

Assessment and Evaluation of Teachers' Performance and Professional Development

James R. Ammasi

Divine Word College of Laoag, Laoag City, 2900 Ilocos Norte, Philippines

Author Email: jamesrammasi01@gmail.com

Date received: September 4, 2024

Date revised: September 29, 2024

Date accepted: October 10, 2024

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Ammasi, J.R. (2024). Assessment and evaluation of teachers' performance and professional development. *Journal of Interdisciplinary Perspectives*, 2(11), 290-303. <https://doi.org/10.69569/jip.2024.0493>

Abstract. Teacher performance is critical for student academic success, yet many teachers still need additional support to develop their professional competencies fully. This study aimed to address this gap by developing a targeted professional development program for teachers designed to enhance teacher performance. Using a research and development (R&D) design, the study involved 352 teachers from three divisions in Ilocos Norte, selected through Slovin's formula and stratified proportionate random sampling. Additionally, 21 teachers and 3 professional development program implementers participated in focus group discussions, while 8 experts validated the program's content. Data were gathered using teacher performance rating forms, interview guides, and content validation instruments and were analyzed through mean scores and thematic analysis. Findings revealed that while teachers generally perform satisfactorily according to professional standards, there is still room for growth. Teachers expressed that participating in more research-based and needs-driven professional development programs would help them further enhance their skills. Based on these findings, experts developed and validated a program as highly suitable for implementation. It is recommended that the program be adopted widely to improve teacher performance and support continuous professional growth.

Keywords: Education improvement; Professional development; Professional standards; Teacher performance; Teacher quality.

1.0 Introduction

Education plays a transformative role in individuals' lives, acting as a powerful catalyst for societal progress by promoting better health outcomes, economic stability, and sustainable growth. Central to this endeavor are teachers, who serve as key agents in delivering quality education. Their effectiveness is directly linked to their knowledge, skills, and ongoing professional development. The evolving educational landscape demands that teachers not only possess foundational competencies but also continually update and refine their abilities to meet the changing needs of students. This is particularly significant given that professional development (PD) has been recognized as a critical factor in improving teacher performance and student achievement (Postholm, 2018; Bates & Morgan, 2018). However, the structures that support teacher PD remain inconsistent across global contexts, often failing to meet quality standards and leaving critical gaps in teacher preparedness (World Bank, 2016).

Research consistently highlights the importance of teacher professional development. Gepilla (2020) emphasizes that teachers are pivotal to national development, suggesting that the success of educational systems hinges on

teachers' professional competencies. Similarly, Postholm (2018) underscores the role of PD in driving changes in classroom practice and enhancing student outcomes, while Bates and Morgan (2018) argue that teaching as a profession requires an ongoing commitment to growth and learning. Despite these widely acknowledged benefits, many countries, particularly those in developing regions, struggle to implement effective PD programs that meet the needs of teachers and schools (OECD, 2019). The disparity between the importance of PD and the quality of its delivery highlights a significant gap in the educational ecosystem, which many initiatives have sought to address.

One major factor complicating effective PD delivery is the rapid shift in educational paradigms brought about by the COVID-19 pandemic. This unprecedented global event forced a transition to online and blended learning, catching many education systems unprepared (Schleicher, 2020). In the Asia-Pacific region, UNESCO (2021) reports that most countries quickly adapted by providing teachers with new training for remote learning platforms, but significant gaps in digital competencies remained. In the Philippines, the Department of Education (DepEd) responded by launching several reform initiatives, such as DepEd Order No. 11 (2019), which aimed to streamline and enhance the professional development of teachers through the transformation of the National Educators Academy of the Philippines (NEAP). These reforms introduced a more coherent and structured approach to PD, addressing issues such as training programs' fragmented and inconsistent delivery.

While these national and international efforts reflect a growing recognition of the importance of PD, barriers persist. The 2018 Teaching and Learning International Survey (TALIS) reveals that teachers frequently face challenges such as inadequate time, resources, and institutional support, limiting the effectiveness of PD initiatives (OECD, 2019). The pandemic further highlighted these limitations, as many teachers struggled to adapt to online and blended learning modalities due to insufficient training (Schleicher, 2020). This situation has been particularly apparent in the Philippines, where the sudden shift to remote learning exposed the need for targeted PD programs focusing on digital teaching skills and managing diverse learners.

In response to these challenges, this study addresses a critical gap in the literature: the need for a well-structured, context-specific PD program that prepares teachers for the realities of blended and online learning. Previous research has highlighted the importance of PD for enhancing teacher effectiveness. However, few studies have explored how PD programs can be tailored to address the specific challenges posed by new teaching modalities in the post-pandemic era. This gap is particularly pronounced in rural and provincial education systems, such as those in the Philippines, where resources and institutional support are often limited.

This study aims to develop a professional development program based on baseline data from teachers' experiences in blended learning environments in the province of Ilocos Norte. By focusing on teachers' needs in managing diverse learners and navigating new teaching platforms, this research aims to contribute to the ongoing efforts to improve teacher quality and educational outcomes. The significance of this study lies in its potential to provide insights into how PD programs can be designed to address specific, contextual challenges in a way that promotes both teacher growth and student success in the evolving educational landscape.

2.0 Methodology

2.1 Research Design

This study utilized a Research and Development (R&D) methodology, which Chan (2018) defines as a systematic process for creating and validating instructional materials, educational resources, or professional development programs. The R&D design was deemed suitable for this research, as its primary objective was to develop a Professional Development Program (PDP) for teachers in three divisions within the province of Ilocos Norte. The development process followed three key phases: (1) Planning, (2) Development, and (3) Validation.

Planning Stage

The planning phase began with a comprehensive needs assessment conducted through document analysis to determine elementary school teachers' proficiency in key performance areas, including content knowledge and pedagogy, learner diversity, assessment and reporting, curriculum planning, community engagement, and professional development. Additionally, focus group discussions (FGDs) were conducted to evaluate the status of existing professional development programs (PDPs) within the region, as implemented by the Department of

Education (DepEd). During this stage, an inventory of available PDPs from the three divisions of Ilocos Norte was compiled to identify gaps and opportunities for improvement.

Development Stage

In this phase, the findings from the needs assessment were synthesized to inform the design and creation of the proposed PDP. Insights from education experts were solicited to ensure that the program effectively addressed the identified gaps in teacher performance and aligned with best practices in educational development. The researcher strictly adhered to the regulatory standards set by the National Educators Academy of the Philippines (NEAP) and DepEd to ensure that the PDP met national quality benchmarks for teacher training programs.

Validation Stage

The final stage involved a panel of experts validating the developed PDP's content utilizing a validation rating scale adapted from Tumaneng (2022). The experts' feedback was systematically incorporated, and revisions were made accordingly. Afterward, the finalized version of the PDP was produced for future implementation.

2.2 Research Participants

The study was conducted across three divisions in Ilocos Norte: the Schools Division of Ilocos Norte, the Schools Division of Laoag City, and the Schools Division of the City of Batac. The participants included teachers from Teacher I to Teacher III levels. Slovin's Formula determined a representative sample size of 352 teachers (12.10% of the total teacher population). Stratified proportionate random sampling was employed to ensure the sample accurately reflected the population across divisions and teaching ranks. Stratification allowed for the categorization of participants according to shared attributes such as division and professional rank, enhancing the representativeness and reliability of the findings.

2.3 Research Instruments

Data was collected using Three primary instruments: the Individual Performance Commitment and Review Form (IPCRF), an interview guide, and a validation rating scale.

IPCRF Rating

Teacher performance data were obtained through documentary analysis of the IPCRF for 2020-2021. The IPCRF evaluates teacher performance holistically across various career stages, focusing on key result areas (KRAs) that align with national teaching standards. The KRAs include indicators related to the quality of teaching, professional growth, and contributions to the school community.

Interview Guide

During FGDs with teacher participants, a semi-structured interview guide, adopted from Tumaneng (2020), was employed. The guide included prompts to elicit in-depth responses regarding teachers' experiences with the existing PDPs. Additionally, Human Resource Development focal persons from each division were interviewed to assess various aspects of PDP implementation, including program management, content delivery, training support, and overall program effectiveness.

Validation Rating Scale

The newly developed PDP was validated using a rating scale adapted from Tumaneng (2022). The tool evaluated the program's alignment with national professional standards for teachers and school leaders, responsiveness to identified teacher needs, and potential for fostering innovation and dynamic classroom practices.

2.4 Data Gathering Procedure

To ensure the smooth conduct of the research, official permissions were first sought from the respective Schools Division Superintendents of Ilocos Norte, Laoag City, and the City of Batac. Subsequently, school heads within the designated districts were approached to gain access to the relevant documents, including teachers' IPCRF records. Following document collection, FGDs were conducted with teacher respondents to explore their perceptions of their professional development needs and to gather qualitative insights into their performance. Additionally, interviews with Human Resource Development focal persons provided evaluative data on the existing PDPs in each division.

2.5 Data Analysis

Data analysis involved both quantitative and qualitative techniques. Teachers' performance across the key result areas identified in the IPCRF was quantitatively analyzed using descriptive statistics, specifically calculating means. A predetermined range of means and corresponding qualitative interpretations from the IPCRF document were used to classify the respondents' performance levels. Thematic analysis was employed to analyze qualitative data gathered from FGDs and interviews. This method allowed for identifying recurring themes and patterns in participants' responses. The researcher used inductive and deductive coding techniques to categorize narrative data into themes related to professional development needs and program implementation. This systematic approach facilitated a deeper understanding of the professional challenges faced by teachers and the potential impact of the PDP on teacher performance. The findings were then synthesized to inform the development of the PDP.

2.6 Ethical Considerations

The study strictly adhered to ethical research standards, ensuring that all data collected from participants were treated with confidentiality and respect. Informed consent was obtained from all participants prior to data collection. The respondents' identities and the specifics of their professional evaluations were anonymized to maintain privacy. All data were securely stored and used exclusively for this research. The professional development program was developed after analyzing the data gathered from FGDs and IPCRF assessments.

3.0 Results and Discussion

3.1 Performance of Teachers

The teachers' performance levels were determined across four domains: content knowledge and pedagogy; diversity of learners and assessment and reporting; curriculum and planning; community linkages and professional engagement; and personal growth and professional development. The results are shown in Tables 1 to 5.

Content Knowledge and Pedagogy

This domain recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of applying theories and principles of teaching and learning. It encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research (DepEd, 2009). Table 1 presents teachers' performance levels along with content knowledge and pedagogy. The results show that teachers' performance in this domain is outstanding based on the composite mean of 4.505.

Table 1. Descriptives of the performance of teachers in terms of content knowledge and pedagogy (n=352)

Indicators	Teacher I		Teacher II		Teacher III		Mean Across	DI
	Mean	DI	Mean	DI	Mean	DI		
1. Applied knowledge of content within and across curriculum teaching areas.	4.532	O	4.50	O	4.756	O	4.596	O
2. Ensured the positive use of ICT to facilitate the teaching and learning process.	4.450	VS	4.522	O	4.482	VS	4.485	VS
3. Applied various teaching strategies to develop critical and creative thinking and other higher-order thinking skills.	4.349	VS	4.554	O	4.404	VS	4.436	VS
Composite Mean	4.444	VS	4.525	O	4.547	O	4.505	O

Note: 4.500-5.000 Outstanding (O), 3.500-4.499 Very Satisfactory (VS), 2.500-3.499 Satisfactory (S), 1.500-2.499 Unsatisfactory (US), 1.000- 1.499 Poor (P)

The results suggest that the teachers are excellent and meet expectations for using appropriate and meaningful pedagogy based on content knowledge in all curriculum areas. It also implies that the teachers have the necessary knowledge and skills to assist students in learning effectively. The results of this research corroborate Natividad's (2018) findings that teachers have comprehensive content knowledge and can build content-pedagogy links. According to him, master teachers promote learning by applying accurate content knowledge, proper instructional strategies, technologies, and resources, thereby improving the learners' learning performance.

Diversity of Learners and Assessment and Reporting

This domain highlights the role of teachers in providing learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. This centers on creating a learning-focused environment where teachers efficiently manage learner behavior in physical and virtual spaces. Another component of this domain relates to processes associated with various assessment tools and strategies teachers use in monitoring, evaluating, documenting, and reporting learners' needs, progress, and achievement. It is concerned with using assessment data in various ways to inform and enhance the teaching and learning process and programs. As shown in Table 2, the teachers' performance in this domain is very satisfactory, based on the mean across rating of 4.383. The findings imply that teachers can establish and manage a learning environment that considers the diverse needs of the learners, such that appropriate learning resources are utilized and that the activities employed are challenging and stimulating.

Table 2. Descriptives of the performance of teachers in terms of diversity of learners' assessment and reporting (n=352)

Indicators	Teacher I		Teacher II		Teacher III		Mean Across	DI
	Mean	DI	Mean	DI	Mean	DI		
1. Established a learner-centered culture using teaching strategies that respond to their linguistic, cultural, socioeconomic, and religious backgrounds.	4.277	VS	4.522	O	4.284	VS	4.361	VS
2. Established a learner-centered culture using teaching strategies that respond to their linguistic, cultural, socioeconomic, and religious backgrounds.	4.277	VS	4.522	O	4.284	VS	4.361	VS
3. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance.	4.323	VS	4.228	VS	4.280	VS	4.277	VS
Composite Mean	4.370	VS	4.422	VS	4.357	VS	4.383	VS

The findings corroborated Natividad's (2018) contention that teachers have sufficient knowledge of learners' prime considerations and an understanding and application of various classroom measures to address learners' diversity.

Curriculum and Planning

This domain addresses teachers' knowledge of and interaction with the national and local curriculum requirements. It encompasses their ability to translate curriculum content into learning activities relevant to learners and based on effective teaching and learning principles. It expects teachers to apply their professional knowledge to plan and design well-structured and sequenced lessons, individually or in collaboration with colleagues. Table 3 reveals the mean across ratings on the level of performance of the teachers along with curriculum and planning. The table shows that the teachers' performance in this domain is outstanding based on the mean across ratings of 4.550. The findings imply that teachers possess the desired knowledge and skills in designing and implementing learning experiences anchored on the needs of the learners, considering all the essential factors that contribute to effective curriculum and planning. The findings corroborate the study of Nogueira et al. (2020) that a teacher is successful if he can achieve the established goals and assign work by educational goals when the teacher is well-versed in curriculum planning and implementation.

Table 3. Descriptives of the performance of teachers in terms of curriculum and planning (n=352)

Indicators	Teacher I		Teacher II		Teacher III		Mean Across	DI
	Mean	DI	Mean	DI	Mean	DI		
1. Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.534	O	4.587	O	4.612	O	4.578	O
2. Set achievable and appropriate learning outcomes aligned with learning competencies.	4.409	VS	4.576	O	4.580	O	4.522	O
Composite Mean	4.472	VS	4.582	O	4.596	O	4.550	O

Community Linkages and Professional Engagement, and Personal Growth & Professional Development

This domain affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment and the community's engagement in the educational process. It expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. Likewise, the focus on this domain is the teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of

teaching, such as a caring attitude, respect, and integrity. It recognizes the importance of teachers assuming responsibility for personal growth and professional development for lifelong learning.

As shown in Table 4, based on the mean across rating of 4.391, the teachers' performance in this area was assessed as very satisfactory. The findings suggest that the teacher-respondents manifest a level of readiness and openness to professional engagements where they share and learn, thereby taking advantage of opportunities to grow continuously in their profession. Moreover, Gepila (2020) cited that teachers consider themselves highly proficient in upholding the dignity and integrity of the teaching profession and articulating an appropriate teaching philosophy. However, they find it hard to adopt professional reflection to improve learning. Hence, career development initiatives may have to be provided to provide teachers with opportunities for sustained professional and personal growth.

Table 4. Descriptives of the performance of teachers in terms of community linkages and professional engagement, and personal growth and professional development (n=352)

Indicators	Teacher I		Teacher II		Teacher III		Mean Across	DI
	Mean	DI	Mean	DI	Mean	DI		
1. Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process.	4.409	VS	4.446	VS	4.439	VS	4.431	VS
2. Participated in professional networks to share knowledge and enhance practice.	4.709	O	4.370	VS	4.428	VS	4.502	O
3. Develop a personal improvement plan based on reflection of one's practice and ongoing professional learning.	4.218	VS	4.188	VS	4.310	VS	4.239	VS
Composite Mean	4.445	VS	4.335	VS	4.392	VS	4.391	VS

Summary of Performance of Teachers

Table 5 summarizes the overall composite mean ratings on teachers' performance levels and the PPST domains: Content Knowledge and pedagogy, Diversity of Learners and Assessment and reporting, Curriculum and Planning, Community Linkages and professional Engagement, and Personal Growth and Professional Development.

Table 5. Descriptives of the performance of teachers (n=352)

Indicators	Teacher I		Teacher II		Teacher III		Overall Mean	DI
	Mean	DI	Mean	DI	Mean	DI		
1. Content Knowledge and Pedagogy	4.444	VS	4.525	O	4.547	O	4.505	O
2. Diversity of Learners & Assessment and Reporting	4.370	VS	4.422	VS	4.357	VS	4.383	VS
3. Curriculum and Planning	4.472	VS	4.582	O	4.596	O	4.550	O
4. Community Linkages & Professional Engagement & Personal Growth & Professional Development	4.445	VS	4.335	VS	4.392	VS	4.391	VS
Overall Mean	4.433	VS	4.466	VS	4.473	VS	4.457	VS

As reflected in the summary table, the teachers' performance may be very satisfactory based on the overall mean of 4.457, considering all the domains together. The highest overall composite mean ratings were obtained in content knowledge and pedagogy and the domain of curriculum and planning, with overall composite mean ratings of 4.505 and 4.550, respectively, which denotes that overall, teachers' performance is outstanding. This implies that the teachers are already experts in these areas of concern and can utilize their expertise by giving appropriate and relevant instructions to learners.

In contrast, the domain diversity of learners and assessment and reporting, with an overall composite rating of 4.383, and community links, professional engagement, and personal growth and development, with an overall composite rating of 4.391, received the lowest overall composite mean ratings, indicating that the performance of teachers is very satisfactory. The finding implies that the teachers have not yet realized their full potential in these areas. Teachers can only be of significant assistance to learners if they possess the required skills for teaching and learning processes.

The overall performance of the three groups of teacher-respondents is rated as very satisfactory, with the Teacher III designees obtaining the highest overall composite mean rating of 4.473. The results suggest areas that need attention to ensure that teachers continue to enhance themselves professionally but more so personally. According

to Gepila (2020), teachers may be professionally independent in applying skills essential to the teaching and learning process. However, continued personal and institutional efforts are strongly encouraged to assist teachers in enhancing their competence in the profession and, ultimately, in the community. Thus, the design and implementation of an appropriate teacher development program are geared toward enabling teachers to perform more effectively in their roles, particularly in providing optimum support to learners to achieve high learning standards.

3.2 Teachers' Existing Professional Development Programs

This section presents the results of the focus group discussion on the existing professional development programs provided by the three school divisions in the province of Ilocos. Tables 6 to 8 present the different professional development programs implemented by the three (3) school divisions in the province of Ilocos Norte attended by teachers in 2020–2021, clustered according to the different domains of the Philippine Professional Standards for Teachers (PPST), the national framework for all learning and development programs.

PDPs Provided by SDO Laoag City

Table 6 revealed that the Schools Division of Laoag City focused on the enhancement program for teachers along the domains of Content Knowledge and pedagogy and Diversity of Learners and assessment and Reporting, which had the same number of implemented PDPs during the school year 2020–2021. This implies that teachers needed more upskilling programs during the pandemic for instructional methodologies, assessments, mastery of contents, and dealing with diverse learners. It was also revealed that domains on curriculum and planning, community links, professional engagement, personal growth, and professional development received fewer PDPs being implemented in the division. This goes with the idea that training in the personal and professional domains, likewise curriculum and planning, was not that much amplified since one of the priorities of all schools during the pandemic was delivering content through distance learning.

Table 6. Professional development programs attended by the teachers provided by SDO Laoag City

PPST Domains			
Content Knowledge & Pedagogy	Diversity of Learners & Assessment and Reporting	Curriculum & Planning	Community Linkages & Professional Engagement & Personal Growth & Professional Development
Capability Building Program for SDO Laoag City (Phase 3, Batch 1)	Workshop on National School Building Inventory (NSBI) System SY 2019-2020	Orientation on the Policy Guidelines on the Implementation of Homeroom Guidance	Teachers Orientation and Life Coaching Seminar On "The Value of Hard Work And Discipline"
Empowering Educators for Effective Teaching in the New Normal	Compassionate Discipline in Everyday Teaching	Exploring Self-paced Course and Learning Paths through Microsoft Education Center	
SDG In Education Innovations: Teaching and Learning During Covid-19 Pandemic	Orientation on DepEd's Learning Portal for School LRMS Coordinators	Surfing the 5Cs with Future Ready Skills and Wakelet	
Webinar on Teaching Students to Understand Text with Close Reading Batch	Trans-FORM your Assessment Practices: Creating Authentic Assessment through Microsoft Forms		
Boosting Student Engagement through FLIPGRID	Elevated Virtual Benchmarking Activity: A Classroom tour to a Microsoft Showcase School, Kamla Nehru Public School, India.		

PDPs Provided by SDO City of Batac

In Table 7, it was revealed that the SDO of the City of Batac offered PDPs that were grounded in all four PPST domains. Based on the data, there was a fair distribution of PDPs across all four domains. This signifies that the SDO City of Batac has devised a strategy to meet the requirements of teachers across all four PPST domains, notwithstanding the continued presence of COVID-19 in the 2020–2021 school year. Thus, it is important to prioritize the growth of all teachers, no matter the circumstances, since such growth can enhance teaching and increase student achievement.

Table 7. Professional development programs attended by the teachers provided by SDO City of Batac

Content Knowledge & Pedagogy	PPST Domains		
	Diversity of Learners & Assessment and Reporting	Curriculum & Planning	Community Linkages & Professional Engagement & Personal Growth & Professional Development
Training on Early Language Literacy and Numeracy/ Blended Learning Modality for TPD: Rollout of ELLN Digital AND Training on Literacy Instruction	Empowering Inclusive Education Implementers in the New Normal Focusing on Special Education	Training-Workshop on Basic Digital Illustration	Webinar on Wellness Program
Webinar Series on Literacy Instruction	Webinar on Empowering Teachers, School Heads, and Supervisors in the New Century cum Educators' Day	Online Orientation on the Requirements and Procedures in the Application, Processing, and Issuance of Special Patents for Public School Sites	Strengthening School-Based Management in the Schools Division of the City of Batac
Online Training-Workshop on Design Thinking in K-12 Science and Mathematics Teaching	Webinar on PAMANA: Pagpapahalaga sa Mayamang Nakaraan	Orientation-Workshop on the Updated Guidelines on the Quality Assurance of Learning Resources	Webinar on Career Guidance
	Empowering Inclusive Education Implementers in the New Normal Focusing on Special Education	Webinar on Cultural Mapping and Development of Culture-based Lesson Exemplars	Enhancement Course for the Training of Trainers-School (SCFS) on Biodiversity, Climate Change, and Nutrition thru Sustainable Vegetable Production

PDPs Provided in SDO Ilocos Norte

The Schools Division of Ilocos Norte is also devoted to raising its teachers' competence. The professional development programs they offer teachers are key to ensuring that excellent education is given to students in the province. According to Table 8, the PDPs were assigned to each of the four domains in about the same proportion as in the SDO Ilocos Norte's implementation. This indicated that the division conformed to treating all domains equally and having them confer equal beneficial impacts on the learners.

Table 8. Professional development programs attended by the teachers provided by SDO Ilocos Norte

Content Knowledge & Pedagogy	PPST Domains		
	Diversity of Learners & Assessment and Reporting	Curriculum & Planning	Community Linkages & Professional Engagement & Personal Growth & Professional Development
Early Language Teaching in Kindergarten	Virtual Division Training on Reskilling in Test Construction in the New Normal	Webinar on Video Editing	2021 Sukisok: SDOIN's Virtual Research Forum
Pagsasanay sa Pagpapayaman ng Kaalaman sa Filipino	Division Training-Workshop on Contextualization / Indigenization of ADM- Self Learning Modules for IPed School	Capacity Building Activity of Quality Assurance Teams	Division Orientation on Results-Based Performance Management System (Rpms) For School Year 2021-2022
Pedagogical Upskilling of Teachers in the Kindergarten Play-based Curriculum	Division Training-Workshop on Contextualization / Indigenization of ADM- Self Learning Modules for IPed Schools	Division Training Workshop on Scriptwriting and Development of Documentaries and Educational Videos for IP Learners	

These professional development programs provided learning environments in which teachers obtained more information and abilities and enhanced their proficiency to improve performance during COVID-19. Moreover, at the height of the crisis, it was difficult for education and training providers to comply with physical distance restrictions to prevent the spread of COVID-19 and move to distance learning. Even though the delivery of PDPs was hindered, the four domains—Content Knowledge and pedagogy, Diversity of Learners, Assessment and reporting, Curriculum and Planning, Community Linkages and professional Engagement, and Personal Growth and Professional Development—adopted in this study to address the challenges posed by the pandemic were evenly distributed.

3.3 Assessment of Teachers of the Professional Development Programs Provided

To assess the implementation of the PDPs, participants for the focus group discussions included 21 teachers purposively chosen by the researcher based on performance and the number of PDPs attended in the division. Those with very satisfactory performance and who have attended at least five of the PDPs given by the division were considered. Moreover, the three Human Resource Development (HRD) focal persons of the three divisions were asked to give their insights on implementing the PDPs.

Significant Learnings Gained by the Teachers

Through the various professional development programs, teachers are provided learning opportunities to retool, upskill, and keep updated with trends and innovations in the teaching field. Through the different courses, teachers can be refreshed with the needed competencies and acquire new knowledge and skills, enhancing themselves professionally and personally. Table 9 presents the revelations of the teachers culled from the focus group discussion conducted with them regarding the valuable lessons they learned from the professional development programs they went through. These significant learnings include enhancing professional competence or professionalism, mental and emotional management, thinking skills, online or remote teaching-learning approaches, platforms and techniques, and research skills.

Table 9. Significant learnings of teachers from the professional development programs

Emerg ed themes	Codes	Responses
Enhancing Professionalism	Flexibility in handling responsibility	"These programs have brought me to a higher level of professionalism in a way that taught me to be more flexible in handling responsibilities as a teacher, colleague, and leader. I became more become more logical in identifying my needs in the field of teaching." - Respondent 1
	Growing professionally	"The different programs helped me to grow professionally despite our current situation. I became more innovative and helped me to love my job even more." - Respondent 2
	Perform better in my profession	"I was given information and knowledge that increased my abilities and skills to perform better in my profession." - Respondent 3
Mental and Emotional Management	Coping with mental and emotional health	"With the PDP on mental and emotional management, I learned different ways how to be in control of my mental and emotional health." - Respondent 4
	Controlling mental and emotional well-being	"The PDP in mental and emotional management helped me to be more in control of my mental and emotional well-being". - Respondent 5
Thinking Skills	Engagement in various kinds of thinking	"Learning to engage in various kinds of thinking (critical, creative, practical)." - Respondent 6
	Different strategies and techniques used during the pandemic distance learning delivery modalities	"I learned different strategies and techniques for teaching and especially the different platforms and approaches being used in teaching during this pandemic." - Respondent 9
Teaching-Learning Approaches in the New Normal		"Proper implementation and management of distance learning delivery modalities consistent with policies under the BE-LCP, SLMs development in the new normal." - Respondent 7
	Use of various applications that could help them in this time of pandemic	"Addressing the needs of learners for new learning ventures, such as the use of various applications that could help them in this time of the pandemic, I learned lots of new ways to teach, like the use of quizzes, Google Classroom, and the like." - Respondent 8
	Conducting synchronous learning and virtual meetings	"I learned a lot from the tools for the new normal classroom, which can be of help while conducting synchronous learning and virtual meetings." - Respondent 10
Research Skills	Proper ways of conducting research	"Being refreshed on the proper ways of conducting research." - Respondent 8
	Writing each part of the research proposal	"Guidelines and rules to follow in writing each part of the research proposal." - Respondent 12

Enhancing professionalism. The teacher-respondents revealed that they gained much knowledge, which enabled them to enhance their professionalism. With the opportunity from their participation in PDPs, the teachers stated that they performed their roles more effectively and efficiently and became more committed to their tasks as teachers. The teachers likewise claim that the professional development programs successfully provided them opportunities to grow professionally and personally.

Mental and emotional management. The global pandemic has brought enormous challenges to teachers, especially in terms of facilitating learning with the constraints brought about by the health protocol. In particular, the teachers were affected mentally and emotionally because of the stressful situation. In this regard, the implemented professional development programs provided the teachers with the capabilities to manage the mental and emotional stressors and their well-being in general.

Thinking skills. As education in different countries across the globe, including the Philippines, took a major shift because of the pandemic, teachers needed to gain new skills or improve their different skills. With the help of professional development programs, teachers were equipped with the skills they needed to be critical, creative, and practical. Being able to think critically and learn the art of analyzing and evaluating is important in attaining their goals and objectives for the sake of their learners. With creative thinking, teachers can develop alternate or innovative methods or strategies in instruction. In contrast, with practical thinking, they can be “street-smart,” considering ways to adapt or change the environment to fit one, like conducting lessons to suit current needs or situations.

Teaching-Learning Approaches in the New Normal. To cope with the changes in education during the pandemic and the so-called New Normal, with restrictions slowly being eased, the delivery of learning transformed from real-time face-to-face to online or remote, modular, and then back to the usual face-to-face again. Along with this aspect, teachers cited several other valuable learnings from the professional development programs that equipped them with skills to cope with the transformations in distance learning delivery. These skills include facilitating online lessons and using online platforms, applications, or modalities for effective distance learning, which was implemented not to compromise the safety and health of the learners.

Research skills. Teachers have been increasingly encouraged to research and develop relevant learning materials, innovative teaching modalities, design learning interventions, and many more, all intended to address the learners’ needs and ensure optimum learning outcomes. Because of the professional development programs, the teachers have learned the rudiments of conducting research, which is essential for their professional growth. According to Cutler et al. (2022), Research is key to being a curious and effective professional. Research can play an important role in supporting teachers in identifying and understanding practice problems, advocating for change, and demonstrating their impact in the classroom.

Impacts of the Learnings Gained by the Teachers

The teachers likewise pointed out the impact of the learnings they gained from the professional development programs implemented for them. These impacts include – (1) enhanced innovativeness, (2) refined knowledge and skills, (3) effective implementation of appropriate learning interventions, (4) abilities in remote learning modalities, and (5) improved ICT skills. Table 9 shows the teachers’ insights as regards these impacts.

Enhanced Innovativeness. As a teacher, one is expected to embrace innovativeness, which is to be proactive in introducing new teaching strategies and methods to ensure optimum learning. The professional development programs made them more innovative, enabling teachers to grow professionally and equip their learners with the competencies necessary to succeed. Emphasizing the importance of teaching innovativeness, DepEd Secretary Briones said during the 2020 Innovation Forum, “We must change how we teach our learners. We must prepare them for a world that is drastically changing.”

Refined knowledge and skills. Another impact of the teachers’ significant learning because of the PDPs is the refinement of their knowledge and skills. This is in line with teacher upskilling and reskilling, one of the four aggressive reforms in basic education focused on in the *Sulong Edukalidad* program of the Department of Education. The teachers cited the opportunities they had to learn more, thereby improving their competencies, and as a result, learners’ knowledge and skills were also developed more effectively.

Effective implementation of appropriate learning interventions. Undeniably, the PDPs have been able to attain their objectives because, as gathered from the teachers themselves, the PDPs equipped them with the tools and skills to appropriately address the needs of their learners through corresponding interventions and plans. Whether it be

learning challenges or difficulties, teachers are expected to cater to the diverse needs of their learners, and because of the PDPs, the teachers became more able to perform this task.

Table 10. Impacts of the learnings gained by the teachers

Emerg ed themes	Codes	Responses
Enhanced Innovativeness	It made me more innovative.	"The different learnings helped me to grow professionally despite our current situation. It made me more innovative, and it helped me love my job even more." - Respondent 11
Refined knowledge and skills	Improved knowledge and skills	"It gives me opportunities to learn more and improve my knowledge and skills, which will aid in the development of my students' literacy and numeracy skills." - Respondent 12
Effective implementation of appropriate learning interventions	Tools and skills to stay modern with the needs of learners	"Professional Development gives us teachers the tools and skills to stay modern with the needs of learners and allows us to plan for changing trends in education." - Respondent 13
	Developed interventions	"I was able to address the needs of the learners as I was able to develop interventions for them to understand our lessons more." - Respondent 15
	Enhanced my ability to teach beyond the usual thing implementation of the different learning modalities appropriate to learners' context	"These learnings helped me become an effective teacher even without face-to-face classes. These enhanced my ability to teach beyond the usual thing." - Respondent 16
Developed abilities in remote learning modalities	Conducted online consultation	"The learnings guided me in making decisions related to the implementation of the different learning modalities appropriate to learners' context and ensuring quality education in the new normal." - Respondent 17
	Equipped with the tools for the new normal classroom	"Through the PDP that focused on ICT, I was able to address the needs of the learners through online consultation." - Respondent 18
	More confident in using different online and offline apps	"The course equipped me with the tools for the new normal classroom. It enables me to engage with learners online and helped me to facilitate and design even in live classroom activities directly from Microsoft PowerPoint." - Respondent 19
	Upgraded in terms of using technology	"It helped me become more flexible to teach my learners, whether modular or online. I also became more confident to use different online and offline apps." - Respondent 20
		"I upgraded in terms of using technology and able still to teach children in the best way I can." - Respondent 21

Developed abilities in remote learning modalities. Given the shifts in teaching and learning modalities in the so-called new normal, teachers had to adjust and cope with the demands of distance or remote learning, which is very different from the usual face-to-face or in-classroom learning. Enabling teachers to embrace remote learning platforms and strategies significantly impacts their learning in availing of the various PDPs.

Improved ICT skills. This may be considered the most significant impact on the teachers' learning, considering their insights on the extent of knowledge, skills, and tools they have gained when using ICT in learning. Because of the global pandemic, ICT capability among teachers has become extremely important; thus, they have very much appreciated the availability of the various ICT courses. The teachers cited that through the PDPs, which built their ICT competencies, they could conduct online classes and consultations, design and use technology-based learning resources, and become knowledgeable on various applications to enrich the learning environment and provide learners with more interactive activities.

Notably, the findings on the impacts of the teachers' learnings from the PDPs confirm Washington's (2019) contention that professional development gives educators the tools and skills to keep up with students' needs and changing trends in education.

3.4 Assessment of Implementers of the Professional Development Programs Provided

The implementation of the different PDPs provided by the Department of Education in the three (3) divisions was likewise evaluated by the implementers represented by the human resource development focal persons. Table 11 presents the results of the focus group discussion conducted with the group. There were seven (7) emerging

themes defining the different key components of the assessment of the implementers. Included are – (1) Program Management, (2) Attainment of Objectives, (3) Delivery of Content, (4) Provision of Support Materials, (5) Program Management Team, (6) Training Venue, and (7) Facilitators.

Table 11. Implementers' assessment of the implementation of the PDPs provided by the Department of Education

EmergEd Themes	Codes	Responses
Program Management	Composed of highly capable members and experienced managers	"Data from the participant assessment proves that the program management on implementing PDPs in the division is rated very satisfactory or excellent. This implies that members of the PMT are highly capable of looking into the training logistics. Their years of experience in conducting training/PDPs have already honed their skills to manage any activity."
Attainment of Objectives	Outcomes-based, Compliant, Properly monitored, Excellent speakers, Specific, measurable, attainable, and time-bound	"Attainment of objectives is always based on the desired output of the PDP." "I believe that objectives are being attained, especially if the PDP includes workshops and other activities where participants are required to pass an output." "Sometimes, the concern here is monitoring who among the participants comply or participate." "Program managers or program owners must also consider the expertise of invited speakers because their delivery of the topic will also affect the attainment of objectives." "It should be specific, measurable, attainable, and time bound."
Delivery of Content	Not always excellent, Aided with experts and accredited learning facilitators, Effective, Not fully attained outputs.	"The delivery of content is not always excellent. Sometimes, the learning facilitator or speaker cannot deliver the topic well, affecting the transfer of learning to the participants. However, this is addressed by getting learning facilitators from the pool of experts in the division, especially the NEAP accredited learning facilitators who underwent intensive training in presentation and facilitation skills". "Look into the effectiveness of the content as to discovery, accuracy, polish, usefulness, and influence." "Contents are well implemented, but the expected outputs are not fully attained, or if they are attained, they only serve as a short-term band-aid to the existing issues and concerns."
Provision of support materials	Well-provided support material, Sufficient budget, Compliant with guidelines	"I do not see any problem providing support materials for any PDP." "DepEd has allotted enough budget to procure needed supplies and materials for training as long as these adhere to guidelines considering the accounting rules and regulations."
Program Management Team	Always available, Excellent, Systematic	"The PMT is always rated excellent in the conduct of PDPs. They are always available to address concerns and issues arising during the PDP's conduct. Ideally, the team comprises the program owner, secretariat/registration in-charge, health personnel, and ICT/technical expert." "Revisiting project goals: Before delving into the evaluation processes, it is important to revisit the project's original goals, interview each team member, listen carefully, identify key challenges, and plan the next activity." "Performing their tasks well"
Training Venue	No problem encountered, Well-equipped with amenities, Conducive	"No problem was encountered with this aspect because our province is equipped with good training venues, depending on the specifications stated for the activity." "It is conducive".
Facilitators	Expert, NEAP accredited, Problem is scheduled, Approved evaluation and monitoring tools, Competent enough.	"Learning facilitators are invited depending on their expertise. We have a pool of experts in the division who are NEAP accredited. They could always be tapped to facilitate sessions during PDPs. Sometimes, the problem is their schedule. They decline invitations because of overlapping activities." "We evaluate programs with the help of the SMME using the approved evaluation and monitoring tools." "Very Satisfactory" "Competent enough to support the program."

Program management. Based on the positive feedback from the implementers, the PDPs in the different divisions are said to be carried out by highly competent people with the necessary experience, training, and skills.

Attainment of Objectives. According to the implementers, attaining objectives is based on the desired outputs if the PDP includes workshops and activities. In this regard, the implementers cited concerns about monitoring compliance. The expertise of trainers was also cited as influencing the attainment of objectives.

Delivery of content. This emerged theme pertaining to the implementation's assessment of the PDP, which focused on the facilitators' expertise and the content's effectiveness, particularly in facilitating the transfer of learning to

the participants. Considering the implementers' feedback, the contents were well implemented. However, the expected outputs are not fully attained because of the assigned facilitators' inability to deliver effectively, although this is addressed by getting accredited facilitators. Moreover, some issues and concerns must be addressed to implement this aspect optimally.

Provisions for support materials. The implementers have found this theme, which concerns the funds and materials allotted for the PDPs, to be quite satisfying. A suitable amount of funds is set aside to purchase items, materials, and supplies in conformity with requirements.

Program Management Team. Those in charge of the PDP have expressed high satisfaction with the program management team's performance. They praised the team's accessibility in dealing with any questions or problems that may arise during the program's implementation. However, the assessment of the PDP highlights the relevance of reviewing the program's original objectives to promote more effective planning.

Training venue. The program implementers have lauded the province's training facilities for providing a pleasant environment for the PDPs. The quality of this is excellent.

Facilitators. The PDP's implementation is excellent since available NEAP-accredited experts can competently facilitate the activities, training, and workshops. The implementers value facilitators because of their significant program contributions and high-quality work.

3.5 Development and Validation of a Professional Development Program

A professional development program for teachers was developed based on the ratings from the panel of experts or validators. Considering the development standards comprising the validity indicators, the experts evaluate the program as highly valid, indicated by the overall mean of 4.78.

Table 12. Descriptives of the evaluation of the professional development program for teachers (n= 8)

Standards	Mean	Interpretation
1. The Professional Development Program (PDP) is aligned to the agency's strategic direction and priorities	4.83	VHV
2. The PDP is based on a competency-based needs assessment	4.83	VHV
3. Training methodologies are appropriate to the attainment of the training objectives	4.83	VHV
4. The training design follows a standard format	4.83	VHV
5. Identification of participants promotes inclusiveness and equity	4.67	VHV
6. Rationale, objectives, and competencies being addressed are aligned and relevant to DepEd goals and objectives	4.83	VHV
7. Topics cover all competencies to be developed	4.83	VHV
8. Content sequence is logical	4.83	VHV
9. The resource package/s (session guide, presentation materials, etc.) is/ are complete, comprehensive, and consistent	4.67	VHV
10. The schedule of activities is appropriately sequenced and timed	4.83	VHV
11. Expected outputs are clear and may be accomplished within a reasonable time	4.67	VHV
12. Support materials and equipment identified adequately support the program	4.67	VHV
13. The training design shows how the participants can apply KSAs learned from the program	4.83	VHV
14. The PDP is ICT-supported	4.83	VHV
Overall Mean	4.78	VHV

4.0 Conclusion

The findings indicate that while teachers demonstrate competence across the Philippine Professional Standards for Teachers (PPST) domains, they have yet to reach their full potential. Certain areas require attention to ensure continued professional and personal growth. To address these gaps, teachers must actively engage in research- and needs-based professional development programs to enhance their skills. Given the rapid developments and innovations in education, teachers must have continuous opportunities to update and improve their competencies, aligning with the principles of andragogy and human capital theory. For proficient teachers, who are central to facilitating the teaching-learning process and are expected to be equipped with the necessary skills to optimize learning outcomes, sustained professional development is critical. In response to these needs, a professional development program for teachers was developed and evaluated by experts, who rated it as highly valid. This program can be adapted to elevate the performance of elementary school teachers.

This study affirms the theory of andragogy by demonstrating how adult learning can be maximized through structured learning development stages. Furthermore, it supports the human capital theory by recognizing the pivotal role teachers play in transforming learners, who will, in turn, contribute significantly to nation-building. By investing in teacher development, the study emphasizes the broader impact on educational quality and student success, reinforcing the essential link between teacher competency and national progress.

In the light of the above-mentioned findings and conclusions, the following implications and recommendations were offered: (1) Teachers are encouraged to always be reflective of their strengths and weaknesses and to communicate them accordingly to their immediate superiors and school heads so that appropriate upskilling programs that address their professional and personal needs, as outlined in the Philippine Professional Standards for Teachers, are given to them; (2) The DepEd's immediate supervisors, school principals, and other support personnel may establish a system of communication and collaboration to enable teachers to voice their concerns, exchange ideas, and work together to address challenges and concerns; (3) Immediate superiors or supervisors are advised to extend intensive technical assistance to teachers. This could be accomplished by creating a coaching and mentoring system where teachers feel comfortable tracking and verifying their own progress; (4) The researcher is encouraged to distribute copies of the professional development program to school administrators, program administrators, and human resource development personnel in the divisions for potential adoption as a basis for delivering research-based trainings for the improvement of teachers' skills, knowledge, and understanding; (5) For the first implementation of the designed upskilling program, school administrators are encouraged to adopt the designed training courses to promptly address the concerns of teachers, particularly the courses on diversity of learners and stakeholder management; (6) A follow-up study may be done by the researcher or other researchers to come up with an evaluation of this research output titled, "GO JAMES: A Professional Development Program for Teachers" after its initial implementation for possible refinement; and (7) Further studies may be conducted by other researchers to consider a wider scope to measure teachers' performance and assess the PDPs given by learning service providers.

5.0 Contribution of Authors

The researcher is the only author who identified a significant issue, formulated a research strategy, gathered data using reliable and ethical means, analyzed the data employing statistical or qualitative techniques, and structured the findings into an introduction, literature review, methodology, results, discussion, and conclusion. The researcher eventually revised the manuscript for publication.

6.0 Funding

This research initiative received no funding from any government agency or academic institution. The researcher exclusively bore all costs. The educational and professional fields greatly appreciate the funding for subsequent study initiatives.

7.0 Conflict of Interest

All participants in this research activity did not have a conflict of interest. The researcher provided consent forms to the school officials and educators for their participation in the study.

8.0 Acknowledgment

The researcher extends gratitude to those whose support and inspiration enabled the initiation, development, and conclusion of this research project: The researcher expresses gratitude to the advisor, statistician, panel of experts, and teachers, as well as to the school administrators and educators from the three divisions in Ilocos Norte who agreed to serve as respondents, enabling the collection of vital information for this study. The researcher also wants to extend gratitude to his family for their steadfast love, understanding, prayers, and support, and above all, to God Almighty for the blessings and graces that have provided the researcher with the strength and perseverance to endure challenges.

9.0 References

- Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional development. *The Reading Teacher*, 71(5), 623–626. <https://doi.org/10.1002/trtr.1674>
- Chan, R. (2018). Career Development Program for the Non-teaching Personnel. *Turkish Online Journal of Qualitative Inquiry*, 12(6), 1689-1699. <https://tinyurl.com/2v48e4zz>
- Gepila, E.C. (2020). Assessing Teachers Using Philippine Standards for Teachers. *Universal Journal of Educational Research*, 8(3), 739-746. <https://doi.org/10.13189/ujer.2020.080302>
- Natividad, E.J. (2018). Capability Enhancement Framework in Mathematics for Secondary School Master Teachers. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(8). <https://tinyurl.com/3jpjsby5>
- Nogueira, F., Noronha, J., Nogueira, J., Carlos, A., Pessoa, A. (2020). Planning and curriculum: Importance and contribution in the educational process. *Revista Científica Multidisciplinar Núcleo do Conhecimento*, 11(20), 108-116. <https://tinyurl.com/jdrkswut>
- OECD. (2019). *Teachers and School Leaders as Lifelong Learners*. OECD Publishing.
- Postholm, M. B. (2018). Teachers' professional development in school: A review study. *Cogent Education*, 5(1), 1522781. <https://doi.org/10.1080/2331186X.2018.1522781>
- Schleicher, A. (2020). The impact of covid-19 on education: Insights from "education at a glance 2020." OECD Publishing.
- UNESCO Institute for Statistics. (2021). *School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific*. Retrieved from <https://tinyurl.com/ycwa3zx7>