GAPS ON QUALITY TEACHING: ASSESSING TEACHERS' NEEDS TOWARDS THE CREATION OF A FRAMEWORK FOR AN EXTENSION PROGRAM ON TEACHERS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

The study assessed the professional development needs of basic education teachers in upland areas of Goa, Camarines Sur, along with the different domains of the Philippine Professional Standards for Teachers (PPST) to create a framework for an extension program. A researcher-made survey-questionnaire was used to capture the data, and the results were statistically treated using weighted mean and percentage technique. Results showed that the majority of the respondents belong to the young population and are relatively new to the service. Also, most of the respondents have attended professional development training; however, most of these training was conducted either locally or school-based. Results also showed that the National Achievement Test scores of most of the identified schools are declining over the last three years. Based on the findings of the study, it recommended that more professional development programs be created to satisfy teachers' needs for further improvement. The design of the programs should be holistic and touch all the domains of the PPST. In addition, the activities under the programs should be of sustained length or duration and should involve experts that may include trainers or coaches from universities and professional development organizations. A framework for an extension program was also proposed.

INTRODUCTION

Improving quality education is seen as the best strategy for reducing poverty and attaining economic development. However, how to do so remains to be the big question. In the Philippines, the rising number of unemployed and underemployed graduates and the low National Achievement Test (NAT) results reflect the poor quality of education that has been plaguing the Department of Education (DepEd) and the Commission on Higher Education (CHED) for years now. Robust evidence points to the vital role of teachers in raising student achievement (Department of Education Order No. 42, s. 2017). Hence, enhancing teacher quality through professional development becomes of utmost importance for long-term and sustainable nation-building. Relative to this, the government introduced the Philippine Professional Standards for Teachers (PPST), which built on the National Competency-Based Teacher Standard (NCBTS). PPST constitutes teacher quality in the K to 12 Reform through different domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. The said standards describe the expectations of teachers' increasing knowledge, practice, and professional engagement and at the same time, allow teachers to grow their knowledge and understanding of a more complex range of

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teaching and learning situations (Llego, 2017). However, despite the government's effort to address teachers' professional development needs, some issues continue to persist. World Bank (2016) identifies some of these issues such as teachers' generally low knowledge on subject matter, limited professional development opportunities, and weak systems in identifying teachers' professional development needs. Gonong (2018) also reported some of the reasons that hinder teachers from engaging in professional development such as lack of time for professional learning to enhance teaching practice due to accomplishments of reports and other tasks, the week-long seminars are not enough to adequately train teachers to meet the requirements of the changes in the curriculum, not all teachers are given opportunities to attend training seminars especially those who are in the far-flung areas, teachers are expected to be at school to teach and guide students at all times and there is no system to cover for teachers who are not around for official, and some teachers find it hard to attend training and seminars due to financial problems. Thus, in support to the government's thrust of eradicating poverty and attaining national development, the College of Education of Partido State University is committed to helping improve the quality of education by helping develop high-quality basic education teachers through the creation of an extension program that focuses on teachers' professional development. This study was conducted to gather the baseline data needed for the development of the framework for the said extension program.

OBJECTIVES

This study assessed the needs of the basic education teachers, both primary and secondary, from schools located in the upland areas of Goa, Camarines Sur as the basis in crafting a framework for an extension program. Specifically, the study aimed to 1.) determine respondents' profile in terms of age, sex, educational attainment, teaching rank, length of service, and number of seminars/conferences attended; 2.) determine the respondents' needs relative to the domains of PPST such as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages and Professional Engagement; 3.) determine the respondents' school's performance in the National Achievement Test (NAT) for the last three years; and 4.) create a framework for an extension program that addresses the respondents' identified professional development needs.

METHODOLOGY

This study utilized the descriptive design. With the knowledge that not all teachers are given opportunities to attend training and seminars, especially those who are in the far-flung areas (Gonong, 2018), all public school teachers, both elementary and secondary, assigned in the upland areas of Goa, Camarines Sur were considered as respondents. The respondents' schools were coded using letters A, B, C, …I. One hundred twenty-two out of one hundred fifty-five identified teachers participated in the study. A validated researcher-made survey-questionnaire was used to assess the needs of the respondents. The survey-questionnaire was composed of two parts. Part I contained the profile of the respondents in terms of age, gender, educational attainment, field of specialization, number of years in service, and conferences attended while Part II consisted of the indicators used to determine the professional development needs of the respondents relative to the domains of PPST such as Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages. A 4-point Likert scale was used to determine the degree of the respondents' needs. The data on the National Achievement Test (NAT) results were acquired from the Department of Education - Camarines Sur Division Office to determine the performance of the respondents' schools in the NAT for the last three years. Weighted Mean and Percentage

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Technique were used to statistically treat the gathered data.

RESULTS AND DISCUSSION

1. Profile of the Respondents

Table 1. Profile of the Respondent from Nine Schools in Upland Areas

Category	Schools									
	A(N=15) f(%)	B(N=14) f(%)	C(N=10) f(%)	D(N=15) f(%)	E(N=10) f(%)	F(N=6) f(%)	G(N=15) f(%)	H(N=23) f(%)	I(N=14) f(%)	OVERALL f(%)
Age										
52-60	-	-	-	-	-	-	7(46.7)	-	-	7(5.7)
44-51	-	-	-	-	-	-	6(40)	-	2(14.3)	15(12.3)
36-43	8(53.3)	-	3(30)	4(26.7)	-	6(100)	-	2(8.7)	7(50)	30(24.6)
28-35	7(46.7)	-	-	11(73.3)	2(20)	-	-	10(43.5)	-	30(24.6)
20-27	-	14(100)	-	-	8(80)	-	-	11(47.8)	-	33(27)
No Response	-	-	-	-	-	-	2(13.3)	-	5(35.7)	7(5.7)
Sex										
Male	-	-	-	-	-	-	12(80)	4(17.4)	14(100)	30(24.6)
Female	15(100)	14(100)	10(100)	15(100)	10(100)	6(100)	1(6.7)	19(82.6)	-	90(73.8)
No Response	-	-	-	-	-	-	2(13.3)	-	-	2(1.6)
Highest Educ. Attainment										
Grad	13(86.7)	14(100)	6(60)	15(100)	10(100)	6(100)	15(100)	19(82.6)	11(78.6)	109(89.3)
Post-Grad	2(13.3)	-	4(40)	-	-	-	-	4(17.4)	3(21.4)	13(10.7)
Teaching Rank										
Teacher I	15(100)	7(50)	10(100)	15(100)	10(100)	6(100)	15(100)	19(82.6)	14(100)	111(91)
Teacher II-III	-	7(50)	-	-	-	-	-	4(17.4)	-	11(9)
Length in Service										
0-3 years	-	14(100)	-	14(93.3)	10(100)	-	-	19(82.6)	-	57(46.7)
4-7 years	6(40)	-	10(100)	-	-	6(100)	2(13.3)	-	12(52.2)	36(29.5)
8-11 years	-	-	-	-	-	-	-	-	2(8.7)	2(1.6)
12-15 years	2(13.3)	-	-	1(6.7)	-	-	13(86.7)	1(4.3)	-	17(13.9)
more than 15 years	7(46.7)	-	-	-	-	-	-	3(13)	-	10(8.2)
No. of Conference/s attended in the last 3 years										
Local Conferences										
1 to 2	-	12(85.7)	10(100)	-	-	-	-	14(60.9)	-	36(29.5)
3 to 4	-	-	-	8(53.3)	10(100)	-	-	5(21.7)	5(35.7)	28(23)
5 +	15(100)	-	-	7(47.7)	-	6(100)	15(100)	-	9(64.3)	52(42.6)
None	-	2(14.3)	-	-	-	-	-	4(17.4)	-	6(4.9)
Regional Conferences										
1 to 2	15(100)	-	10(100)	6(40)	-	6(100)	2(13.3)	9(39.1)	4(28.6)	52(42.6)
3 to 4	-	-	-	-	-	-	10(66.7)	-	8(57.1)	18(14.8)
5 +	-	-	-	-	-	-	3(20)	-	2(8.7)	5(4.1)
None	-	14(100)	-	9(60)	10(100)	-	-	14(60.9)	-	47(38.5)
National Conferences										
1 to 2	15(100)	-	10(100)	3(20)	-	6(100)	10(66.7)	-	10(71.4)	54(44.3)
3 to 4	-	-	-	-	-	-	5(33.3)	-	-	5(4.1)
None	-	14(100)	-	12(80)	10(100)	-	-	23(100)	4(28.6)	63(51.6)
International Conferences										
1 to 2	15(100)	-	10(100)	-	-	6(100)	14(93.3)	-	9(64.3)	54(44.3)
3 to 4	-	-	-	-	-	-	1(6.7)	-	-	1(0.8)
None	-	14(100)	-	15(100)	10(100)	-	-	23(100)	5(35.7)	67(54.9)

A-G are elementary schools and H-I are secondary schools. Number of teachers not surveyed: A-8; B-6; D-2; E-4; F- 4; I-9.

Table 1 shows the profile of the respondents, both elementary and secondary, who are assigned in the upland areas of Goa, Camarines Sur. The result shows that the majority of the respondents are female (73.8%). Most of them are teaching for 0-3 (46.7%) and 4-7(29.5%) years. Majority belongs to ages 20-27 (27%), 28-35 (24.6%), and 36-43 (24.6%). Their highest educational attainment was the bachelor's degree (89.3%), and almost all hold Teacher 1 position (91%). It means that the respondents are generally young and new to the profession. This may imply that since most of the respondents belong to the young population, new to the service and bachelor's degree holders, then most of them need more professional development programs to improve their competencies to be able to deliver quality

instruction. According to Organization for Economic Co-operation and Development (2009), most female teachers in public schools, who are under 40 years old, feel unsatisfied with the professional development they receive and do not feel equipped to carry out their work effectively. With regards to the conferences they have attended in the last three years, almost half of the respondents attended more than five local conferences (42.6%) and 1 to 2 regional conferences (42.6%). Also, more than half of them have never attended national (51.6%) or international (54.9%) conferences and that most of the training or conferences they have attended

are either school-based or in other local settings. This result is consistent with the report of World Bank (2016) that the majority of the training received by teachers in the Philippines takes place in schools and DepEd division or district offices and frequently conducted by the principals or DepEd division, region, or central-level staff, while outside experts are rarely used. The number of conferences or training attended by the respondents also shows that majority of the teachers received professional development training; however, World Bank (2016) claims the number of training that teachers receive in the Philippines is less compared to other countries.

2. Professional Development Needs of the Respondents

Table 2. Professional Development Needs of the Respondents across PPST Domains

PPST Domains	Mw	VI
Domain1: Content Knowledge and Pedagogy	**3.36**	**SN**
1. Using effective information and communication technology in teaching	3.46	SN
2. Using varied teaching strategies for the 21st century learners	3.44	SN
3. Updating content knowledge through latest research findings and principles in teaching	3.37	SN
4. Developing contextualized and localized instructional materials	3.36	SN
5. Conducting and writing research papers	3.18	N
Domain 2: Learning Environment	**3.23**	**N**
1. Maintaining learners' proper discipline in the class	3.34	SN
2. Increasing learners' participation through motivational activities	3.25	SN
3. Promoting fairness, respect, and care among learners	3.20	N
4. Handling learners' misbehaviors	3.20	N
5. Building a harmonious relationship among learners	3.15	N
Domain 3: Diversity of Learners	**3.30**	**SN**
1. Using different teaching strategies responsive to varied learners	3.41	SN
4. Giving the right approach for learners with giftedness and difficulties	3.40	SN
2. Handling learners with special needs	3.31	SN
3. Developing appropriate strategies inclusive for indigenous learners	3.22	N
5. Handling learners in difficult circumstances like a disaster, chronic illness, etc.	3.12	N
Domain 4: Curriculum and Planning	**3.36**	**SN**
1. Using variety of resources such as technology to attain the learning objectives	3.46	SN
2. Updating and learning the current trends in education curriculum	3.40	SN
3. Collaborating with other professionals to enrich knowledge and teaching practice	3.39	SN
4. Aligning teaching methods and assessment tools to learning objectives	3.35	SN
5. Developing effective lesson plans	3.20	N
Domain 5: Assessment and Reporting	**3.29**	**SN**
1. Using a variety of assessment tools appropriate for varied learners	3.39	SN
2. Performing test validity, reliability, and item analysis for quality assessment	3.34	SN
3. Monitoring and evaluating students' progress and achievement	3.25	SN
4. Using assessment data to improve classroom practice and learning	3.25	SN
5. Effective feed-backing on learners' performance	3.22	N
Domain 6: Community Linkages and Professional Engagement	**3.29**	**SN**
1. Involving parents in their child's education	3.47	SN
2. Linking with government agencies to promote learners' welfare	3.32	SN
4. Contextualizing the lessons in the subject being taught	3.30	SN
3. Learning best practices for a good relationship among school, home, and community	3.27	SN
5. Learning the Code of Ethics for Professional Teachers	3.12	N
OVERALL	**3.31**	**Strongly Needed**

Table 2 presents the result of the survey on the needs of the respondents across PPST domains. The table indicates that the respondents believe that professional development in all domains of PPST is strongly needed. For the domains, (1) content knowledge and pedagogy and (2) curriculum and planning got the highest weighted mean of 3.36 interpreted as strongly needed. This is followed by (3) diversity of learners with a weighted mean of 3.3, which is also regarded as strongly needed. Then, (4) assessment and planning and (5) community linkages and professional engagement, both with a weighted mean of 3.29 interpreted as strongly needed. Lastly, (6) the learning environment with a weighted mean of 3.23 interpreted as needed. This supports Acedo's (n.d.) claim that the priority training needs that teachers in the Philippines have identified include the need for higher subject content, specific pedagogic training that applies to the subject they teach, knowledge, and methods of student assessment; and classroom management techniques. The specific needs for each domain were also identified and ranked. "Using effective information and communication technology in teaching" ranked first in domain 1, "maintaining learners' proper discipline in class" in domain 2, and "using different teaching strategies responsive to varied learners" in domain 3. For other domains, "using a variety of resources such as technology to attain the learning objectives," "using variety of assessment tools appropriate for varied learners, and "involving parents in their child's education"

ranked first in domains 4, 5, and 6, respectively. These findings are consistent with the result of the study conducted by the Organization for Economic Co-operation and Development or OECD (2009) that the aspect of their work for which teachers most frequently say they require professional development is "teaching special learning needs students" followed by "ICT teaching skills" and "student discipline and behavior." This also confirms OECD's 2009 report that teachers believe that they are unprepared to face the new challenges and expectations thrown their way. These challenges include being able to handle varied and diversified learners, use of adequate information and communication technologies in teaching, participate more in the planning process, and increase parents' involvement in schools. When all the specific activities across all domains were ranked, "involving parents in their child's education" got the highest weighted mean of 3.47 interpreted as strongly needed. According to the study conducted by Gumal (2016), one of the factors that affect teaching is the unfavorable attitude of the parents and community towards education. Family and community support are inadequate or lacking as some students said that they were sometimes absent because of lack of funds for transportation expenses and because they were required by their parents to help earn money for their living. This implies that most parents, especially in far-flung areas, may still lack of awareness on the importance of education, as well as their role in shaping their child's future.

3. Performance of Schools in National Achievement Test (NAT) for the last three years

Table 3 shows the Mean Percentage Score (MPS) and Standard Deviation (SD) of the schools in NAT for the last three years. As shown in the table, the school with the highest performance in NAT is B (89.70; 77.76; 82.47), and the lowest is H (41.28; 55.25; 37.46). The result shows that the majority of the schools failed to reach the 75% national target and most

of them exhibited a decline in their average scores over the past three years. Business World reported in its website on March 6, 2019, that Mr. Sherwin Gatchalian, a Philippine Senator and the Chairman of Committee on Education, cited the Department of Education data that indicate a decline in the overall NAT average of Grade 6 and 10 students since 2013-2014, during a Senate committee meeting. He also brought the

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Table 3. Performance of Schools in NAT for the Last Three Years

Schools	School Year					
	2012-2013		2013-2014		2014-2015	
	MPS	SD	MPS	SD	MPS	SD
A	64.55	16.58	52.11	24.48	66.38	23.88
B	89.70	9.96	77.76	11.38	82.47	6.98
C	66.15	11.55	42.64	23.59	43.89	27.13
D	-	-	-	-	59.66	19.58
E	71.66	4.71	65.53	11.23	73.55	7.51
F	64.13	18.56	69.63	10.36	68.28	14.44
G	74.85	8.52	75.65	7.63	78.82	11.07
H	41.28	31.79	55.25	23.52	37.46	24.33
I	45.86	30.50	59.17	29.05	55.24	22.08

School D is newly-established; thus, it has no data from S/Ys 2012-2013 and 2013-2014

declining quality of teachers and their lack of competence, which maybe some of the significant factors behind the decline in the NAT average (Business World, March 6, 2019). According to Read and Atinc (2017), an assessment of teacher performance in 2014 showed that the average elementary or high school teacher could only correctly answer less than half of the questions on subject content tests, which suggests that teachers find it difficult to teach most of the subjects of the new curriculum resulting to students' weak performance. This implies that teachers need more professional development to help improve classroom instruction and ultimately improve the National Achievement Test results. Gore, Lloyd, Smith, Bowe, Ellis, and Lubans (2017) claim that although evidence of the effectiveness of professional development in improving teachers' quality is limited, the result of their study showed positive effects on teaching quality, independent of school type, school location, and years of teaching experience, and these effects were sustained six months later. Their study also affirms how professional development positively impacts teaching quality and teacher morale; thus, improve student performance and outcomes. Furthermore, professional development is believed to be the only strategy that school systems have to strengthen educators' performance and the only way they can learn so that they can improve their performance and raise student achievement (Mizell, 2010). Over-all, the aforesaid findings imply that despite the government's effort to increase the incidence of training, most teachers still feel that they need more professional development to improve the quality of their classroom instruction, be more effective in their performance of their job, and be equipped with the knowledge and skills on how to encourage parents to collaborate with them in their child's education. Thus, a framework for an extension program that focuses on teachers' professional development was proposed.

4. Framework for an Extension Program for Teachers' Professional Development

The proposed framework designed for the I-TUKDO Extension Program of the College of Education. I-TUKDO, a Bikol word that means "to teach" or "to educate" in English, is an acronym for Isarog-Tarabangan sa pag-Uswag kan Kakayanan asin Dunong na magin Orgulyo kan Kagabsan which can be loosely translated as "Let us help Mount Isarog by enhancing our knowledge and skills for the benefit of everyone." Mount Isarog is the symbol of Partido area or the Fourth Congressional District of the Province of Camarines Sur, where the municipality of Goa is a part. Moreover, the upland areas of Goa, Camarines Sur where the study was conducted, and the target location of the planned extension activities are part of Mount Isarog. Therefore, what the title of the extension program mean is "help develop Partido area by enhancing our knowledge and skills through education." The main objective of the program is to develop

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citizens who are committed to help improve the quality of education in Partido area.
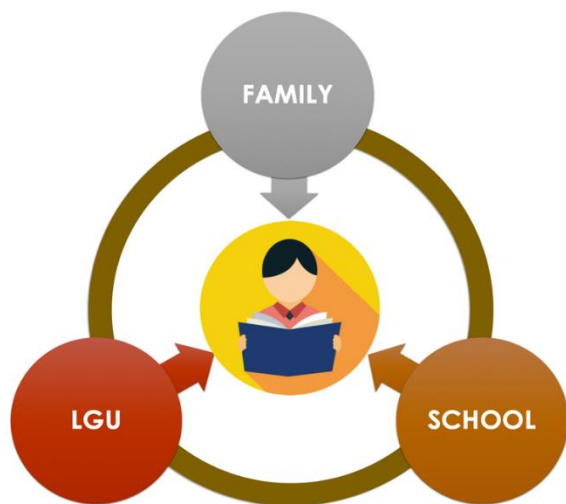
The Concept of ITUKDO Program

Figure 1. Conceptual Framework of I-TUKDO Program

According to United Nations Educational Scientific and Cultural Organization's (UNESCO) 2014 report, "Sustainable Development Begins with Education", education is the central strategy to eradicate poverty and achieve all the Sustainable Development Goals. In addition, education produces empowered individuals who, in turn, will go on to empower and change their communities, innovate, and catalyze change to the world. Access to quality education is vital; thus, to ensure the proper development of the young generation, schools, as well as family members and the community itself should take the responsibility of ensuring that high-quality education is accessible to all (Van Roekel, 2008). Thus, the I-TUKDO Extension Program is based on the concept that the younger generation will bring about the development that the country needs, and everyone in the community should take part in helping them reach their full potential by improving the quality of education. Schools, parents or family

members, and other stakeholders such as the local government units should be capacitated to encourage them to get more involved and to work together towards the students' development.

Structural Framework of I-TUKDO Program

The I-TUKDO Program is an extension program of the PSU-College of Education that will focus on the professional development needs of teachers, particularly, the respondents of this study. It will run for three years and aims to help improve the quality of education in the Partido area by improving the teachers' competencies, establishing a network of professional development experts, and strengthening the collaboration among school, family, and the community. The ITUKDO program will have five projects, such as ISTILO "*style*" (teaching strategies), ICTEACH (technology in teaching), PAG-AARAM "*assessment*" (classroom assessment), PAG-GUIYA "*guidance*" (classroom management), and PAGTARABANGAN "*collaboration*" (home and community linkage). Under these projects are specific activities that will try to answer the respondents' professional development needs. To be able to implement the said extension program, the following steps will be followed. First, establish linkage with the Department of Education (DepEd) through a Memorandum of Agreement (MOA). Linkage with local government units and other agencies will also be looked into for possible funding and technical support. Next, identify expert teachers as possible coaches and mentors. After the mentors and coaches were identified, the modules and materials that will be used in the training sessions will be prepared. Once the training materials are ready, the training will be conducted. Each activity will be intensive and will run for several weeks, as according to Kriek and Grayson (2009 cited in Rout & Behera, 2014), "one-shot" approaches are not enough to help teachers gain content knowledge and pedagogical skills.The teacher-beneficiaries will

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be given opportunities to reflect on their current practices and develop new knowledge about content and pedagogy by applying what they have learned from the training activity. Feedback from the beneficiaries will also be solicited to determine the strengths and weaknesses of the program. The program will be continuously monitored and evaluated throughout the implementation period for improvement of its implementation and to check whether the knowledge and skills gained by the beneficiaries from the training activities are translated into actual practice inside the classroom. This framework was created for the PSU-COED extension program; however, other agencies who would like to adopt the same for their extension program or whatever project that they deem appropriate, are welcome, provided that the authors are given proper credit.

CONCLUSION

After the study, the following conclusions were drawn:

1. The majority of the respondents belong to the young population and are relatively new to the service.

2. Most of the respondents have attended professional development training; however, most of the trainings were conducted either locally or school-based.

3. The National Achievement Test results showed a decline in most of the identified schools.

4. Respondents believe that they strongly need more professional development in all domains across PPST, especially in domain 1, which is content knowledge and pedagogy and in domain 4 which is curriculum and planning.

RECOMMENDATION

Based on the findings of the study, it is recommended that:

1. More professional development should be given to teachers to satisfy their needs for further improvement that may result in better student outcomes.

2. A professional development program that is holistic and would encompass all the domains of the PPST should be designed.

3. The activities for the professional development programs should be of sustained length or duration, consistent, and should involve experts that may include mentors or coaches from universities and professional development organizations.

4. Professional development should concentrate on a smaller number of teachers to provide effective and quality activities.

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