
The Implementation of The Teachers' Development Program in San Isidro Labrador Elementary School

Michelle Mae B. Agohayon

Schools Division Office of Rizal, Region IV-A, Philippines

San Isidro Labrador Elementary School

michelle.agohayon@deped.gov.ph.

Teacher 1

Ardrian D. Malangen.Maed

School of Graduate Studies

Dr. Carlos S. Lanting College

Quezon City, Philippines

<https://orcid.org/0000-0002-5649-4359>

ardrianmalangen@lanting.ph.education

Associate Professor 2

Annotation: The landscape of public education continues to shift and accountability requirements continue to mount, educational leaders' primary concern is the training and development of successful teachers. A critical component of this development is equipping teachers with the tools essential for success through professional development. Moreover, the purpose of the study is to determine the implementation of the teachers' development program in San Isidro Elementary School in terms of Needs Assessment, Content, Strategy Delivery, Monitoring and Evaluation. The study utilized descriptive correlational design and used survey questionnaire as the main data-gathering instrument, which was administered to 90 teachers. The results revealed that the assessment of the respondents the teachers' development program was successfully implemented, the challenges encountered in the implementation of the teachers' development program are sometimes experience and no significant differences in the respondents' assessment when grouped according to age, sex, years in service, and teaching position, but significantly different in terms of educational attainment. Thus, nurture and support an effective reward and incentive system that can improve accountability, encourage personal development, strengthen continuous learning, and motivate teacher participation. The school's training and development group should concentrate on issues that address the needs and weaknesses of teachers (educational attainment).

Keywords: Needs Assessment, Content, Strategy Delivery, Monitoring and Evaluation, Teachers' Development Program

Introduction

In today's rapidly-evolving educational landscape, accountability requirements are constantly increasing, and it's crucial for educational leaders to prioritize the training and development of effective teachers. Professional development plays a critical role in this development by providing teachers with the essential tools they need to succeed. As we adapt to the rapid changes in technology and knowledge production in the information age, it

becomes increasingly important to ensure that teachers are equipped to meet the challenges of the 21st century. In this era, knowledge and technology are the primary forces shaping individual and social lives, making it imperative for educators to stay up-to-date and continuously improve their skills.

The educational system's success is highly dependent on the teachers' qualifications as its operators. The world's top education systems must hire suitable people and develop them into effective educators (McKinsey, 2007). It is important to note that even if education institutions, regulations, curriculum, course materials, and learning platforms are altered, the anticipated success in education will not be achieved unless teachers adapt to these changes. Therefore, teachers, who have been entrusted with significant responsibilities to serve as models and guides for the acquisition of 21st-century skills, must engage in continuous professional development that is compatible with current needs and expectations, in order to maintain high standards and assist students in attaining an advanced level of competence (Paker, 2008).

Meanwhile, throughout the recent disruptions to education systems worldwide, teachers have remained vital to successful learning and will continue to play a critical role in minimizing the Covid-19 crisis's effects on learners. However, considering the pandemic's additional demands targeted support and professional growth are critical (Penfold, 2020). As the health rules require physical separation, actual and personal interaction and participation are limited. As teacher professional development (TPD) evolves into a melting pot of effective ideas and practices, teachers gain a viewpoint that assists them in developing their own professional vision (Ancho, 2021). Teachers' Professional Development as a vehicle for growth and development deserves considerable consideration because it emerges around the professional practice and personal concerns of the teacher (OECD, 2009). Effective teachers receive training, and students' progress is also contingent on the teacher's competence to preach what has been demonstrated to be effective in theory and practice. Even prior to the emergence of COVID-19, TPD programs were identified as a tough area that needs to be reformed and reassessed with the input of individuals who have a direct impact on the practice. As the entire educational system transitions to emergency remote teaching, the demand for relevant and timely TPD programs has increased. Thus, teachers must be equipped to assist students in navigating the present obstacles posed by the pandemic. Teachers seek opportunities for professional development in both formal and informal settings. Regardless of the approach, professional development for educators can be defined as "a lifetime collaborative learning process that nurtures educators' growth as individuals and as team members in order to improve their skills and capacities" (Speck & Knipe, 2001). As emphasized by Hunziker (2011), effective professional development is supportive because it considers the needs, concerns, and interests of individual teachers along with those of the school or district.

Teachers' Professional Development content is regarded as critical since it is aligned with the competencies required by the curriculum. Shernoff et al. (2017), assert that development programs necessitate a focus on content aspects and standards. Concentrating on that requirement is critical. Professional development that focuses on teaching practices related to curriculum subjects assists teachers in their classroom environments (Hammond, 2017).

The purpose of this study is to assess the extent to which the Teachers Development program is being implemented at San Isidro Elementary School. It focuses on teachers' perceptions of the school-based professional development program conducted during the pandemic in areas such as needs assessment, which examines whether the teacher development program's goals are aligned with the teachers' needs, teacher development program

content, strategy, and delivery techniques, and finally, monitoring and evaluation. Additionally, it attempts to investigate the difficulties faced during the implementation of a teacher development program.

Moreover, this study offers a platform for teachers to share their perspectives on teacher development programs that they believe are topical and important but are not receiving adequate attention. Finally, the purpose of this paper is to gather recommendations from those working in the field about how teachers' professional development programs should be organized and constructed in order to improve implementation in the next school years.

Statement of the Problem

This research assesses the implementation of the teachers' development program in San Isidro Labrador Elementary School.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Length of Service
 - 1.4 Teaching Position
 - 1.5 Highest Educational Attainment
2. What is the level of implementation of teachers' development program in terms of:
 - 2.1 Needs Assessment
 - 2.2 Content
 - 2.3 Strategy and Delivery
 - 2.4 Monitoring and Evaluation
3. What are the challenges encountered in the implementation of the teachers' development program as perceived by the respondents?
4. Is there a significant difference in the level of implementation of teachers' development programs when grouped according to their profile?
5. Is there a significant difference between the challenges encountered in the implementation of the teachers' development program when grouped according to their profile?
6. Is there a significant relationship between the level and challenges encountered in the implementation of the teachers' development program?
7. What program or plan of action was proposed in the implementation of the Teacher's Development Program in San Isidro Labrador Elementary School?

Statement of Hypothesis

The null hypotheses that were tested and verified in this study were as follows:

Ho1: There is no significant difference in the level of implementation of teachers' development programs when grouped according to their profile?

Ho2: There is no significant difference between the challenges encountered in the implementation of the teachers' development program when grouped according to their profile?

Ho3: There is no significant relationship between the level and challenges encountered in the implementation of the teachers' development program?

METHODS

Research Design

The research design used in the conduct of the study is a quantitative research design. The goal of quantitative research was to find out how many individuals believe, act, or feel in a certain manner. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and means, make predictions, test causality, and generalize the results to a wider population.

In this study, the researcher utilized the descriptive correlation method which means a type of survey that collects information without changing the subject of the survey. However, there are many different types of descriptive correlation methods, each of which is investigated in a slightly different way. Descriptive correlation studies are studies in which researchers are primarily interested in describing the relationships between the level of assessment and challenges encountered in the implementation of teachers' development programs. The research method was used in conjunction with a survey to assist and distributed questionnaires to the researcher determining the implementation of the teachers' development program in San Isidro Labrador Elementary School and describing the challenges encountered with valid and numerical metrics. The data aims to find out the extent of the level and challenges encountered in the implementation of the teachers' development program of San Isidro Labrador Elementary School in school year the 2021-2022.

Research Respondents

The data below shows the data of teacher respondents in San Isidro Labrador Elementary School calculated using Slovins Formula.

Grade Level	Total Number of Teachers	Total number of Respondents
Kinder	10	10
Grade 1	17	13
Grade 2	19	10
Grade 3	19	15
Grade 4	18	15
Grade 5	16	12
Grade 6	18	15
TOTAL	117	90

Table 1. The Respondents of the Study

Population and Sampling

The researcher collected data for the study by utilizing and collecting populations relevant to the research survey questions. Using the Slovins Formula, total respondents of 90 was computed out of 117 teachers in San Isidro Labrador Elementary School. Respondents in each grade level were chosen using the random sampling technique, the respondents were selected by chance to serve as the representation of the entire population.

Research Environment

This study will take place in San Isidro Labrador Elementary School in Rodriguez II-Sub-Office, Rizal Province. An elementary public school located at Southville 8B, Brgy San Isidro, Rodriguez, Rizal bearing the

school ID number 165517, the school was established in July 2013. The school is also situated in the heart of relocation and an urban area. The school is the second-largest school in the district of Rodriguez. At present, the school has 4,509 enrollees with 16 male and 101 female teachers.

The researcher chose to conduct the study in her schools because the teachers in the school need a teachers' development assessment to examine the areas of implementation that will serve as a reference to be used in the improvement of the teachers' development program in San Isidro Labrador Elementary School.

Research Instrumentation

The instrument utilized in the study has three main parts:

The first determines the profile, which includes the age, gender, length of service, and highest educational attainment of the respondents.

The second part helps to analyze the level of implementation of the faculty development program of training in terms of, Content, Strategy, Delivery, and Monitoring and Evaluation through the checklist using the five-point Likert Scale.

The Third part measures the challenges encountered in the implementation of the teachers' development program through a survey using the five-point Likert Scale.

Lastly, the last part of the instrument is the comment and suggestions of the respondents. That serves as a guideline in crafting the Proposed Action Plan to improve the implementation of the Teachers' Development Program in San Isidro Labrador Elementary School.

Validation of Instrument

Validation is a method of determining an instrument's accuracy by collecting and analyzing data. To assess the validity of quantitative instruments, a variety of statistical tests and measures are used, most of which include pilot testing. The validation team, made up of research panel members and led by the research director of the Graduate School of DCLC, then examined the instrument's face validity.

Field Out Testing or pilot testing was used to assess the instrument's dependability, with Cronbach Alpha being used as a criterion. When the correlations between the items improve, Cronbach's alpha increases, as a result, the coefficient is also known as the test's internal consistency or dependability of internal consistency.

Research Procedure

After the title of this thesis was approved, the researcher began collecting preliminary research from books, the internet, and literary sources. The researcher conducted a literature search for data and material pertinent to the study's context. After finishing chapters 1 through 3, the researcher seeks out panelists with the assistance and advice of the adviser. After identifying the researchers' panelists, the researcher creates a letter of assignment, a letter requesting a panel chairman, and submitted the letter to the Division Office for permission, in order to conduct the study. The researcher drafted a letter authorizing the researcher to conduct the study and a letter authorizing the researcher to collect data, both of which were signed by the research coordinator and graduate secretary.

Following that, the researcher focuses on the data collection instrument, which includes the respondents' letters and a checklist for the questionnaire. The experts first approved the questionnaire checklist for legal reasons. After the Experts have examined the study, the researcher prepared to conduct it. Prior to distributing questionnaires to respondents, the researcher wrote a letter to the school's principal and to the Division Office Rizal requesting permission to collect data and conduct the study. After approval was obtained the researcher then

began for distribution of the questionnaire by approaching the teachers who served as the respondents and asking them to begin filling out the questionnaires. The researcher analyzes the records.

The researcher strictly follows health and safety protocol against Covid-19. Then the researcher interprets and computed the gathered data. Once all the requirements have been completed, the researcher participated in a final oral defense. After then, the researcher prepares a submission and needs signatories for approval, and finally, the reproduction starts once the final copy and complete.

Data Gathering Technique

Documents about the profile of teachers in terms of age, gender, length of service, and highest educational attainment were verified through documents kept in the Human Resource Office. The level of implementation of the Teachers' Development Program in terms of needs assessment, content, strategy and delivery, and monitoring and evaluation of funding results is determined through the checklist using a five-point Likert scale.

Another questionnaire determines the challenges encountered in the implementation of teachers' development programs.

Statistical Treatment

The data gathered from the questionnaires were tallied properly and classified accordingly. The following statistical techniques were used to assemble data from the survey. The frequency determined the distribution and percentage of the respondents in each indicator to provide a general description of the respondents in San Isidro Labrador Elementary School. The weighted mean is used to analyze every numerical response of the option.

Frequency and Percentage Distribution. To figure out the respondents' demographics.

Average (Weighted Mean). To find out how far the Teacher Development Program has been implemented, as viewed by the respondents, in terms of needs assessment, content, strategy and delivery, and monitoring and evaluation.

Pearson Product -Moment Correlation Coefficient. The degree of association or closeness of the relationship between two variables is measured by a correlation coefficient, denoted by r . It is a measure of linear association. It is designed for use with interval or ratio data. It utilized the *significant relationship* between the level and challenges encountered in the implementation of the teachers' development program.

ANOVA. To figure out the significant difference in challenges encountered in the implementation of the Teachers' development program as perceived by the respondents when grouped according to profile particularly on (Age, Highest Educational Attainment, Position, and Length of Service).

Results and Discussion

This section deals with the discussion of the data that has been gathered from the respondents of this research by means of a textual, tabular, and graphical form of presentation. The data were undergone with different statistical analyses that yields mathematical results and were used as a basis for answering the stated problems of this study.

The Demographic Profile of Respondents

The following are the quantitative value of the demographic profile of the respondents under study:

Table 2: Frequency Percentage Distribution on the Profile of the Respondents

Sample Characteristics	n	%
Age		
20 – 30 years old	32	35.6

31 – 40 years old	44	48.9
41 – 50 years old	14	15.6
Gender		
Male	22	24.4
Female	68	75.6
Highest Educational Attainment		
Bachelor’s Degree	68	75.6
Masteral degree with Units	19	21.1
Masteral degree	3	3.3
Position		
Teacher 1	86	95.6
Teacher 2	4	4.4
Length of Service		
Less than a year – 5 years	45	50.0
6 – 10 years	40	44.4
11 – 15 years	0	0
16 – above	5	5.6

Note. N-90

Table 2 shows the Frequency Percentage Distribution on the profile of the respondents. As presented in the table, in terms of Age 32 respondents (35.6%) are 20-30 years old, 44 respondents (48.9%) are 31-40, and 14 respondents (15.6%) are 41-50 years old. Thus, most of the respondents are 31-40 years old. In terms of gender majority of the respondents are female 68 (75.6%) while 22 (24.4%) male respondents. Moreover, based on Highest Educational attainment there are 68 respondents (75.6%) Bachelor's Degree followed by 19 respondents (21.1%) Master’s Degree with units followed, 3 (3.3%) Master's Degree, 5. Most of the respondents are Teacher I and 4 (4.4%) Teacher II. Lastly, in terms of Length of Service, there are 45 respondents (50.0%) who teach for less than a year to five years, 40 respondents (44.4%) are taught for six to ten years, there are no (0%) respondents who are teaching for 11-15 years, and 5 teachers (5.6%) are in the service for sixteen years and above. Hence, most of the respondents are teaching for less than five years. The table of the demographic profile implied that the majority of the respondents are those who are young of an age, female, and teachers who obtained bachelor’s degrees, with teacher 1 positions and new in the profession.

Table 3: The Level of Assessment on the Implementation of Teachers’ Development Program as Perceived by the Respondents

Statement Items	Mean	Annotation
A. Needs Assessment		
The teachers' development programs are aligned to the developmental needs based on the result of IPCRF.	4.50	Strongly Agree
There is a match between professional development provision and professional needs.	4.47	Strongly Agree

The teachers' development program is aligned with the student achievement goals identified in the school improvement plan.	4.54	Strongly Agree
The school administrator conducts VOC to teachers to know their needs.	4.39	Strongly Agree
The goals of the teachers' development program are Vital to the success of the school.	4.60	Strongly Agree

Composite Mean 4.50 Strongly Agree

B. Content

The design of the teachers' development program meets the diverse needs of teachers.	4.49	Strongly Agree
The teachers' development program encourages culture for learning based on collaboration, teamwork, and unity.	4.57	Strongly Agree

The timeline of the teachers' development program is realistic for accomplishing the set goal.	4.40	Strongly Agree
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The activities of the teachers' development program helped the teacher to become more effective.	4.52	Strongly Agree
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The delivery of teachers' development program is flexible to teachers' time and availability.	4.42	Strongly Agree
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Composite Mean 4.48 Strongly Agree

C. Strategy and Delivery

The delivery of teachers' development program is flexible to teachers' time and availability.	4.43	Strongly Agree
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The activities of the teachers' development program helped the teacher to become more effective.	4.46	Strongly Agree
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The activities of the teachers' development program relate learning experiences to workplace conditions.	4.50	Strongly Agree
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The activities of the teachers' development program encourage professional interactions among teachers and staff.	4.49	Strongly Agree
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Despite being delivered online, the strategy of teachers' development programs foster greater opportunities for teacher cooperation.	4.54	Strongly Agree
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Composite Mean 4.484 Strongly Agree

D. Monitoring and Evaluation

The school administrators monitor the participation of teachers by requiring output/s submission.	4.59	Strongly Agree
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Implement reward structures and recognition for teachers' participation.	4.41	Strongly Agree
Reports progress to the faculty and highlight significant accomplishments.	4.46	Strongly Agree
Teachers can provide comments and suggestions to enhance the teachers' development program.	4.50	Strongly Agree
The school administrators provide technical assistance to the struggling teachers.	4.40	Strongly Agree
Composite Mean	4.472	Strongly Agree

Table 3 presents the mean distribution of responses on the level of the implementation of the Teachers' Development Program as perceived by the respondents. This expresses the teachers' perception of how the school implemented the teachers' development program to support the continuous professional growth of teachers, especially during this time of the pandemic. A total of 20 statements are classified under four (4) categories. Category one, Needs Assessment with a weighted mean of 4.50 (Strongly Agree), category two, Content with a weighted mean of 4.48 (Strongly Agree), category three, Strategy and Delivery with a weighted mean of 4.48 (Strongly Agree), and lastly, category four, Monitoring and Evaluation with a weighted mean of 4.47 (Strongly Agree). The responses to the questionnaire items reveal that in terms of Needs Assessment respondents place varying degrees of weight. Followed by the Content, Strategy and Delivery, and Monitoring and Evaluation. Starting with the Needs Assessment, the table shows that this category has a composite mean of 4.50 with the verbal interpretation of "Strongly Agree". It can also be noted that all 5 statements are deemed "Strongly Agree" by the respondents. Indicator 5 "The goals of teachers' development program are vital to the success of the school" got the highest mean of 4.60 verbally interpreted as Strongly Agree. This finding reveals that the teachers' development program goals focus on the achievement of the school. This result strengthens by Indicator number 3 "The teachers' development program is aligned with the student achievement goals identified in the school improvement plan" which got 4.53 (Strongly Agree). Parker (2008), stressed that teachers must engage in continuous professional development that is compatible with current needs and expectations, in order to maintain high standards and assist students in attaining an advanced level of competence. Moreover, according to Drage (2010), the teaching profession seeks to improve student learning via the professional development of teachers.

Indicator 1 "The teachers' development programs are aligned to the developmental needs based on the result of IPCRF" receives 4.50 (Strongly Agree). Respondents believed that "There is a match between professional development provision and professional needs" with a rating of 4.47 (Strongly Agree). This finding implies that the needs of the teachers are prioritized. As emphasized by Hunzinker (2011), effective professional development is supportive because it considers the needs, concerns, and interests of individual teachers along with those of the school or district. Meanwhile Indicator 4 "The school administrator conducts VOC to teachers to know their needs" got the lowest rating among indicators with a 4.39 (Strongly Agree) rating. This result suggests that the school administrators must listen to the opinions and suggestions of the teachers before crafting a development program because teachers know what is best for them.

The level of assessment on the implementation of the Teachers' Development Program as perceived by the respondents in terms of 4.50 with the verbal interpretation of "Strongly Agree" (Strongly Agree). From this

result, it can be concluded that the teacher's development program was carefully crafted and strategy by the school based on the vision, goal, and needs of the teachers. This substantiates Merchie et al (2018), to ensure that a Teachers' Development Program is methodical, organized, well-planned, and implemented, its aim and idea must be carefully specified. The requirement to clearly define the fundamental characteristics of Teachers' Conception Programs places a premium on program development, planning, implementation, and evaluation.

As for the Second Category, Content, it can be gleaned that indicator 2 "The teachers' development program encourages culture for learning based on collaboration, teamwork, and unity" got the highest mean of 4.57 (Strongly Agree). This implies that teachers favor a learning environment where they are free to collaborate and share ideas with fellow teachers. Followed by indicator 4 "The activities of the teachers' development program helped the teacher to become more effective" with a 4.52 mean rating verbally interpreted as Strongly Agree. Thus, McKinsey (2007), stated that the educational system's success is highly dependent on the teachers' qualifications as to its operators. The world's top education systems must hire suitable people and develop them into effective educators.

Indicator 1 "The design of the teachers' development program meets the diverse needs of teachers" got a rating of 4.49 (Strongly Agree). Like the students, teachers also have different needs, thus, according to Washington (2019) differentiation of content delivery for teachers is important in professional learning environments. Just as students need individualized instruction and content delivery, the same is true for teachers. The key to improving teacher professional development is centered on finding a focus that enhances the skills of that teacher. Additionally, setting specific goals for the teacher and their development plays a pivotal role in improving teacher programs for development. Moreover, Indicators 5 "The delivery of teachers' development program is flexible to teachers' time and availability" and 3 "The timeline of the teachers' development program is realistic for accomplishing the set goal" got the rating of 4.42 and 4.40, respectively, verbally interpreted as Strong Agree. From these results, it can be inferred that teachers favor a development program that respects their own pace.

The level of the implementation of the Teachers' Development Program as perceived by the respondents in terms of Cronbach's Alpha has an overall rating of 4.48 (Strongly Agree). From this result, it can be concluded that the teacher's development program was carefully crafted and strategized by the school. Shernoff et al. (2017), attest that improvement programs require a center on substance viewpoints and benchmarks. Concentrating on that prerequisite is basic. Professional development that focuses on teaching practices related to curriculum subjects assists teachers in their classroom environments (Hammond, 2017). Teachers' Professional Development must incorporate aspects that contribute to its effectiveness based on reasoning and research-grounded rationale to generate beneficial gains in teacher practice and student academic attainment. The following factors are identified as facilitators of teacher learning processes: "learning opportunities, collaboration among colleagues, management support, and autonomy to choose what to learn" (Louws et al., 2017).

In the Third Category, Strategy, and Delivery where all 5 statements under this category have annotations of "Strongly Agree". Ranking first in terms of the means, Indicator 5 "Despite being delivered online, the strategy of teachers' development programs fosters greater opportunities for teacher cooperation" got the highest mean of 4.54 (Strongly Agree). This implies teachers' cooperation and collaboration are given importance even the lack of face-to-face encounters. Indicator 3 "The activities of the teachers' development program relate learning experiences to workplace conditions" with the mean of 4.50 (Strongly Agree). Washington (2019), stresses that in

order to improve teacher professional development, the strategies need to be research-based, reflective, and provide a platform for the professional development to be applied in the classroom setting.

Followed by indicator 4 “The activities of the teachers' development program encourage professional interactions among teachers and staff” got a mean of 4.49 (Strongly Agree). Followed by indicator 2 “The activities of the teachers' development program helped the teacher to become more effective” with a mean rating of 4.46 (Strongly Agree). These results suggest that the strategy that fosters collaboration and teamwork and provides a platform for teachers to be involved must be continuously implemented. Collaboration is one effective strategy in the delivery of teachers' professional development programs as emphasized by Hammond (2017) high-quality professional development fosters teacher collaboration and idea-sharing, frequently in circumstances that connect new teaching practices to instructors' students and classrooms.

The level of assessment on the implementation of the Teachers' Development Program as perceived by the respondents in terms of Strategy and Delivery has an overall-all rating of 4.48 (Strongly Agree). This denotes that teacher viewed that strategy and delivery of the development programs were implemented successfully. This substantiates the claim of Greenleaf et al. (2011), that active learning enables teachers to gain hands-on experience in planning and implementing novel instructional practices. Teachers frequently participate in the same manner of learning that they design for their students through professional development models that incorporate active learning, using real-world examples of curriculum, student work, and instruction.

In the last category, Monitoring and Evaluation It can be noted that all five statements in this category were rated as “Strongly Agree”. Indicator 1 “The school administrators monitor the participation of teachers by requiring output/s submission” got the highest mean of 4.59 (Strongly Agree). This implies that the school development program promotes a result-based approach, a setting where the teacher will not just be listeners but doers. Indicator 4 “Teachers can provide comments and suggestions to enhance the teachers' development program” and 3 “Reports progress to the faculty and highlights significant accomplishments” got 4.50 and 4.46 (Strongly Agree) ratings. These results indicate that teachers have the freedom to assess teachers' development programs based on their points of view and personal experience. Moreover, the importance of transparency when it comes the o progress in achieving the goal was highlighted.

Indicator 2 “Implement reward structures and recognition for teachers' participation” got a mean of 4.40 (Strongly Agree), this result suggests that the school should continue giving incentives and recognition to boost the motivation of teachers. In the study of Nawab (2020), when the system provides no recognition or incentive for professional development. Participation in professional development has no bearing on a teacher's career. As a result, teachers demonstrate less interest in professional development. The research suggests that in order to increase teachers' participation in professional development, the system should implement an appraisal system in which teachers are held accountable for professional development and rewarded for the changes they make to their practices as a result of participating in professional development opportunities. Meanwhile, indicator 5 “The school administrators provide technical assistance to the struggling teachers” got the lowest rating among all indicators with a 4.40 (Strongly Agree) rating, this result evokes that school administrators must carefully craft a mechanism that they can provide support in the areas where teachers struggled. Teachers are sometimes aware of the needs when it comes to technical assistance that which school provides. Reviewing, planning, and enough support from technical assistance is one of the requirements to improve the teacher's development program.

The level of the Teachers’ Development Program as perceived by the respondents in terms of monitoring and evaluation has an overall rating of 4.47 (Strongly Agree). This denotes those teachers who believed that proper monitoring of progress results in is an essential area of implementing a teachers’ development program. Literature. According to Akmal et. al, (2022), monitoring and evaluation (M&E) systems are critical for determining what is working and where additional help is required. Monitoring and evaluation methods assist teachers’ development programs in achieving their goals of enhanced teaching practice, improved student-teacher interactions, and ultimately, improved student learning outcomes. The improvement of both teachers and learners needs to monitor to give an appropriate evaluation and this is done properly within a given perfect time. Consider the situation of the teachers in all aspects so that monitoring and evaluation meet its goal.

Table 4. The Challenges Encountered on the Implementation of Teachers’ Development Program as Perceived by the Respondents

Statement Items	Mean	Annotation
Challenges Encountered		
Lack of readiness.	2.91	Sometimes
Improper practice of time management.	2.82	Sometimes
Poor planning and preparations.	2.74	Sometimes
Lack of interest of some teachers.	2.89	Sometimes
Lack of Guidance and support of leaders.	2.74	Sometimes
Lack of training on how to carry out the program.	2.81	Sometimes
Technical difficulties, as the teacher development program, was conducted purely online.	3.04	Sometimes
The delivery is not aligned with the goals.	2.60	Rarely
Problems with a budget, lack of resources.	3.12	Sometimes
Quarantine restrictions affect the implementation of the teachers’ development program.	3.24	Sometimes
Composite Mean	2.891	Sometimes

Table 4 shows the mean distribution of responses on the challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents. This expresses the teachers’ experiences during the conduct of the development program to support their professional needs. Indicator 10 “Quarantine restrictions affect the implementation of the teachers’ development program” ranks the highest with a mean rating of 3.24 verbally interpreted as Sometimes. This result shows the effects of the pandemic on the implementation of the development program. Since face-to-face was not allowed, teachers resort to attending training virtually. As supported by the statement of Penfold (2020), in light of the pandemic's additional demands, targeted support and professional growth are critical, as the health rules require physical separation, and actual and personal interaction and participation are limited.

Indicator 9 “Problems with a budget, lack of resources” ranks second with a mean rating of 3.12, this result implies that teachers need support for resources such as load allowances, especially since most pieces of training were done virtually. Thus, third in the rank is indicator 7 “Technical difficulties, as the teacher development program was conducted purely online” with a mean rating of 3.04 (Sometimes). One of the challenges in conducting online training is the technical difficulties, according to the study of Chin et. al (2022) the primary

impediments to professional development were budgetary and time constraints, as well as a lack of teacher enthusiasm and logistical assistance.

Indicator 1 “Lack of Readiness” got a mean rating of 2.91 verbally interpreted as Sometimes. This result implies that despite the careful planning before implementation there are some areas that need more preparation. The abrupt change of modality due to the pandemics could also be one of the reasons why teachers viewed the lack of readiness as a challenge. Followed by indicator 4” Lack of interest of some teachers”, this result suggests that schools must think of a strategy where teachers become more involved to boost their interest and participation. the implementation of teachers’ professional development, this includes poor or non-participation of teachers in the program activities, poor planning, lack of support by the school management, and selective reporting.

Indicator 2 “Improper practice of time management” got the mean rating of 2.82 followed by indicator 6 “Lack of training on how to carry out the program” with a mean of 2.71 verbally interpreted as Sometimes. These results imply that the flexibility of teachers’ time and availability have a positive and negative impact all because time management became an occasional problem. Moreover, indicator 5 “Lack of Guidance and support of leaders” and indicator 3 “Poor planning and preparations” with a mean rating of 2.74 verbally interpreted as sometimes. These results support the result above that the school administrators monitor the participation of teachers by requiring output/s submission which got a positive rating from the respondents. This means that since the school administrator conducts monitoring, proper guidance was provided.

Lastly, indicator 8 “The delivery is not aligned to the goals” is rated the lowest with 2.60 which is a rare problem. This supports the result above “The teachers’ development program is aligned with the student achievement goals identified in the school improvement plan” which got a positive rating. Numerous obstacles in implementing the teachers’ development program arise because of the Covid-19 epidemic, as face-to-face training is forbidden due to lockdowns and health precautions.

As the experience now is all about online interaction and distance learning. While instructors find their way to practice during the epidemic, they also suffer concern about Covid-19, anxiety about communication, and anxiety about support (Pressley, 2021). Challenges encountered in the implementation of teachers’ development programs cannot be avoided because of the pandemic which is seen as vital in planning and providing proper solutions to continue assisting the needs of teachers so that also assist the needs of learners as well.

The setting of objectives through a teachers’ development program wherein centers on the desires of teachers and makes a difference to the administrators and school heads to create a compelling way to develop and oversee the Teachers’ Development Program for the entire school year.

Table 5: The significant difference in the level of implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to profile (Age, Highest Educational Attainment, Position, and Length of service)

		ANOVA				
		SS	Df	MS	F	Sig.
AGE	Between Groups	11.853	30	.395	.763	.788
	Within Groups	30.547	59	.518		
	Total	42.400	89			

POSITION	Between Groups	1.476	30	.049	1.237	.239
	Within Groups	2.346	59	.040		
	Total	3.822	89			
LENGTH OF SERVICE	Between Groups	9.873	30	.329	.869	.656
	Within Groups	22.349	59	.379		
	Total	32.222	89			
HIGHEST EDUCATIONAL ATTAINMENT	Between Groups	11.031	30	.368	1.666	.047
	Within Groups	13.024	59	.221		
	Total	24.056	89			

Note N-90, SS- Sum of Squares, MS- Mean Squares, df- degrees of freedom, F-computed value, Sig.- Significant Value

Table 5 shows the significant difference in the level of implementation the of Teachers’ Development Program as perceived by the respondents when grouped according to profile (Age, Highest Educational Attainment, Position, and Length of service). From the data obtained, the study comprised of (N=90) respondents with the degrees of freedom between groups (dfBG=30) and degrees of freedom within groups (dfWG=59) and F-computed values are equal to (Age F= 0.763, Highest Educational Attainment F=1.666, Position F=1.237, and Length of service F=0.869). Since the probability/sig. values are (Age Sig.=0.788>0.05), (Highest Educational Attainment Sig.=0.047<0.05), (Position Sig.=0.239>0.05), and (Length of Service Sig.=0.656 >0.05). Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference in the level of implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Age, Position, and Length of service. This implies that respondents view all the categories similarly. The result indicates a positive view of the implementation of the Teachers’ Development Program as perceived by the respondents. It can be concluded that the San Isidro Labrador Elementary School successfully implemented the teachers’ development program, as highlighted, in the statement above, the goals of the teachers’ development program are vital to the success of the school.

However, there is enough evidence to reject the null hypothesis on Highest Educational Attainment and it implies that there is a significant difference in the level implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Highest Educational Attainment. This result implies that there are different perceptions when respondents are classified by their level of education. The respondents with the highest educational attainment think differently from those who are not due to the learnings they obtained from their graduate studies. Teachers who have the highest educational attainment are enlightened and gathered facts that resulted to be a great impact on them when it comes to teachers’ development programs. The pressure and eagerness of having units for professional growth reflected in the result that serves as investments for them are important.

Table 6. Multiple Comparison on the implementation of Teachers’ Development Program when grouped in terms of Highest Educational Attainment

Multiple Comparisons	
Dependent Variable: TEACHERS’ DEVELOPMENT PROGRAM	
Scheffe	

(I) HEA	(J) HEA	Mean		Sig.	95% Confidence Interval	
		Differen	Std.		Lower	Upper
BACHELOR'S DEGREE	WITH MASTER'S DEGREE UNITS	ce (I-J)	Error		Bound	Bound
	MASTERAL DEGREE	.01517	.14596	.015**	-.3483	.3787
WITH MASTER'S DEGREE UNITS	BACHELOR'S DEGREE	-.01517	.14596	.015**	-.3787	.3483
	MASTERAL DEGREE	.19561	.34945	.855	-.6747	1.0659
MASTER'S DEGREE	BACHELOR'S DEGREE	-.21078	.33184	.818	-1.0372	.6157
	WITH MASTER'S DEGREE UNITS	-.19561	.34945	.855	-1.0659	.6747

Note. ** Significant

Table 6 above shows that there is a significant difference in the level of implementation of the Teachers' Development Program as perceived by the respondents when grouped according to Highest Educational Attainment. Specifically, between bachelor's degrees and master's degree units, respondents who fall under these groups show a great perception of the implementation of the teachers' development program. The beneficiaries with bachelor's degrees and master's degree units believed and understood the implementation of the teachers' development program for the school year 2020-2021. It shows that teachers agree that every school or institution pays attention with regards to evolving teachers' development programs.

Table 7: The significant difference in the level of implementation the of Teachers' Development Program as perceived by the respondents when grouped according to Gender

Variables	N	df	Mean	t-value	A	Sig.
Teachers' Development Program						
Male	90	88	4.3341	-1.459	0.05	0.148
Female			4.5324			

Note. N- Sample Size, df- Degrees of Freedom, t-computed value, α - level of significance, Sig.- significant value

Table 7 shows the significant difference in the level of implementation of the Teachers' Development Program as perceived by the respondents when grouped according to Gender. From the data obtained, the sample size of the study comprised of (N=90) respondents wherein the mean level implementation Of the Teachers' Development Program for Male is 4.3341 (Strongly Agree) while the female is 4.5324 (Strongly Agree) with the degrees of freedom of (df=88) and the t-computed value is equal to (t=-1.459).

Since the probability /Significant Value is equal to ($Sig.=0.148>0.05$) is greater than the level of significance. Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference in the level of implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Gender. This substantiates the study of Patahuddin et. al. (2022), that in professional development there were no significant overall gender differences in engagement, the data shows that cultural barriers did not inhibit female teachers' engagement and that there were subtle differences in the content of posts between male and female participants, which created opportunities to enrich the professional development experience of both genders.

Table 8: The significant difference in challenges encountered in the implementation Of the Teachers’ Development Program as perceived by the respondents when grouped according to profile (Age, Highest Educational Attainment, Position, and Length of service)

		ANOVA				
		SS	Df	MS	F	Sig.
AGE	Between Groups	14.911	32	.466	.966	.532
	Within Groups	27.489	57	.482		
	Total	42.400	89			
POSITION	Between Groups	1.822	32	.057	1.623	.055
	Within Groups	2.000	57	.035		
	Total	3.822	89			
LENGTH OF SERVICE	Between Groups	13.150	32	.411	1.228	.245
	Within Groups	19.072	57	.335		
	Total	32.222	89			
HIGHEST EDUCATIONAL ATTAINMENT	Between Groups	11.656	32	.364	1.674	.044
	Within Groups	12.400	57	.218		
	Total	24.056	89			

Note N-90, SS- Sum of Squares, MS- Mean Squares, df- degrees of freedom, F-computed value, Sig.- Significant Value

Table 8 shows the significant difference in the challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to profile (Age, Highest Educational Attainment, Position, and Length of service). From the data obtained, the study comprised of (N=90) respondents with the degrees of freedom between groups ($df_{BG}=32$) and degrees of freedom within groups ($df_{WG}=57$) and F-computed values are equal to (Age $F=0.996$, Highest Educational Attainment $F=1.674$, Position $F=1.623$, and Length of service $F=1.228$). Since the probability/sig. values are (Age $Sig.=0.532>0.05$), (Highest Educational Attainment $Sig.=0.044<0.05$), (Position $Sig.=0.055>0.05$), and (Length of Service $Sig.=0.245>0.05$). Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference in the challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Age, Position, and Length of service.

This implies that respondents experience the same degree of challenges encountered in the implementation of the development program. It can be recommended that the school head together with the planning team should look closely at this result and use it as a reference in creating an improved development

program. However, there is enough evidence to reject the null hypothesis on Highest Educational Attainment and it implies that there is a significant difference in the challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Highest Educational Attainment. The respondents with the highest educational attainment seemed to realize the points to improve in the implementation of TDP. The respondents with the highest educational attainment have the highest standards and expectations in the implementation of TDP while continuing to pursue the goals of professional development.

Table 9. Multiple Comparison of Challenges Encountered on the implementation of Teachers’ Development Program when grouped in terms of Highest Educational Attainment

		Multiple Comparison				
Dependent Variable: CHALLENGES ENCOUNTERED		Scheffe				
(I) HEA	(J) HEA	Mean	Std.	Sig.	95% Confidence Interval	
		Differenc	Error		Lower	Upper
		e (I-J)			Bound	Bound
BACHELOR'S DEGREE	WITH MASTER'S DEGREE UNITS	-.58963	.27868	.003	-1.2837	.1044
	MASTERAL DEGREE	.14020	.63358	.976	-1.4377	1.7181
WITH MASTER'S DEGREE UNITS	BACHELOR'S DEGREE	.58963	.27868	.003	-.1044	1.2837
	MASTERAL DEGREE	.72982	.66720	.552	-.9318	2.3915
MASTER'S DEGREE	BACHELOR'S DEGREE	-.14020	.63358	.976	-1.7181	1.4377
	WITH MASTER'S DEGREE UNITS	-.72982	.66720	.552	-2.3915	.9318

Note. ** Significant

Table 9 above shows that there is a significant difference in challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Highest Educational Attainment. Specifically, between bachelor’s degrees and master’s Units Degree. The respondents who believed that there was a significant difference between challenges encountered in the implementation of TDP showed a greater effect of the pandemic than those respondents who have master’s degrees. The school head and administrators need to give reform the implementation of TDP and have some strategies and methodologies modification if needed.

Table 10: The significant difference in the challenges encountered in the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Gender

Variables	N	df	Mean	t-value	A	Sig.
Teachers’ Development						

Program

Male	90	88	2.6000	-1.462	0.05	0.147
Female			2.9882			

Note. N- Sample

Size, df- Degrees of Freedom, t-computed value, α - level of significance, Sig.- significant value

Table 10 shows the significant difference in the level of assessment on the implementation of the Teachers’ Development Program as perceived by the respondents when grouped according to Gender. From the data obtained, the sample size of the study comprised of (N=90) respondents wherein the mean level of the challenges encountered in the implementation Of the Teachers’ Development Program for Male is 2.6000 (Sometimes) while the female is 2.9882 (Sometimes) with the degrees of freedom of (df=88) and the t-computed value is equal to (t=-1.462). Since the probability /Significant Value is equal to (Sig.=0.147>0.05) is greater than the level of significance. Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant difference in the level of implementation the of Teachers’ Development Program as perceived by the respondents when grouped according to Gender. This only implies that Gender doesn’t affect the capability of teachers to face challenges when it comes to professional development. Regardless, of their orientation both female and male teachers can still perform their roles in the development program despite the challenges.

Table 11: The significant relationship between the level of challenges encountered and the implementation of the Teacher’s development program

		Correlations	
		TEACHERS DEVELOPMENT PROGRAM	CHALLENGES ENCOUNTERED
TEACHERS DEVELOPMENT PROGRAM	Pearson Correlation	1	-.151
	Sig. (2-tailed)		.154
	N	90	90
CHALLENGES ENCOUNTERED	Pearson Correlation	-.151	1
	Sig. (2-tailed)	.154	
	N	90	90

Table 11 shows the significant relationship between the level of challenges encountered and the implementation of the Teacher’s development program. From the data obtained, the sample size of the study comprised 90 respondents with a degree of freedom of (df =89) and the r-computed value is equal (r=-1.151) with negligible correlation. Since the probability value is equal to (Sig.=0.154>0.05) and it is greater than the level of significance of 0.05. Therefore, there is no enough evidence to reject the null hypothesis and it implies that there is no significant relationship between the level of challenges encountered and the implementation of the Teacher’s development program. From this result, it can be concluded that regardless of the presence of challenges in the implementation of the teacher’s development program a successful result might still be achieved. It depends on the acceptance of the teachers and considerations in both bodies. Changes and some situations that cannot control by the school head or vice versa would be served as a challenge for everyone to continue to improve the needs for professional development. Quality education demands qualified instructors. Today's students require great

companionship, and effective teachers must be able to use communication technology to separate information from the surrounding facts. As a result, it's crucial for these educators to receive support for their ongoing professional development to stay up-to-date with the changing demands of our learning society. With the rapid evolution of technology, it's essential that teachers continuously improve their skills and adapt to new learning techniques to keep pace with the changing needs of their students. By prioritizing professional development, teachers can remain effective companions for their students and ensure that they are well-prepared for the challenges of the future.

Conclusions

In the light of the statistical analysis and the finding of the study, the following conclusions were drawn:

1. The teacher respondents are predominantly 31-40 years old, female, graduated with bachelor's degree, Teacher 1, served as teachers for less than a year to five years.
2. Based on the assessment of the respondents the teachers' development program in San Isidro Labrador Elementary school for the school year 2021-2022 was successfully implemented.
3. There are no significant differences in the respondents' assessment of the implementation of the teachers' development Programs when grouped according to age, sex, years in service, and teaching position, but significantly different in terms of educational attainment.
4. The evaluation of the respondents on the challenges encountered in the implementation of the teachers' development program are sometimes experienced.
5. There are no significant differences in the challenges encountered in the implementation of the teachers' development Programs when grouped according to age, sex, years in service, and teaching position, but significantly different in terms of educational attainment.

Recommendations

The following recommendations were made to address the challenges toward a sustainable and effective implementation of the teacher's development program in San Isidro Labrador Elementary School:

1. Create a professional development plan for teachers that allows them to learn on their own time and at their own pace.
2. Nurture and support an effective reward and incentive system that can improve accountability, encourage personal development, strengthen continuous learning, and motivate teacher participation.
3. The school's training and development group should concentrate on issues that address the needs and weaknesses of teachers.
4. The school may also adopt online training to reduce the workload of both teachers and training coordinators.
5. The school's principal, department heads, and training and development coordinator may put greater effort toward the enhancement, monitoring, and assessment of faculty development programs.
6. The facilitators of training and development programs, as well as the principals of each school must have access to seminars aimed at enhancing its capacity to execute training programs effectively. So that they would be adequately equipped and prepared in conducting the development program locally.
7. The Department of Education should promote the professional development of teachers by giving financial assistance, especially to those who wish to pursue graduate schools.

8. Future researchers can conduct further studies on the implementation of teachers' development plans in other localities, using other approaches, or examining other variables of interest (e.g., impact on learners' successes).

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