

# **TEACHERS' TRAINING NEEDS AND PROFESSIONAL DEVELOPMENT ACTIVITIES: PROPOSED ACTION PROGRAM**

*Martina B. Aguilar, M.A.*

## **The Problem**

The study aimed to determine the training needs and involvement in professional development activities among teachers. The study focused on the teachers' training needs on the planning, execution and evaluation of instruction as well as the teachers' involvement in professional development activities. Differences of training needs and professional development activities of teachers classified by educational qualification and teaching experience were also investigated. The study tested the null hypothesis that teachers classified by educational qualification and teaching experience do not differ significantly in their training needs and professional development activities.

## **Methodology**

This descriptive normative study was conducted in the subdistrict of Panglao, schools division of the province of Bohol. Ninety-eight teachers were involved as the respondents. The study was conducted during the first semester of school year 2002-2003.

## **Findings**

The analysis of the data yielded the following findings:

1. Teachers rated themselves very good on the planning and execution of instruction. They rated average on selection and production of instructional materials as well as presenting the lessons with the use of audio-visual materials.
2. Low marks were given to evaluation tasks like computing grades, constructing table of specifications, analyzing test items and computing statistical measures.
3. Teachers were "sometimes" involved in professional development activities. They were "often" involved in professional reading.
4. Classified by educational qualification and teaching experience, the teachers had similar perceptions of their training needs and involvement in professional development activities.

## **Conclusions**

Teachers tend to rate themselves very competent on three areas of instruction, namely: planning, execution and evaluation. However, there are specific training needs on execution and evaluation in the utilization of modern facilities and equipment to

improve instruction and constructing table of specifications, analyzing test items and using statistical menus. Educational qualification and teaching experience do not affect the teachers perceptions of their training needs and involvement in professional development.