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PROFESSIONAL DEVELOPMENT ACTIVITIES AND TEACHER PERFORMANCE

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ABSTRACT

Learning to teach reflectively is a lifelong process that is strengthened through the active engagement of varied professional development activities inside or outside the school. This study assessed the quality of instruction and professional development activities in a well-known university in Cebu, the Philippines, where it determined teachers' teaching competencies and perception in their professional development activities, issues, and concerns. It utilized a quantitative-descriptive research design where respondents were selected through universal sampling. Findings showed that professional development activities for teachers had achieved mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management. On the other hand, professional development activities were perceived to have little benefit for the teachers. It was also found out that there is no significant relationship between the teaching competencies and professional development activities. Perceived benefits of professional development activities were attributed to personal perceptions and contextual factors. The findings call for strategic professional development planning, implementation, and evaluation for teachers to benefit more. Thus, the conduct of a similar study in a broader parameter is recommended.

Contribution/Originality: This study contributes to the existing literature about the correlation between teachers' competence and professional development activities. It presents the perceptions of teachers on the selected professional development activities and their influence on quality teaching.

1. INTRODUCTION

Effective teaching is the prime duty of a professional teacher. Changes in the teaching profession are without end due to the nature of the profession, which is ever-changing timelessly. The teacher is the most significant agent in the teaching-learning process. Teachers could either make or unmake the future of students. Professional development can be enhanced through faculty development activities such as instructional planning, instructional delivery, knowledge of the subject matter, rapport with the students and classroom management. There is a rise in teaching strategies in the twenty-first century through teamwork and innovation (Nairz-Wirth & Feldmann, 2019). Improving teacher quality has become a vital thing to student fulfillment; teacher professionalism gained more prominence. Nowadays, instructors' continuous professional development is broadly visible as crucial for enhancing teachers' overall performance and effectiveness and enhancing dedication to their work. Teachers must always adapt to the current educational system changes to meet the students' needs and demands for the global market. With the No Filipino Child Left Behind Act of 2010, all citizens have the right to quality instruction, and that the State shall take appropriate steps to make that education accessible. Recent reforms focus on curriculum standardization, which results in teachers become accountable for students' performance. For developing countries like the Philippines, producing highly skilled and globally competitive graduates is a great challenge for all educators. The effectiveness of instruction is dependent on the caliber of teachers. In the book of Stronge (2018) some researchers define teacher effectiveness as to student achievement. As a teachers' influence is far-reaching, it is challenging to determine what outcomes might demonstrate the effectiveness and how to measure results. Furthermore, many external variables affect each potential measure of effectiveness outside

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teachers' control. In totality, we can agree that effective teachers make an extraordinary and lasting impact on students' lives. Teaching is a complex process that includes both an art and a science (Marzano, 2007). Moreover (Cayirdag, 2017) emphasized that the art of teaching is based on teachers' flexibility, creativity, and ability to go with their gut at the moment. The science of education is the teachers' ability to structure and design a purposeful classroom experience and engage in curriculum design and needs. Pedagogical knowledge and content knowledge are at the backbone of the teaching-learning process. Preparing students as lifelong learners have something to do with a deeper understanding of how pedagogy affects learning (Paniagua & Istance, 2018).

It is therefore imperative for every teacher to possess these teaching competencies that can be developed through professional activities such as the instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills. Experienced teachers possess professional and personal attributes that can motivate students to improve their school's academic performance. According to Ajayi., Onibeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in students' educational attainment. On the contrary, Igberadja (2016) study revealed that the teachers' gender and qualification have no relationship with students' performance.

Planning for the classroom is an integral part of educating and behavior management. Appropriate classroom management will keep you on track while teaching, in this way, enabling you to train more and oversee less. In addition to lesson planning skills, teachers should also possess skills in delivering lessons effectively. Effective use of teaching resources and approaches will enhance courses' quality. Students' performance is the reflection of well-delivered lessons. But obviously, teachers cannot teach what they do not know. A good teacher transfers knowledge, influences, and transforms her/his students in ways no one can underestimate. In addition to having mastery of the subject matter, teachers also need to manage classroom dynamics effectively. Teachers are good managers.

Continuing Professional Development (CPD) improves teachers' professional knowledge, skills, attitudes, and values. In the Philippines, the government promulgated the CPD Act of 2016 to step up the country's community following international standards. This law mandates that professionals earn required CPD units through participation in seminars, training, and other programs as a requirement for the Philippine Regulation Commission (PRC) license renewal. PRC is an agency that regulates laws and policies for different regulated professions and issues licenses for professionals like teachers. Teachers' CPD has become one of the most common central concerns in educational studies over several decades. The professional development of teachers is the most significant way to affect their quality of teaching. CPD provides the teachers with new content knowledge, pedagogical skills, and innovations to improve teaching and learn in different contexts. It also promotes the collaboration of best practices of teachers and other experts in education from various institutions.

Furthermore, some research shows that professional development activities involve teachers' deep reflection of clarifying the teacher's values, mission, and beliefs (Adedoyin & Okere, 2017; Loughran & Hamilton, 2016; Okafor & Ezeoba, 2019). School reform is a complex process because it involves encouraging teachers to share a set of practices and beliefs, concepts, resources, and support (AKDEMİR, 2019; Kruse, Rakha, & Calderone, 2018).

The study's locale's mission is to guarantee quality instruction, research, and community extension for the complete advancement of Technologies conferred in rehearsing demonstrable skills and responding to the needs of local, national, and global networks. Ensuring quality instruction is also reflected in R.A.7836 or the Philippines Professionalization Act of 1994. Conclusion: that teacher shall pursue other studies to improve his efficiency, enhance the career status, and fortify his competence, virtues, and productivity to be nationally and internationally competitive. The Code of Ethics for Professional Teachers encourages all school officials, including teachers, to attend to their personal and professional growth. A strengthening teacher's competence through professional developments is strongly emphasized in the Philippine Constitution. In particular, the study's locale is currently uplifting the level of accreditations in all programs, including elementary and secondary curricula. Accredited programs assure quality instruction, which is at par with globally competitive schools. Faculty development program plays a critical role in meeting the demands of every individual. With this, the researchers were determined to study the quality of instruction by assessing teachers' teaching competencies and professional development activities. Quality professional development is a life-long endeavor (Nasreen & Odhiambo, 2018). It includes training, practice, feedback and provides adequate time and follow-up support. Hence, the study was envisaged. This study would focus on instructional planning, instructional delivery,

knowledge of the subject matter, rapport with the students, and classroom management to help teachers understand professional development strategies and become more participative as part of their professional role.

2. METHODOLOGY

This research was conducted in one of the well-performing private non-sectarian universities in Metro Cebu, Philippines within the school year 2018-2019 This study employed the quantitative – descriptive survey research design to measure teaching competencies and perception of professional activities. The respondents of this research were all elementary teachers of the said university. The data were collected through universal sampling. A questionnaire was used as standard evaluation tool to gather important data in the locale of the study. A consent letter was requested from the University President through the Principal of the Elementary Department to administer the research instrument. After the approval to conduct the survey, the researchers started the gathering of data. Gathered data were treated using percentage, weighted mean, and Pearson-r correlation.

3. RESULTS AND DISCUSSION

The quality of education which the teacher can give to the students depends on his/her qualification and competencies. To ensure quality education in the educational system, the teacher should participate actively in any school's faculty development activities (Bellibas & Gumus, 2016). Quality teaching is a mission to every teacher and a function of a sound development program.

3.1. On the Teaching Competency

Teachers' factors are significant in promoting student learning outcomes in emerging countries (Kyriakides, Christoforou, & Charalambous, 2013). Teaching competence will manifest on how the teacher uses the wide-range of pedagogical knowledge and skills in effective classroom management (Depaepe & König, 2018). Students' learning progress is achieved through competent teachers by observing, evaluating, analyzing, and predicting students' educational needs (Schipper, Goei, de Vries, & van Veen, 2017).

Instructional Planning must be effectively realized to attain positive student outcomes. Instructional plans can make knowledgeable teachers become competent and effective educators who can transform the learner (Cuñado & Abocejo, 2019). Likewise, it involves the teachers in planning the class session and its effect on the learner after the classroom instruction (Arslan & Karamese, 2018). There are limitations to be considered in assessing teachers' teaching competency. These were in terms of their ability to: a) prepare a comprehensive, organized, and well-thought learning plan that includes varied instructional techniques and class activities; b) incorporates the use of different resources, technology, or instructional materials to facilitate learning; c) creates opportunities of maximum participation of students; d) provides appropriate assessment tools as indicated in the learning plan.

Table-1. Mean of teaching competency on instructional planning skills.

	Instructional Planning Skills	Weighted Mean	Verbal Description
1	Prepares a comprehensive, organized, and well-thought-of learning plan that includes varied instructional techniques and class activities.	3.56	Mastery/Strongly Evident
2	Incorporates the use of different resources, technology or instructional materials to facilitate learning.	3.56	Mastery/Strongly Evident
3	Creates opportunities for maximum participation of students.	3.63	Mastery/Strongly Evident
4	Provides appropriate assessment tools as indicated in the learning plan.	3.59	Mastery/Strongly Evident
	Grand Weighted Mean	3.59	Mastery/Strongly Evident

Legend:
$3.26 - 4.00$ Mastery/Strongly Evident.
$2.51 - 3.25$ Proficient Evident.
$1.76 - 2.50$ At Standard/Moderately Evident.
$1.00 - 1.75$ Novice/Not Evident.

Based on the results, teachers have mastery in planning the lessons and were evident in their performance. Good instructional planning allows them to teach more and manage less. Similarly, proper classroom planning will maximize instructional time. It keeps the teachers organized and stay on track while teaching.

An appropriately planned lesson will give an efficient way of improving students' understanding (Kapici & Akcay, 2020). According to Callahan (2016), lesson planning is a useful strategy in leveling up a teacher's capability and shows positive student accomplishment in terms of theoretical knowledge and problem-solving skills. Furthermore Pang (2016) study emphasizes the following areas; lesson details and framework, the methodology of teaching, and the learning materials and resources. Another competency is the instructional skills of the teacher. Instructional skills are defined as the pedagogical knowledge of teachers. Pedagogical knowledge refers to instructors' specific understanding of making teaching-learning effective in a favorable environment. Teacher skills play a critical role in improving the students' academic achievement (Department of Educational Management and Foundations, 2016).

Table-2. Mean of the teaching competency on instructional skills.

	Instructional Skills	**Weighted Mean**	**Verbal Description**
1	Motivates students	3.66	Mastery/Strongly Evident
2	Communicates proficiently in English/Filipino (as medium of instruction)	3.84	Mastery/Strongly Evident
3	Displays enthusiasm in teaching	3.59	Mastery/Strongly Evident
4	Presents the lesson in clear, concise and logical manner	3.72	Mastery/Strongly Evident
5	Ask HOTS and metacognitive questions to encourage students to think and to teach students how to learn.	3.66	Mastery/Strongly Evident
6	Makes use of different teaching methods and learning experiences to address multiple intelligences of the students	3.56	Mastery/Strongly Evident
7	Gives immediate positive comments and feedback	3.53	Mastery/Strongly Evident
8	Integrates and processes values as shown in lesson development/closing activities in the synthesis	3.75	Mastery/Strongly Evident
9	Summarizes the lesson comprehensively using appropriate methods	3.72	Mastery/Strongly Evident
10	Utilizes indicated assessment tools in the learning plan	3.75	Mastery/Strongly Evident
11	Provides opportunities for students to show evidence of learning like performance tasks, asking and answering questions, etc.	3.81	Mastery/Strongly Evident
	Grand Weighted Mean	3.69	Mastery/Strongly Evident

Legend:
3.26 − 4.00   Mastery/Strongly Evident.
2.51 − 3.25   Proficient Evident.
1.76 − 2.50   At Standard/Moderately Evident.
1.00 − 1.75   Novice/Not Evident.

The instructional skills of teachers were evaluated using the following limitations such as; a) student motivation; b) communication skills; c) enthusiasm in teaching; d) presentation of the lesson; e) questioning skills; f) use of varied teaching strategies; g) giving of feedbacks; h) values integration; i) use of appropriate methods in summarizing, and j) the use of assessment tools. Teachers must let their students think logically to analyze the lesson and understand it better (Singha et al., 2020). Giving positive comments to learners would inspire and boost learners to put more effort into diligently doing the assigned task (Mujtaba, Parkash, & Nawaz, 2020). The appropriate assessment would help students' performance and encourage collaborative works among the learners Menéndez, Napa, Moreira, and Zambrano (2019). As shown in Table 2, the teachers' instructional skills are perceived as 'mastery' and 'strongly evident'. Teachers are competent in delivering the lessons to communicate effectively to the students both in English and Filipino. Results also revealed that using different teaching methods, strategies, and learning experiences to cater to learners' diverse needs showed mastery level. The study of Gore et al. (2017) has stressed the importance of teachers' quality in teaching, as reflected in students' academic performance. This finding is consistent with another empirical study that disclosed that the significance of teachers' support would develop life skills development for students' psychological well-being. Thus, the result is not surprising (Cronin, Allen, Mulvenna, & Russell, 2018). Another professional attribute of the teacher is his/her preparation standards that will strongly link to students' learning standards (Raza & Zainab, 2019).

Educating is seen as an information-rich calling with teachers as a learning specialist. Several studies emphasize the importance of having control of the knowledge base. Teaching techniques would suit student responses and learning styles. Differences influence varied teaching techniques in teacher preparation in student performance. A newspaper article published in Philippine Daily Inquirer reported how Filipino students' underperformance both in the national and international tests is caused by teachers' insufficient knowledge of the subject area (Nolasco, 2017).

Regarding the teachers' demographic profile as to their educational attainment, length of teaching experience, and seminars and training attended, the result showed that 63 percent of the teachers taught the same subjects for more than ten years. Moreover, seventy-eight percent of them were Master's degree holders in their area of specialization. These are the influencing factors that affected the teacher's mastery of the subject area. Additionally, the result showed that teachers possessed a skill of subject matter content. Then, it can be deduced that teachers demonstrated a thorough knowledge of concepts and principles assigned, employed integrative teaching, and included relevant topics and issues related to the subject taught.

Table-3. Mean of the teaching competency on knowledge of the subject matter.

	Knowledge of the Subject Matter	Weighted Mean	Verbal Description
1	Demonstrates through concepts and principles in the assigned subject	3.88	Mastery/Strongly Evident
2	Integrates the subject matter with other subjects	3.66	Mastery/Strongly Evident
3	Includes relevant current topics and issues related to the lesson/topic taught	3.75	Mastery/Strongly Evident
	Grand Weighted Mean	3.76	Mastery/Strongly Evident

Legend:
3.26 − 4.00   Mastery/Strongly Evident.
2.51 − 3.25   Proficient Evident.
1.76 − 2.50   At Standard/Moderately Evident.
1.00 − 1.75   Novice/Not Evident.

According to Shernoff, Ruzek, and Sinha (2017), environmental support had a productive effect on student class involvement, and that involvement had a positive impact on students' acquisition of knowledge. Teachers' support to learners in the learning process has shown students' improvement with interpersonal capabilities and academic performance (Chong, Liem, Huan, Kit, & Ang, 2018). Student participation in classroom activities would improve academic performance, high scores during the exam. All are results of encouraging school climate between teachers and learners' rapport (Darling-Hammond & Cook-Harvey, 2018). The rapport between teachers and students established a positive relationship among students. Connection generates trust that would develop open communication between teachers and students. Fellowship will encourage students' positive attitude towards classwork and positive academic performance (Ahmad, 2018). Also, Burke-Smalley (2018) posited that emotional rapport with learners could level up learning outcomes.

Table-4. Mean of the Teaching Competency on Rapport with the Students.

	Rapport with the Students	Weighted Mean	Verbal Description
1	Shows respect for students' ideas and opinions	3.75	Mastery/Strongly Evident
2	Uses appropriate language and speaks in a non-threatening manner	3.81	Mastery/Strongly Evident
	Grand Weighted Mean	3.76	Mastery/Strongly Evident

Legend:
3.26 − 4.00   Mastery/Strongly Evident.
2.51 − 3.25   Proficient Evident.
1.76 − 2.50   At Standard/Moderately Evident.
1.00 − 1.75   Novice/Not Evident.

As shown in Table 4, the teachers established a good rapport with the students. They show respect for students' ideas and opinions, and use appropriate language and speak in a non-threatening manner. Teachers are seen to be open-minded concerning the exchange of views and ideas with the students. They also promote a non-threatening learning environment. The rapport of teachers and students in the classroom will create a favorable learning situation that can motivate students to learn (Arslan & Karamese, 2018). Rapport is essential in the classroom because it makes the teacher more than just a lecturer. It also makes the learning mode enjoyable and challenging; in effect, it gives students confidence with their intellectual abilities that would make them useful in their studies (Buskist, Busler, & Kirby, 2018).

Table-5. Mean of the Teaching Competency on Classroom management.

	Classroom Management	Weighted Mean	Verbal Description
1	Ensures a suitable learning environment at all times	3.78	Mastery/Strongly Evident
2	Carries out routine procedures effectively	3.81	Mastery/Strongly Evident
3	Maintains discipline in the class at all times	3.91	Mastery/Strongly Evident
4	Effectively manages time through meaningful activities/interactions	3.84	Mastery/Strongly Evident

Grand Weighted Mean	3.76	Mastery/Strongly Evident

Legend:
$3.26 - 4.00$ Mastery/Strongly Evident.
$2.51 - 3.25$ Proficient Evident.
$1.76 - 2.50$ At Standard/Moderately Evident.
$1.00 - 1.75$ Novice/Not Evident.

Verily, a well-managed classroom shows that learners are highly involved in learning activities (Gage, Scott, Hirn, & MacSuga-Gage, 2018). Well-organized classroom management will achieve meaningful student outcomes (Hagermoser Sanetti, Williamson, Long, & Kratochwill, 2018). The student will feel secure when good classroom management is applied (Rawlings Lester, Allanson, & Notar, 2017).

In the study conducted, the result showed that teachers have mastery in ensuring a suitable learning environment, carrying out routine procedures effectively, maintaining discipline in class, and effectively managing time through activities and interactions. Without any doubt, when educators can successfully manage all the classroom activities, students can accomplish full learning experiences. Maintaining discipline is necessary for learning. The teachers' teaching discipline and strategies must be matched with students' learning styles for positive academic results (Nepal & Rogerson, 2020). In the study of Sunday-Piaroi (2018), classroom discipline has a substantial positive connection between classroom discipline and students' academic performance.

3.2. On the Perception of Faculty in Professional Development Activities

Active participation in professional development enhances teachers' knowledge, skills, values, and attitudes and the latest innovations in the field (Zhao, Yang, Long, & Zhao, 2019). According to Darling-Hammond and Cook-Harvey (2018) teachers' training and seminars can improve teachers' effectiveness in their teaching profession and self-worth. Teachers' professional development aims to improve teaching strategies and attitudes towards classroom practices that would affect the quality of instruction the learners will receive (Ajani, 2019).

In this study, the type of professional activities identified was according to the elementary department's existing professional development activities in the said locale. These professional activities were further clustered into ten types to fit each faculty member's training needs in the department. They were used in determining the perception of faculty members in terms of their effectiveness. These are computer skills training, curriculum alignment, seminars, professional conferences, standard-based assessment under K-12, speech drill, grammar review, program sharing, physical fitness, and echo seminar. Each type of professional activity has specific activities.

Table-6. Perception of faculty on professional development activities.

	Professional Development Activities	Weighted Mean	Verbal Description
1	Training in Computer Skills	1.53	No benefit
2	Curriculum Alignment	3.33	Very beneficial
3	Seminars	1.32	No benefit
4	Professional Conference	2.63	Beneficial
5	Standard-Based Assessment Under K to 12	3.47	Very beneficial
6	Speech Drill	1.76	Little benefit
7	Grammar Review	1.34	No benefit
8	Program Sharing	1.61	No benefit
9	Physical Fitness	1.57	No benefit
10	Echo-Seminar	0.92	No benefit
	Grand Weighted Mean	1.95	Little benefit

Legend:
$3.26 - 4.00$ Very Beneficial.
$2.51 - 3.25$ Beneficial.
$1.76 - 2.50$ Little Benefit.
$1.00 - 1.75$ No Benefit

As shown in Table 6, Curriculum alignment and standard-based assessment under K to 12 were perceived to be **Very Beneficial** to the faculty. The strong coordination and collaboration between the academy and the industry have to be strengthened because it needs it. The industry will always be looking for a competent workforce, and the K-to-12 programs are "an absolute necessity" to provide the technically qualified workforce. Such K-to-12 programs are the key to solving the skills-mismatch that has bloated youth unemployment. In the Philippines, the focus of the "K to 12" program is on the curriculum reform, with attention on the language used in instructional delivery in the elementary year, the spiral progression approach in the Grade 7 to Grade 10 and extended to Grade 11 and Grade 12(Buskist et al. (2018)). Therefore, it is imperative to align curriculum with global standards.

On the other hand, Speech Drill was perceived to have **Little Benefit**. In the study's locale, part of its graduate attribute is to be a good communicator consistent with the university's goal to produce globally competitive graduates by speaking good English. Teachers used English as the language in teaching in instructional delivery; moreover, students are required to speak English all the time inside the campus to promote global competitiveness in the university. Conversely, it has been noted that training in computer skills, seminars, program sharing, physical fitness, and echo-seminar was perceived to have **No Benefit.** Microsoft Office, such as MS Word, MS Excel, and PowerPoint Presentation, were the teachers' typical computer applications. They used technology to enhance and support instruction. Computer literacy of students was provided or taught primarily by Computer Teachers as a separate subject. Even professional teachers in the country indeed find it hard to make a living for their families. Orale, Gomba, Fabillar, and Quebada (2016) pointed out that teachers cannot exempt themselves from continuing graduate and post-graduate studies or attending seminars and other training pieces nowadays. Professional teachers are required to get Continuing Professional Development(CPD) units for license renewal. The Continuing Professional Development (CPD) Act of 2016 requires CPD units for this endeavor (Republic Act, 2016). Furthermore, in this study, it was found out that attending seminars was regarded by the teachers to have delivered them **No Benefit**. The result is supported by the observation of the researchers that there are seminars that, for many, are not effective because the topics are not very realistic and did not consider realities in the Philippine educational system. The overall professional development of faculty was **Little Benefit.**

3.3. Relationship of Teaching Competencies and Professional Development Activities.

The result revealed that the teaching competencies level had a grand weighted mean of **3.77,** while the professional development activities had **1.95.** The relationship between the level of teaching competencies and the professional development activities revealed **no relationship** with a correlation result of **0.067.** The findings signified that the teachers' teaching competencies and professional development activities have no relationship. That is, the teachers' performance level is independent of the professional development activities in the school. The teachers showed competence in the teaching-learning processes, which resulted in quality education for all university students.

To become competent in teaching was attributed to the teachers' length of service, training, and seminars attended and their educational qualification. Data revealed that 63 percent of the respondents have been in teaching for more than ten years. Moreover, 78 percent of them earned their Master's degree, six percent have doctoral units, 13 percent have Master's degree units, and only three percent have a bachelor's degree. There were three board top notchers, and five graduated with honors in college.

On the other hand, the training and seminars were categorized into three local, regional, and national levels. At the local levels, 63 percent of the teachers had attended more than 11 hours of training; 22 percent had participated in more than 6 hours, and 15 percent had experienced in 5 hours and below. In the regional training and seminars, 60 percent had attended for 1-5 hours, 25 percent had participated in for 6-10 hours, and 15 percent had participated in 11- and above hours. In the national training and seminars attended, 63 percent of the teachers who had not participated; 28 percent of the teachers who had participated in 1-5 hours; 6 percent for 6-10 hours; and three percent had attended 11 hours and above. The findings revealed that teachers have fewer hours in regional and national training and seminars than the locals. Such results are imperative for teachers to attend more training and seminars (specifically to regional and national training) to upgrade their skills and update themselves with the new methodologies and strategies in teaching the 21st-century learners. In the study of Kyndt, Gijbels, Grosemans, and Donche (2016), it was reasoned that the primary contrast among novice and more experienced educators lies not in the type of learning activities they attempt yet instead in their perspectives toward learning, their learning results, and how their specific situation impacts them. This result is supported by Osamwonyi (2016) idea that in addition to further studies, attending training and seminars is essential for professional growth and development. Theoretically and based on previous research studies, factors affecting teachers' performance include organizational culture and trust (Fitria, 2018). Through seminars and training, teachers' professional development would impact professionals' choices towards their academic efficiency, motivation, and self-satisfaction (Steinert, O'Sullivan, & Irby, 2019). As shown in the study of Fonsén and Ukkonen-Mikkola (2019) it recognized a relationship between additional training and professional development towards academic leadership.

Issues and Concerns Met. Respondents were asked to list down the problems and concerns met in instruction and professional development activities. The data showed that 100 percent of the teachers emphasized that "Providing a

scholarship for teachers/ study leave" and "Pursuing graduate and post-graduate studies as well as an educational tour" a significant concern for everyone in the department. It is concluded in the study of Pollock and Mindzak (2018) that specialist teachers can instruct students in a high-quality and effective manner. Although it is still inconclusive, the impact of specialist teachers on student achievement remains.

Learning 21st-century skills requires 21st-century teaching. In this study, "21st Century Skills oriented-teachers" yield 96.88 percent, followed by "Sending teachers for regional and national training and seminars" of 87.50 percent; and "Acquiring TESDA National Training Certification" of 78.13 percent. Why do students need 21st Century Skills? The reasons include the fact that the world is changing and will keep changing significantly all through the 21st century, and next is the schools that are not staying aware of these progressions (Landrum, 2020).

Furthermore, there were also four (4) issues raised. "Limited opportunities for seminars outside the school" was perceived by all teachers as an issue.   There was also 90.63 percent for "Schedules for professional development activities were not met"; 65.63 percent for "No proper implementation of the preset faculty development plan for the school year"; and 53.13 percent for "No expert speaker for the speech drill and grammar review."

Therefore, even though all grade school department teachers are qualified to teach (licensed holders), they still need to go outside from their comfort zones, explore and discover new teaching trends, and upgrade their professional and technical competence to ensure quality instruction. Every institution's critical mission is to provide quality education to all students (Khakimov, 2020).

4. CONCLUSION

Quality teaching is a function of a sound faculty development program that can enhance the teacher's knowledge and expertise. It can offer a successful and reasonable way to execute best practices and accomplish goals that are set. The intervening factors to effective instruction include teachers' qualification and professional development activities. A teacher's professional outlook can assume a considerable part in creating the ability to become proficient. The knowledge of a teacher and his/her enthusiasm in the teaching profession can gain students' interest and increase students' academic performance. Therefore, a teacher can still teach despite the little benefit they get from the professional development activities. It was found out that professional development activities have little effect on the teachers' performance though it has never been properly analyzed to cater to the needs of the teachers. At present, professional development is also not related to the effectiveness of teaching strategy in the classroom and lacks passion and follow-up but this study suggests that strategic planning, implementation, and evaluation of professional development activities could benefit teachers more. Hence future studies may be planned in this regard.

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