teachers. According to Siedlecki (2020), the descriptive research design is a deliberate study that carefully and methodically explains, observes, or confirms group elements obtained through quantifiable data, such as the connection between variables in their natural conditions. Despite the methodology's many applications, caution must be applied to data analysis. Several options are presented for data analysis, and significant topics are picked out for discussion. Practice implications of this popular research design (Curtis et al., 2016)

Respondents

This paper used stratified random sampling to determine the respondents, courtesy of the Cochran formula ($N=201$; $n=133$)

Research Instrument

A researcher-made survey questionnaire on professional developmental needs of teachers was utilized. Moreover, the instruments were based on the Results-Based Performance and Monitoring System – Philippine Professional Standards for Teachers (RPMS-PPST) There were two sections to the questionnaire. Part 1 contained queries on respondents' profiles such as age, length of service and educational attainment. Part 2 includes the questionnaire proper for teachers' developmental needs on their professional standards which is composed of 30 items. Five items were allocated for each PPST domains. A five-point Likert scale was used for the responses of the respondents.

The validity of the researcher-made instrument was determined through the Criteria set forth by Good and Scates. The instrument has undergone jury validation composed of five qualified jurors. All of them were all doctorate degree holders, two of them are public senior high school teachers and were designated as the school research coordinators, two college deans and one chief librarian from a known private higher education institution. The instrument has obtained the validity rating of 4.49 which is interpreted as very good. The reliability of the instruments used in this study was also secured by conducting a pilot test with 30 elementary public school teachers in the mentioned district. After the pre-test the data was organized and tested for reliability using Chronbach Alpha.

Data Collection

The data-gathering procedure for the study involved obtaining approval from the district supervisor and principals of participating schools, securing consent from teacher respondents, distributing survey tools, and collecting completed surveys in sealed envelopes without identifying teachers' names. The data was then tabulated using Microsoft Excel for analysis and interpretation.

Data Analysis

Objective 1 and 2 , which aimed to determine the teachers' level of developmental needs according to the different domains and when grouped according to their profile variables, used the descriptive analytical scheme and mean as statistical tools. Objective No. 3, which aimed to determine the difference in the teachers' level of developmental needs when grouped according to the variables above, used the comparative analytical scheme and Mann-Whitney U Test as statistical tools.

Ethical Consideration

The research study adhered to strict ethical guidelines to safeguard the respondents' safety, welfare, and confidentiality. Informed consent was obtained from all participants, and their data were anonymized and stored securely. Care was taken in data collection and processing, focusing on accuracy and reliability. Participants' health and safety were prioritized, and support services were provided if needed. The study received approval from an institutional review board or ethics committee, and any changes were subjected to ethical review and approval.

RESULTS/FINDINGS AND DISCUSSION

Teachers must get quality professional development to improve their abilities, subject knowledge, and teaching strategies. Designing focused and effective professional development programs for teachers requires determining their developmental requirements across various professional standards. This study aims to look at the degree to which teachers need to grow in several areas, such as topic knowledge and pedagogy, learning environment, diversity of learners, curriculum design, assessment, reporting, community connections, and professional development. Education professionals, school administrators, and lawmakers may learn a lot about the areas that require more help, resources, and training by evaluating the developmental needs of teachers. Understanding the unique developmental requirements of teachers enables the adoption of programs and interventions specifically designed to support the teaching profession's ongoing development.

Table 1. *Teachers' level of developmental needs in content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, reporting and community linkages, and professional development*

| Domains | Mean | Interpretation |
|---|------|-----------------|
| Content Knowledge and Pedagogy | 4.49 | High Level |
| Learning Environment | 4.60 | Very High Level |
| Diversity of Learners | 4.52 | Very High Level |
| Curriculum Planning | 4.56 | Very High Level |
| Assessment, Reporting, and Community Linkages | 4.58 | Very High Level |
| Professional Development | 4.57 | Very High Level |

Table 1 provides insights into teachers' level of developmental needs in various domains of professional standards. The study concludes that while teachers have a strong foundation in areas like content knowledge and pedagogy, there is significant room for growth, as indicated by the overall mean score of 4.49. Teachers also value creating a welcoming learning environment (mean score of 4.60), supporting diverse learner needs (mean score of 4.52), efficient curriculum planning (mean score of 4.56), effective assessment practices (mean score of 4.58), and professional development (mean score of 4.57). These findings emphasize the importance of targeted support and professional

development programs to enhance teachers' effectiveness and ultimately improve student outcomes. This finding is consistent with the research that highlights the importance of these abilities in enabling pupils to succeed in the twenty-first century workforce (OECD, 2018). Waters et al. (2010) state that a safe and secure learning environment is crucial for fostering pupil well-being, engagement, and academic performance. This finding is consistent with that study. Teachers may create an atmosphere supporting the best learning and emotional wellbeing by ensuring kids feel safe and protected.

According to Tomlinson and Eidson (2014), individualized and differentiated instruction is important for meeting pupils' varied learning needs. This finding is in line with that research. Teachers can design inclusive learning environments that encourage engagement, motivation, and academic success by considering and appreciating the unique traits of their pupils. This result is consistent with studies emphasizing the critical function of strong curriculum development in fostering pupil engagement, learning outcomes, and general teaching quality (Taber, 2015). This result is consistent with studies highlighting the value of formative evaluation and feedback in fostering pupil development and accomplishment (Hattie & Timperley, 2007). Teachers can help pupils realize their strengths and areas for development by giving useful feedback, ultimately improving their learning experience. According to studies (Bullough, 2015; Day et al., 2019), teachers' views, values, and professional identities have a significant role in determining their instructional methods and level of commitment to their field.

Table 2. Teachers' level developmental needs in the domain of content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, reporting and community linkages, and professional development when grouped according to age

| Domains | Younger | | Older | |
|---|-------------|-----------------------|-------------|-----------------------|
| | <i>mean</i> | <i>interpretation</i> | <i>mean</i> | <i>interpretation</i> |
| Content Knowledge and Pedagogy | 4.47 | High Level | 4.52 | Very High Level |
| Learning Environment | 4.53 | Very High Level | 4.68 | Very High Level |
| Diversity of Learners | 4.46 | High Level | 4.58 | Very High Level |
| Curriculum Planning | 4.48 | High Level | 4.65 | Very High Level |
| Assessment, Reporting, and Community Linkages | 4.51 | Very High Level | 4.66 | Very High Level |
| Professional Development | 4.50 | Very High Level | 4.65 | Very High Level |

Table 2 shows teachers' level of developmental needs in various domains of professional standards when grouped according to age. The collected means and interpretations for the teachers' professional standards level of developmental needs in the domain of content knowledge and pedagogy when grouped according to age. It can be inferred that at a very high level, the older age group had a higher overall mean of 4.52 than the overall mean of 4.47 of the younger age group at a high level. According to research, teachers' professional development requirements may change depending on the age and stage of their careers. The link between age and teachers' requirements for professional development is examined in a study by Day and Gu (2019). The study results reveal that older teachers frequently look for professional development options that emphasize improving their subject-matter expertise, teaching techniques, and curriculum and pedagogy adaptation. The teachers' level of developmental needs in the domain of learning environment, when grouped according to age, is studied. It gave us the information that, at a very high level, the older age group had a higher overall mean of 4.68 than the younger age group, which had 4.53. According to research, teachers' demands for developing an effective learning environment might change depending on their age. According to research by Hargreaves (2018), teachers' career phases and experiences significantly impact how they comprehend and use the principles of fostering a happy learning environment. According to the research, older teachers frequently have a wealth of

classroom experience that may help them create and sustain a supportive and stimulating learning environment for pupils.

The teachers' level of developmental needs in the domain of diversity of learners when grouped according to age. The older age group gave us a greater overall mean of 4.58 (very high level) than that of the lower age with a value of 4.46 (high level). The premise that teachers' developmental requirements in the area of a variety of learners might differ depending on their age is supported by research. According to Hattie, Masters, and Birch (2015), it is crucial for teachers to be culturally competent and able to accommodate a variety of pupil demographics. According to the research, as teachers age and acquire experience, they are better able to appreciate diversity and construct inclusive learning environments. The teachers' level of developmental needs in curriculum planning when grouped according to age. The older age group gave a higher overall mean of 4.65 (very high level) than the value of 4.48 (at a high level) of the younger group. The idea that curriculum planning demands for teachers might differ depending on their age and experience is supported by research. A research by Vavasasseur- Desperriers, Masciotra, and Jovanovic (2021) examines the difficulties early-career teachers encounter while developing lesson plans. It emphasizes the significance of specialized professional development to improve their abilities. The study underlines that for early-career teachers to effectively address the requirements of their pupils, they frequently lack experience and knowledge in curriculum design and pedagogical techniques. As a result, they need assistance and training.

The teachers' level of developmental needs in the domain of assessment, reporting, and community linkages when grouped according to age. It was shown that at a very high level, the older age group contained an overall mean of 4.66, higher than that of the younger age group with an overall mean of 4.51. The premise that teachers' developmental requirements in evaluation, reporting, and community connections might differ based on their age and experience is supported by research. To Fägerstam, Norqvist, and Rönnlund (2019), professional development for teachers is crucial for establishing efficient evaluation procedures and cultivating meaningful connections with pupils, families, and the larger community. The study emphasizes the necessity for teachers to have continual assistance and training to improve their abilities in these fields.

The teachers' level of developmental needs in the domain of professional development when grouped according to age. At a very high level, the overall mean of 4.65 of the older age group garnered a higher value than the overall mean of 4.50 of the younger age group. The premise that professional development is crucial for teachers' development and effectiveness in the classroom is supported by research. Desimone's (2015) study highlights the value of specialized professional development initiatives that cater to the requirements and objectives of teachers. The study emphasizes the need for teachers' career stage, past knowledge, and experiences to be included in effective professional development.

Table 3. Teachers' level of developmental needs in content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, reporting and community linkages, and professional development when grouped according to educational attainment

| Domains | Lower | | Higher | |
|--------------------------------------|-------|-----------------|--------|----------------|
| | mean | interpretation | mean | Interpretation |
| Content Knowledge and Pedagogy | 4.57 | Very High Level | 4.31 | High Level |
| Learning Environment | 4.69 | Very High Level | 4.39 | High Level |
| Diversity of Learners | 4.60 | Very High Level | 4.31 | High Level |
| Curriculum Planning | 4.65 | Very High Level | 4.36 | High Level |
| Assessment, Reporting, and Community | 4.67 | Very High Level | 4.37 | High Level |

Linkages

| | | | | |
|--------------------------|------|-----------------|------|------------|
| Professional Development | 4.65 | Very High Level | 4.38 | High Level |
|--------------------------|------|-----------------|------|------------|

Table 3 shows teachers' level of developmental needs in various domains of professional standards when grouped according to educational attainment. It considers the teachers' professional standards and level of developmental needs in content knowledge and pedagogy when grouped according to highest educational attainment. Those with lower educational attainment had a higher overall mean, 4.57, than the overall mean, 4.31, coming from those who achieved higher educational attainment. This implies that older teachers may need professional development opportunities to enhance their knowledge and skills and stay updated with the latest educational practices and pedagogical approaches. Teachers' level of developmental needs in the domain of learning environment when grouped according to highest educational attainment. At a very high level, the overall mean of 4.69 of lower educational attainment was higher than the overall average of 4.39, at a high level, of higher educational attainment.

The teachers' level of developmental needs in the domain of diversity of learners when grouped according to highest educational. The overall mean, 4.60, at a very high level, of the lower educational attainment group was higher than the overall average, 4.31, at a high level, of the higher educational attainment group. This implies that teachers with lower educational attainment may have a greater awareness of the diverse needs of learners and may require more support and professional development in addressing these needs effectively. The idea that teachers' educational backgrounds might impact their comprehension of and receptivity to various learners is supported by research. Ingersoll and Strong's (2018) study indicated that teachers with lower educational attainment frequently work in schools with larger numbers of children from disadvantaged origins and different learning needs. The study emphasizes the need to provide focused professional development and support for teachers in these environments to help them improve their capacity to address the requirements of different learners.

The teachers' level of developmental needs in curriculum planning when grouped according to highest educational attainment. Those with lower educational attainment scored a higher overall mean of 4.65, at a very high level, than the overall mean of 4.36 of those with higher educational attainment at a high level. The assumption that teachers' educational backgrounds might affect their proficiency in curriculum development is supported by research. According to research by Darling-Hammond et al. (2017), teachers' subject-matter knowledge and competence are crucial for developing curricula. It implies that programs for targeted professional development that concentrate on improving topic knowledge, curricular framework comprehension, and pedagogical techniques may benefit teachers with lower education levels. The teachers' level of developmental needs in the domain of assessment, reporting, and community linkages when grouped according to highest educational attainment. The group with lower educational attainment gave a higher overall mean of 4.67 than the value of 4.37 of the group with higher educational attainment. The idea that teachers' educational backgrounds might affect their prowess in evaluation, reporting, and community connections is supported by research. According to a Harris et al. (2015) study, teacher preparation programs are crucial for allowing educators to interact with various populations, successfully convey pupil progress, and forge cooperative relationships. The study emphasizes the necessity of chances for focused professional development to meet the requirements of teachers in these areas.

Teachers' level of developmental needs in the domain of professional development when grouped according to highest educational attainment. Those with lower educational attainment scored a higher overall mean of 4.65 than the overall mean of 4.38 of the higher educational attainment group. The idea that continual professional development is essential for strengthening

pupils' results and teachers' instructional methods is supported by research. The significance of tailored and ongoing professional development programs that address the unique requirements of teachers with various levels of academic attainment is stressed by research by Darling-Hammond et al. (2017). The study emphasizes the potential for professional development programs to promote teachers' ongoing development, particularly for those with less formal education.

Table 4. *Teachers' level of developmental needs in content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, reporting and community linkages, and professional development when grouped according to length of service*

| Domains | Shorter | | Longer | |
|---|---------|-----------------|--------|-----------------|
| | mean | interpretation | mean | Interpretation |
| Content Knowledge and Pedagogy | 4.42 | High Level | 4.57 | Very High Level |
| Learning Environment | 4.48 | High Level | 4.71 | Very High Level |
| Diversity of Learners | 4.46 | High Level | 4.57 | Very High Level |
| Curriculum Planning | 4.47 | High Level | 4.65 | Very High Level |
| Assessment, Reporting, and Community Linkages | 4.52 | Very High Level | 4.63 | Very High Level |
| Professional Development | 4.52 | Very High Level | 4.63 | Very High Level |

Table 4 shows teachers' level of developmental needs in various domains of professional standards when grouped according to length of service. The teachers' professional standards' level of developmental needs in content knowledge and pedagogy when grouped according to number of years in service. Those with longer service years had a higher overall mean of 4.57, at a very high level, than those with shorter years in service, having 4.42 at a high level. According to research, continuous professional development is important for teachers at all career levels. Ingersoll and Strong (2011) emphasized the value of offering experienced teachers specialized professional development opportunities to suit their unique requirements and promote their ongoing advancement. The study highlights how teachers' developmental needs may change as they acquire experience, necessitating customized training and assistance to fulfill their changing professional requirements.

The teachers' level of developmental needs in the domain of learning environment when grouped according to the number of years in service. Given a very high-level interpretation for longer years in service, the overall mean was 4.71, greater than the overall mean value of 4.48 for shorter years in service. According to research, more seasoned teachers frequently have a better degree of proficiency when establishing and sustaining a pleasant learning environment. According to research by Tschannen-Moran, Hoy, and Hoy (2018), more seasoned teachers were more likely to demonstrate greater levels of classroom management abilities, build receptive connections with pupils, and foster a learning environment. These elements are essential for developing a successful learning environment where pupils feel secure, inspired, and involved. According to the study, teachers who have been in the classroom for longer are more likely to have built up a repertoire of successful teaching strategies that can enhance pupils' learning.

The teachers' level of developmental needs in the domain of diversity of learners when grouped according to number of years in service. It was shown that those with longer years in service have a higher overall mean of 4.57 than the overall mean of 4.46 of those with shorter service years. In addition, Ruijs and Peetsma's (2017) research revealed that teachers with more experience can better modify their instructional strategies to fit the unique learning requirements of pupils with

a range of abilities. Longer-tenured teachers frequently have an extensive library of interventions and instructional tactics honed through years of classroom practice. They are more skilled at determining the strengths and limitations of each pupil and adapting their education to fit a variety of learning demands.

The teachers' level of developmental needs in the domain of curriculum planning when grouped according to number of years in service. The table showcased longer years in service having a higher overall mean, at a very high level, with a value of 4.65, than that of shorter years in service, with an overall mean of 4.47. According to research, seasoned teachers frequently exhibit greater skill in curriculum preparation. Gess-Newsome and Lederman (2016) conducted a study that highlights the value of teacher experience in curriculum development. They found that experienced teachers can better understand the connections between various subject areas and can create interdisciplinary curricula that support pupils' meaningful learning. These teachers are better at choosing and arranging teaching aids, customizing the curriculum to each pupil's requirements, and incorporating real-world scenarios into their lessons.

The teachers' level of developmental needs in the domain of assessment, reporting, and community linkages when grouped according to a number of years in service. It gave a higher overall mean of 4.63 from longer years in service than the overall mean of 4.52 from shorter service years at a very high level. According to research, teachers' experience is vital in helping them become knowledgeable about evaluation and community connections. Experienced teachers have an improved understanding of assessment principles and techniques, such as using various assessment methods, interpreting assessment data, and the application of assessment results to guide instructional decision-making, according to a study by Brookhart (2015). These educators are better at creating accurate and valid assessment activities, giving pupils helpful feedback, and using assessment results to inform their teaching strategies.

Teachers' level of developmental needs in professional development when grouped according to number of years in service. Given is the overall mean of 4.63 for longer years in service, at a very high level, which was greater than the total mean of 4.52 for shorter service years, also at a very high level. Research supports the idea that experienced teachers are more likely to engage in professional development activities and demonstrate a commitment to lifelong learning. According to a study by Darling-Hammond, Hylar, and Gardner (2017), experienced teachers are more likely to participate in professional development programs and seek opportunities for growth and improvement. These teachers understand the value of staying current with research and best practices in education and actively seek professional learning experiences that align with their needs and interests.

Table 5. *Comparative analysis of teachers' level of developmental needs in content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, reporting and community linkages, and professional development when grouped according to age, educational attainment, and length of service*

| | Age | Highest Educational Attainment | Length of Service |
|--------------------------------|------------------|--------------------------------|------------------------|
| | <i>p – value</i> | <i>interpretati on</i> | <i>sig. level</i> |
| | | <i>p – value</i> | <i>interpretati on</i> |
| | | | <i>sig. level</i> |
| | | | <i>interpretati on</i> |
| | | | <i>sig. level</i> |
| | | | <i>interpretati on</i> |
| Content Knowledge and Pedagogy | 0.685 | Not Significant | 0.064 |
| | | | Not Significant |
| | | | 0.172 |
| | | | Not Significant |



| | | | | | | |
|---|-------|-----------------|-------|-----------------|-------|-----------------|
| Learning Environment | 0.096 | Not Significant | 0.047 | Significant | 0.010 | Significant |
| | | | | 0.05 | | |
| Diversity of Learners | 0.269 | Not Significant | 0.042 | Significant | 0.164 | Not Significant |
| Curriculum Planning | 0.112 | Not Significant | 0.032 | Significant | 0.014 | Significant |
| Assessment, Reporting, and Community Linkages | 0.283 | Not Significant | 0.081 | Not Significant | 0.199 | Not Significant |
| Professional Development | 0.167 | Not Significant | 0.158 | Not Significant | 0.100 | Not Significant |

Table 5 summarizes the results of the comparative analysis of teachers' level of developmental needs based on six constructs and three demographic variable groupings. At the onset, this paper found no significant difference in content knowledge and pedagogy when respondents were grouped by age, educational attainment, and length of service. The troika of learning environment, diversity of learners, and curriculum planning had identical results: Not significant in age and length of service, but all significant in educational attainment. Finally, the ensuing analysis on the assessment and reporting, and professional development all showed no significant difference in the level of teachers' professional developmental needs based on three demographic groupings by age, education, and length of service.

CONCLUSION AND RECOMMENDATION

In general, this paper found that teachers have varying developmental needs across different professional standards domains, with high needs in areas like learning environment, diversity of learners, curriculum planning, assessment and reporting, and professional development. Older teachers generally have higher developmental needs in all domains than younger teachers, who show high needs in specific areas like learning environment, assessment and reporting, and professional development. These findings underscore the importance of targeted support and professional development programs tailored to address the specific needs of different teacher groups. This result calls for various stakeholders in the education sector to improve teachers' professional development and enhance the learning environment for students. These include targeted assistance and resources for new teachers, thorough curricular frameworks aligned with professional standards, and opportunities for professional development. School heads should prioritize teachers' professional development. Teachers are encouraged to actively participate in their professional development, and schools should focus on establishing inclusive and stimulating learning environments. The researcher is advised to share the study's findings and engage with stakeholders to implement them effectively. Future research should explore additional factors affecting teachers' professional standards.

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