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Assessment of Teachers' Development Program: Input to an Enhancement Program

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Philippine Normal University

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**ASSESSMENT OF TEACHERS' DEVELOPMENT PROGRAM :
INPUT TO AN ENHANCEMENT PROGRAM**

A Special Project
Presented to the Faculty of the
College of Graduate Studies and
Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment of
the Requirements for the Degree
Master of Education
with Specialization in Educational Management

by

**LUCIA A. MOJICA
October 2013**

APPROVAL SHEET

This special project entitled “**ASSESSMENT OF TEACHERS’ DEVELOPMENT PROGRAM : INPUT TO AN ENHANCEMENT PROGRAM** “, prepared and submitted by **LUCIA A. MOJICA** in partial fulfillment of the requirements for the degree Master of Education with Specialization in Educational Management is hereby recommended for acceptance.

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ACKNOWLEDGEMENT

The researcher would like to express her gratitude to the following persons who made this paper possible.

Dr. Rene R. Belecina , the researcher adviser, who had been very accomodating and patient whenever there are points of clarification in this research.

Dr. Dominico C. Idanan, Division Superintendent of Makati for allowing the researcher to conduct the study.

To the principal, Ms. Ma. Corazon L. Jose, coordinators and teachers of San Isidro National High School who helped in the accomplishment of the questionnaires .

To my family, Ms. Angelina A. Mojica, Mrs.Violeta M. Soriano and Mrs. Angelita M. Sedigo, for their love and support. Above all to Almighty God for giving the researcher wisdom and strength to complete this paper.

L.A.M.

ABSTRACT

Title: **Assessment of Teachers' Development Program: Input to an Enhancement Program**

Researcher: **Lucia A. Mojica**

Key Concepts : **Development Programs /Enhancement needs**

Degree: **Master of Education**

Specialization: **Educational Management**

Adviser: **Rene R. Belecina, Ph. D.**

This study attempted to assess the faculty development program of San Isidro National High School as input to an enhancement program. The descriptive research design was used in this study where the Teachers Development Program Survey was utilized as research instruments in gathering data. The Teachers Development Program (TDP) was assessed in terms of goals and objectives, content, resources, and evaluation. The content of the TDP was assessed in terms of personal development, professional development, socio-cultural development, instructional development, and organizational development. The aspects of TDP resources included the human resources, financial resources, and technical resources. The respondents of this study were 11 administrators and 62 faculty members. Findings revealed that teachers

development program has been moderately adequate in some components such as goals and objectives, professional development, socio–cultural development, resources and evaluation. The study also assessed the problems met in the implementation of the teachers' development programs. The result of the assessment highlighted that there was no significant difference between the assessment of the administrators and teachers in terms of goals and objective and content. The enhancement programs needs were in terms of professional development, socio-cultural development and organizational development.

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CHAPTER I

The Problem and Its Background

Introduction

The key to quality education in any country is the quality of a teaching force. This means that the school must not only have educationally qualified faculty that is truly dedicated and committed to serve the public especially the learners under their care. Teachers need to update their knowledge and skills especially that we are now in the age of technology.

The ability of teachers to compete globally is anchored not merely on their being equipped with the required knowledge in their field of specialization, but equally with an understanding and proficiency standards. The framework of professional practice has been changed over the years as a result of development of new technology and the emergence of new language structures. (Senate Employment Education and Training References Committee, 1998)

Quality education is today's urgent needs but how can we have quality education if the teachers who play a vital role in transferring learning have no enough trainings to upgrade their skills. To respond to this need an assessment of teachers' professional development is needed.

The professional development of teachers through their further education and training increases their capabilities and efficiency in enhancing the educational benefits of the learners. The making of quality teachers hinges in no small measure on the priorities of the government and school administrators. The 1987 constitution gave top priorities on education, but not just education but quality education for all.

A proposal to improve the educational system focuses on the following, new administrative, structure research development of varied skills efficiency, teachers' education, and planning and management .This means a whole massive change in courses structure, curricula, textbook, learning materials, training of teachers and developing their skills.(DepEd-STRIVE).

A school should adopt new targets to meet the needs and define definite implementation and strategies to attain them in the context of the schools own goals and priorities. Teacher's education underscores the important role that the teachers play to achieve quality education. It is said that education is the key to development. Education enables an individual to cope with life situation. It contributes to the freedom of expression, action self-reliance and self- respect. It provides for fulfillment and many other qualities of life. Teachers' responsibilities in transforming the life of every learner into productive and responsible individuals are very difficult tasks. School administrator should provide teachers programs that will help them grow and enhance their knowledge and skills

Each year school and the division office review policies, programs and practices to consider in improving and enhancing teacher's competencies. This process commonly called schools improvement process is deeply embedded in division and school planning, accountability system and has become an integral part and necessary part of school and system reform. Schools are required to develop a 3 to 5 year plans. These plans are used as a blue print to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objective established in the plan.

All schools want their student to succeed and their teachers to be effective, but schools can only make lasting difference when they focus on specific goals and strategies for change. Schools' improvement planning is a process through which schools set goals for improvement and set decision about how and when these goals are to be achieved. Schools' improvement plan is a road map that set out changes. School needs to improve the level of students, increase teachers effectiveness and show how and when these changes are to be made.

School heads' leadership is essential to the process of change. School heads can transform their school into effective center of learning for all students. To be an effective principal he/she must ensure that all teachers understand that they are expected to develop and preserve their own professional development. A major challenge confronting the school heads are to restructure schools, to develop programs

and projects that are most responsive to the needs of teachers. For these reasons, school should provide meaningful education within an atmosphere of learning, equipped with adequate facilities, instructional materials, and competent, effective and efficient teachers (Barth, 1996).

According to L. Seikaly (1997) Effective school heads are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. School heads must lead their school through the goal-setting process where the data of students' achievements are analyzed, improved areas are identified and actions for change are initiated.

This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and to monitor strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. School heads must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities and development.

Professional Development activities range from independent studies, individual action, research, professional readings, peer observation, mentoring and coaching. It includes also getting involved in professional organizations, group research, group studies and continuing formal education. In education system professional development

is most successful in an environment which promotes the goals of a school based-management with a strong leadership and support system. (Schmoker, undated)

It is most likely to view when it is embedded in the vision, strategic plan and organization structure of the school, division, and region. It must be guided by a systematic planning through individual plan for professional development. According to the Department of Education individual plan for professional development enables the school heads and teachers to chart their goals and plan learning activities that enhance their competencies in order for them to work better for the improvement of their school and learners' performance.

In most countries, particularly those that are developing like the Philippines, education is seen as the key to social mobility and major determinant of the level of prosperity, welfare and security of the people. Schools, like any organizations, are the collectivities of people with varied views of reality. What the school is and what it becomes is determined by the people within it. Its real existence lies not on its physical facilities, laboratory equipment or financial plans, but in the capabilities of the teachers to teach effectively (Borromeo, 1995).

Geturbos (2004) reiterated the results from the research conducted by Carillo (1997) who suggested that a good program should set forth goals for teaching and learning, and should describe the strategies for meeting the goals. Both researchers pointed out that the goals evolve directly from the mission statement and should contain

clearly defined approaches to meeting the goals in ways that guide future professional developmental activities for the faculty. Few would argue that better prepared teachers result in better school and higher achievements of students. Also, most would agree that tantamount to better prepared teachers is effective professional development (Darling-Hammond, 1995).

This prompted the researcher to conduct an assessment of teachers' development program of San Isidro National High School. The results of which were utilized as bases for inputs to enhancement program on teachers development program.

Research Locale

This study was conducted in San Isidro National High School. San Isidro is one of the public secondary high schools in Makati. It is located in the outskirts of the buzzing financial district of the City of Makati. I was formerly known as Makati High School-San Isidro Annex. In 1996, the school opened and was headed by Dr. Reynaldo SB Estacio. As an annex, classes were first held in the old elementary school building which was built in 1957.

It is strategically located to cater the graduates of the four adjacent elementary schools namely Pio del Pilar Elementary School (Main), Pio del Pilar Elementary School (Annex), Palanan Elementary School and San Antonio Elementary School. In its first year of operation, the school accommodated the first year and second year students of

Makati High School. The following year, all third year students of the mother school were housed in Makati High School-San Isidro Annex.

San Isidro National High School offers the complete secondary school program of the Dep.Ed. It adopts the Basic Education Curriculum (BEC) and the K12, which has three key reform themes the articulation of more complex and higher-level learning goals; streamlining and integration of learning areas in the curriculum and the use of creative and innovative teaching practices to improve student learning.

Conceptual Framework

Teacher development is an on-going process which takes account of the teacher as a professional, as a member of the school team working within the framework of the school plan, and as a valued professional within the public education system.

Teacher appraisal is clearly linked to teacher development in that: Teacher development is an integral part of the total school program. The appraisal process itself is inherently developmental for all involved; Appraisal brings with it the opportunity for teachers to develop new skills, or at least the ability to use existing skills in new situations; Outcomes of appraisal inform further teacher development which may take a variety of forms including access to on-the-job learning, formal education, team teaching, networking, research, writing journal articles, preparing case studies from action research etc. Appraisal recognizes and acknowledges the existing skills of teachers, ensures the sharing and disseminating of those skills and provides a feedback

mechanism to enhance these skills; and the school plan provides a focus and context for the development of teacher skills needed to achieve its objectives. All teachers should have the benefit of an ongoing professional development program which includes a range of activities both in and outside the school, designed to assist them to enhance the learning outcomes of students, reach their full potential as a teacher and increase their job satisfaction.

The professional development program is to comprise appropriate strategies to: address each teacher's developmental needs related to the implementation of the school plan; and provide opportunities for each teacher to participate in a developmental program supporting his or her personal career. Teachers training program needs a concept which embodies the notions of developing people who can interchange in other occupation. The realization of the success of any teachers' educational programs is through a well-organized and efficient performance of school programs. Kart and Rosenweig (1995) defined effectiveness as something which is concern in the accomplishment of explicit and implicit goals.

There is a considerable amount of literature (e.g. Barnett, n.d; Hallinger, and Murphy, 1989; Danzig, 1997; Restine, 1997; Evans and Mohr, 1999; Andrew and Grogan, 2002; Peterson, 2002) suggesting that the appropriate theoretical framework for professional development for teachers is constructivist learning theory. "Constructivism" has become the latest catchword in educational circles. It has roots in philosophy, psychology, sociology, and education, to mention but some disciplines.

Although many people hail constructivism as a new theory, it doesn't really offer completely new ideas. Its core ideas are basically those pronounced by renowned thinkers such as Dewey, Piaget and Vigotsky. It informs professional development and learning of "all learners," young and old (Hoover, 2005).

The fact that constructivism is informed by many disciplines makes it a better theory than others to rely on. For that reason, as will become evident in the next chapter, most of the professional development of teacher is or should be approached through a constructivist orientation, a trend which suggests the trustworthiness and soundness of the theory.

Constructivists make a number of assumptions about learning and development. The central postulation of constructivism is that human learning is constructed. This means that human beings, individually or socially, construct knowledge and meanings. This idea counteracts the Platonic realistic view, which deems knowledge to be "out there" independent of the knower. The crucial action of constructing meanings and knowledge takes place in the mind (Bruner, 1996).

This implies that principals should be encouraged to work out knowledge for themselves, and to reflect individually or in groups on the existing knowledge. The strategies also allow teachers to harmonize their attitude and values that are incompatible with the attitude and values suggested by the new knowledge (Ng, 2008). If teachers have to construct their own knowledge, it follows that they have to be active

rather than passive in their professional development. They are active consciously or unconsciously: they test the applicability of new knowledge, judge the consistency of new knowledge and prior knowledge, and, based on that judgment, can modify their prior knowledge. According to Piaget there are two mechanisms according to which new ideas are accommodated and assimilated - integration and substitution (Kolb, 1984). Kolb further recommends integration of new ideas into the old ones as this ensures stable conception. However, when new ideas are accommodated through substitution of old ideas with new ones, there is always a possibility of reversion to old ideas.

The role of the developer, therefore, is not to take the role of the “sage on the stage,” but to act as a “guide on the side” (Hoover, 2005) who provides teachers with environments that exploit inconsistencies between their current understanding and the new knowledge, reflect on the new knowledge, and modify their current knowledge by integrating needed new knowledge (or selected elements of new knowledge) into their current knowledge.

Furthermore, active participation in the professional development means that teachers try new knowledge in practice and thereby learn how to put it into action. This is one strategy of learning that can be applied in order to meet the professional development needs emanating from the inability to put “good” knowledge into practice (action and behavior) Ng (2008). In constructing new knowledge, human beings use what they already know (Bruner, 1996; Hoover, 2005). When people actively construct

knowledge, they do so by relating incoming information to a previously acquired frame of reference.

Practicing teachers have gathered a reservoir of germane knowledge upon which new knowledge is built. This suggests that professional developers should not consider teachers as *tabulae rasae*, on which they inscribe new knowledge. Every teacher comes to the development situation with more or less articulate ideas of the topic under discussion, that is, they have some experiences (Ng, 2008). Thus, teachers' prior knowledge influences what new or modified (not necessarily "correct") knowledge they construct from new development experience. Of course, some of the established ideas need modification because they are inconsistent with the new ideas (not because they are "incorrect"). Moreover, in most cases, resistance to new ideas results from the incompatibility between the new ideas and the old ideas.

The function of the developers of teachers therefore, is not only to facilitate the construction of new ideas but also to work out a plan to influence (not to manipulate) teachers to dispose or modify existing ideas that might be incongruent with, and resistant to, new ideas. Constructivists contend that knowledge is both personal and social construction. The implication is that for individual teachers, some knowledge is public (knowledge that can be acquired from other people) while other knowledge is personal (personalizing public knowledge or learning from experience) (Eraut, 2000).

School leaders like the school heads learn personal knowledge most effectively while in groups (Evans and Mohr, 1999). Having realized the effectiveness of group learning, developers are devising strategies whereby school heads learn in groups. Some schools have become learning communities, where everybody, including the school heads, learns. The other example of group learning strategy is the peer-assisted leadership programmed, whereby school heads develop through peer observation and feedback (Barnett, 1989; Robertson, 1999).

As implied above, knowledge is continuously derived from and tested out in experience. Experience is mediated by culture. Hence, all knowledge is only, to use Cobb's (as quoted by Fosnot, 1996) terminology, "taken-as-shared." This implies that the culture and social environments are important and need to be considered in any professional development of teachers. This view is based on dialectical constructivism of Vygotsky, a Russian theorist. Vygotsky emphasizes the importance of social interaction between competent and less competent members of society; and the transaction between internal characteristics and external circumstances, and between personal knowledge and social knowledge. Thus, individual development of teachers is shaped by the cultural system of social knowledge (Kolb, 1984; Byrnes, 1996).

In addition, human learning is contextual. This point proposes that teachers do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of their lives. They link the new knowledge to their prior knowledge, what they believe in, their prejudices and their fears. This point is a corollary to the idea that

learning is active and social. Teachers cannot ever divorce their development from their lives. (This point is going to be discussed in detail in the next subsection). This subsection sketched out constructivist learning theory, a theoretical framework informing this study.

Constructivism assumes that human beings, individually and socially, construct knowledge and meanings using their prior knowledge and experiences as frames of references. The function of the developers of teachers, therefore, is to facilitate the construction of new knowledge; modification of old knowledge; and implementation of new knowledge. The researcher of this study theorized that empowerment skills of the school administrators greatly affect the development of programs that allow faculty members to grow professionally and personally. This theory is supported by Willis (2000) who said that empowerment creates a greater demand for the school leaders to effectively practice their management functions namely planning, organizing and staffing, directing, controlling and motivating and decision – making and communicating so that they can create and develop programs that give their faculty members the opportunities to grow professionally and personally.

Moreover, Sergiovannie's (1999) explanation on empowerment becomes a support to what the researcher has theorized. As a pragmatic approach to rethinking power in terms of what can be rather than what has been, progressive organizations have already implemented programs to enhance the quality of their employees' work lives. Holcomb (2000) likewise mentioned that empowerment allows a team of

employees to accomplish the goals. Educational leaders, often called school administrators, have been concerned with the ways to improve the educational process, for so long; they practice the principle of power investment. They distribute power among their school subordinates in an effort to get more power in return. They know that it is not power over people and events that counts but power over accomplishments and achievement of educational goals. They understand that teachers and other school personnel need to be empowered to act, to be given the necessary responsibility that releases their potentials and make their actions and decisions count.

Context becomes the framework, the reference point, the map, the ecological sphere; it is used to place people and action in time and space and a resource for understanding what they say and do. The context is rich in clues for interpreting the experience of the actors in the setting. The setting in which the school head worked was so immense and complex that it cannot be expounded on sufficiently in a few pages.

According to Gray (1997). Constructivist provides insight into the process of teachers' change and development and raises questions about teacher professional development that have implications for the way constructivist and transactional curricula are implemented. It encourages active and meaningful learning and promotes responsibility and autonomy. Constructivist is beneficial in achieving desirable educational goals for teachers it is important for teachers to grow professionally towards a constructivist practice. Teachers' change, growth, and development underscore an

aspect of teacher development that is often ignored: curriculum development occurs, not through imposition of new ideas on teachers, but through personal development.

They confirmed that the responsibility for the professional development of teachers falls largely on the teachers themselves. This concept was generally recognized by teachers; however, the incentive to pursue personal professional development over the course of one's career is frequently lacking in teachers. For example, the importance of collegial sharing and support is widely accepted yet infrequently practiced except informally. Similarly, teachers who are familiar with reflective practice resist it even though they recognized its importance in encouraging an awareness of how students learn and, therefore, how teachers' need to teach. To encourage incentive, Gray suggests that teachers need to be provided with opportunities, resources, support, encouragement and recognition in their professional development pursuits. They need to know that their efforts are being supported by their administrators and school boards activities.

The importance of administrative support for teachers needs to be communicated to school administrators through professional literature and professional in service. . Information presented in a friendly and creative style may encourage teachers to embark on their own professional development journeys and may encourage teachers to be less reticent about risking innovative practices, thus beginning a developmental process of change. Generally speaking, professional and curriculum development is an

evolving, personal developmental process that in itself is constructivist. This process can be greatly assisted by a supportive collegial and administrative medium that allows teachers to change their own personal constructs about teaching. This demonstrates that constructivism is evident in current educational change.

Therefore, what have described in the following pages represents a précis of the physical, geographical, historical, traditional, religious, and socio-economical contexts that had an impact on the professional development of the teachers by the school head in one way or another. The input variables are the teachers' development program which includes the following components: (1) goals and objectives, (2) content, (3) resources: human resources, financial resources, and technical resources (4) evaluation. The impact of the TDP and problems encountered in the implementation are also set as input variables. The process determines the variables included in the input by administering instruments or test such as the individual Profile Survey and Teachers Development Survey. At the end of the study, the researcher came up with an enhancement program pertinent to teacher's development program.

This is the product to be brought by the evaluation done by the researcher through the use of the questionnaires which will determine the development needs of teachers in San Isidro National High School in Makati. It is a plan that will serve as a guide for the school heads in designing teacher's enhancement programs for teacher's development.



Conceptual Paradigm of the Study
Figure I

Statement of the Problem

This study assessed the teacher's development program of San Isidro National High School in Makati.

Specifically, it provided answer to the following questions:

1. How do teachers and administrators assess the teacher's development program in terms of the following?

- 1.1. Goals and Objectives

- 1.2. Content

- 1.2.1. Personal Development

- 1.2.2. Professional Development

- 1.2.3. Socio -Cultural Development

- 1.2.4. Instructional Development

- 1.2.5. Organizational Development

- 1.3 Resources

- 1.3.1. Human Resources

- 1.3.2. Financial Resources

- 1.3.3. Technical Resources

- 1.4 Evaluation

2. Is there a significant difference between the assessment of the administrators and teachers on the teacher's development program with regards to the aforementioned components?
3. What problems are met by the administrators and teachers' in the implementation of the program?
4. Based on the findings of the study what input can be proposed to enhance teachers' development program?

Significance of the Study

This study was deemed important since its findings may be of great help to school administrators, school heads, teachers and future researchers.

To the **school administrators**, the findings of this study may serve as input in formulating an enhancement program based on the needs of teachers. In addition, the results of this study will serve as guide to help them formulate a responsive needs-based teachers 'development program.

To the **school heads** and other school leaders, the findings of this study will inspire them to adapt an appropriate training based on teachers' needs.

To the **teachers**, the findings of this study may serve as an instrument for them to continue in enhancing their own development through different trainings and realized

that teachers' development are both professional and socio-cultural responsibility.

To the **students**, who are the main recipients from the teachers' effectiveness, the outcome of the development program for teachers resulted to an effective and well-developed students.

To **future researchers**, the findings of this study may serve as reference and may use this as a material or as a source of primary and secondary data, which could be view as reference for similar or related studies.

Scope and Delimitation of the Study

This study focused on the assessment of teachers' development program. Teacher's development program assessed based on the following components: Goals and Objectives, Contents includes, Personal Development, Professional Development, Socio-Cultural Development, Instructional Development and Organizational Development. Resources, and Evaluation were also assessed and the problem met in the implementation of teachers' development program.

This study was conducted in San Isidro National High School Makati, during the school year 2013-2014. The participants of this study were 11 administrators and all teaching personnel of San Isidro National High School from different departments with a total of 73 respondents.

The descriptive research used questionnaires, observations and unstructured interviews as the basis for assessing teacher's development program.

Definition of Terms

In order to have better understanding of the discussion in this study, the following terms are conceptually and operationally defined.

Assessment. This is the process of obtaining information that is used to make educational decisions about students, to give feedback to the students about his or her progress, strength, and weaknesses, to judge instructional effectiveness, and circular adequacy and to inform policy. In this study it refers to a tool in understanding whether a degree or programme is successful and effective

Enhancement Program. This refers to training that combines the best practices from education, psychology, social work, career counseling, sports, technology and other training. Through training, a person can improve his/her overall performance in any identified area and in so doing can improve the overall quality of life. Enhancement or training typically uses a combination of cognitive and behavior problem solving approaches, both of which are used to strengthen a person's positive skills development (Berger 2005). As used in this study this refers to develop teacher's development program based on teachers' needs

Evaluation. This refers to a systematic application of scientific methods to assess the design, implementation, improvement or outcomes of a program (Freeman & Rossi, 1993; Campbell, & Hennessy 1996). The term "program" may include any systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards for the purpose of assisting in the identification of future change. In this study it refers, to the assessment of the strengths and responsiveness of the teachers' development program

Goals and Objectives. This refers to describe what the program/project is striving to accomplish. Goals depict the general programmatic outcomes, while objectives specify more specific outcomes. In this study this pertains to the identified focus of the programs, the intended purposes, and expected results that guide administrators in undertaking a culture of excellence in formulating teacher's development program.

Instructional Development. Faris (1968). defined Instructional development as the term used in knowledgeable circles in higher education and described attempts to enter the instructional process .The focus of instructional development is admittedly instruction, and there must be the realization that instruction is simply one component, or sub-system, of the total educational system. The implementation of change or ongoing development within that sub-system has an effect on the whole system. In this study it refers not only to learn new skills but also to develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and

resources. It includes activities like classroom observation and diagnosis, micro-teaching, educational methodology and technologies, evaluation and curriculum development.

In-Service Training It refers to the different programs undertaken by the school and other agencies which are conducted in a shorter period of time, usually less than a day to seven days (7) with the aim of enhancing faculty development (Tadeo, 2012). As used in this study it pertains to a program used for improving and developing teachers' skills and knowledge.

Organizational Development (Burke and Hornstein, 1972) defined organizational development as a planned organization-wide program of team-building for the purpose of implementing planned change. It is a process which institutionalizes and legitimizes the examination of the system's processes for decision-making, planning, and communication. In this study it refers to improve structural level, to improve institutional environment for teaching and necessarily it involves development of positive attitudes in relation to the institutional organization which foster mutual support between administrators and teachers, leading to organizational stability.

Professional Development (Terry, 1998) defined professional development as the improvement of the instructional practices, research related activities, involvement for community progress journey, professional advancement and career path and the personal development of the faculty members. In this study it refers to increase in

knowledge of the subject matter, teaching skills and insights through undertaking a formal graduate schooling, in service trainings and other ways of continuing growth.

Personal Development. Reavis (2008) defined personal development of teachers as the inclination to act in a certain way, usually guided by beliefs and values. The National Council for the Accreditation of Teacher Education (NCATE) defined this as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities; these positive behaviors support student learning and development. In this study it pertains to change in attitude considers varied factors that affect the teacher's personal life in relation to his colleagues and students. It refers also to the development of spiritual, physical and moral development activities like character and values formation, religious seminar, self-awareness and self – evaluation.

Teachers' Development Program. (Francis, 1995) described faculty development as an institutional process which seeks to modify attitudes, skills and behavior of faculty members towards geared competence in meeting the student's needs, their own needs and the needs of the institution. In this study it refers to a wide variety of activities that can be considered educational, professional, organizational, and socio-cultural development. It includes attending seminar, classes, conference and workshops.

CHAPTER II

Review of Related Literature

This chapter presents literature which is of great importance to this study. Researches stated the importance of teachers' development program and staff development in organization.

Teachers' Professional Development

Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining experience in one's teaching role they systematically increased experience in their professional growth through examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of teacher (Glattenhorn, 1987).

Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development (Crowther 2001). One must examine the content of those experiences through which the process will occur and how it will take place (Ganzer, 2000; Guskey, 2000).

This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short term courses that offered teachers new information on specific aspects of their work (Brookfield, 2005). Champion (2003) posted that regular opportunities and experiences for professional development over the past few years had yielded systematic growth and development in the teaching profession.

Many have referred to this dramatic shift as a new image or a new module of teacher education for professional development (Cochran-Smith & Lytle, 2001; Walling & Lewis, 2000). In the past 15 years there have been standards-based movements for reform (Consortium for Policy Research in Education, 1993; Kedzior & Fifield, 2004; Sparks, 2002). The key component of this reform effort has been that effective professional development has created a knowledge base that has helped to transform and restructure quality schools (Guskey, 1995; Willis, 2000).

Much of the available research on professional development involves its relationship to student's achievement. Researchers differ on the degree of this relationship. Variables are the school, teacher, student level related to the level of learning within the classroom, parent and community involvement, instructional strategies, classroom management, curriculum design, student background knowledge, and student motivation (Marzano, 2003).

Based upon a review of several studies, Marzano (2003) concluded that the professional development activities experienced by teachers have a similar impact on student achievement to those of the aforementioned variables. Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development. Opportunities for active learning and content specific strategies for staff development refer to a focus on teacher application of learned material. Overall coherence refers to the staff development program perceived as an integrated whole and development activities building upon each other in a consecutive fashion. Marzano (2003) warned, however, that standardized staff development activities which do not allow for effective application would be ineffective in changing teacher behavior.

Kedzior and Fifield (2004) described effective professional development as a prolonged facet of classroom instruction that is integrated, logical and on-going and incorporates experiences that are consistent with teachers' goals; aligned with standards, assessments, other reform initiatives, and beset by the best research evidence. Elmore (2002) described professional development as sustained focus over time that is teacher.

The Importance of Collaboration in Teacher Professional Development

In 2004, Deborah Butler and some of her research colleagues followed 10 teachers across a two-year professional development program. The teachers were

introduced to an instructional program through a workshop and collaborated with colleagues and researchers throughout the two years. Their findings indicate that teachers reflected on their practice, constructed new knowledge about teaching, and made positive sustained changes to their teaching practice. Teacher interviews noted two primary mechanisms supporting the change: time to reflect on teaching practice and structured time for collaboration. (*Teaching and Teacher Education*, 20, 435–455.)

Importance of Teachers' Development Program

According to V. Vega (2013). Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school related factor influencing student achievement, so it is critical to pay close attention on how to train and support both new and experienced educators. The best teacher-preparation programs emphasize subject-matter mastery and provide many opportunities for student teachers to spend time in real classrooms under the supervision of an experienced mentor. Just as professionals in medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating in internships, exemplary teacher-preparation programs allow teacher candidates the time to apply their learning of theory in the context of teaching in a real classroom situation.

Many colleges and universities are revamping their education schools to include an emphasis on content knowledge, increased use of educational technologies, creation

of professional-development schools, and innovative training programs aimed at career switchers and students who prefer to earn a degree online. Support for beginning teachers is often uneven and inadequate. Even if well prepared, new teachers often are assigned to the most challenging schools and classes with little supervision and support. Nearly half of all teachers leave the profession in their first five years, so more attention must be paid to providing them with early and adequate support, especially if they are assigned to demanding school environments.

Mentoring and coaching is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Teachers' Development programs is one of the essential needs of teachers to improve and provide educators with new understanding, improve their personality, apply new knowledge, deepen teachers content knowledge, broaden their instructional strategies, and increase their ability as means to improving student learning. Teacher's development program is not new today. This is commonly used to refer to programs,

activities, practices, and strategies that aim to maintain and improve the professional needs of teachers or any members of an organization.

Development Program and Trainings

The successful growth of any organization leans heavily on the continuous growth and development of its human resources which are the key component of one organization. As such the organization is as good as its people. Goldstein (1990) advanced the view that the maximum growth of an organization depends significantly upon the utilization of a well-trained and well developed individual.

According to him development and training of human resources ensure the success and growth of the organization which in return guarantees personal and security and opportunities for advancement of its member. For training to be effective development program should be directed towards the following: Preparation of staff to specific new job assignments, Expanding working skills, functional expertise and management competence and Broadening working perspective and outlook.

An important recommendation brought forth was that the participant for training and development must be selected on the basis of their potentials and identified training needs based on organizational requirement and expectation. A study conducted on community development programs in rural poor communities showed that when there was early introduction of training intervention, the community moved from a marginal state to a reasonably productive self-reliant and effective life condition. Ortigas (1994).

According to her training and development is an effective intervention aimed at moving individuals for the community to become fully functioning. A training program was considered as the proven structure if it can provide the knowledge, skills and attitudes necessary for the community to become self-reliant and productive.

Williams (1998) stressed that educational training provides the knowledge and skills needed in achieving organizational objectives. Accordingly, education and training by themselves cannot cure all organizational ailments, but can deal effectively with problems of employees' behavior, particularly those related to knowledge skills and attitudes.

In Maryland they conducted a study. According to the school principal they focus on teachers and instructions. Schools with lower performance will focus on revamping their instructional program whereas; schools with higher performance will focus on fine-tuning their instructional program. Schools with the lowest performance results will be looking for broader instructional program issues. For instance, they may be exploring whether there is a curriculum, whether it is being followed, whether teachers understand how to teach the curriculum, assess student progress, and use a variety of strategies to work with a wide diversity of learning styles and needs. Schools with higher results will focus more sharply on identifying their problem and honing in on what specific instructional topics they need to improve their instructional performance.

The most significant improvement appeared to come about where people went through all stages of the training and development cycle. The training and development on what Ofsted (2006) describes as a logical chain of procedures entails identifying and analyzing school and staff needs , planning to meet those needs, providing varied and relevant activities for all appropriate staff, monitoring progress and evaluating the impact of the result.

Java (2005) conducted a study on the factors that enhance employees' development program at Hospicio de San Jose. The study highlighted that the employees ranked Training and Development as the most important and most influential factor in enhancing their career development. Employees' empowerment was also noted as one factor that enhances their career development.

Instructional Development

Among the most common components that faculty development programs should be directed are for the improvement of the instructional practices, research related activities, involvement for community progress journey, professional advancement and career planning and the personal development of the faculty members (Terry 1998).

According to Holcomb (1998), the major objective of school administrator is supervision and improvement of learning and teaching or instruction as a whole. The school administrator performs the within-school supervision role in instructional improvement and the evaluation of education. Involvement in the improvement of

learning and teaching are two related functions: improvement of educational programs (curricular and activities): and improvement of instruction (methods, processes). Improvement of instruction refers to both the methods of teaching and the creation of appropriate conditions creation for learning what is taught. No matter how good the curricular content is, if the methods and conditions for classroom instruction are inadequate, the teaching-learning process would fail. Therefore, the school administrators should assist the teachers in determining the methods, teaching facilities, physical settings, classrooms attitudes, etc. that are most likely to promote effective learning in schools.

These choices or decisions also depend on factors such as curriculum, class, age, needs, levels, and abilities of the students, and the adequately trained and personally prepared teacher for whatever subject (curriculum) or methods would be needed for any instructional programs (Hogan,1999). However, administration for instructional improvement in recent times is getting less and less preoccupied with the teacher and the specific methods of teaching to give more and more attention to those factors that affect effective student growth. The issues currently discussed in school administration of instruction include behavioral objectives, open space concept of school physical structure, human school environment, individualized instruction, shared services, flexible scheduling, and competency – based teaching (Stoner,1998).

Many institutions have made significant advances in recent times in developing, recording and recognizing good teaching by academics, but few have established

coherent, integrated strategies that address matters related to research. This challenge in detail seeks to sketch a framework which should lead towards the desired educational development among teachers in schools (Gredler, 1997). This intelligence is further manifested when faculty members involve themselves into research and activities which look for answers to present issues and problems that educational practices post through the years.

Socio-Cultural Development

Another aspect with which faculty development programs should be directed to is on the involvement of the faculty members in community- base or related activities (Byrd, 1999). Often, community involvement is considered a networking activity. It takes on especially useful roles for faculty members as it tends to dismiss the feelings of professional and intellectual isolation often experienced within the formal educational institution.

One has to remember that faculty members learn by doing, reading, and reflecting; by collaborating with other teachers; by closely looking at the work in hand and its significance to the progress of the community; by sharing what they see, experience, feel, hear or even think of. All of these are into the process of making themselves available not only for intellectual ventures but even to socially- related issues that the society at hand offers (Terry, 1998).

Traditionally, development programs have been defined as the provision of activities designed to enhance the knowledge, skills and understanding of teachers in ways that lead to changes in their thinking and classroom behavior (Flores, 1994). At these present times, professional development programs post a notion inclusive of the concept of reflective practice, a new well-recognized element in teaching. What the teachers take away from the professional development programs is based on their existing knowledge and beliefs, rather than on the information delivered to them (Carr 2001).

The professional development that teachers are entitled to enjoy, should serve as the way for these people to change and move toward their own carefully articulated goals to improve their schools, their relationships with each other in the professional aspect and the teaching processes for their students . It is suggested that in order to move in the horizon that scope of growth, philosophy of the professional development component is that to be a synthetic relation between the professional growth of the teachers and the institutional development of the school (Sumalinog, 1999).

Relative to the professional development of teachers, Alac (2003). in her study cited that Notre Dame of Dadiangas College (NDDC) faculty members personally and professionally benefit from the faculty development program. This five – year plan program is designed to upgrade the faculty of NDDC according to the needs of its program. It generally aims to give direction to the tertiary academic personnel of NDDC for five years, to strengthen the weak areas of instruction that should be given attention

for faculty enrichment, and to improve teaching competence and spirit of school ownership by the faculty. The program covers four types of development activity namely: graduate studies, seminar – workshops, actual observations, on the job training and special study programs for enrichment purposes.

Personal Development

According to Nwanko (1998), so much training is focused on method courses and in areas of content specialty. This reality points out the need for the personal development of teachers. It is as if one assumes that once a person knows many facts about a particular subject, he or she can already teach to others, or in the case of elementary and secondary education, once a professional study a subject in depth, and learns the methods of instruction, he or she will then be a good teacher. However, to Claudio (2002), all knowledge and skills in the world are virtually useless to someone who cannot translate their value in style that commands attention and influence in the behavior.

The object of education, after all, is to enlighten, to stimulate, to promote growth and to motivate for further development. Hill (2000) reminded school leaders that programs which provide opportunities that help teachers identify their personal interests should be considered in coming up with faculty development programs. The personal dimension of renewal is of critical importance for the health and welfare of the teachers

who do so much for their studies, colleagues and their friends much for their studies, colleagues and their friends. Yet they often neglect to nourish their personal needs.

Hogan (1999) believed that now is the time for school leaders to assess the personal dimension of the lives of the teachers and this can only happen if programs for personal improvement of the teachers are considered important. The present research suggests that there should be provisions for teachers to indulge themselves into doing the things they can and want to do regardless of everything and everybody else. The related literatures pointed out that school are socially constructed institutions. As such, nearly all the aspects of the school life are framed and created by those involved particularly by those in a position of power.

Research has shown that school leaders supporting teacher professional learning communities use norms of collegiality, collective responsibility and shared goals (Louis and Kruse, 1995), professional development, reflective practice and quality improvement processes. They promote trust among teachers by helping to develop clarity about common purposes and roles for collaboration and they foster continuous dialogue among school staff and provide adequate resources to support collaboration (Leithwood et al., 2006).

Policy makers can promote and encourage teamwork among school staff by explicitly recognizing the core role of school leaders in building collaborative cultures and by sharing and disseminating best practice in this domain. Moreover, in rapidly

changing societies, the goals and objectives to be achieved by schools and the ways to get there are not always clear and static. In increasingly globalized and knowledge-based economies, schools must lay the foundations for lifelong learning while at the same time dealing with new challenges such as changing demographic patterns, increased immigration, changing labor markets, new technologies and rapidly developing fields of knowledge. As a result of these developments, schools are under enormous pressure to change and it is the role of school leadership to deal effectively with the processes of change and be able to equip teacher's knowledge and skills.

Organizational Development

Educational institutions are complex organizations and the tasks of the educational managers are correspondingly numerous and intricate. Effective managing affects the organizational climate, superior – subordinate relationships and job satisfaction of teachers. They maintain collaborative relationships formed during the development and adoption of the shared vision. They form teams, support team efforts, develop the skills of groups and individuals, provide the necessary resources for their needs, both human and materials to fulfill the educational vision Schein, (1985).

The research study made by Earley (2007).The importance of effective staff development. He wants to find out what practical steps can school take to ensure the self-evaluation of their practices and performance leads through the effective development of their study to genuine improvement. The connection between the self-

evaluation process and improvement planning was at first made only loosely, but strengthened over the course of the project. They found out that the introduction of the SEF or Self Evaluation was having an effect on the quality of schools self-evaluation processes in several ways including; encouraging a greater thoroughness and wide ranging evaluation of the school works, providing a better understanding of evaluation and giving greater attention to the views of stakeholder.

Completing the SEF can make people realize the needs to change the strategic direction of the school and rethink their improvement priorities, whilst the format of the SEF can reinforce the logic of the link between improvement plans and those for staff development and training. They believe that the crucial factor in creating a successful launch for school improvement initiative and programs was winning hearts and minds.

The research reports show ways in which school can improve and assist staff to become better at what they do, but also importantly, how they become more effective in evaluating the impact of their interventions. The research remind also that the factors influencing school improvement are multiple and often highly complex and that schools should move towards a more personalized approach to staff development and learning; in the same way that there is talk of personalizing learning for pupils there must be equivalent notion for the school workforce.

Human Resources

It must be understood that human behavior operates around an authority system within an organization.

Human resources involve getting the persons best suited for particular tasks, and getting the best out of them. Thus, management is responsible for utilizing the available skills to ensure the most efficient use of all human resources. Combined together, all workers should then deliver their best. Physical resources vary from organization to organization.

In a research organization, physical resources are laboratory equipment and apparatus, plant, machinery and facilities. The task of a research manager is to ensure the availability of technologically suitable and advanced apparatus and equipment, within the available financial resources, and to ensure that they are well maintained. In this way, scientific work should be interrupted as little as possible, if at all.

Importance of Evaluation of Development Programs

Evaluation of educational program, according to Hallaine (2013) provides feedback to help guide the implementation of a program, and demonstrates whether the program is achieving its goals and objectives. Within an evaluation, the educational program should document the impact the program has on its participants. Evaluating educational programs can help you focus your staff and resources to the specific

program goals. Multiple approaches may be taken for educational programs. When conducting an evaluation, it is important to have a clear purpose. The evaluation of the effects of the training is an attempt to obtain feedback on the effects of the training program and to assess the value of the training in the light of this feedback. This evaluation is helpful because of the following reasons. It discloses the relevance of the programs to an organization's needs, It reveals whether the programs have contributed to the effectiveness of an organization; It ascertains whether the programs be continued, modified or placed

Teachers Professional Roles

The scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities. These activities imply that teachers need competence in student assessment and sufficient time and resources to complete them in a professional manner. Activities occurring prior to instruction teachers should understand students' cultural backgrounds, interests ,skills, and abilities as they apply across a range of learning domains and/or subject areas; Understands students' motivations and their interests in specific class content; Clarifies and articulating the performance outcomes expected of pupils and planning instruction for individuals or groups of students. Activities occurring during instruction .teachers monitored pupils progress toward instructional goals; Identifying gains and difficulties pupils are experiencing in learning: motivating students to learn; and judging the extent of pupil attainment of instructional outcomes. Activities occurring after the appropriate

instructional segment (e.g. lesson, class, semester, grade) Teachers should describe the extent to which each pupil has attained both short and long-term instructional goals; Communicating strengths and weaknesses based on assessment results to students, and parents or guardians; recording and reporting assessment results for school-level analysis, evaluation, and decision-making; Analyzing assessment information gathered before and during instruction to understand each students' progress to date and to inform future instructional planning; Evaluating the effectiveness of instruction; and evaluating the effectiveness of the curriculum and materials in use.

Activities associated with a teacher's involvement in school building and school district decision-making. Serving on a school or district committee examining the schools and district's strengths and weaknesses in the development of its students; Working on the development or selection of assessment methods for school building or school district use; Evaluating school district curriculum; and other related activities. Activities associated with a teacher's involvement in a wider community of educators. Serving on a state committee asked to develop learning goals and associated assessment methods; Participating in reviews of the appropriateness of district, state and interpreting the results of state national students program. Each standard that follows is an expectation for assessment knowledge or skill that a teacher should possess in order to perform well in the five areas just described. As a set, the standards call on teachers to demonstrate skill at selecting, developing, applying, using,

communicating, and evaluating student assessment information and student assessment practices.

In the more advanced countries like the US assessment of teachers as professionals is still very much an area of concern by professionals association up to the present. Pultorah (1994) cited that the state has made a new program on teacher's assessment. The series emphasizes the need to explore teaching performance based on field observation as a new dimension in teaching assessment for licensure.

Another body the National Board for Professional Teaching Standards (NBTS) was created by the Cornegie Tasks Force on Teaching as a Profession, with the end in view "to establish high and rigorous standards for teachers, and to develop and operate a national voluntary system to assess and certify those teachers, who meet the high standards.

Five propositions constitute the board view of what the teachers should know and be able to do; Teachers are committed to students and their learning. Teachers know the subject they teach and how to teach those subjects to students; Teachers are responsible for managing and monitoring students learning; Teachers think systematically about their practice and learn from experiences; Teachers are members of the learning community.

Professional Development for Teachers

Faculty development programs play an essential role in the successful educational improvement (Sumalinog 1999). A fundamental keystone for a successful educational strategy geared towards the professional development of the teachers in schools is the acceptance that achieving and maintaining high professional standards in teaching is a vital part of the role of an academic institution.

As in any other profession, this must involve carefully planned induction and preparation for the role, continuing monitoring of performance, dialogue about development and the professional refreshment for the role. These can be encapsulated under the heading professional development program (Willis 2000).

The development programs that institutions often prepare for their faculty members serve as bridges where the prospective and experienced educators are now and where they will need to be to meet the challenges of guiding their students in achieving higher educational standards of learning and development.

Studies on Teachers' Professional Development Program

Public schools professional development was also studied by Ibanez (2003). Her study revealed that as far as the educational attainment is concerned, the highest degree attained by the respondents is a master degree. faculty meeting, on campus seminars and workshops, local and international conferences and conventions were the

most common professional opportunities sponsored by the Division of City Schools and other sponsoring organizations. Speaking engagements and faculty exchange programs were least rated because of required qualifications. These professional opportunities opened their doors to an increase chance for promotion, salary increase, competencies and instructional performance upgrading and other related opportunities.

Taddi (1994) conducted a study on professional growth of the faculty of Baguio Central University. He found out that the faculty attended various types of in-service educational activities during the four years covered by the study to enhance their career development. The in-service educational activities included seminar-workshops, pursuing another course and attending convention. His study showed that there were nine factors that motivated the teachers to grow professionally, among of these are upgrading competence, increase salary, promotion, scholarship and others.

In a study by Pineda (1998), it revealed that not all science and technology teachers were qualified to teach secondary level from the start but had improved their educational qualification by taking units in graduate education. They were aware of the benefits obtained in pursuing advanced degrees relevant to their fields. Career development activities of the respondents include in-service training programs but very few availed. The reviewed literature for faculty development further justifies the need for every educational enterprise to always upgrade its faculty through a faculty development program. Although there are a number of faculty programs which were and are being undertaken, but these endeavors remained futile because, as they say,

the education rendered to the Filipinos is considered inferior because of teacher's ineffectiveness. This is concretely evidenced by the results yielded in board examinations to baccalaureate programs. Further, the feedback coming from industry about the ineptness of college graduates to perform effectively in the corporate world reflects inadequate preparation.

Tadeo (2012).The need for a faculty development program is a must for every educational institution. Since the school is given the thrust of molding and educating the students, the teacher is expected to be well-adept in all aspects of his mentoring. In order to arm the teacher with the necessary qualities needed for his effective mentoring in this age of information technology, the school administrator should exhaust possible means to identify the needs of his faculty. It is a reality today that the academe has personnel resources who are not graduates of education course but they are teaching.

A number of In-Service trainings had been conducted but with the growing dissatisfaction with the conventional forms of In-Service educational programs and in consideration of research finding on successful staff development practices, educators and policy makers must turn their attention to the restricting and redirecting of these programs to make them more relevant and responsive to the needs of the teachers in order to help them become effective teachers. And to ensure implementation of the program, it is imperative to involve the teachers in the need-analysis, policy formulation and designing the content of the professional development program.

Acuna (1996). The findings identified the strength and weaknesses of the school. Accordingly the areas of strength pointed to instruction, administration, school community and faculty .The areas of weaknesses were identified as physical plant, instructional media center, science laboratories and student services. To an extent they hindered the overall training and learning processes of the students. Based on these findings the researchers designed a program of development of the Colegio Nino De Cabuyao. In her recommendation the author stressed that the proposed five year development plan be implemented by the top management and that a follow up study be done after the period of implementation to assess the result.

Synthesis

The present study assessed the teacher's development program in terms of goals and objectives, content, resources and evaluation and how adequate this development program as assessed by teachers and administrators. Ibanez's (2003).study differs from the present study because he rated the highest educational degree attained by the respondents. These degree were master degree and professional opportunities sponsored by division school. These professional opportunities opened their doors to an increase chance for promotion, salary increase, competencies and instructional performance upgrading and other related opportunities. The present study will determine the development needs of teachers that will give them opportunities for upgrading not only their career but their skills.

Java's (2005) study differs from the present study because he examined the factors that enhance employees' development program. According to him training and development was the most important and influential factor in enhancing employees career development. Employees' empowerment was also noted as one factor that enhances their career development. Whereas the present studies focused on teachers development program.

Alac's (2003). study has a similarity from the present study because he introduced a five year plan. This five – year plan program was designed to upgrade the faculty according to the needs of its program. It generally aims to give direction to the tertiary academic personnel for five years, to strengthen the weak areas of instruction that should be given attention for faculty enrichment, and to improve teaching competence and spirit of school ownership by the faculty. The program covers four types of development activity namely: graduate studies, seminar–workshops, actual observations, on the job training and special study programs for enrichment purposes.

Although they have similarities in upgrading teachers according to their needs the only difference was he focused mainly on the improvement of the weak areas of instruction. Taddi's (1994) study differs from the present study he showed that there were nine factors that motivated the teachers to grow professionally, among of these are upgrading competence, increase salary, promotion, scholarship and others. The present study was focused on the adequacy of teachers' development program.

Pineda's (1998) studied the improvement of science and technology teachers'. He stated that to improved educational qualification of teachers they should take units in graduate education. He focused on the benefits obtained in pursuing advanced degrees relevant to their fields. The present study focused on the assessment of teacher's development program which includes personal development, professional development, instructional development and socio- cultural development.

Acuna's (1996) the study has a similarity on the present study. He stressed the internal school environment to identify the areas of strength and weaknesses which later become the basis for the development plan for the school. The present study assessed, analyzed and identified the adequacy of teacher's development program as the basis in formulating an enhancement program based on the identified needs.

Tadeo's (2012) study has a similarity on the present study because both studies assessed teachers' development program the same instrument was also utilized. The present studies human resource group pertains to a group of teachers from all departments whose development needs were assessed and analyzed to serve as basis in the preparation of school's enhancement programs for teachers.

CHAPTER III

Research Methodology

This chapter describes the research design that will be used in the conduct of the study. The respondents, research instrument, data gathering procedure were also included in this chapter as well as the data analysis procedure. The statistical data will be presented and utilized.

Research Design

This study used the descriptive method of research in assessing the adequacy of teachers' development program. According to Wood and Webster (1994), descriptive research provides an accurate portrayal or account of characteristic of a particular individual, event or group in real –life situation, for the purpose of discovering meaning, describing what exists and obtaining information about the current status of phenomenon. While Slavin (1997) stated that descriptive method involves recording analyzing and interpretation of the condition that exist together with some types of comparison or contrast.

The descriptive method was designed to gather information about present existing condition. Since the main concern of the study was to assess the current teacher's development program of San Isidro National High School, the method that was most appropriate in the appraisal of the program is the descriptive method.

Respondents of the Study

The respondents of the study were 11 administrators and 62 teachers from different departments. All teachers from San Isidro National High School were chosen regardless of their status permanent or contractual, since the teacher's development program of the school enjoins all of the teachers whenever one is held.

Research Instrument

To assess teachers' development program questionnaires was used. The instrument was made to determine the adequacy of teacher's development program based on teachers' needs. It was a structured questionnaire which was answered by the teachers and the administrators. The questionnaire has four parts. Part I To determine the adequacy of teachers development program by administrators and teachers questionnaires were developed by the researcher and were validated by experts. The items were classified according to goals and objectives, content which includes personal development, professional development, instructional development and socio cultural development. The items were intended to assess the needs of teachers and serve as basis for the development of enhancement program for teachers.

Part II the instrument used was questionnaires focused on the adequacy of the resources needed in conducting a development programs. It includes human resources; financial resources and technical resources. It measured how these resources are

important in conducting a development program for teachers. It was a five scale instrument where teachers and administrators chose from options such as very adequate, adequate, moderately adequate, inadequate, and very inadequate.

Part III was the assessment of the teacher's development program component in terms of evaluation. Evaluation was conducted to determine the outcome of the development program for teachers. A five scale instrument was also used for scoring purposes. A score of 5 was given if it is very adequate, 4 if adequate, 3 if moderately adequate, 2 if inadequate and 1 if very inadequate.

Part IV of the questionnaire highlighted the problems met in the implementation of the teacher's development program. The questionnaires were presented to her adviser for comments and suggestions. To ensure that the questionnaires were valid three experts were consulted. Suggestion was incorporated in the revision of the questionnaires. The problems are presented and rated by the respondents using the five scale instrument. For scoring purposes a score of 5 was given if it was to a very great extent, 4 to a great extent, 3 to a moderate extent, 2 to a less extent and 1 if it was to a least extent. The researcher collected the instrument. It was seen as time effective and would enable the researcher to obtain data on the respondents based on the answered questionnaires and served as basis in designing an enhancement program focusing on teachers' development program.

To interpret the rating of the respondents, the following 5 point scale and its numerical equivalent was used:

Scale	Interpretation	Description
4.51 – 5.00	Very Adequate	This indicates that all the necessary aspects for teachers' training are covered by the Teachers Development Program.
3.51 – 4.50	Adequate	This indicates that majority of the necessary aspects for teachers' training is covered by the Teachers Development Program.
2.51 – 3.50	Moderately Adequate	This indicates that some of the necessary aspects for teachers' training are covered by the Teachers Development Program
1.51 – 2.50	Inadequate	This indicates that few of the necessary aspects for teachers' training are covered by the Teachers Development Program.
1.00 – 1.50	Very Inadequate	This indicates that none of the necessary aspects for teachers' training are covered by the teachers Development Program.

Data Gathering Procedure

In order to gather the needed data, the following stages were undertaken:

Stage 1 Preparation Stage. This stage involved the review of literature related to this study and the development of the instruments used in this study. The prepared instrument was presented to her adviser for comments and suggestion. To ensure the validity of the instrument three experts were consulted. Comments and suggestions were considered to refine the instruments. Stage I included the letter of request sent to

the office of the school's division superintendent to grant her to conduct the study. Upon approval a copy of the approved letter was attached to the letter of request to the principal of San Isidro National High School.

Stage 2 Administrations of the Questionnaires. The questionnaires were distributed to the teachers during their vacant time to ensure that there will be no disruption of classes. A group interviews was also conducted. After the distribution of the questionnaires, a waiting time was set before the actual retrieval of the questionnaires.

Stage 3 Retrieval of the Questionnaires. The questionnaires were collected recorded, tabulated, analyzed and interpreted.

Data Analysis Procedure

The statistical tools used in the treatment of the data were mean and t-test of independent population.

The **mean** was used to describe the extent of responsiveness of the different component of the teachers' development program. It was also used to assess the problems met in the implementation of teacher's development program.

The **T-test for independent samples** was employed to determine if there was a significant difference between the assessment of the administrators and teachers on teacher's development program.

CHAPTER 1V

Presentation, Analysis and Interpretation of Data

This chapter presents the results that were obtained from the study. It was presented, analyzed and interpreted in the light of the questions raised in this study.

Specifically, it provided answer to the following questions.

Problem 1. How do teachers and administrators assess the teachers' development program in terms of the following?

1.1. Goals and Objectives

1.2. Content

1.2.1. Personal Development

1.2.2. Professional Development

1.2 3. Socio -Cultural Development

1.2.4. Instructional Development

1.2.5. Organizational Development

1.3 Resources

1.3.1. Human Resources

1.3.2. Financial Resources

1.3.3. Technical Resources

1.4 Evaluation

Table 1 on the next page presents the assessment of administrators and teachers on teacher's development program in term of goals and objectives. Based on the mean scores, obtained majority of the respondents agreed that the teachers development program goals and objectives are attainable and congruent to the philosophy and objectives of the school .Goals and objectives are adapted also to the needs of the teachers. The respondents agreed that three items are moderately adequate on teacher's development program. These items were provision for periodic evaluation and review of the goals and objectives of the teacher's development program, goals and objectives reflects emphasis on promotion, and teacher participation in the formulation of goals and objectives of the program is highly encouraged. Both administrators and teachers responded that these particular items should be given more attention in conducting a teacher's development program.

Geturbos (2004) reiterated the results from the research conducted by Carillo (1997) who suggested that a good program should set forth goals for teaching and learning, and should describe the strategies for meeting the goals. He pointed out that the goals evolve directly from the mission statement and should contain clearly defined approaches to meeting the goals in ways that guide future professional developmental activities for the faculty.

Table 1
Assessment of Administrators and Teachers on TDP in Terms of Goals and Objective

Indicators	Teachers N= 62		Administrators N =11		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Assessment needs is the basis for formulating goals and objectives in teacher's development program. (INSET, Seminar)	3.83	Adequate	3.40	Moderately Adequate	3.61	Adequate
2. Goals and objectives are adapted to the needs of the teachers.	3.71	Adequate	3.90	Adequate	3.81	Adequate
3. Goals and objectives are congruent to the philosophy, goals, and objectives of the school.	3.71	Adequate	3.70	Adequate	3.71	Adequate
4. Goals and objectives are attainable.	3.79	Adequate	3.90	Adequate	3.85	Adequate
5. Goals and objectives reflect emphasis on teacher's personal development. Professional development. socio-cultural development instructional development, organizational development	3.67	Adequate	3.60	Adequate	3.63	Adequate
6. Goals and objectives reflect emphasis on wholesome relationship in the school community.	3.68	Adequate	3.60	Adequate	3.64	Adequate
7. Goals and objectives reflects emphasis on promotion	3.48	Moderately Adequate	3.10	Moderately Adequate	3.29	Moderately Adequate
8. Teacher participation in the formulation of goals and objectives of the program is highly encouraged.	3.52	Adequate	3.10	Moderately Adequate	3.31	Moderately Adequate
9. There is provision for periodic evaluation and review of the goals and objectives of the teacher's development program.	3.57	Adequate	3.30	Moderately Adequate	3.44	Moderately Adequate
Overall	3.66	Adequate	3.51	Adequate	3.59	Adequate

Table 2
Assessment of Administrators and Teachers on TDP in Terms of Personal Development Content

Personal Development	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Spiritual and moral development activities like character and values formation, religious seminar, Self-awareness and Self evaluation	3.87	Adequate	3.90	Adequate	3.89	Adequate
2. Physical fitness program, sports competitions among administration, faculty, and non-teaching staff	3.65	Adequate	3.40	Moderately Adequate	3.53	Adequate
3. Provision of regular physical/ medical check-up	4.00	Adequate	4.00	Adequate	4.00	Adequate
Overall	3.84	Adequate	3.77	Adequate	3.80	Adequate

Table 2 presents the assessment of administrators and teachers on teacher's development program in terms of personal development. The table shows that all of the items are adequate. Provision of regular physical/ medical check-up got the highest mean. It indicates that this particular component is adequate in teacher's development program. Physical fitness program, sports competitions among administration, faculty, and non-teaching staff got the lowest rank. While the average weighted mean of personal development as assessed by the administrators and teachers showed a different result. Both respondents ranked all items similarly and agreed that personal developments on teacher's development program are adequate.

Table 3
Assessment of Administrators and Teachers on TDP in Terms of Professional Development Content

Professional Development	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Attendance on Developmental coaching for teachers	4.10	Adequate	4.00	Adequate	4.05	Adequate
2. Attendance to seminar, symposium, forum, and other related activities inside and outside school	4.21	Adequate	3.60	Adequate	3.90	Adequate
3. Enrolment to post-graduate courses	4.06	Adequate	3.80	Adequate	3.93	Adequate
4. Active membership to professional organizations	3.56	Adequate	3.50	Moderately Adequate	3.53	Adequate
5. Conduct research and other scholarly undertakings	3.38	Moderately Adequate	3.50	Moderately Adequate	3.44	Moderately Adequate
6. Conduct periodic surveys and evaluation/observation to assess strengths and weaknesses of teachers	3.51	Adequate	3.60	Adequate	3.55	Adequate
7. Observation/evaluation are well-articulated to concerned teachers for professional improvement	3.51	Moderately Adequate	3.50	Moderately Adequate	3.50	Moderately Adequate
8. Provision of scholarship opportunities graduate studies, and other non-degree or special post-graduate program	3.51	Adequate	3.60	Adequate	3.55	Adequate
Overall	3.73	Adequate	3.64	Adequate	3.68	Adequate

Table 3 reveals that attendance on developmental coaching for teachers got the highest mean; Enrolment post-graduate courses got the second highest mean. Both respondents agreed that conduct research and other scholarly undertakings and observation/evaluation are well-articulated for the concerned teachers for professional improvement got the lowest in ranked. It is very interesting to note that administrators and teachers agreed that this particular item is moderately adequate on teacher's development program. Sumalinog's (2003) reiterated the importance of these four types of activities for teachers' development these are graduate studies, seminar –

workshops, actual observations, on the job training and special study programs for enrichment purposes.

Table 4
Assessment of Administrators and Teachers on TDP in Terms of Socio–Cultural Development Content

Socio-cultural Development	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Opportunities for the teachers to interact with administrators, peers, students, parents, and non-teaching staff	4.06	Adequate	3.80	Adequate	3.93	Adequate
2. Encouragement to the faculty association to promote harmonious relationship, support teachers undertaking, and other purposes of the organization	3.95	Adequate	3.90	Adequate	3.93	Adequate
3. Emphasis on the role of faculty in addressing social issues and concerns	3.81	Adequate	3.60	Adequate	3.70	Adequate
4. Promotion of a healthy communication among administration, faculty, peers, and students which promotes warm organizational climate.	3.76	Adequate	3.70	Adequate	3.73	Adequate
5. Teacher's cultural growth through educational trips and exposures	3.41	Moderately Adequate	3.30	Moderately Adequate	3.36	Moderately Adequate
6. Promotion of patronage to Filipino heritage and respect to national symbols as exemplified during ceremonies, seminar, and other related gathering	3.90	Adequate	3.80	Adequate	3.85	Adequate
Overall	3.82	Adequate	3.68	Adequate	3.75	Adequate

Table 4 shows that all items in these components are adequate as assessed by teachers and administrators. Opportunities for the teachers to interact with administrators, peers, and non-teaching staff got the highest mean score. It means that interaction with administrators, teachers, students and parents are seen in teacher's development program. Encouragement to the faculty association to promote

harmonious relationship, support teachers undertaking, and other purposes of the organization got also the same mean score. Teacher's cultural growth through educational trips and exposures got the lowest mean score. It means that both administrators and teachers agreed that school development program pertaining to exposure to cultural growth through educational field trips or team building are moderately adequate on teacher's development program.

Terry (1998) stated in his study that one has to remember that faculty members learn by doing, reading, and reflecting; by collaborating with other teachers; by closely looking at the work in hand and its significance to the progress of the community; by sharing what they see, experience, feel, hear or even think of. All of these are into the process of making themselves available not only for intellectual ventures but even to socially- related issues that the society at hand offers.

Table 5
Assessment of the Administrators and Teachers on TDP in Terms of Instructional Development Content

Instructional Development	Teachers		Administrators		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Instructional Strategies, approaches, and methodologies	4.10	Adequate	3.90	Adequate	4.00	Adequate
2. Classroom Management and Organization	4.13	Adequate	4.00	Adequate	4.06	Adequate
3. Formulating Instructional Objectives	4.06	Adequate	4.00	Adequate	4.03	Adequate
4. Evaluation of Instructional Results	4.00	Adequate	3.80	Adequate	3.90	Adequate
5. Educational Technologies for better Learning	4.16	Adequate	4.00	Adequate	4.08	Adequate
6. Research Seminar Workshop or Training in Research	3.81	Adequate	3.80	Adequate	3.80	Adequate
7. Art Of Effective Questioning	3.95	Adequate	3.80	Adequate	3.88	Adequate
Overall	4.03	Adequate	3.90	Adequate	3.96	Adequate

Table 5 on the previous page showed the assessment of TDP content in terms of instructional development .There were seven items in this component. These items were Instructional strategies, approaches, and methodologies with classroom management and organization; instructional objectives; evaluation of instructional results; educational technologies for better learning; research seminar workshop or training in research and art of effective questioning. The average weighted mean scores showed that all of these items were adequate in teacher's development program. Respondents agreed that all of these items were covered by teacher's development programs.

Table 6
Assessment of the Administrators and Teachers on TDP in Terms of
Organizational Development Content

Organizational Development	Teachers		Administrators		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. School's organizational structure	3.84	Adequate	3.40	Moderately Adequate	3.62	Adequate
2. School's policies, standards, rules, and regulations	4.00	Adequate	3.70	Adequate	3.85	Adequate
3. Teachers development program is embodied in the institutional development program	3.71	Adequate	3.40	Moderately Adequate	3.56	Adequate
4. Teachers development program is articulated in the faculty manual	3.49	Moderately Adequate	3.30	Moderately Adequate	3.40	Moderately Adequate
5. The teachers are aware and properly oriented to requirements of the school related to teachers development program	3.62	Adequate	3.50	Moderately Adequate	3.56	Adequate
6. Resources and Budget allocation for teachers are manifested in the annual budget	3.46	Moderately Adequate	3.20	Moderately Adequate	3.33	Moderately Adequate
Overall	3.69	Adequate	3.42	Moderately Adequate	3.55	Adequate

Table 6 on the previous page showed the assessment of administrators and teachers in terms of organizational development. The items who got the highest mean score were school's organizational structure and school's policies, standards, rules, and regulations. It revealed that both respondents agreed that these items were adequate in teachers development program. Teacher's development program was articulated in the faculty manual and resources and budget allocation for teachers were manifested in the annual budget got the lowest mean. This means that both respondents agreed that these items were moderately adequate in teachers development program.

Table 7
Summary of the Assessment of the Administrators and Teachers on TDP in Terms of Content

Content	Teachers		Administrators		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Personal Development	3.84	Adequate	3.77	Adequate	3.80	Adequate
2. Professional Development	3.73	Adequate	3.64	Adequate	3.68	Adequate
3. Socio-Cultural Development	3.82	Adequate	3.68	Adequate	3.75	Adequate
4. Instructional Development	4.03	Adequate	3.90	Adequate	3.96	Adequate
5. Organizational Development	3.69	Adequate	3.42	Moderately Adequate	3.55	Adequate
Overall	3.82	Adequate	3.68	Moderately Adequate	3.75	Adequate

Table 7 shows the summary of assessment of administrators and teachers in terms of content. Personal Development; Professional Development Socio Cultural Development Instructional Development and Organizational Development. The overall

mean score for this component affirmed that all respondents agreed that all items in this component were covered by teacher's development program.

On the other hand the administrator's assessment on organizational development was moderately adequate. Sumalinog's (1999) suggested that in order to move in the horizon that scope of growth, philosophy of the development component is that to be a synthetic relation between the professional growth of the teachers and the institutional development of the school.

Table 8
Assessment of Administrators and Teachers on TDP in Terms of Human Resources

Human Resources	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Human Resource Officer	3.71	Adequate	2.90	Moderately Adequate	3.31	Moderately Adequate
2. School Heads	3.98	Adequate	3.50	Moderately Adequate	3.74	Adequate
3. Faculty Development Officer	3.76	Adequate	3.00	Moderately Adequate	3.38	Moderately Adequate
4. Department Head	3.98	Adequate	3.40	Moderately Adequate	3.69	Adequate
5. Invited Speaker	3.94	Adequate	3.40	Moderately Adequate	3.67	Adequate
Overall	3.88	Adequate	3.24	Moderately Adequate	3.56	Adequate

Table 8 shows how human resources are needed in the development program of teachers. There are five items in this component. The data show that these items are needed as seen by administrators and teachers, the overall mean shows that the lowest

mean score is human resource officers followed by faculty development officer's .It appeared that these two items are needed in teacher's development program.

This is in relation to the study of Goldstein (1990). He said that the successful growth of any organization leans heavily on the continuous growth and development of its human resources which are the key component of one organization. He advanced the view that the maximum growth of an organization depends significantly upon the utilization of a well-trained and well developed individual.

Table 9
Assessment of Administrators and Teachers on TDP in Terms of Financial Resources

Financial Resources	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Appropriation of the school's budget	3.79	Adequate	3.20	Moderately Adequate	3.50	Moderately Adequate
2. MOOE	3.65	Adequate	3.00	Moderately Adequate	3.33	Moderately Adequate
3. Fees paid by program participants	3.56	Adequate	2.60	Moderately Adequate	3.08	Moderately Adequate
4. Staff Development Budget	3.49	Moderately Adequate	2.70	Moderately Adequate	3.10	Moderately Adequate
Overall	3.62	Adequate	2.88	Moderately Adequate	3.25	Moderately Adequate

Table 9 shows the second component of resources which is the financial resources. There are four items in this component. This are appropriation of the

school's budget MOOE with; fees paid by program participants and staff development budget. Both respondents considered financial resources as moderately adequate, however, it was noticeable that administrators' lowest in rank was fees paid by program participants while the staff development budget got the lowest in rank for teachers..

This is in relation to what Earley's (2007) stated in his study .He stated the tasked of program manager was to ensure the availability of technologically suitable and advanced apparatus and equipment, within the available financial resources, and to ensure that they are well maintained.

Table 10
Assessment of the Administrators and Teachers on TDP in Terms of Technical Resources

Technical Resources	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. LCD	3.54	Adequate	2.90	Moderately Adequate	3.22	Moderately Adequate
2. Image Projector	3.51	Adequate	2.80	Moderately Adequate	3.15	Moderately Adequate
3. Books manual	3.67	Adequate	2.90	Moderately Adequate	3.28	Moderately Adequate
4. TV Set	3.48	Moderately Adequate	2.80	Moderately Adequate	3.14	Moderately Adequate
5. Journals, professional magazines, periodicals	3.43	Moderately Adequate	2.80	Moderately Adequate	3.11	Moderately Adequate
6. CD Players	3.29	Moderately Adequate	2.80	Moderately Adequate	2.89	Moderately Adequate
Overall	3.48	Moderately Adequate	2.78	Moderately Adequate	3.13	Moderately Adequate

As seen in Table 10 the items mean score appeared to be close to one another .Books and Manual got the highest mean score for both the respondents; second is LCD; and third is image projector. The last in rank of the seven indicators were CD

players, Journal Professional magazines, periodical and TV set. The result of the study confirmed that the availability of teacher's development program in terms of resources was moderately adequate.

The data on Table 11 shows that the lowest mean score is Technical Resources followed by Financial and Human Resources. It suggests that all of these resources are very important for the successful and effective teachers' development program.

Table 11
Summary of the Assessment of the Administrators and Teachers on TDP
in Terms of Resources

TDP COMPONENTS	Teachers		Administrators		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Human Resources	3.88	Adequate	3.24	Moderately Adequate	3.56	Adequate
2. Financial Resources	3.62	Adequate	2.88	Moderately Adequate	3.25	Moderately Adequate
3. Technical Resources	3.48	Moderately Adequate	2.78	Moderately Adequate	3.13	Moderately Adequate
Overall	3.66	Adequate	2.97	Moderately Adequate	3.31	Moderately Adequate

Table 12 on the next page reveals that all items in this component are moderately adequate as assessed by both administrators and teachers. The results of teacher's development program are utilized as a springboard for planning subsequent programs to achieve continuity of the purpose of the TDP got the lowest in rank for teachers, while administrators ranked this item as the highest mean.

Both respondents agreed that all items in this component were moderately adequate.

Table 12
Assessment of the Administrators and Teachers on TDP in Terms of Evaluation

Indicators	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Assessment of results is done with the goals and objectives of the school and the development program	3.79	Adequate	2.80	Moderately Adequate	3.30	Moderately Adequate
2. Uses questionnaires, checklist, interviews, and other means are used to gather feedback on the effectiveness of teachers development program	3.63	Adequate	2.80	Moderately Adequate	3.22	Moderately Adequate
3. Results of teachers development program are utilized as a springboard for planning subsequent programs to achieve continuity of the purpose of the TDP	3.44	Moderately Adequate	2.90	Moderately Adequate	3.17	Moderately Adequate
4. Assessment of the results of the TDP development program involves the administrator and faculty	3.48	Moderately Adequate	2.80	Moderately Adequate	3.14	Moderately Adequate
Overall	3.59	Adequate	2.83	Moderately Adequate	3.21	Moderately Adequate

The table on the next page summarized the items under the different components of teachers' development program that needs to be enhanced.

Table 13
Summary of Weaknesses of Teachers Development Program

AREA	WEAKNESSES
A. Goals and Objectives	- Goals and objectives reflects emphasis on promotion - Provision for periodic evaluation and review of the goals and objectives of the teacher's development program
B. Content	
1. Professional Development	Conduct research and other scholarly undertakings
2. Socio-Cultural Development	Teacher's cultural growth through educational trips and exposures
3. Organizational Development	- Teachers development program is articulated in the faculty manual - The teachers are aware and properly oriented to requirements of the school related to teachers development program - Resources and Budget allocation for teachers are manifested in the annual budget
C. Resources	
1. Human Resources	Faculty Development Officer
2. Financial Resources	Appropriation of the school's budget Fees paid by program participants, MOOE, Staff Development Budget
D. Evaluation	- Assessment of results is done with the goals and objectives of the school and the development program - Uses questionnaires, checklist, interviews, and other means are used to gather feedback on the effectiveness of teachers development program

Problem 2. Is there a significant difference between the assessment of the administrators and teachers of the teacher's development program with regards to the aforementioned components?

Based on table 14 on the next page shows that the result highlighted that there was no significant difference between the assessment of the administrators and teachers of the TDP in terms of content, those are personal, professional, socio-cultural, instructional and organizational development.

Table 14
Comparison between the Assessment of Administrators and Teachers on TDP
Content

TDP COMPONENTS	Respondents	Mean	SD	Mean Difference	df	t-value	c-value	Interpretation
1. Personal Development	Administrators	3.77	0.75	0.07	71	0.24	1.99	not significant
	Teachers	3.84	0.91					
2. Professional Development	Administrators	3.64	0.74	0.09	71	0.32	1.99	not significant
	Teachers	3.73	0.83					
3. Socio -Cultural Development	Administrators	3.68	0.80	0.14	71	0.48	1.99	not significant
	Teachers	3.82	0.81					
4. Instructional Development	Administrators	3.90	0.66	0.13	71	0.51	1.99	not significant
	Teachers	4.03	0.74					
5. Organizational Development	Administrators	3.42	0.88	0.27	71	0.92	1.99	not significant
	Teachers	3.69	0.84					

Table 15 on the next page shows that there was a significant difference on the assessment of administrators and teachers on teachers development program in terms of Human and Financial Resources and not significant in terms of Technical Resources.

Table 15
Comparison between the Assessment of Administrators and Teachers on TDP
In Terms of Resources

TDP COMPONENTS	Respondents	Mean	SD	Mean Difference	df	t-value	c-value	Interpretation
1. Human Resources	Administrators	3.24	0.86	0.64	71	2.22	1.99	significant
	Teachers	3.88	0.82					
2. Financial Resources	Administrators	2.88	1.15	0.74	71	2.05	1.99	significant
	Teachers	3.62	1.03					
3. Technical Resources	Administrators	2.78	1.21	0.70	71	1.95	1.99	not significant
	Teachers	3.48	1.00					

Table 16 on the next page shows that there was no significant difference in the assessment of administrators and teachers in Teacher's Development Program in terms of goals and objectives and content while in terms of resources and evaluation there was a significant difference.

Table 16
Comparison of the Assessment of Administrators and Teachers on TDP Components

TDP Components	Respondents	Mean	SD	Mean Difference	df	t-value	c-value	Interpretation
1. Goals and Objectives	Administrators	3.51	0.73	0.15	71	0.64	1.99	not significant
	Teachers	3.66	0.63					
2. Content	Administrators	3.68	0.77	0.14	71	0.49	1.99	not significant
	Teachers	3.82	0.82					
3. Resources	Administrators	2.97	1.07	0.69	71	2.06	1.99	significant
	Teachers	3.66	0.95					
4. Evaluation	Administrators	2.83	0.54	0.76	71	2.61	1.99	significant
	Teachers	3.59	0.87					

Problem 3. What problems are met by the administrators and teachers in the implementation of the program?

Table 17 shows that the respondents had varied rank in terms of the problems that affect in the implementation of the teachers' development program. The teachers rated the three items that had affected the implementation of TDP and verbally appreciated as to a less extent. These items are Irrelevance of topics to the teacher's needs; No enough time allotment for activities and projects of the program; Lack of competent program implementers. On the administrators' part there were three items that had affected to a less extent .This items are, Absence of needs assessment for teachers development programs was implemented, Improvement in teachers rank was expected and Lack of evaluation feedback. Both respondents agreed that these two items were problems that had affected the implementation of TDP which was verbally

appreciated as to a less extent were, Funds are not available for pursuing the teacher's development program and Difficulty in setting schedules for the faculty.

Table 17
Problems Met in the Implementation of TDP as assessed by Administrators and Teachers

Problems Met	Teachers		Administration		Overall	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Difficulty in setting schedules for the faculty	3.25	To a moderate extent	2.60	To a less extent	2.93	To a less extent
2. Lack of competent program planners	3.40	To a moderate extent	2.90	To a less extent	3.15	To a moderate extent
3. Lack of competent program implementers	2.68	To a less extent	2.90	To a less extent	2.79	To a less extent
4. Absenteeism of attendance of program participants	3.43	To a moderate extent	2.90	To a less extent	3.16	To a moderate extent
5. Individual differences of program participants	3.30	To a moderate extent	2.80	To a less extent	3.05	To a moderate extent
6. Lack of competent resource persons	3.22	To a moderate extent	3.10	To a moderate extent	3.16	To a moderate extent
7. Absence of needs assessment for teachers development programs was implemented	3.06	To a moderate extent	2.80	To a less extent	2.03	To a less extent
8. Materials and resources are not provided	3.19	To a moderate extent	2.90	To a less extent	3.05	To a moderate extent
9. Lack of administrators and planners cooperation	3.19	To a moderate extent	2.70	To a less extent	2.95	To a less extent
10. Irrelevance of topics to the teachers needs	2.49	To a less extent	2.60	To a less extent	2.55	To a less extent
11. Lack of varied activities provided in the program	3.35	To a moderate extent	2.70	To a less extent	3.02	To a moderate extent
12. Lack of support /motivation from the school.	3.46	To a moderate extent	2.90	To a less extent	3.18	To a moderate extent
13. Lack of evaluation feedback.	3.16	To a moderate extent	2.60	To a less extent	2.88	To a less extent
14. Improvement in teachers rank was expected	3.22	To a moderate extent	2.30	To a less extent	2.76	To a less extent
15. Funds are not available for pursuing the teachers development program	3.02	To a moderate extent	2.40	To a less extent	2.71	To a less extent
16. No Enough time allotment for activities and projects of the program	2.51	To a less extent	2.60	To a less extent	2.55	To a less extent
17. Venues are not inspiring and conducive	3.24	To a moderate extent	2.60	To a less extent	2.91	To a less extent
Overall	3.13	To a moderate extent	2.72	To a less extent	2.93	To a less extent

Problem 4. Based on the assessment what enhancement program can be developed based on the result of the study?

Teacher's Enhancement Program in San Isidro National High School

Daines, Dyer and Gianque (1999) emphasized that any kind of educational program should be designed based on the needs that the members of the organization have and shall lead to improvement of performance by the member. Out of the results gathered, the researcher of this study has come up with the enhancement program which aims to help the school administrators in improving the professional development programs/trainings of teachers in San Isidro National High School.

The enhancement program was designed to help the school administrators in formulating development programs based on teachers' needs. The needs then were used by the researcher in coming up with the rationale, purposes, activities and evaluation which shall be covered in the professional development program for teachers of San Isidro National High School.

Lupo. (2008) pointed out that educational program like teachers' development program should contain set of procedures and activities which are designed to improve the members of the institution both in the professional and personal level.

INPUT TO TEACHERS' ENHANCEMENT PROGRAM

I. Rationale

The enhancement program for the faculty members of Secondary Schools in Makati is the focal expression of the commitment to recognize excellence provided by public schools which embodies the highest standards of teaching process and service.

Responsive to the needs and interests of each faculty member in the selected Secondary schools, this enhancement program includes support to provision of adequate teachers' development program. Through its support and opportunities, the enhancement program fosters the pursuit of teaching and scholarly excellence throughout all stages of each institutional member's career. It enhances the vitality and growth of teachers and the whole institutions for the students.

II. Objectives:

The goal of this enhancement program is to:

- A. Provide diverse forms of support that will enable the teachers to meet wide variety of their professional needs and pursue their personal interests.
- B. Give teachers opportunities which may help them develop themselves as productive members of the institution in these aspects: instructional

development, organizational development, socio cultural development, professional advancement and personal development.

- C. Provide enhancement development programs, trainings seminars that is suited or based on the needs of the teachers.

III. Action Plan

An action plan is an essential part in planning a development program for teacher. This is presented to show how the program should be materialized in the setting which applies to the public school environment. Obviously, the development plan must be tied to the academic mission of the institution. The purpose of the teacher's development plan is to ensure that everyone involved in the institution has gained understanding of their role in the teaching – learning process in the academic.

Further, it should set forth goals for teaching and learning and describe strategies for meeting these goals. The goals evolve directly from the mission and vision statement and should address the needs of the teachers. In addition, the teachers development program engage each educator in a collegial and collaborative dialogue with other educators and edu-partners to broaden the knowledge and expertise needed to guide the students toward the attainment and mastery of the curriculum content standards and to create supportive and effective schools. The action plan is composed of activities which were formulated in response to the assessed needs from the survey conducted in this study.

Table 18
Input to Teacher's Enhancement Program

Area /Assessed Needs	PROCEDURE
Goals and Objectives	Organize committees who will take care of the ff.
A. Goals and objectives reflects emphasis on promotion B. Teacher participation in the formulation of goals and objectives C. Provision for periodic evaluation and review of the goals and objectives of the teacher's development program.	1. Invite school authorities who are well – versed and can conduct a forum or talk about the nature, process and benefits, responsibilities of teachers / promotion etc.
	2. Contacting the speaker who are expert on the topics .and confirm his/her availability
	3. Preparing, decorating and cleaning the venue for the event.
	4. Involve teachers in formulating objectives, preparing the program, the materials to be used for the event (film, projector etc.)
	5. Taking care of the attendance, snacks, and assisting the speaker & participants in their personal or professional needs
	6. Auditing of the financial expenses of the event
	7. Evaluating the event conduct the seminar according to the schedule evaluate the seminar .Use questionnaires or checklist in evaluating the event.
2. Professional Development	
A. Developmental Coaching for Teachers B. Study Leave C. Seminar, Symposium, Forum, Research and other scholarly Undertakings	1. Assign the committees for the following: a. Preparation of the venue for the forum b. Dissemination of information for the forum on educational issues among the faculty members c. Invitation for other school faculty members or authorities to participate in the forum d. Documentation and evaluation of the event e. Facilitating the forum thru the program set
	2. Conduct the forum scheduled
	3. Encourage teachers to conduct research
	4. Evaluate the event Organize teachers according to research qualifications and experiences
	5. Publish teachers' directory (Inclusive of their research qualifications and experiences) thru the web or multimedia means
3. Socio-cultural Development	
A. Inter- school Visitation	1. Assign committees that will take care of the following: a. communicating with the school authorities of

B. Team Building /Field Trips	schools to be visited
C. Identified Needs/Activities	b. preparing evaluation materials which will be used in determining the educational and instructional practices which other schools are putting in action and are worth – imitating. c. transportation and itineraries for the visit
	2. Conduct the interschool visit and evaluate by means of identifying the instructional practices which can be adopted in the school they belong.
	3. Conduct team building/field trips involve the external and internal stake holder visiting our Filipino heritage, museum for promotion of patronage to Filipino heritage and national symbol.
4. Instructional Development	
A. Seminar on Effective Instruction and Active Learning/Classroom Management and Organization and Educational	1. Assign committees who will take care of the following: a. contacting the speaker and confirm his / her availability b. preparing, decorating and cleaning the venue for the event. c. preparing the program, the materials to be used for the event (films, projector etc.) d. taking care of the attendance, snacks, and assisting the speaker & participants in their personal or professional needs e. auditing the financial expenses of the event f. involve administrator and teachers in evaluating the event g. Results of teachers development program are utilized as a springboard for planning subsequent programs to achieve continuity
B. Technologies for Better Learning	
C. Invitation to teach / conduct lecture	
	2. Conduct the seminar according to the schedule evaluate the seminar
Organizational Development.	
A. School Policy Rules and Regulation	1. Group teachers by field of specialization
School Organizational Structure	2. Document teachers' experiences in conducting lectures inside or outside the school and their experiences of attendance to seminars and lectures
B. Conduct school – based lectures or training for teachers regarding school policy ,rules and regulation	3. Invite visitors for lectures from other schools
	4. Organize a pool of lectures by field of specialization

CHAPTER V

Summary, Conclusions, and Recommendations

This chapter presents the summary of findings, the corresponding conclusion and recommendations.

Summary

It was the objective of the study to develop an enhancement program based on the assessed needs of teachers. Specifically, it assessed the development program conducted by the administrators for the teachers in San Isidro National High School in improving their professional, personal, instructional, socio-cultural and organizational development. It is also determined the adequacy of the resources used in conducting a development program for teachers. The problems met were also presented to identify the reason why programs were not properly implemented. From this, the researcher developed a teachers' enhancement program.

The study used the descriptive method which involved 11 administrators and 62 teachers. The data were obtained through the use of unstructured interviews and at the end survey questionnaire were administered to teachers and administrators during their vacant time.

The statistical tools used in the treatment of the data were mean, and t- Test of independent samples.

Findings

The following are the findings of the study.

1. The assessment of administrators and teachers on teacher's development program in terms of goals and objectives were moderately adequate. The respondents agreed that three items were moderately adequate on teacher's development program. These items were provision for periodic evaluation and review of the goals and objectives of the teacher's development program, goals and objectives reflects emphasis on promotion, and teacher participation in the formulation of goals and objectives of the program is highly encouraged. Both administrators and teachers responded that these particular items should be given more attention when conducting a teacher's development program.
2. There was no significant difference in the comparison of the assessment of administrators and teachers in terms of teacher's development program under the component content. This result simply signified the commitment of administrators and teachers to make, professional socio-cultural and organizational development as opportunities of the development process.
3. In terms of resources there was a significant difference in the assessment of administrators and teachers on teacher's development program in terms of human resources and financial resources. The result showed that the lowest mean score was human resource officers followed by faculty development officers .while on

technical resources there was no significant difference in the assessment of administrators and teachers. It signified that both respondents agreed human resources financial and technical resources were needed and important in conducting a program. Goals and objectives should be aligned on the assessed needs of teachers. All items in terms of evaluation assessed as moderately adequate.

4. Problems that greatly affect the implementation of development programs for teachers revealed that there was a difference in terms of ranking based on the assessment of administrators and teachers. The administrators considered the following items as problems met in the implementation of development program, Lack of competent resource persons, absenteeism of attendance of program participants, individual differences of program participants, materials and resources are not provided, no enough time allotment for activities and projects of the program. The teachers considered the following as problems, lack of support motivation from the school, absenteeism program participants, and lack of varied activities provided in the program, individual differences of program participants and venues are not inspiring and conducive.
5. Development program are needed on the following, professional development, socio-cultural development, and organizational development, formulating goals and objectives should be congruent for the assessed needs of teachers.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The teachers' development program were not given emphasis on the following: provision for periodic evaluation and review of the goals and objectives, goals and objectives reflects emphasis on promotion, and teacher participation in the formulation of goals and objectives of the program is highly encouraged. Both respondents agreed that these particular items were moderately adequate in teachers' development program.
2. The assessment of administrators and teachers in the development needs were in terms of professional development, socio-cultural development and organizational development.
3. The study concluded that the teachers were not involved in designing a teachers' development program
4. The study revealed the importance of human resources, financial resources and technical resources in teachers' development program.
5. Problems that greatly affect the teacher's development program to a great extent were absenteeism of program participants and individual differences of program participants .

Recommendation

Based from the forgoing findings and conclusion of the study the following are recommended.

1. Enhancement program generated from this study should be implemented.
2. Teacher's development program goals and objectives should be congruent to the philosophy of the schools. Teachers' needs must serve as the bases in formulating goals and objectives of the teacher's development program and teachers' participation in the formulation of goals and objectives of the program must be encouraged.
3. Evaluation of the teachers' development program should be conducted periodically to ensure the continuity of the purpose of the teacher's development program and to monitor its progress and effectiveness.
4. School administrators should work hand – in – hand with their faculty members in designing programs or in making decisions that may contribute to their productivity and should look for ways and means that will help them become better instruments in the teaching -learning process when formulating policies or designing programs.
5. The school administrators should conduct and formulate training based on the identified needs of teachers.

6. The identified needs and problems should be reflected on the school's improvement plan to solve the problem.
7. Proper monitoring and evaluation are necessary to ensure that programs and activities have contributed to the development and enhancement of the competencies and skills of teachers.
8. In conducting a development program planning and proper organizing are needed to achieve desired results and objectives. Moreover, resources should be properly allocated, planned and distributed to achieve the objectives of teachers' development program.
9. A workable evaluation program must be set up to improve program practices for training and development by employing constructivist activities and school processes that lead to change in the transformation of school culture.
10. Evaluation of the teachers' development program should be conducted periodically to ensure the continuity of the purpose of the teacher's development program and to monitor its progress and effectiveness.

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APPENDIX A
LETTER OF REQUEST TO THE SCHOOLS' DIVISION SUPERINTENDENT

July 23, 2013

DOMINICO C. IDANAN, ED.D
Officer-in Charge
Schools' Division Superintendent

Sir:

Greetings!

The researcher is conducting a study on teacher's development program as basis for teacher enhancement program of San Isidro National High School Makati. The survey – questionnaire will be given to teachers of the aforesaid school during their vacant time.

The special project entitled “ Assessment of Teachers' Development Program: Input To An Enhancement Program “ particularly San Isidro National High School needs to be accomplished on or before Sept.15,2013 to comply with the requirements for graduation at Philippine Normal University, Manila.

Looking forward for your immediate response to this request. (Attached to this letter are the survey questionnaires). Assuring that the responses will be held confidential by the researcher.

Thank you very much and God bless!

Sincerely yours,

LUCIA A.MOJICA
Researcher

APPENDIX B
ENDORSEMENT LETTER FROM THE SUPERINTENDENT

APPENDIX C
LETTER OF REQUEST TO THE PRINCIPAL

August. 5, 2013

Ma. Corazon L. Jose
Principal 11
San Isidro National High School
Borneo St. Barangay San Isidro, Makati City

Ma'am:

Greetings!

The undersigned is undertaking a study entitled "Assessment of Teachers' Development Program: Inputs to an Enhancement Program" .This study needs to be accomplished on or before September 2013, to comply with the requirements for graduation at Philippine Normal University, Manila.

In line with this may I ask permission to allow all teachers to answer the survey questionnaires as basis for the study .This will be given during their vacant time.

Your permission and assistance in the conduct of this study is very much appreciated.

Thank you.

Sincerely yours,

LUCIA A.MOJICA
Researcher

APPENDIX D

SAMPLE QUESTIONNAIRE

PART I. ASSESSMENT OF TEACHERS DEVELOPMENT PROGRAM					
General Instructions. How adequate were/ are the courses or activities for teachers development in relation to your needs as faculty members of your educational institution? Please encircle the number that corresponds to your choice as indicated in the legend below:					
WEIGHT	STATUS	DESCRIPTION			
5	Very Adequate	This indicates that all the necessary Aspects for teachers' Training are covered by the Teachers Development Program			
4	Adequate	This indicates that majority of the necessary aspects for teachers' training is covered by the Teachers Development Program.			
3	Moderately Adequate	This indicates that some of the necessary aspects for teachers' training are covered by the Teachers Development Program			
2	Inadequate	This indicates that few of the necessary aspects for teachers' training are covered by Teachers Development Program.			
1	Very Inadequate	This indicates that none of the necessary aspects for teachers' training are covered by the Teachers Development Program.			
I. Teachers Development Program Component: Goals and Objectives.					
<i>To what extent are the goals and objectives of the teacher's development/program responsive to your needs as teacher?</i>					
1. Assessment needs is the basis for formulating goals and objectives in teacher's development program. (INSET, Seminar)	5	4	3	2	1
2. Goals and objectives are adapted to the needs of the teachers.	5	4	3	2	1
3. Goals and objectives are congruent to the philosophy, goals, and objectives of the school.	5	4	3	2	1
4. Goals and objectives are attainable.	5	4	3	2	1
5. Goals and objectives reflect emphasis on teacher's personal development, professional development, socio-cultural development, instructional and organizational development	5	4	3	2	1
6. Goals and objectives reflect emphasis on wholesome relationship in the school community.	5	4	3	2	1
7. Goals and objectives reflect emphasis for promotion.	5	4	3	2	1
8. Teacher participation in the formulation of goals and objectives of the program is highly encouraged	5	4	3	2	1
9. There is provision for periodic evaluation and review of the goals and objectives of the teacher's development program.	5	4	3	2	1
I. Teacher's Development Program Component: Content.					
1. Personal Development. Teachers personal development is enhanced through inclusion of the following:					
1.1.Spiritual and moral development activities like character and values formation, religious seminar, Self-awareness and Self evaluation	5	4	3	2	1
1.2.Physical fitness program, sports competitions among administration, faculty, and non-teaching staff	5	4	3	2	1
1.3.Provision of regular physical and medical check-up	5	4	3	2	1
2. Professional Development. The TDP Encourage development through:					
2.1 Attendance on Developmental coaching for teacher	5	4	3	2	1

2.2 Attendance to seminar, symposium, forum, and other related activities inside and outside school					
2.3 Enrollment to post-graduate courses	5	4	3	2	1
2.4 Active membership to professional organizations	5	4	3	2	1
2.5 Research and other scholarly undertakings	5	4	3	2	1
2.6 Periodic surveys and evaluation/observation to assess strengths and weaknesses of faculty	5	4	3	2	1
2.7 Provision of scholarship ,study leave , graduate studies, and other non-degree or special post-graduate program	5	4	3	2	1
3. Socio-cultural Development. The Teacher's Development Program provides:					
3.1 Opportunities for the faculty to interact with administrators, peers, students, parents, and non-teaching staff	5	4	3	2	1
3.2 Encouragement to the faculty association to promote harmonious relationship, support faculty undertaking, and other purposes of the organization	5	4	3	2	1
3.3 Emphasis on the role of faculty in addressing social issues and concerns	5	4	3	2	1
3.4 Promotion of a healthy communication among administration, faculty, peers, and students which promotes warm organizational climate	5	4	3	2	1
3.5 Teacher's cultural growth through educational trips and exposures	5	4	3	2	1
3.6 Promotion of patronage to Filipino heritage and respect to national symbols as exemplified during ceremonies, seminar, and other related gathering	5	4	3	2	1
3.7 Community extension involvement Seminar, workshop or training in Leadership for Service	5	4	3	2	1
4. Instructional Development. The Teacher's Development Program provides for upgrading teachers competencies in:					
4.1 Instructional Strategies, approaches, and methodologies	5	4	3	2	1
4.2 Classroom Management and Organization	5	4	3	2	1
4.3 Formulating Instructional Objectives	5	4	3	2	1
4.4 Evaluation of expected learning outcomes	5	4	3	2	1
4.5 Educational Technologies for better Learning	5	4	3	2	1
4.6 Research Seminar Workshop or Training in Research	5	4	3	2	1
4.7 Art Of Effective Questioning	5	4	3	2	1
5. Organizational Development. Teachers Development program increases knowledge, understanding and awareness on.					
5.1 School's organizational structure	5	4	3	2	1
5.2 School's policies, standards, rules, and regulations	5	4	3	2	1
5.3 Institutional development program	5	4	3	2	1
5.4 Development program is articulated in the faculty manual	5	4	3	2	1
5.5 Teachers are aware and properly oriented to requirements of the school related to teacher's development program	5	4	3	2	1
5.6 Resources and budget allocation for teacher's are manifested in the annual budget	5	4	3	2	1
II. Teacher's Component: Resources of the Teacher's Development Program					
A. Human Resources:					
<i>To what extent are the following human resources effective in the promotion and undertaking of the teacher's development program?</i>					
1. Human Resource Officer	5	4	3	2	1
2. School Heads	5	4	3	2	1
3. Teacher's Development Officer	5	4	3	2	1

4. Department Head	5	4	3	2	1
5. Invited Speaker	5	4	3	2	1
B. Financial Resources:					
<i>To what extent are the following human resources effective in the promotion and undertaking of the teacher's development program?</i>					
5. Appropriation of the school's budget	5	4	3	2	1
6. MOOE	5	4	3	2	1
7. Fees paid by program participants	5	4	3	2	1
8. Staff Development Budget	5	4	3	2	1
C. Technical Resources:					
<i>To what extent are the following human resources effective in the promotion and undertaking of the teacher's development program?</i>					
7. LCD	5	4	3	2	1
8. Image Projector	5	4	3	2	1
9. Books manual	5	4	3	2	1
10. TV Set	5	4	3	2	1
11. Journals, professional magazines, periodicals	5	4	3	2	1
12. CD Players	5	4	3	2	1
13. Others, (specify)	5	4	3	2	1
III. Teacher's Component: Evaluation					
1. Assessment of results is done with the goals and objectives of the school and the development program	5	4	3	2	1
2. Uses questionnaires, checklist, interviews, and other means are used to gather feedback on the effectiveness of the faculty development program	5	4	3	2	1
3. Results of the faculty development program are utilized as a springboard for planning subsequent programs to achieve continuity of the purpose of the FDP	5	4	3	2	1
4. Assessment of the results of the faculty development program involves the administrator and faculty	5	4	3	2	1
Part II. The following are problems met in the implementation of teacher's development program. Honestly rate the item which indicates the extent these problems affect the program. 5 – To a very great extent 4 – To a great extent 3 – To a moderate extent 2 – To a less extent 1 – To a least extent					
1. Difficulty in setting schedules for the teachers	5	4	3	2	1
2. Lack of competent program planners	5	4	3	2	1
3. Lack of competent program implementers	5	4	3	2	1
4. Absenteeism of program participants	5	4	3	2	1
5. Indifference of program participants	5	4	3	2	1
6. Difficulty in selecting or inviting competent resource persons	5	4	3	2	1
7. Absence of needs assessment for the faculty development programs	5	4	3	2	1
8. Fast turn-over of faculty that constitute wastage of efforts	5	4	3	2	1
9. Conflict among administrators and planners	5	4	3	2	1
10. Irrelevance of topics to the faculty needs	5	4	3	2	1
11. Lack of varied activities provided in the program	5	4	3	2	1
12. Lack of support/motivation from the school	5	4	3	2	1
13. Absence of evaluation feedback	5	4	3	2	1
14. No anticipated improvement in faculty rank	5	4	3	2	1
15. Lack of funds for pursuing the faculty development program	5	4	3	2	1
16. Limited time allotment for activities and projects of the program	5	4	3	2	1
17. Venues are not most inspiring	5	4	3	2	1

DISTRIBUTION CRITICAL VALUES TABLE

α (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
α (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
62	1.6698	1.9990	2.3880	2.6575	2.9110	3.2269	3.4545
63	1.6694	1.9983	2.3870	2.6561	2.9092	3.2247	3.4518
64	1.6690	1.9977	2.3860	2.6549	2.9076	3.2225	3.4491
65	1.6686	1.9971	2.3851	2.6536	2.9060	3.2204	3.4466
66	1.6683	1.9966	2.3842	2.6524	2.9045	3.2184	3.4441
67	1.6679	1.9960	2.3833	2.6512	2.9030	3.2164	3.4417
68	1.6676	1.9955	2.3824	2.6501	2.9015	3.2144	3.4395
69	1.6673	1.9950	2.3816	2.6490	2.9001	3.2126	3.4372
70	1.6669	1.9944	2.3808	2.6479	2.8987	3.2108	3.4350
71	1.6666	1.9939	2.3800	2.6468	2.8974	3.2090	3.4329
72	1.6663	1.9935	2.3793	2.6459	2.8961	3.2073	3.4308
73	1.6660	1.9930	2.3785	2.6449	2.8948	3.2056	3.4288
74	1.6657	1.9925	2.3778	2.6439	2.8936	3.2040	3.4269
75	1.6654	1.9921	2.3771	2.6430	2.8925	3.2025	3.4250
76	1.6652	1.9917	2.3764	2.6421	2.8913	3.2010	3.4232
77	1.6649	1.9913	2.3758	2.6412	2.8902	3.1995	3.4214
78	1.6646	1.9909	2.3751	2.6404	2.8891	3.1980	3.4197
79	1.6644	1.9904	2.3745	2.6395	2.8880	3.1966	3.4180
80	1.6641	1.9901	2.3739	2.6387	2.8870	3.1953	3.4164

APPENDIX F

TOTAL OF THE ADMINISTRATORS' RESPONSES

PART I. ASSESSMENT OF TEACHERS DEVELOPMENT PROGRAM					
General Instructions. How adequate were/ are the courses or activities for teachers development in relation to your needs as faculty members of your educational institution? Please encircle the number that corresponds to your choice as indicated in the legend below:					
WEIGHT	STATUS	DESCRIPTION			
5	Very Adequate	This indicates that all the necessary Aspects for teachers' Training are covered by the Teachers Development Program			
4	Adequate	This indicates that majority of the necessary aspects for teachers' training is covered by the Teachers Development Program.			
3	Moderately Adequate	This indicates that some of the necessary aspects for teachers' training are covered by the Teachers Development Program			
2	Inadequate	This indicates that few of the necessary aspects for teachers' training are covered by Teachers Development Program.			
1	Very Inadequate	This indicates that none of the necessary aspects for teachers' training are covered by the Teachers Development Program.			
II. Teachers Development Program Component: Goals and Objectives.					
1. Assessment needs is the basis for formulating goals and objectives in teacher's development program. (INSET, Seminar)	3	3	1	3	0
2. Goals and objectives are adapted to the needs of the teachers.	3	7	0	0	0
3. Goals and objectives are congruent to the philosophy, goals, and objectives of the school.	3	4	3	0	0
4. Goals and objectives are attainable.	3	7	0	0	0
5. Goals and objectives reflect emphasis on teacher's personal development, professional development, socio-cultural development, instructional and organizational development	3	4	3	0	0
6. Goals and objectives reflect emphasis on wholesome relationship in the school community.	3	4	3	0	0
7. Goals and objectives reflect emphasis for promotion.	0	4	6	0	0
8. Teacher participation in the formulation of goals and objectives of the program is highly encouraged	0	4	6	0	0
9. There is provision for periodic evaluation and review of the goals and objectives of the teacher's development program.	1	4	5	0	0
IV. Teacher's Development Program Component: Content.					
6. Personal Development. Teachers personal development is enhanced through inclusion of the following:					
1.1.Spiritual and moral development activities like character and values formation, religious seminar, Self-awareness and Self evaluation	4	4	2	0	0
1.2.Physical fitness program, sports competitions among administration, faculty, and non-teaching staff	3	1	6	0	0
1.3.Provision of regular physical and medical check-up	4	6	0	0	0
7. Professional Development. The TDP Encourage development through:					

7.1 Attendance on Developmental coaching for teacher	6	3	1	0	0
7.2 Attendance to seminar, symposium, forum, and other related activities inside and outside school	2	5	3	0	0
7.3 Enrollment to post-graduate courses	3	6	1	0	0
7.4 Active membership to professional organizations	2	5	3	0	0
7.5 Research and other scholarly undertakings	1	7	2	0	0
7.6 Periodic surveys and evaluation/observation to assess strengths and weaknesses of faculty	3	4	3	0	0
7.7 Provision of scholarship ,study leave , graduate studies, and other non-degree or special post-graduate program	3	5	2	0	0
8. Socio-cultural Development. The Teacher's Development Program provides:					
8.1 Opportunities for the faculty to interact with administrators, peers, students, parents, and non-teaching staff	3	5	2	0	0
8.2 Encouragement to the faculty association to promote harmonious relationship, support faculty undertaking, and other purposes of the organization	4	4	2	0	0
8.3 Emphasis on the role of faculty in addressing social issues and concerns	2	5	3	0	0
8.4 Promotion of a healthy communication among administration, faculty, peers, and students which promotes warm organizational climate	3	4	3	0	0
8.5 Teacher's cultural growth through educational trips and exposures	2	3	4	1	0
8.6 Promotion of patronage to Filipino heritage and respect to national symbols as exemplified during ceremonies, seminar, and other related gathering	3	5	2	0	0
8.7 Community extension involvement Seminar, workshop or training in Leadership for Service	4	5	1	0	0
9. Instructional Development. The Teacher's Development Program provides for upgrading teachers competencies in:					
9.1 Instructional Strategies, approaches, and methodologies	4	6	0	0	0
9.2 Classroom Management and Organization	5	4	1	0	0
9.3 Formulating Instructional Objectives	3	5	2	0	0
9.4 Evaluation of expected learning outcomes	5	4	1	0	0
9.5 Educational Technologies for better Learning	3	6	1	0	0
9.6 Research Seminar Workshop or Training in Research	4	4	2	0	0
9.7 Art Of Effective Questioning	5	3	2	0	0
10. Organizational Development. Teachers Development program increases knowledge, understanding and awareness on.					
10.1 School's organizational structure	3	3	3	1	0
10.2 School's policies, standards, rules, and regulations	3	5	2	0	0
10.3 Institutional development program	1	6	3	0	0
10.4 Development program is articulated in the faculty manual	3	4	2	1	0
10.5 Teachers are aware and properly oriented to requirements of the school related to teacher's development program	3	3	4	0	0
10.6 Resources and budget allocation for teacher's are manifested in the annual budget	3	1	5	1	0
V. Teacher's Component: Resources of the Teacher's Development Program					
D. Human Resources:					
1. Human Resource Officer	2	3	1	4	0
2. School Heads	2	4	4	0	0
3. Teacher's Development Officer	1	2	6	1	0
4. Department Head	2	3	5	0	0

5. Invited Speaker	1	6	3	0	0
E. Financial Resources:					
9. Appropriation of the school's budget	2	3	3	2	0
10. MOOE	2	2	2	4	0
11. Fees paid by program participants	1	2	3	3	1
12. Staff Development Budget	1	2	2	5	0
F. Technical Resources:					
14. LCD	2	2	1	5	0
15. Image Projector	2	2	0	6	0
16. Books manual	2	2	2	4	0
17. TV Set	1	3	1	5	0
18. Journals, professional magazines, periodicals	1	1	4	4	0
19. CD Players	1	2	1	5	1
20. Others, (specify)					
VI. Teacher's Component: Evaluation					
1. Assessment of results is done with the goals and objectives of the school and the development program	0	3	6	1	0
2. Uses questionnaires, checklist, interviews, and other means are used to gather feedback on the effectiveness of the faculty development program	0	3	6	1	0
3. Results of the faculty development program are utilized as a springboard for planning subsequent programs to achieve continuity of the purpose of the FDP	0	3	7	0	0
4. Assessment of the results of the faculty development program involves the administrator and faculty	0	2	8	0	0
Part II. The following are problems met in the implementation of teacher's development program. Honestly rate the item which indicates the extent these problems affect the program. 5 – To a very great extent 4 – To a great extent 3 – To a moderate extent 2 – To a less extent 1 – To a least extent					
1. Difficulty in setting schedules for the teachers	1	1	4	4	0
2. Lack of competent program planners	1	4	2	3	0
3. Lack of competent program implementers	1	4	2	3	0
4. Absenteeism of program participants	1	4	2	3	0
5. Indifference of program participants	1	3	3	3	0
6. Difficulty in selecting or inviting competent resource persons	3	1	2	4	0
7. Absence of needs assessment for the faculty development programs	2	2	2	4	0
8. Fast turn-over of faculty that constitute wastage of efforts	2	1	4	3	0
9. Conflict among administrators and planners	1	2	3	4	0
10. Irrelevance of topics to the faculty needs	1	1	4	4	0
11. Lack of varied activities provided in the program	0	5	1	4	0
12. Lack of support/motivation from the school	1	3	3	3	0
13. Absence of evaluation feedback	1	2	1	6	0
14. No anticipated improvement in faculty rank	0	2	3	4	1
15. Lack of funds for pursuing the faculty development program	0	2	2	6	0
16. Limited time allotment for activities and projects of the program	1	2	1	6	0
17. Venues are not most inspiring	1	2	1	6	0

APPENDIX G

TOTAL OF THE TEACHERS' RESPONSES

PART I. ASSESSMENT OF TEACHERS DEVELOPMENT PROGRAM						
General Instructions. How adequate were/ are the courses or activities for teachers development in relation to your needs as faculty members of your educational institution? Please encircle the number that corresponds to your choice as indicated in the legend below:						
WEIGHT	STATUS	DESCRIPTION				
5	Very Adequate	This indicates that all the necessary Aspects for teachers' Training are covered by the Teachers Development Program				
4	Adequate	This indicates that majority of the necessary aspects for teachers' training is covered by the Teachers Development Program.				
3	Moderately Adequate	This indicates that some of the necessary aspects for teachers' training are covered by the Teachers Development Program				
2	Inadequate	This indicates that few of the necessary aspects for teachers' training are covered by Teachers Development Program.				
1	Very Inadequate	This indicates that none of the necessary aspects for teachers' training are covered by the Teachers Development Program.				
III. Teachers Development Program Component: Goals and Objectives.						
1. Assessment needs is the basis for formulating goals and objectives in teacher's development program. (INSET, Seminar)	4	21	29	9	0	
2. Goals and objectives are adapted to the needs of the teachers.	10	32	21	0	0	
3. Goals and objectives are congruent to the philosophy, goals, and objectives of the school.	8	26	29	0	0	
4. Goals and objectives are attainable.	8	34	21	0	0	
5. Goals and objectives reflect emphasis on teacher's personal development, professional development, socio-cultural development, instructional and organizational development	8	26	29	0	0	
6. Goals and objectives reflect emphasis on wholesome relationship in the school community.	10	24	28	1	0	
7. Goals and objectives reflect emphasis for promotion.	2	29	29	3	0	
8. Teacher participation in the formulation of goals and objectives of the program is highly encouraged	2	29	32	0	0	
9. There is provision for periodic evaluation and review of the goals and objectives of the teacher's development program.	4	29	29	1	0	
VII. Teacher's Development Program Component: Content.						
11. Personal Development. Teachers personal development is enhanced through inclusion of the following:						
1.1.Spiritual and moral development activities like character and values formation, religious seminar, Self-awareness and Self evaluation	14	35	7	6	1	
1.2.Physical fitness program, sports competitions among administration, faculty, and non-teaching staff	10	30	15	7	1	
1.3.Provision of regular physical and medical check-up	18	32	8	4	1	
12. Professional Development. The TDP Encourage development through:						
12.1Attendance on Developmental coaching for teacher	19	31	13	0	0	

12.2 Attendance to seminar, symposium, forum, and other related activities inside and outside school					
12.3 Enrollment to post-graduate courses	21	34	8	0	0
12.4 Active membership to professional organizations	15	37	11	0	0
12.5 Research and other scholarly undertakings	9	30	14	7	3
12.6 Periodic surveys and evaluation/observation to assess strengths and weaknesses of faculty	3	30	18	12	0
12.7 Provision of scholarship ,study leave , graduate studies, and other non-degree or special post-graduate program	10	24	20	6	3
13. Socio-cultural Development. The Teacher's Development Program provides:					
13.1 Opportunities for the faculty to interact with administrators, peers, students, parents, and non-teaching staff	17	34	11	1	0
13.2 Encouragement to the faculty association to promote harmonious relationship, support faculty undertaking, and other purposes of the organization	17	28	17	1	0
13.3 Emphasis on the role of faculty in addressing social issues and concerns	8	38	14	3	0
13.4 Promotion of a healthy communication among administration, faculty, peers, and students which promotes warm organizational climate	12	26	23	2	0
13.5 Teacher's cultural growth through educational trips and exposures	9	20	23	10	1
13.6 Promotion of patronage to Filipino heritage and respect to national symbols as exemplified during ceremonies, seminar, and other related gathering	13	35	11	4	0
13.7 Community extension involvement Seminar, workshop or training in Leadership for Service	10	30	15	8	0
14. Instructional Development. The Teacher's Development Program provides for upgrading teachers competencies in:					
14.1 Instructional Strategies, approaches, and methodologies	19	31	13	0	0
14.2 Classroom Management and Organization	17	37	9	0	0
14.3 Formulating Instructional Objectives	20	27	16	0	0
14.4 Evaluation of expected learning outcomes	15	33	15	0	0
14.5 Educational Technologies for better Learning	21	32	9	1	0
14.6 Research Seminar Workshop or Training in Research	15	24	21	3	0
14.7 Art Of Effective Questioning	19	22	22	0	0
15. Organizational Development. Teachers Development program increases knowledge, understanding and awareness on.					
15.1 School's organizational structure	12	34	12	5	0
15.2 School's policies, standards, rules, and regulations	16	33	12	2	0
15.3 Institutional development program	8	31	22	2	0
15.4 Development program is articulated in the faculty manual	10	24	20	9	0
15.5 Teachers are aware and properly oriented to requirements of the school related to teacher's development program	10	24	24	5	0
15.6 Resources and budget allocation for teacher's are manifested in the annual budget	10	18	26	9	0
VIII. Teacher's Component: Resources of the Teacher's Development Program					
G. Human Resources:					
1. Human Resource Officer	16	21	18	8	0
2. School Heads	17	28	18	0	0

3. Teacher's Development Officer	13	24	24	2	0
4. Department Head	17	28	18	0	0
5. Invited Speaker	17	25	21	0	0
H. Financial Resources:					
13. Appropriation of the school's budget	18	20	19	6	0
14. MOOE	16	20	16	11	0
15. Fees paid by program participants	12	23	18	8	2
16. Staff Development Budget	14	16	20	13	0
I. Technical Resources:					
21. LCD	13	23	12	15	0
22. Image Projector	13	21	14	15	0
23. Books manual	11	28	16	8	0
24. TV Set	9	27	12	15	0
25. Journals, professional magazines, periodicals	9	15	33	6	0
26. CD Players	9	18	20	14	2
27. Others, (specify)					
IX. Teacher's Component: Evaluation					
1. Assessment of results is done with the goals and objectives of the school and the development programs	10	32	19	2	0
2. Uses questionnaires, checklist, interviews, and other means are used to gather feedback on the effectiveness of the faculty development program	11	26	20	4	2
3. Results of the faculty development program are utilized as a springboard for planning subsequent programs to achieve continuity of the purpose of the FDP	6	25	23	9	0
4. Assessment of the results of the faculty development program involves the administrator and faculty	8	23	25	5	2
Part II. The following are problems met in the implementation of teacher's development program. Honestly rate the item which indicates the extent these problems affect the program. 5 – To a very great extent 4 – To a great extent 3 – To a moderate extent 2 – To a less extent 1 – To a least extent					
1. Difficulty in setting schedules for the teachers	6	23	15	19	0
2. Lack of competent program planners	8	27	10	18	0
3. Lack of competent program implementers	9	27	14	13	0
4. Absenteeism of program participants	8	26	15	13	1
5. Indifference of program participants	3	29	15	16	0
6. Difficulty in selecting or inviting competent resource persons	7	18	21	16	1
7. Absence of needs assessment for the faculty development programs	6	15	20	21	1
8. Fast turn-over of faculty that constitute wastage of efforts	5	20	21	16	1
9. Conflict among administrators and planners	7	20	14	22	0
10. Irrelevance of topics to the faculty needs	5	26	14	18	0
11. Lack of varied activities provided in the program	6	29	9	19	0
12. Lack of support/motivation from the school	8	29	10	16	0
13. Absence of evaluation feedback	7	20	12	24	0
14. No anticipated improvement in faculty rank	8	16	22	16	1
15. Lack of funds for pursuing the faculty development program	6	12	23	21	1
16. Limited time allotment for activities and projects of the program	8	22	13	20	0
17. Venues are not most inspiring	9	18	15	21	0

CURRICULUM VITAE



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Educational Attainment

PHILIPPINE NORMAL UNIVERSITY

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Master of Education with Specialization in Educational Management

PHILIPPINE NORMAL UNIVERSITY

Taft Avenue, Manila

Bachelor in Secondary Education Major in History

2000 - Cum Laude

Western Colleges

Naic, Cavite

Secondary Level

1976

Papaya Elem. School

San Antonio Nueva Ecija

Elementary Level

1972 - Third Honors

Government Examination Passed

Civil Service Professional Exam	PD 907 Grant
Licensure Examination for Teachers	August 2000

Professional Experience

San Isidro National High School

July 2001 –2005

Philippine History, World History Asian, Values Ed and Economics Teacher

San Isidro National High School

2006-present

Social Studies Coordinator

Seminars / Workshop Attended

- Division Orientation Workshop on BESTRA Implementation
Makati Elementary School
Nov.13-14 2007
- Supervision of Instruction and Models of Supervision
Philippine Normal University
Jan. 31, 2009
- Life and School Leadership in Different Times (Francis Kong)
Division Office Multi -Purpose Hall, Makati
Jan .13, 2010
- Third National Administrators Congress
Eco Village Boracay, Aklan
April 7-9 2010
- Leadership Training
Baguio City
Sept 3-8 2010

- Workshop for Principal and Supervisors
Emerald Building Ortigas, Pasig City
Oct. 19-21 2010
- Workshop on the Curriculum Guides of the 2010 Secondary Education Curriculum
Third Year (RELC, Marikina City)
July 25-27 2011