An Assessment on the Effectiveness of Professional Advancement in the Performance of Secondary School TLE Teachers in Batangas National High School

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Abstract:- Everyday, educators faced complex decisions that rely on many different kinds of learning brought from professional advancement.

The professional development "system" for teachers is, by all accounts, broken. Despite evidence that specific programs can improve teacher knowledge and practice and student outcomes, these programs seldom reach real teachers on a large scale. To use a shopping metaphor, these research-proven programs, which are often offered by university faculty or nationally recognized providers, are "boutiques" serving a handful of fortunate teachers while leaving many more to shop at the supermarket of the professional development world.

One might not see the Department of Education's professional development system as particularly troubled. Nearly every teacher participates in some form of learning every year. Seminars, conferences, learning action cell, Research articles trumpeting the success of a particular method or program appear practically monthly, and practitioner magazines burst with accounts of the phenomenal improvements in teacher knowledge and skills that result.

But buried beneath these often-glowing reports are colder facts. For instance, from the available evidence, teachers apparently have little use for their learning experiences: Most teachers engage in only the minimum professional learning required to be promoted via the DepEd's ERF program. In Batangas National High School alone, data showed that just over half of its teachers are enrolled in a Master's Degree Program and only four teachers are in the Doctorate Program.

Finally, teachers themselves are lukewarm about their professional development experiences. It seems that most teachers only engage in professional development to gain advantage for career advancement. Using the recent performance of the school in National Achievement Test as basis, the professional development gained by teachers has yet to reinforce their existing practices.

As authors availing professional development program, the researchers want to know the assessment of Technology and Livelihood Education teachers in Batangas National High School regarding the professional development programs and how these programs affect their effectiveness as teachers. To the respondents, this study will provide insights as to how a professional development program can be used not just as an advantage in career advancement but as a tool to improve their teaching skills where the students will benefit the most.

This study determined the professional development status of teachers in Batangas National High School TLE teachers. Specifically, researchers determined the kind of professional development that teachers are engaged in. Secondly, the study will also determined how these programs affect their effectiveness as teachers. Finally, this study will provide basis for an enhanced professional development program that is specific to the present educational environment of Batangas National High School TLE teachers.

Keywords:- *Professional Development, Developmental Program.*

I. INTRODUCTION

Everyday, educators faced complex decisions that rely on many different kinds of learning brought from professional advancement.

The professional development "system" for teachers is, by all accounts, broken. Despite evidence that specific programs can improve teacher knowledge and practice and student outcomes, these programs seldom reach real teachers on a large scale. To use a shopping metaphor, these research-proven programs, which are often offered by university faculty or nationally recognized providers, are "boutiques" serving a handful of fortunate teachers while leaving many more to shop at the supermarket of the professional development world.

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Even if teachers' learning opportunities are of moderate quality and contain no errors or unproven facts, there is also the problem of transfer. In one recent study, we saw teachers taking lessons or activities from professional development into their classrooms, often to ill effect. In many cases, the activities were imported into classrooms without the subject area they were meant to represent; in others, the lessons were present but distorted (Hill, 2009).

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Professional development is understood and described in different ways. Joyce as cited by Broad (2009) for example, defined professional development as "formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well as in terms of the competence to carry out their assigned roles." growing interest in professional development initiatives designed to address the professional development needs of mid-career teachers. A variety of studies have been undertaken that explore the complexities of effective professional development for midcareer teachers. These studies illuminate a range of factors that need to be carefully considered when determining appropriate delivery modes, standards and/or approaches for assessing professional learning (Warren-Little, 2009).

The study is also anchored on the Continuing Professional Development (CPD) strategy of Learning and Teaching Day's (as cited by McNamara, et.al, 2009) definition of CPD seems to draw on elements which many stakeholders increasingly appreciate and which are relevant to current issues: "professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom.

In relation to this, the study emphasizes that professional development includes the work of teachers; research and knowledge bases that inform the act of teaching; teacher's interests and level of development; independent and collaborative learning activities and processes that are responsive to teachers' different ways and levels of learning and knowing; accountability and ways of assessing professional growth; meaningful, and manageable standards for teachers; alignment among personal, school and system goals; and attention to broader change processes.

II. METHODOLOGY

The study includes the professional development programs and activities available for the Teachers based on the NCBTS Framework implemented by the Department of Education. In addition to the already available resources, the study will use survey questionnaire as additional information regarding the professional development of teachers and the data will be statistically treated for proper validation. Finally, the study can be used as basis for the improvement of professional development for secondary teachers.

This part presents the method of the study which includes research design, sampling procedure, data gathering, instrument used in data gathering or instrumentation, and statistical treatment of data.

This study used the quantitative design. Quantitative research is the investigation of phenomena that lead themselves to precise measurement and qualification, involving a rigorous and controlled design.

Also, it is a common process of obtaining data and information which include the use of questionnaires and personal interview with the aid of study or interview guide schedule and observation either participatory or not.

Furthermore, the researcher utilized all related literature and studies that provides the framework of the study.

The study was conducted in Batangas National High School which is the biggest secondary school in the Division of Batangas City and employs the most number of TLE teachers.

In addition, the school was chosen as the locale of the study given that the researcher is a teacher in the said school and the study will provide background information on the professional development of the teachers in Banahis.

The self-made questionnaire was submitted to the panel in the Division of Batangas for proper checking and validation. The two-part questionnaire includes the profile of the respondents and their perception regarding professional development and their assessment regarding the impact of their professional development activities to their effectiveness as secondary school teachers.

The researcher incorporated the corrections that the research committee deemed appropriate to improve the study. After rewriting the questionnaire and acquiring the approval of the committee, the questionnaires were distributed to the respondents.

The researcher consulted several books, unpublished thesis and different websites for the review of related literature.

A letter of request was submitted to the school principal of Batangas National High School asking permission to conduct the study. After receiving permission to do so, the researcher submitted draft of the action research in the panel in the Division of Batangas City for suggestions. Afterwards, the researcher incorporated the suggestions made by the committee in charge of the research programs. The researcher then personally distributed the questionnaires to the respondents

Data obtained were tallied, tabulated, interpreted and analysed.

After the collection of the questionnaire, the answers were tallied, tabulated and analysed. Various statistical treatments were used like weighted mean, ranking and percentage.

Likert Scale was used to determine the perception of the respondents towards the variables being investigated. Respondents were asked to indicate the degree to which they agree or disagree with the ideas express by indicator.

Range	Interpretation
4.51 - 5.00	To a very large extent
3.51 – 4.50	To a large extent
2.51 – 3.50	To a moderate extent
1.51 – 2.50	To a little extent
1.00 – 1.50	To a very little extent

III. RESULTS AND DISCUSSIONS

This part presents the discussions and interpretations of the results of the study.

Table 1
Profile of the Respondents In terms of Gender

Gender	Frequency (f)	Percentage (%)
Male	13	28.26
Female	33	71.74
TOTAL	46	100

It can be gleaned from the table that most of the respondents are Female with 33 teachers at 71.74. Only 13 teachers are male at 28.26%.

Table 2
Profile of the Respondents In terms of Age

Age	Frequency (f)	Percentage (%)
21-25	0	0
26-30	3	6.52
31-35	5	10.87
36-40	7	15.21
40 above	31	67.40
TOTAL	46	100

It can be gleaned from the table that most of the respondents are 40 years old and above with 31 respondents at 67.40%. Followed by 7 respondents who are between 36-40 years old. On the other hand, 10.87% or 5 teachers are between 31-35 years old. Finally, 3 teachers are between 26-30 years old at 6.52%.

Table 3
Profile of the Respondents In terms of Educational Background

Educational Background	Frequency (f)	Percentage (%)
Bachelor's Degree	39	84.79
Master's Degree	6	13.04
Doctoral Degree	1	2.17
TOTAL	46	100

In terms of Educational Background, most of the respondents are satisfied with their Bachelor's Degree at 84.79% or 39 respondents, followed by teachers who have Master's Degree at 13.04% and only 1 respondent or 2.17% of the total population has Doctoral Degree.

Table 4
Professional Development Programs and Activities

Programs/Activities	Frequency (f)	Rank
Higher Degree	8	5
INSET Activities	46	1
New Teacher Mentoring	20	2
Authorship in Modules	4	7
Committee Chairmanship	2	8
Conducted Action Research	5	6
International Trainings	10	3.5
Student Mentoring/Coaching	10	3.5
TOTAL	46	

Based on Table 4, all of the respondents have participated in the school's INSET activities at rank 1. On the other hand, 20 teachers are actively engaging in new teacher mentoring followed by 10 teachers each who have participated in International Trainings and Student/mentoring or coaching. 5 teachers also stated that they are actively seeking or have achieved higher degree. Action Research is also of the activities promoting professional development and 5 of the respondents have conducted their research. Furthermore, 4 teachers have written or co-written modules used by the students and 2 of the respondents are over-seeing a committee as chairman.

The assessment of the respondents revealed that INSET programs have the most number of participants mainly because it is usually mandatory in the School. INSET activities are done during semestral break and every subject areas have INSET programs. On the other hand, committee chairmanship is a position delegated by the Principal to his/her chosen teacher which is why very few teachers could have the opportunity to manage a school committee.

Table 5
Mean Assessment on the Effectiveness of Professional Development Programs

Effectiveness of Professional Development Programs	Weighted Mean	Verbal Interpretation	Rank
1. The programs and activities helped improve my teaching methods and strategies	3.78	To a Large Extent	7.5
2. The seminars I attended provided better understanding of my subject area	3.43	To a Moderate Extent	12
3. I gained knowledge in curriculum and development planning	4.04	To a Large Extent	3
4. The programs and activities encouraged me to join career advancement activities	2.89	To a Moderate Extent	17
5. The programs and activities helped me recognize my teaching performance needs	4.15	To a Large Extent	2
6. I gained better self-confidence/self-esteem when it comes to my teaching performance	4	To a Large Extent	4
7. I have developed my other professional skills because of the professional development programs I joined	3.71	To a Large Extent	9.5
8. My classroom management skills improved because of the professional development activities	3.78	To a Large Extent	7.5
9. I am able to better appreciate the legislated, moral and ethical framework of the public school system in which I am a part of	3.45	To a Moderate Extent	11
10. I am able to promote a common language that fosters an understanding of what it means to be a member of the teaching profession	3.71	To a Large Extent	8.5
11. I am able to apply my pedagogical knowledge, skills and attributes based on the previous and present curriculum	3.19	To a Moderate Extent	13
12. I am able to appreciate individual differences and believe all students can learn, albeit at different rates and in different ways.	3.93	To a Large Extent	6
13. I am able to create and maintain environments that are conducive to student learning	4.80	To a Very Large Extent	1
14. I am able to translate curriculum content and objectives into meaningful learning activities.	3.13	To a Moderate Extent	15
15. I am able to apply a variety of technologies to meet students' learning needs.	3.97	To a Large Extent	5
16. I am able to gather and use information about students' learning needs and progress	3.08	To a Moderate Extent	16
17. I am able to establish and maintain partnerships among school, home and community, and within The schools	3.15	To a Moderate Extent	14
COMPOSITE MEAN	**3.66**	**To a Large Extent**	

Based on the table above, the respondents assessed that professional development programs helped them create and maintain environment that are conducive to student learning with weighted mean of 4.80 and verbal interpretation of To a Very large Extent. This is followed by the perception of the respondents with regards to the professional development programs being helpful in recognizing their teaching performance needs with 4.15 weighted mean at rank 2. At rank 3 is they gained knowledge in curriculum and development planning with a weighted mean of 4.04 and verbal interpretation of To a large Extent.

Public School teachers are mandated to work harmoniously with their students in able to realize curricular goals and theoretical ideas into effective and efficient classroom and school-wide practices and create an environment that is conducive to learning. The complex nature of teaching requires teachers to be highly competent and adaptable to the ever-changing educational climate.

The present study supports the study made by the Metiri Group in 2010 which claimed that professional development builds the capacity of teachers to advance the goals of the education systems. As such, the literature on teacher effectiveness informs both the purpose of professional development, and the metrics by which professional development is measured.

Furthermore, the assessment of the respondents revealed that first and foremost, providing an environment which is safe and conducive is necessary in order to aid the learning process of the students. Part of the professional development program is to encourage and improve the classroom management of the teachers.

Table 3
Proposed Professional Development Program

Specific Objectives	Strategies	Persons involved	Expected Outcome
Introduce the concepts of Professional Development	Lecture/ Seminars focusing on the benefits of engaging in Professional Development	School Management	Teachers are motivated to participate in professional development programs
Encourage teachers to conduct Action Research	Mandatory submission of Action Research as additional basis of Performance Rating	All Teachers	All Teachers have submitted their Action Research
All Teachers are enrolled in Higher Education	Seek sponsorship/scholarship for teachers in Colleges and Universities offering MA and PhD	All Teachers NGO's	All Teachers have earned their MA or PhD.
Teachers are motivated to write modules for improved learning outcomes	INSET programs for Module writing	School Management	All Teachers have written/prepared modules that students will use to decrease drop-out rates

IV. CONCLUSION

From the data gathered, analysed and interpreted the researchers concluded that:

1. Very few teachers have participated in professional development programs and teachers initiated to join activities relevant to professional development.
2. The professional development programs involving teacher participation of TLE teachers in BANAHIS proved to be very effective in terms of improved teacher performance.

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