

Professional Training Needs of Elementary Teachers

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ABSTRACT

Training for teachers is an important element in professional development for it equips educators with essential enhancement of their skills, knowledge, and strategies to address the diverse needs of their learners in the classroom, yet the relevance and effectiveness of the numerous training programs conducted are still in question because of unassessed needs of teachers prior to its implementation. While there are various studies that pointed out the needs of teachers for training, there is limited contextualized research on lived experiences of teachers in navigating professional growth based on Philippine Professional Standards for Teachers (PPST), a national standard for teachers set by the Department of Education (DepEd) through the Teacher Education Council (TEC). This study conducted a mixed-method approach to capture the training needs of elementary teachers in one of the public schools in the Division of Cebu Province based on PPST and the challenges and support they need for continuing professional development. The findings revealed that training programs must prioritize strengthening instructional competence and learning management strategies. Furthermore, the study emphasized that teachers prefer face to face learning modality rather than online and experiential learning methodology rather than plainly listening to a lecture all throughout the session for a maximized learning experience. Moreover, this study highlighted that limited access to relevant training, time constraints due to heavy workloads, minimal administrative support, and financial constraints affect the teachers' participation in continuing professional development. These findings inform the school leaders in planning their next training program initiatives to make these practical, effective, and relevant.

Keywords:

Philippine Professional Standards for Teachers, professional development, challenges, training needs analysis, teachers' support

INTRODUCTION

Teachers are the primary facilitators of learning. They must be equipped with updated knowledge and skills that would support them in providing the needs of the new generation of learners in the society. Professional development for teachers encompasses all the learning opportunities for teachers in order to enhance their knowledge and skills in delivering quality education. It ensures that teachers stay up with new pedagogical techniques and approaches, technological developments, and curricular enhancements and modifications in an ever-changing educational environment.

Training for teachers is an important element in professional development for it equips educators with the essential enhancement of their skills, knowledge and strategies to address the diverse needs of students in the classroom. An effective training program plays a crucial role in ensuring quality education. Without the right

training and upskilling, teachers may find it difficult to provide effective instruction which could lead to gaps in student learning and overall school performance. To ensure that training programs are cost-effective and accessible to a practicing teacher, implementation of a school-based in-service training for teachers is vital and efficient. There are various in-service training initiatives conducted before the opening and during the middle of the school year, however, behind these efforts, the relevance and effectiveness of these training programs are still in question because of the unassessed needs of teachers prior to its implementation.

The conduct of Training Needs Assessment (TNA) is vital in crafting the programs for school-based in-service training. TNA is a critical process in identifying the specific professional needs of teachers. It involves assessing the current competencies of teachers, identifying gaps in their knowledge and skills, and determining the most appropriate training intervention to address the gaps. Through this, schools can create focused training programs that directly address teachers' difficulties with instruction, classroom management, technology integration, student engagement, and professional development. A school-based in-service training crafted using the result of TNA would be an edge for all teachers to receive sufficient upskilling and reskilling opportunities that they need. In addition, it is more accessible and cost-effective since it is conducted within their workplaces. School-based in-service training would greatly benefit the teachers especially in meeting the minimum standards set by the education authorities for their professional development.

In a research conducted by Dhendup, Jatsho, and Tshering (2020), they found out that the in-service training programs conducted in schools were ineffective due to their misalignment with professional development goals, subject area standards, and instructional delivery. A similar study conducted by Loyalka et al. (2019) also concluded that in developing countries, there is insufficient proof that confirms effectiveness of professional development programs and other intervention initiatives for teachers. Some teacher training programs, however, have shown possibility of success in low-and-middle income countries through its positive impact on students' learning (Albornes et al., 2020, Beg et al., 2019, Cilliers et al., 2020a, as cited in Schaffner et al., 2021). Thus, rigorous evaluation of teacher training needs is essential to crafting effective programs, identifying challenges to their success, and understanding strategies that may be used by policymakers to improve educational outcomes (Schaffner, 2021).

Furthermore, a study conducted in the Philippines by Redondo and Enciso (2025) explained that challenges such as inconsistencies in training alignment, limited accessibility, and gaps in practical applications persist even with the established standards for teachers' competency set by the Philippine Professional Teachers Standards (PPST). Thus, their study suggested integrating Training Needs Analysis (TNA) with the PPST framework for systematically identifying areas where teachers need support, enabling institutions to design targeted professional development initiatives that address specific skill gaps. Adopting TNA within the PPST framework is crucial for ensuring that educators receive professional development tailored to their needs and aligned with national standards. By aligning training programs with teachers' skill levels, technological proficiency, and subject expertise, schools can cultivate a culture of continuous learning and instructional excellence. In addition, implementing strong monitoring and evaluation mechanisms will help ensure that TNA results lead to effective interventions, ultimately strengthening teacher competencies and improving student learning outcomes.

It has been noted that in one of the schools in the District of Cordova, in-service training programs have been annually implemented twice before the opening of classes and during semestral break of students without the benefit of a formal Training Needs Assessment (TNA), despite the acknowledged significance of conducting TNAs before any professional development intervention. This approach raises questions about how well the training materials match the teachers' real demands and skill levels. Professional development efforts may run the danger of being misaligned if knowledge, skills, and attitude gaps are not systematically assessed. This disparity emphasizes the necessity in analyzing and assessing the aforementioned school's present in-service training procedures, with an emphasis on whether or not these programs actually meet the professional demands of the teachers.

In light of these observations, this study seeks to examine the professional development challenges experienced by elementary teachers and to identify their specific training needs based on PPST. The findings of this study are intended to inform school heads and education stakeholders in the District of Cordova about the importance of data-driven training interventions in enhancing teacher competencies and ultimately improving student learning outcomes.

This study explores the training needs and professional development challenges of teachers in meeting the national standards, focusing on their alignment with the Philippine Professional Standards for Teachers (PPST), in a public elementary school, District of Cordova, Division of Cebu Province. Specifically, this study aims to answer the needed trainings of teachers based on the Philippine Professional Standards for Teachers (PPST); preferred modality of teachers in conducting the school-based in-service training; preferred strategies of teachers in conducting the school-based in-service training; resources and support needed by the teachers in implementing school-based in-service training; challenges encountered by teachers and the support they need in continuing professional development; and proposal may be recommended based on the findings of the study.

On Training Needs of Teachers based on Philippine Professional Standards for Teachers (PPST)

In the Philippines, the professional development for teachers is based on the Philippine Professional Standards for Teachers (PPST). The PPST based on DepEd Order 42, S. 2017, established by the Department of Education, provides a comprehensive set of standards that define teacher quality through well-defined domains, strands, and indicators. The PPST encompasses seven domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement and Personal and Professional Development. Each domain is further divided into strands that specify the competencies and practices expected of teachers.

To provide the academic needs of the new generation of learners while meeting the competences and standards set by PPST, teachers are in need of skills training in incorporating Information Communication and Technology (ICT) in their teaching as well as topics that help learners develop critical thinking. It's also important to provide teachers refresher training programs on specific strategies for remediation to struggling learners and enrichment to fast learners. Furthermore, teachers in the elementary school require training on how to create action research that is useful in their department and that may be used for professional development and advancement. Aside from the mentioned professional development aspects, teachers also revealed that they need training that would help them improve their personal life such as work and family life balance, stress management strategies programs, and interpersonal and communication skills enhancement programs. (Ganal, Guiab, & Sario, 2019) Moreover, teacher training is also perceived to be a strategy for professional development that equips teachers with both the content and the pedagogical knowledge and skills (Rauteda, K., 2023). Aside from how teacher training contributes to student performance, it also deepens their understanding of the content, therefore enhancing how they deliver lessons. It serves as a crucial factor to ensure that teachers are well-equipped with not only subject matter expertise but also effective teaching strategies. With the identification of these challenges, it is clear that there is a need to reassess and rethink the important factors and competencies needed to be incorporated into teacher training. Another study revealed the need to reassess and refine the approach to inclusive education within teacher training, particularly in supervisory practices (Morgado et al., 2024). This supports the creation of more inclusive interventions in the field of teacher training, which should be effectively integrated into teacher preparation. By doing this, educators can be better equipped to foster diverse, equitable, and supportive learning environments for all students.

On School-Based In-Service Training Modality and Strategy

School-based in-service trainings in schools are conducted using various modalities and strategies. Choosing the appropriate modality and strategy is essential in the achievement of the training program's goals and objectives, thus, it is necessary to carefully consider these based on the content to be delivered and the diverse learning styles of the participants.

Jala (2022) assessed the implementation of an online in-service training, revealing high implementation in terms of program planning, content delivery, achievement of objectives, trainer performance, provision of support materials, program management, and virtual accommodation. However, the study has also revealed that unstable internet connectivity, power interruptions, and passive engagement among participants remain barriers to their total training experience. Nevertheless, the study further indicated that there was no significant relationship between the level of program implementation and the degree of challenges encountered which highly suggests that despite the technical and participation-related issues the implementation of online in-service training remains effective and achievable.

In a research conducted by Sakkoulis et al. (2018), lecture method has been the most commonly used modality that limits the training experiences of the participants. Although there are other experiential seminars that have been conducted, but these are limited and inconsistently structured. As a result, the prevailing lecture-based approach does not effectively equip teachers with practical skills and strategies that can be readily applied in the classroom setting. Maguate et al. (2024) emphasized that the application of interactive and engaging methods enhances participation and learning, along with incentives and flexible scheduling.

On the Resources and Support Needed by the Teachers

Bakker et al. (2007) found that perceived resources in the professional community (including supervisory support, innovativeness, information flow, appreciation, and organizational climate) buffered the negative impact from students' misbehavior on teachers' perceived work engagement. Accordingly, professional community support has been found to be important for teachers' occupational well-being, quality of instruction, and commitment to professional and school development (Kraft & Papay, 2014; Vangrieken et al., 2017; Chan et al., 2025). A lack of such resources – particularly together with high work-related demands – increases work-related stress and, if prolonged, burnout risk (Bakker et al., 2007; Demerouti et al., 2001).

Teachers' social resources in the professional community can be divided into individual teacher-targeted and collective support resources (Bakker et al., 2007; Pietarinen et al., 2013; Pietarinen et al., 2016). Individual resources include professional recognition, appreciation, encouragement, and support that teachers personally perceive as members of the professional community while collective resources include those constructed collaboratively among staff members, e.g., a solid working atmosphere, sharing work duties fairly, and constructively solving problems together among community members.

On Continuing Professional Development

Continuing Professional Development (CPD) is the process of updating the skills and knowledge of a professional. In fact, in the Philippines, CPD became a mandatory requirement for the renewal of Professional Identification Cards (PIC) of a practicing professional under the proclamation of Republic Act no. 10912, otherwise known as the "Continuing Professional Development (CPD) Act of 2016". This initiative by the government has become a motivation for all professionals especially the teachers to get involved in programs that would support their professional development and engagement; however, this Act also opens challenges to the teachers themselves.

In a study conducted by Ali and Iqbal (2024), teachers revealed that time constraints hinder them in attending professional development programs, thus, flexibility of the schedule of training programs must be considered to fit the demanding schedule of the teachers. In addition, teachers are experiencing limited resources, as such, trainings must be accessible, updated, and affordable. Support system, mentorship opportunities especially to beginning teachers, and incentives to encourage ongoing learning surely motivates teachers to stay committed to continuous learning and be proactive in keeping with the updates in curriculum and teaching pedagogy since education is constantly evolving. Professional development is a shared responsibility, it is necessary that teachers, school leaders, and administrators collaborate to ensure that training programs meet the needs of the teachers. By understanding the challenges and opportunities experienced by the teachers in their professional and personal growth, they can improve their skills that positively contributes to improving the quality of education of all the learners.

METHODOLOGY

Research Design

The study utilized mixed-methods to determine the training needed by teachers in their school-based in-service training, the challenges they have encountered in professional development and the support they need from the school administration and policymakers. Participants were asked to answer survey questions online, then an in-person interview was conducted thereafter. The quantitative data from the online survey and the qualitative data from the interviews were both analyzed.

Research Participants

This study was conducted in a public elementary school of the District of Cordova, Department of Education (DepEd) in the Division of Cebu Province. It has 25 nationally funded teachers, teaching Kindergarten to Grade 6. Four teachers are males, 21 are females. Since the main goal of the study is to contribute to the development of school-based training programs that are aligned with Philippine Professional Standards for Teachers (PPST) and the needs of the teachers, all twenty-five teachers at the selected school were qualified to participate in the survey. These teachers met the inclusion criteria which include: teacher-participants are teaching in the public school and they have experienced attending at least one school-based in-service training for teachers.

Research Instruments

The study used an adapted research questionnaire as the primary data collection tool to assess the training needs of teachers. The questionnaire was developed based on the studies of Redondo and Enciso (2025) and Ganal et al. (2019), which structured its questions using the Philippine Professional Standards for Teachers (PPST) framework and on the 21st century pedagogical skills and personal development. However, to capture the challenges and support needed by the teachers in professional development, modifications were made to align the instrument with the specific objectives of this study.

The first part of the instrument was designed to gather the profile of the participants particularly their educational attainment and their teaching experience. The second part captures the training needs of the participants based on Philippine Professional Standards for Teachers that uses Likert Scale with needs-based scale ranging from 5-Highly Needed, 4-Needed(N), 3-Moderately Needed (MN), 2-Slightly Needed (SN), and 1-Not Needed (NN) to better reflect the respondents' perceived areas for professional development. The third part of the questionnaire gathers the interest of the participants on the modality and format of the presentation of the in-service training. See Appendix A.

In addition to the survey questionnaire, a separate set of semi-structured interview guide questions was prepared that focus on the challenges encountered by the participants in continuing professional development and the resources and support they need in implementing school-based in-service training in their school. Furthermore, it allows the participants to share their recommendations for improving the implementation of school-based in-service training in their school. See Appendix B.

To ensure the validity and reliability of the adapted instrument, expert validation was conducted, and necessary refinements were made based on the feedback received. A pilot test was also administered to assess the clarity and effectiveness of the revised questionnaire before full implementation.

To further establish the internal consistency reliability of the instrument, Cronbach's alpha was computed for each PPST domain and for the overall scale. The results revealed an overall alpha coefficient of 0.974, indicating excellent reliability. Domain-specific alpha coefficients ranged from 0.667 to 0.968, demonstrating generally acceptable to excellent internal consistency across domains. Domains 2 to 7 exhibited good to excellent reliability, while Domain 1 (Content Knowledge and Pedagogy) obtained a marginal alpha coefficient ($\alpha = 0.667$), which is slightly below the acceptable threshold of 0.70. This may be attributed to the heterogeneity of competencies within the domain, as defined in the PPST framework. Despite this, the

instrument remains aligned with the nationally recognized PPST, ensuring its content validity while demonstrating sufficient internal consistency and reliability for assessing teachers' training needs.

The detailed Cronbach's alpha coefficients for each domain and the overall scale are presented in Table 1.

Table 1: Reliability Coefficients of the PPST-Based Training Needs Instrument

PPST Domain	Cronbach's Alpha	Interpretation
Domain 1: Content Knowledge and Pedagogy	0.667	Acceptable (lower bound)
Domain 2: Learning Environment	0.898	Good
Domain 3: Diversity of Learners	0.920	Excellent
Domain 4: Curriculum and Planning	0.920	Excellent
Domain 5: Assessment and Reporting	0.844	Good
Domain 6: Community Linkages and Professional Engagement	0.966	Excellent
Domain 7: Personal Growth and Professional Development	0.968	Excellent
Overall Scale	0.974	Excellent

Data-Gathering Procedure

Before data-gathering

Before the conduct of the study, the participants were asked to sign a consent form as an indication of their interest in participating with the study. There is a short orientation conducted by the researcher to explain the purpose of the study as well as the process in conducting it thereafter. They were given one week to complete the Part 1-3 of the survey using an online questionnaire to assess their level of competency and needs based on Philippine Professional Standards for Teachers (PPST) and another week for a scheduled in-person interview for the Part 4 of the study to capture their perceptions with regards to the challenges and support they needed for professional development.

During data-gathering

During the data-gathering procedure, the participants were given the link of the google survey form. They were given one week to complete Part 1-3 of the survey, which was administered online via Google Form. This survey assessed their level of competency and training needs based on the Philippine Professional Standards for Teachers (PPST). Afterward, participants were scheduled for an in-person interview during the second week to complete Part 4 of the study. This phase used an interview questionnaire to capture their perceptions regarding the challenges they face and the support they need for professional development. Both quantitative and qualitative data were collected systematically through these methods to ensure comprehensive insights into the research objectives.

After data-gathering

After the conduct of the study, the researchers summarized the data gathered from Part 1 (Profile of the Participants), Part 2 (Training Needs based on Philippine Professional Standards for Teachers), and Part 3

(Preferred Modality and Strategy in the Conduct of INSET) in a tabular manner, showing its mean. The Part 4 of the survey was being analyzed using thematic analysis developed by Braun and Clarke (2012).

Data Analysis

The quantitative data were analyzed by its frequency and mean. The weighted mean was interpreted using the following scale ranges and description: 1.00 - 1.80 = Not Needed, 1.81 - 2.60 = Slightly Needed, 2.61 - 3.40 = Moderately Needed, 3.41 - 4.20 = Needed, and 4.21 - 5.00 = Highly Needed. To capture the needed trainings of the participants based on PPST, the researchers used the overall weighted mean for each domain.

The results of the interview were analyzed using thematic analysis developed by Braun and Clarke (2012): (1) the data were familiarized; (2) codes were generated; (3) codes were grouped thematically to create themes; (4) themes were reviewed; (5) themes were defined; and (6) the findings were written down.

Ethical Considerations

To ensure the study’s implementation, necessary approvals and permissions were obtained from relevant authorities, including the research ethics committee, the school head and master teachers, and the teacher-participants. Before data collection, ethics clearance was secured. Throughout the research process, the researchers upheld ethical principles such as confidentiality, anonymity, non-maleficence, and beneficence.

RESULTS AND DISCUSSION

This section presents the profile of the participants to capture their professional background and teaching experience.

Table 2

Profile of the Participants

BACHELOR’S DEGREE PROGRAM	FREQUENCY
Bachelor in Elementary Education	24
Bachelor of Science in Information and Computer Science	1
MAJOR OR SPECIALIZATION	FREQUENCY
English	4
Filipino	1
General Education	10
General Science	1
Home Economics and Livelihood Education	6
Information Technology	1
MAPEH	1
Mathematics	1
HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY
Bachelor’s Degree	5
Bachelor’s Degree with MA units	18
Master’s Degree holder	2
Master’s Degree with Doctoral units	0

Doctorate Degree holder	0
HOW MANY YEARS HAVE YOU BEEN TEACHING? (INCLUDING YOUR EXPERIENCE IN THE PRIVATE SCHOOL, IF THERE'S ANY)	
1 – 6	1
7 – 12	9
13 – 18	10
19 – 24	4
25 – 30	1

As shown in Table 2, a total of 25 teachers participated in the study, comprising 24 graduates of Bachelor in Elementary Education and one graduate of Bachelor of Science in Information and Computer Science. Although the majority are graduates of elementary education programs, they hold a variety of specializations in their bachelor's degrees. The most common specialization is General Education. There is also a significant number of teachers (18) who have earned units toward their master's degree, followed by five participants who remain bachelor's degree holders without any earned units in a master's program. Additionally, low number (2) of participants who have already completed their master's degree has also been observed.

Moreover, the table reveals that a significant number of participants have been in the teaching profession for more than ten years. Specifically, ten teachers have been teaching for 13–18 years, four teachers for 19–24 years, and one teacher for more than 25 years. Additionally, nine teachers have been in service for 7–12 years, while only one teacher has been teaching for more than a year but less than six years. This distribution indicates a diverse range of teaching experience among the participants, with the majority having substantial professional tenure.

Table 3

Training Needed of the Teachers based on the Philippines Professional Standards for Teachers (PPST)

Domain 1 : Content Knowledge and Pedagogy	Mean	Description
Content knowledge and its application within and across curriculum areas	4.44	Highly Needed
Research-based knowledge and principles of teaching and learning	4.48	Highly Needed
Positive Use of ICT	4.72	Highly Needed
Strategies for promoting literacy and numeracy	4.64	Highly Needed
Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	4.64	Highly Needed
Mother Tongue, Filipino, and English in teaching and learning	4.28	Highly Needed
Classroom communication strategies	4.48	Highly Needed
Overall Weighted Mean	4.57	Highly Needed
Domain 2: Learning Environment	Mean	Description
Learner Safety and Security	4.28	Highly Needed
Fair learning management	4.28	Highly Needed
Management of classroom structure and activities	4.20	Needed
Support for learner participation	4.32	Highly Needed
Promotion of purposive learning	4.40	Highly Needed
Management of learner behavior	4.44	Highly Needed

Overall Weighted Mean	4.32	Highly Needed
Domain 3: Diversity of Learners	Mean	Description
Learners' gender, needs, strengths, interests and experiences	4.24	Highly Needed
Learners' linguistic, cultural, socio-economic and religious backgrounds	4.24	Highly Needed
Learners with disabilities, giftedness, and talents	4.28	Highly Needed
Learners in difficult circumstances	4.28	Highly Needed
Learners from indigenous groups	4.00	Needed
Overall Weighted Mean	4.21	Highly Needed
Domain 4: Curriculum and Planning	Mean	Description
Planning and management of teaching and learning process	4.28	Highly Needed
Learning outcomes aligned with learning competencies	4.36	Highly Needed
Relevance and responsiveness of learning programs	4.28	Highly Needed
Professional collaboration to enrich teaching practice	4.24	Highly Needed
Teaching and learning resources including ICT	4.52	Highly Needed
Overall Weighted Mean	4.34	Highly Needed
Domain 5: Assessment and Reporting	Mean	Description
Design, selection, organization, and utilization of assessment strategies	4.28	Highly Needed
Monitoring and evaluation of learner progress and achievement	4.04	Needed
Feedback to improve learning	4.08	Needed
Communication of learner needs, progress and achievement to key stakeholders	4.04	Needed
Use of assessment data to enhance teaching and learning practices and programs	4.04	Needed
Overall Weighted Mean	4.10	Needed
Domain 6: Community Linkages and Professional Engagement	Mean	Description
Establishment of learning environments that are responsive to community contexts	4.04	Needed
Engagement of parents and the wider community in the educative process	4.00	Needed
Professional ethics	3.92	Needed
School policies and procedures	3.92	Needed
Overall Weighted Mean	3.97	Needed
Domain 7: Personal Growth and Professional Development	Mean	Description
Philosophy of Teaching	3.92	Needed
Dignity of teaching as a profession	3.96	Needed
Professional links with colleagues	3.88	Needed
Personal reflection and learning to improve practice	4.00	Needed
Professional development goals	3.96	Needed
Overall Weighted Mean	3.94	Needed

Domain 1: Content Knowledge and Pedagogy

The findings indicate that elementary school teachers emphasize high needs in content knowledge and pedagogy, with an overall needs rating of 4.57. The highest-rated competency was the positive use of information and communication technology (ICT), which emphasizes integrating technology in the teaching and learning process. Studies support the idea that 21st-century teachers must adapt to the evolving use of technology in the classroom, as today's learners tend to perform better when technology is effectively integrated into their learning experiences. Therefore, school leaders must support teachers in acquiring these technological skills by providing both professional development opportunities and access to the necessary tools and materials for effective implementation (Göçen, Eral & Bücük ,2020).

Although the competency for the use of Mother Tongue, Filipino, and English in teaching and learning gained the lowest-rated rank in the first domain, there is still a high need to include this competency in the training program. The mastery of these three languages is essential, especially in the delivery of classroom instruction. Learners use a diverse language inside the classroom; therefore, teachers use languages familiar to the students to deliver their lessons effectively. Language barrier is one of the main factors that students have difficulty in understanding the lesson, and the appropriate use of languages, especially the learners' mother tongue in early years, in discussing the lessons would support in addressing this gap (Rajathurai, 2020).

Domain 2: Learning Environment

The finding suggests that elementary teachers have a high need (4.32) for training programs that address learning environment competencies. The highest-rated competency in Domain 2 is management of learner behavior. This involves the demonstration of the use of positive and non-violent discipline towards learners. In a study conducted by Tartari (2018), it revealed that when teachers are humorous, friendly, and continually motivate positive behavior their students become more engaged in learning. Conversely, when they use negative remarks and violent methods of disciplining behavior, it unfolds conflict between teachers and students.

The competency about management of classroom structure and activities, however, gained the lowest rate on this domain, shows that there is still a need for it to be incorporated in the training program for teachers. Understanding classroom management strategies and identifying the factors that affect its successful implementation are crucial in achieving academic success (Chalak & Fallah, 2019).

Domain 3: Diversity of Learners

The finding suggests that elementary teachers have a high need (4.21) for professional development programs that discuss the competencies under the third domain of PPST. The highest-rated competency is about dealing with learners with disabilities, giftedness, and talents, and learners in difficult circumstances. This highlights the importance of inclusive education and supporting learners affected by circumstances that hinder their capacity to attend school. Students under these categories should be provided with a school environment that accommodates their special needs, thus, teachers must be equipped with the appropriate knowledge to teach them accordingly.

The competency on learners from indigenous groups although gained the lowest rate, still suggests that teachers put a high regard on delivering the desired learning outcomes while considering the different backgrounds of their learners. When the learners are accepted for who they are and where they come from, it is plausible that they can meet the intended learning outcomes.

These findings are backed by the study of Samuels (2018) that asserted the importance of providing teachers with opportunities to understand and implement culturally responsive teaching to create inclusive and equitable classrooms. It highlights the need for educators to reflect on their own biases, engage in open discourse, and adopt practical strategies that promote cultural responsiveness and student empowerment. Teachers must be equipped not only with tools but also with a mindset that values cultural identity and

integrity, viewing diversity as an asset rather than a challenge. Professional development should foster a safe space for vulnerability, self-exploration, and growth, especially where teacher preparation programs fall short. By encouraging critical self-reflection and a shift in traditional educational practices, educators can work toward breaking cycles of oppression and sameness, ensuring that every student is seen, heard, and valued. Ultimately, transforming education requires a commitment to both agency and advocacy in pursuit of equity and meaningful change.

Domain 4: Curriculum and Planning

This finding suggests that teachers have a high need (4.34) in curriculum and planning. It shows the highest-rated competency about teaching and learning resources including ICT that highlights the importance of selecting and utilizing the appropriate learning materials in teaching and learning process to meet the learning outcomes. The selection and availability of appropriate learning materials is crucial because it affects the effectiveness of the instruction while the lack of it creates a negative impact on the students' performance (Anthony & Andala, 2023).

Furthermore, there is a high need (4.24) to address the competency of professional collaboration to enrich teaching practice, which means teachers need mentorship that can enrich their teaching practices. Expert-led mentorship and peer-collaboration learning help in improving the teachers' performance, thus, school leaders should design programs that promote team collaboration among teachers. Mentorship and professional collaboration enhances teachers' classroom management, subject knowledge, and professional growth, leading to more effective teaching and improved student outcomes (Gontur et al., 2024).

Domain 5: Assessment and Reporting

The finding suggests that there is a need (4.10) to discuss topics about assessment and reporting. The highest-rated need focuses on utilizing appropriate assessment strategies specifically the use of diagnostic, formative, and summative assessment. Furthermore, there is a similar necessity level to the following competencies: monitoring and evaluation of learner progress and achievement, which allows teachers to track students' development and adjust instruction according to the needs of the learners; communication of learner needs, progress, and achievement to key stakeholders, which fosters transparency and collaboration with parents, school administrators, and other stakeholders; and the use of assessment data to enhance teaching and learning practices and programs, that ensures that instruction is responsive and evidence-based.

It is necessary to include these topics in professional development programs for teachers to enhance their knowledge in selecting and designing assessment materials to ensure that they are consistent with the curriculum requirements. Zou et al. (2024) highlights the importance of assessment strategies to make teaching and learning more effective. When used properly, they help improve how lessons are planned, delivered, and reviewed. These strategies not only influence how teachers teach and how schools are organized, but they also guide education leaders in shaping and updating the curriculum. It further emphasized that an improved assessment tool greatly affects the quality of teaching of teachers and learning of students.

Domain 6: Community Linkages and Professional Engagement

This finding suggests that there is a need (3.97) for training programs that support teachers' community linkages and professional engagement. In comparison, this domain specifically has lesser necessity level compared to other previous domains, however, addressing the competencies under this domain supports the teachers' capacity to build and expand their relationships and collaborations with parents and other stakeholders.

There is a need to discuss the establishment of learning environments that are responsive to community contexts. Furthermore, there is also a need to reinforce the topics on professional ethics, which means professional development programs should include the teaching profession laws and regulations specified in the Code of Ethics for Professional Teachers. Teaching is considered as the noblest profession in the world;

thus, they must uphold the highest degree of professionalism and morale in the society. A study supported this claim that teachers' actions influence the behavior and character of students and of the community, creating a long-lasting impact to the lives of the students, thus, teachers must be of a good moral character and be a good example to the students (Kahveci, 2023).

Moreover, teachers also need to revisit school policies and procedures which suggests that school heads must conduct a thorough orientation or reorientation of the school policies and procedures as it facilitates fostering harmonious relationships in the school community. Sheras and Bradshaw (2016) argue that well-designed policies can positively shape the school climate, supporting not only teachers but also the learners in achieving student outcomes and maintaining harmonious school community.

Domain 7: Personal Growth and Professional Development

The findings indicate that elementary teachers need support for their personal and professional development (3.94). The highest-rated competency is about professional reflection and learning, which means that school leaders should include training programs that allow teachers to self-reflect on their teaching practices. This is backed by a study of Machost and Stains (2023) which suggests that professional reflection is necessary to improve the teaching practices, although tedious and time-consuming, it is helpful for them to become more committed to professional development.

Furthermore, the findings have shown that there is a need for teachers to expand their knowledge on professional linkages within their colleagues for it allows them to create space for positive collaboration and benchmarking of best practices that may be useful in their classes. To expand teachers' professional linkages with colleagues, it is important to cultivate a positive school climate (Mousena & Raptis, 2020). To do this, teachers must be engaged in an open and respectful interaction to create opportunities for shared learning, benchmark best practices, and enhance mutual support. Collaborative culture contributes to greater job satisfaction among teachers that helps enriching learning experiences for students. It reinforces the idea that when there is a strong professional relationship in school educational success would take place.

Table 4

Preferred modality of teachers for the school-based in-service training

Modality/ Format of Presentation	Mean	Qualitative Description
In-person or Face-to-Face	2.80	High Interest
Online or Web Seminar	2.08	Moderate Interest

Note: A 3-point Likert scale was used to measure teachers' level of interest: 3 = High Interest, 2 = Moderate Interest, and 1 = Low Interest. Mean scores were interpreted as follows: 2.34 - 3.00 = High Interest, 1.67 - 2.33 = Moderate Interest, and 1.00 - 1.66 = Low Interest.

Table 4 presents the preferred modality of teachers in the conduct of school-based in-service training where it implies that teachers prefer in-person or face to face modality rather than online or web seminar. This preference suggests that teachers value immediate interaction, collaborative engagement, and hands-on learning experiences, which are more effectively facilitated in face-to-face settings. This is aligned with the study of Bulut (2022), where teachers also revealed that they preferred face-to-face modality in the conduct of in-service training for them to have hands-on experience and collaborate with their peers immediately. Conversely, a study conducted by Wuryaningsih et al. (2019) revealed that web-based learning has proven to be an effective way to enhance teacher's skills using technology than traditional face-to-face training. Although some influencing factors were not explored in the study, the success of the web-based model is evident, with blended learning emerging as a promising trend. The findings also suggest that the effectiveness of training may vary depending on the school level and training model. Notably, digital limitations did not hinder teachers' participation.

Table 5

Preferred strategy of teachers for the school-based in-service training

Strategies	Mean	Qualitative Description
Demonstration	2.44	High Interest
Hands-on Workshop	2.84	High Interest
Lecture	2.32	Moderate Interest
DISCUSSION or group dialogue	2.64	High Interest
Keynote address followed by related breakout sessions	2.40	High Interest
Video	2.44	High Interest
Field trip	2.72	High Interest

Note: A 3-point Likert scale was used to measure teachers' level of interest: 3 = High Interest, 2 = Moderate Interest, and 1 = Low Interest. Mean scores were interpreted as follows: 2.34 - 3.00 = High Interest, 1.67 - 2.33 = Moderate Interest, and 1.00 - 1.66 = Low Interest.

Elementary teachers have also shown high interest of having a variety of strategies in the delivery of the in-service training such as hands-on workshop, discussion or group dialogue, demonstration and video presentation, keynote address followed by related breakout sessions, which means that elementary teachers prefer a participatory learning approach with a strong inclination towards experiential learning where they can actively engage, collaborate with peers and speakers, and apply what they have learned in practical context. It suggests that teachers prefer these strategies rather than having a pure lecture method.

Furthermore, the highest-rated strategy in the conduct of in-service training is field trip (2.72) which highly suggests that they prefer experiential and contextual learning experience that transcends beyond the four walls of the classroom. This indicates their high interest in gaining knowledge through real-world exposure by exploring the best practices outside their schools, and engaging in more dynamic and collaborative forms of professional development.

These findings guide the school leaders in designing the training development programs that are more practice-oriented, realistic, collaborative, and dynamic, rather than purely spending all the hours of the session by listening to a structured lecture. Doing so improves the learning experiences of teachers during the in-service training for they are more motivated to participate when their interests are well-considered (Ganal et al., 2019).

This section outlines the themes defined from analyzing the data in relation to the support needed by the elementary teachers in the implementation of in-service training for teachers as well as the challenges encountered by the teachers in continuing professional development. To support these themes, quotes from the participants' answers were included.

Support and resources needed by the teachers in conducting in-service training

Institutional Support and Oversight

Administrators play a crucial role in the implementation of school-based in-service training because they provide essential support and resources for teachers. Participants consistently emphasized the importance of administrative backing to ensure that the training program will be successful, as noted by the responses below:

“Essential support includes the administrative support from our school leaders...” (P9)

“I also need administrative support and peer support in the implementation of school-based in-service

training.” (P19)

“...The last but not the least is the support from the school administrators or supervisors for the smooth implementation of INSET.” (P20)

This finding aligns with Berhanu (2024), who emphasized that the support from school leaders plays a crucial role in encouraging teachers to engage actively in continuous professional development, such as in-service training. Teachers actively engage in professional learning activities when they are provided with proper guidance and encouragement, thus, institutional support must be strengthened to create a culture that highly encourages ongoing professional development.

Expert-Led and Peer-Supported Professional Growth

Teachers, regardless of their length of service in the teaching profession, consistently expressed a preference for trainers with strong expertise in the content being taught to them. Mentoring and training from experienced facilitators are viewed as crucial to teachers’ skill development and career advancement. It is clear from this repeated theme that there must be an open invitation of skilled speakers, including outside consultants or experts, as compared to the utilization of in-house teachers. While the internal speakers are valuable, participants felt that external resource persons bring new insights and fresh perspectives, which enhance their total learning experience and introduce innovative approaches. This preference is reflected in the following responses:

“I need trainers and facilitators who are competent and experienced speakers or resource persons.” (P7)

“The support I need are experienced educators or trainers to lead the training sessions. Mentors provide one-on-one support and guidance to teachers for us to better understand the content.” (P8)

“Implementing successful school-based in-service training requires resources like qualified trainers, relevant training materials, allocated time and supportive school environment as well as active participation of teachers and school leaders.” (P15)

“Inviting external consultants or specialists for certain topics and if it's an internal speaker they must be experts or experienced teachers on the field because they are very helpful. External speakers bring fresh ideas outside the school’s point of view, they can also give new perspectives in approaching new learning ideas.” (P25)

This finding is supported by Marasigan (2023), who highlighted that teachers want knowledgeable and supportive trainers because they increase the effectiveness of professional development programs. This is reinforced by Yaqoot et al. (2021) that highlights the important role of a prepared trainer in the conduct of vocational training programs. A competent trainer who breaks down intricate information and presents them in understandable way can influence the trainees’ response and improve their overall learning experiences. In the context of school-based in-service training, inviting well-experienced and knowledgeable trainers is important to make professional development activities informative, engaging, and effective. Therefore, school administrators should carefully choose resource persons for future training sessions to enhance the quality of their training activities.

Development of Training Program Design

The efficiency of school-based in-service training heavily depends on the design of its program. This theme highlights the key elements in the development process, including the integration of well-planned and research-based content, the establishment of a positive and conducive learning environment, the careful allocation of time for training activities, and the provision of sufficient budget for training needs. These sub-themes all point towards the necessity of having a structured and responsive strategy in creating professional development programs for teachers.

“The support I need to enhance school-based in-service training implementation, I suggest we begin with a

proper assessment of teachers' needs so that the training is practical and relevant." (P3)

"Conduct comprehensive assessments and customize training content to the needs of the teachers." (P9)

"I think we need to have a training curriculum that is well-structured and research-based and reference guides or e-learning platforms." (P22)

These responses strongly imply that prior to the conduct of school-based in-service training, there should be a needs assessment so that the material is relevant, practical, and aligned with the real issues confronted by the teachers. This is supported by the study of Marasigan (2023), who stressed that a well-planned and research-informed training design anchored by teachers' needs substantially improves the effectiveness and impact of professional development programs.

In addition, the participants emphasized that having a conducive and friendly learning environment is a very significant factor in the successful delivery of in-service training. It entails ensuring a well-ventilated venue for the sessions, as well as fostering a positive environment all throughout the conduct of the training, as highlighted by the following respondents:

"The resources we need are material resources such as training materials and technology. We need a venue for the training that is spacious and conducive for learning." (P14)

"Implementing successful school-based in-service training requires resources like qualified trainers, relevant training materials, allocated time and supportive school environment where there is an active participation of teachers and school leaders." (P15)

Another recurring response from the participants was the careful planning of time allocation for the training sessions. Providing sufficient time for the delivery of content and for teachers to accomplish the required tasks is imperative. Properly organizing time enables teachers to devote themselves to the material without feeling overwhelmed. This thoughtful planning of time and task management was noted as major consideration in order to effectively facilitate teachers during the implementation of school-based in-service training, as cited by the respondents below:

"It is essential for us to have enough time allocation, such as enough time for lectures and time for working with the outputs that we need to submit, along with access to expert facilitators during mentoring sessions." (P21)

"Adequate time allocation must be given for each session and flexible scheduling so that teachers will not be bombarded with too many outputs in a day." (P22)

Hoque and Ahmed (2024) concluded that a supportive environment helps improve engagement and make training programs more successful. Their research shows that when people feel comfortable and supported in the training environment, they participate better and gain more from the program. This aligns with the participants' emphasis on having a positive and well-ventilated venue for school-based in-service training. On the other hand, Yaqoot (2021) noted that an inadequate preparation of the training venue can cause a major distraction for the participants and adversely impact their learning achievements. This means that a well-structured venue with facilities such as adequate seating, ventilation, time allocation for each training session, and accessibility contributes positively to the success of training conducted.

Moreover, financial support is another recurring sub-theme among teachers who participated in the study. This element is important because it serves as the backbone of the training program design. Participants emphasized the necessity of sufficient financial resources for learning materials, equipment, and logistics that are essential for the implementation of school-based in-service training, as mentioned by the following participants:

"There must be enough budget for materials and funding for necessary training materials and equipment such as modules, reference materials, ICT tools, and facilities." (P4)

“Provision of gadgets or technologies, especially when the topics are ICT related.” (P20)

This concern is consistent with the findings of Alawi (2024), who emphasized that financial constraints not only hinder the provision of learning materials for the training but also contribute to the demotivation and disengagement of the participants. These challenges would affect the sustainability and effectiveness of the training program. This finding suggests that sustainable budget strategies and allocations must be considered for continual teachers’ participation and engagement, and to ensure effectiveness in the conduct of school-based in-service training programs.

Challenges encountered by the teachers in continuing professional development

Heavy workloads

The heavy workload of teachers emerged as a recurring theme when participants were asked about the challenges they face in continuing professional development. Their responsibilities are not confined within the classroom; instead, they often extend to their homes and even demand work on weekends. This workload issue severely discourages them from attending external training courses and undertaking master’s studies, as evident in the following responses:

“One of the challenges I encountered in continuing professional development is the lack of time due to work, and the difficulty in balancing my personal life and my responsibilities as a teacher.” (P7)

“Common challenges include managing time constraints and balancing workload. Since I prioritize my work, I still can’t access relevant training and other professional development programs.” (P9)

“Teachers often have tight schedules with teaching responsibilities, grading, meetings, and administrative duties. Finding time for professional development can be difficult.” (P12)

“One of the challenges that I have encountered to pursue masters and other professional development is time. The work of a teacher in this generation has been demanding so much time, thus, pursuing or seeking professional development has become a struggle especially in maintaining a work-life balance.” (P20)

Kanwal et al. (2023) concurred that heavy workloads not just affect the teacher’s efficacy in teaching but also impacts their participation on research and professional development. It also has an adverse effect on the academic performance of students especially when teachers have a lot of things to do instead of providing them time to prepare for their lessons. Thus, it is vital for school leaders to revisit the distribution of workload among teachers to avoid burnout and encourage all of them to pursue continuing professional development without sacrificing their mental well-being.

Limited Access To Affordable and Quality Training Opportunities.

There are available professional development opportunities outside the Department of Education’s organization – local, national, and international – however, most of these require registration fees that limit teachers capacity to participate because of financial constraints. As a result, participants expressed that they have limited access to affordable and quality training opportunities that would help them achieve professional growth. While their schools provide in-service training annually, some of its content remains less relevant and engaging because it does not fully address their specific needs and tends to be repetitive.

“The challenges I have encountered include time constraints, lack of funds, limited access to quality training and poor follow-up with its application.” (P1)

“I experienced lack of financial resources like funding for professional development programs can be very difficult especially if the training and conferences are from external organizations. Also, teachers may feel disengaged and unmotivated if the training is repetitive, irrelevant, or does not offer tangible benefits for their daily teaching practices.” (P6)

“Personal expenses for attending seminars or enrolling in graduate studies can be a burden because it requires

funding such as transportation, registration fees, and other materials needed.” (P7)

To resolve these challenges, some participants have offered solutions on how the institution can support them in addressing these issues in achieving professional development, to wit:

“To overcome these challenges, I need more accessible local online training opportunities, financial assistance (DepEd or local government-sponsored) seminars and workshops, and administrative support in allocating time for professional development.” (P14)

“I need support through flexible learning options, cost-effective resources, and encouragement from organizations and peers.” (P17)

“The support that I need for these concerns is allocation of budget for CPD programs, school-based in-service trainings credited by Professional Regulation Commission (PRC). Also, the school may include programs that focus on the teacher’s well-being and stress management.” (P22)

A study conducted by Pasique and Maguate (2023) concluded that continuing professional development (CPD) programs allow teachers to grow professionally. Therefore, school leaders, with the help of CPD implementers and DepEd’s administrators, must support the need of the teachers to participate in affordable and quality CPD programs. Thus, these findings suggest that with the active leadership of the school head and collaboration with the Schools Division Office (SDO), schools may register their professional development programs (PDP) with the Professional Regulation Commission (PRC). Doing so would ensure that in-service training programs are scrutinized by both the SDO and PRC, making them more accessible, affordable, and aligned with teachers’ actual professional development needs. Additionally, these programs would earn teachers corresponding Continuing Professional Development (CPD) units, supporting both their professional growth and the renewal of their Professional Identification Card (PIC).

Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study involved a relatively small sample size of 25 teacher-respondents from a single school, which may limit the generalizability of the results to other contexts. Second, the data were primarily based on self-reported responses, which may be subject to response bias or social desirability bias. Third, the study did not include objective measures of teacher performance to validate the reported training needs. Additionally, while the instrument demonstrated overall excellent reliability, one domain (Content Knowledge and Pedagogy) yielded a slightly lower Cronbach’s alpha coefficient, suggesting marginal internal consistency, which may be attributed to the broad range of competencies covered under this domain. Lastly, the study did not incorporate a follow-up mechanism to assess the long-term impact of professional development programs on teachers’ practice. Future research may address these limitations by including a larger and more diverse sample, incorporating multiple data sources, and examining the longitudinal effects of training interventions.

CONCLUSIONS AND RECOMMENDATION

The results of the study have highlighted the importance of need-based training programs to address the professional development needs of the teachers. It revealed that teachers highly need training programs aligned with Philippine Professional Standards for Teachers (PPST), focusing on strengthening instructional competence and learning management strategies. In addition, it also revealed that teachers prefer in-person or face to face modality in the conduct of in-service training rather than online with the emphasis of having an experiential learning such as field trip, hands-on workshop, demonstration, discussion, keynote address followed by related breakout sessions, and video presentations rather than lecture method.

Moreover, the study underscored the support needed by teachers in the conduct of in-service training such as the administration’s support and motivation, and mentorship from experts and their peers. Additionally, they stressed that in order to have a successful in-service training, it must be based on their needs, sufficient time allocation must be provided, and sustainable financial allocation should be implemented for the provision of learning materials and other expenses for the training.

Furthermore, teachers revealed that the heavy workloads and limited access to affordable and quality training opportunities are the challenges they have encountered that impacts their active participation in continuing professional development.

Based on the aforementioned results, here are the recommendations of the study:

For policymakers. Mandate programs that require schools to conduct regular needs assessments aligned with Philippine Professional Standards for Teachers (PPST) to ensure that training programs are responsive and relevant. Also, it is highly recommended to create policies that subsidize or expand access to affordable and quality continuing professional development (CPD) programs, especially in underserved or rural areas. Furthermore, establish sustainable and equitable budget allocations for training expenses for learning materials, honoraria of resource persons, and other logistical needs necessary for the conduct of in-service training.

For school leaders. Facilitate the conduct of need-based assessment to address the challenges and provide the needs of the teachers in continuing professional development. In addition, carefully plan the training matrix and design of in-service training to ensure its relevance, prioritizing the highly needed trainings under PPST. In order to address other competencies of PPST, it is recommended to strengthen the use of Learning Action Cell (LAC) and Collaborative Expertise (CE) in the school. Moreover, encourage mentorship and peer collaboration among teachers, revisit the workloads of teachers to encourage them to pursue continuing professional development programs, and ensure that teachers achieve positive work-life while pursuing professional development.

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APPENDIX A

Survey Questionnaire for the Professional Training Needs of Elementary Teachers

This form contains the consent form at the beginning, allowing the participant to read the informed consent letter and, if agreeable, electronically sign the form prior to proceeding with the survey. If the participant does not wish to continue, an option to decline has been included, which will take the participant to the end of the survey.

Informed Consent

Dear teachers:

We are graduate students at Cebu Normal University. With the permission of your school administrators, we are conducting a research project that explores the needs and challenges of teachers through a teachers' training needs analysis. If you agree to participate, we kindly ask you to complete this survey, and allow us to interview you in your most convenient time. The total participation time per participant will be approximately 30 minutes. This survey is purely voluntary and you may choose to participate without consequences. Furthermore, you may withdraw consent at any time without fear of consequences.

All data obtained in the study is confidential and will not be seen by anyone not directly involved in the study. Any professional report of this research will include group results only and reports will be available to you upon request.

There are no foreseeable risks to participants. The long-term benefits are to contribute in the development of a school improvement plan (SIP) and designing training programs tailor-fit to the needs of the teachers. Should you have any questions or concerns about your rights as respondents, please contact the researchers.

Thank you,

Mrs. M. Mantos, Mr. K. Moralde, Ms. C. Obejeros, Mr. M. Montebon

Waiver: I agree that all risks have been explained to my satisfaction and I understand that no compensation is available from Cebu Normal University and its employees for any injury resulting from my participation in this research. I certify that I have read and fully understand the procedures and agree to participate in this research project. My participation is given voluntarily and without coercion or undue influence. I understand that I may discontinue my participation at any time without consequences or loss of my benefits to which I might otherwise be entitled. I certify that I am at least 18 years of age.

_____ Agree

Part I. Profile of Participants

Directions: Kindly write your response on the space provided.

Bachelor's Degree Program : _____

Major or Specialization : _____

Highest Educational Attainment : _____

How many years have you been teaching? : _____

(including your experience in the private school, if there's any)

Part II. Training Needs Based on the Philippine Professional Standards for Teachers (PPST)

Directions: Please check the appropriate box that best represents your assessment of the training needs based on the Philippine Professional Standards for Teachers (PPST) domains. Use the Likert Scale provided below to indicate the level of necessity for each training.

(5) - Highly Needed (4) - Needed (3) - Moderately Needed (2) - Slightly Needed (1) - Not Needed

Kindly evaluate each domain area carefully and respond honestly. Your insights will be valuable in identifying priority training programs for professional development. Thank you for your participation!



Domain 1: Content Knowledge and Pedagogy	5	4	3	2	1
Content knowledge and its application within and across curriculum areas					
Research-based knowledge and principles of teaching and learning					
Positive Use of ICT					
Strategies for promoting literacy and numeracy					
Strategies for developing critical and creative thinking, as well as other higher-order thinking skills					
Mother Tongue, Filipino, and English in teaching and learning					
Classroom communication strategies					
Domain 2: Learning Environment	5	4	3	2	1
Learner Safety and Security					
Fair learning management					
Management of classroom structure and activities					
Support for learner participation					
Promotion of purposive learning					
Management of learner behavior					
Domain 3: Diversity of Learners	5	4	3	2	1
Learners' gender, needs, strengths, interests and experiences					
Learners' linguistic, cultural, socio-economic and religious backgrounds					
Learners with disabilities, giftedness, and talents					
Learners in difficult circumstances					
Learners from indigenous groups					
Domain 4: Curriculum and Planning	5	4	3	2	1
Planning and management of teaching and learning process					
Learning outcomes aligned with learning competencies					
Relevance and responsiveness of learning programs					
Professional collaboration to enrich teaching practice					



Teaching and learning resources including ICT					
Domain 5: Assessment and Reporting	5	4	3	2	1
Design, selection, organization, and utilization of assessment strategies					
Monitoring and evaluation of learner progress and achievement					
Feedback to improve learning					
Communication of learner needs, progress and achievement to key stakeholders					
Use of assessment data to enhance teaching and learning practices and programs					
Domain 6: Community Linkages and Professional Engagement	5	4	3	2	1
Establishment of learning environments that are responsive to community contexts					
Engagement of parents and the wider community in the educative process					
Professional ethics					
School policies and procedures					
Domain 7: Personal Growth and Professional Development	5	4	3	2	1
Philosophy of Teaching					
Dignity of teaching as a profession					
Professional links with colleagues					
Personal reflection and learning to improve practice					
Professional development goals					

Part III. Preferred Modality and Strategy

Directions: Select the modality or strategy that corresponds to your preference in the delivery of school-based in-service training. Use the scale provided below.

(3) - High Interest (2) - Moderate Interest (1) - Low Interest

A. Modality/ Format of Presentation	3	2	1
In-person or Face-to-Face			
Online or Web Seminar			



B. Strategies	3	2	1
Demonstration			
Hands-on Workshop			
Lecture			
Discussion or group dialogue			
Keynote address followed by related breakout sessions			
Video			
Field trip			

APPENDIX B

Part IV. Semi-Structured Interview Guide

Interview Protocol: Challenges, Support Needs, and Recommendations for School Based In-Service Training or other Professional Development Programs

Introduction Script:

Good day, Ma'am/ Sir! Thank you so much for agreeing to participate in this interview. The purpose of this discussion is to explore your experiences related to continuing professional development, particularly the challenges you encounter, the resources and support you need, and your recommendations for improving school based in-service training programs or other professional development programs. Your response will be kept confidential and will be used solely for research purposes. This interview will take approximately 10-15 minutes of your time. With your permission, I will take notes to ensure accuracy. May I proceed?

Interview Guide Questions (Semi-Structured)

A. Challenges in Continuing Professional Development

1. What challenges have you experienced in participating in continuing professional development or in-service training programs?
2. Which of these challenges has the greatest impact on your participation or learning? Why?
3. How do these challenges affect your teaching practice or professional growth?

B. Resources and Support Needs

4. What resources do you need to effectively participate in professional development programs?
5. What forms of support from school leaders or institutions would help you implement what you learn from the training/s?
6. In your experience, what support systems are currently available, and how adequate are they?



C. Recommendations for Improvement

7. What improvements would you suggest for the design and implementation of school based in-service training programs and other continuing professional development programs?
8. What training approaches or activities do you think would be most effective for teachers?
9. How can school leaders better support teachers' continuous professional development?

Probing Prompts/ Questions (Use as Needed)

- Can you give specific examples, Ma'am/ Sir?
- Can you explain further, Ma'am/ Sir?
- What made that challenging for you?
- How did you address that situation, Ma'am/ Sir?

Closing Statement:

Thank you very much for your time and valuable insights. Your responses will highly contribute to improving professional development programs for teachers.