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DEGREE OF UTILIZATION OF LEARNING AND DEVELOPMENT ACTIVITIES ATTENDED BY THE PUBLIC SECONDARY SCHOOL TEACHERS IN DONSOL EAST DISTRICT

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ABSTRACT

This study assessed the utilization of learning and development (L&D) activities by public secondary school teachers in the Donsol East District. It identified teachers' learning and development needs, determined the degree of utilization of the L&D activity along with functional and core behavioral competencies, compared utilization levels across three schools, and proposed strategies to strengthen the connection between teachers' needs and offered development programs. Using a quantitative descriptive-comparative research design, the study analyzed documentary records and survey responses from 146 teachers, guided by the electronic Self-Assessment Tool (e-SAT). Data analysis was conducted using SPSS, employing the Kolmogorov-Smirnov test for normality, the Kruskal-Wallis H test to compare differences across schools, and descriptive statistics to summarize frequency and central tendency. A Likert scale was also used to quantify perceptions, with weighted means and percentages computed to represent the strength and spread of responses. The findings revealed diverse learning needs and significant differences in utilization, with high utilization observed where activities aligned more closely with teachers' identified gaps. The proposed action plan promoted initiatives responsive to these needs, constant monitoring, and stronger partnerships among stakeholders. The study concluded that improved alignment of professional development with actual teacher needs is key to enhancing competencies and educational outcomes.

KEYWORDS: - Degree of Utilization, Learning and Development Activities, Electronic Self-Assessment Tool (e-SAT), Philippine Professional Standards for Teacher (PPST).

1.0 INTRODUCTION

Education serves as a cornerstone of national progress, with high-quality teacher professional development playing a crucial role in enhancing the quality of education worldwide. As Dewey (2024) emphasized, learning is a continuous and dynamic process that enables educators to construct meaning and refine their teaching practices. Across different continents, countries have implemented structured professional learning systems to ensure that teachers remain equipped with the latest knowledge and skills. Singapore, for instance, was the first to adopt the Professional Learning Community (PLC) framework nationwide, transforming schools into “learning organizations” that foster mentorship and collaborative development. Similarly, in New Zealand, continuing professional development (CPD) is required, incorporating formal and informal learning experiences to help teachers maintain their professional competence. Finland’s success in education can also be attributed to its strong CPD culture, where teachers engage in collaborative planning and reflective practices. In Japan, professional development is ingrained in the educational system through Kounaikenshuu. This teacher-led initiative includes JugyouKenkyuu, or “lesson study,” a structured approach to improving teaching strategies through observation and feedback (Marques et al., 2024). These global initiatives demonstrate the significance of ongoing learning opportunities for teachers, ensuring they remain effective in delivering quality education.

In the Philippines, teacher professional development is mandated by law through Republic Act 10912, also known as the CPD Law of 2016, requiring educators to engage in continuous learning to maintain their professional licenses. The Department of Education (DepEd) has reinforced this through policies such as DepEd Order No. 42, s. 2017, which institutionalized the Philippine Professional Standards for Teachers (PPST) to serve as a guide for learning and development programs. However, despite these mandates, several challenges hinder the effective implementation of CPD in the country. Many teachers struggle with the financial burden of attending training sessions, the relevance of professional development programs, and the lack of accreditation by the Professional Regulation Commission (PRC) or CPD providers. Escopete and Garcia Jr. (2023) highlighted that in the Gubat South District, teachers often face difficulties in conducting action research due to limited administrative support and inadequate training opportunities. A similar situation is evident in the Donsol East District, where teachers perceive CPD activities as additional expenses that do not necessarily contribute to their career growth. Furthermore, the lack of clear alignment between training programs and teacher needs has led to skepticism about their effectiveness.

Despite the abundance of studies on teacher development, there is a gap in research that explores the interplay between global educational trends, technological advancements, and socio-political factors affecting teacher training in local contexts. While existing studies discuss successful teacher development frameworks in highly developed education systems such as those in Singapore and

Finland, limited research focuses on how these best practices can be adapted in developing countries like the Philippines. Additionally, there is insufficient literature on how accreditation issues impact the willingness of teachers to participate in professional development programs. This study aims to bridge this gap by evaluating how teacher training in the Donsol East District aligns with both global standards and local needs. By analyzing the effectiveness and relevance of CPD programs, the study seeks to provide insights into how professional learning activities can be redesigned to better suit teachers' requirements and ensure accreditation for professional licensure renewal.

What distinguishes this study from previous research is its focus on aligning international best practices with the specific needs of teachers in the Donsol East District. Unlike studies that solely highlight the success of CPD initiatives in developed nations, this research investigates how such frameworks can be adapted to a region with distinct challenges. The study also goes beyond general discussions on professional development by addressing accreditation concerns, which remain a critical issue for many Filipino educators. Through examining the challenges teachers face in accessing meaningful and accredited training programs, the study contributes to the ongoing conversation on improving the professional growth of teachers in the Philippines.

The motivation behind this research stems from the pressing need to enhance teacher development in the Philippines, particularly in rural areas where professional learning opportunities are limited. The findings of this study aim to inform policymakers, school administrators, and CPD providers about the importance of aligning teacher training with educators' actual needs. By incorporating the results of the Electronic Self-Assessment Tool (e-SAT) and fostering stronger coordination between DepEd, PRC, CPD providers, and other stakeholders, the study seeks to offer practical solutions for making professional development more accessible, relevant, and beneficial. Ultimately, strengthening professional learning programs will not only improve teacher competencies but also positively impact student learning outcomes and the overall quality of education in the country.

2.0 FRAMEWORK

The study is grounded in a theoretical framework combining Malcolm Knowles' Andragogy Theory (1970), Gary Becker and Theodore Schultz's Human Capital Theory (1962), and the researcher's Learning and Development Theory of Optimization (LDTO). Andragogy Theory emphasizes that adult learners, like teachers, are self-directed and learn best when education is relevant to their experiences and professional goals. Human Capital Theory views professional development as an investment that enhances teacher competencies, benefiting both educators and the education system. LDTO integrates these theories to create a targeted approach, aligning L&D activities with teachers' needs while optimizing resource efficiency. This framework supports the study's objectives of assessing L&D needs, evaluating utilization levels, comparing variations across demographics, and proposing strategies for optimizing professional development.

Moreover, the study uses Daniel Stufflebeam's CIPP Model (1960) to evaluate L&D activity utilization. The Context Phase examines legal and institutional frameworks, such as Republic Act No. 10912 and DepEd Orders, highlighting the need for alignment between professional development initiatives and teacher needs. The Input Phase identifies teachers' L&D requirements

and the application of gained competencies. The Process Phase outlines the research design and data collection methods to explore barriers and patterns in L&D utilization. Lastly, the Product Phase aims to develop an action plan to improve the accessibility, relevance, and impact of professional development activities, ensuring alignment with teachers' competencies and professional growth objectives.

3.0 OBJECTIVES OF THE STUDY

The study aimed to assess the Degree of Utilization of Learning and Development Activities Attended by the Public Secondary School Teachers in Donsol East District for the school year 2022-2023. Specifically, (1) it identified the learning and development needs of teachers in the Public Secondary School of Donsol East District along Functional and Core Behavioral Competencies. (2) It determined the degree of utilization of learning and development activities attended by teachers along Functional and Core Behavioral Competencies. (3) It compared the significant difference in the degree of utilization of the learning and development activities attended by teachers along Functional and Core Behavioral Competencies. (4) It aimed to propose recommendations to maximize the utilization of teachers' learning and development activities aligned to their needs, and (5) it intended to make an action plan based on the recommendations.

4.0 METHODOLOGY

This study employed a quantitative descriptive-comparative research design to observe and describe variations in the utilization of Learning and Development (L&D) activities among public secondary school teachers in the Donsol East District during the 2022–2023 school year (Maranga et al., 2023). The research also included documentary analysis of existing records from the Department of Education (DepEd), as well as a survey conducted through Google Forms and the Electronic Self-Assessment Tool (e-SAT), per DepEd Order No. 2, s. 2015. A total of 146 teachers from Schools A, B, and C were selected for the study, with Slovin's formula applied only to School A due to its large population to ensure a representative sample, while the entire teacher populations from Schools B and C were included. A 5-point Likert scale was used to assess the frequency and impact of L&D activity utilization. To guarantee reliability and validity, the instrument underwent expert validation, pilot testing, and statistical consistency checks.

Ethical considerations were strictly observed, with research clearance obtained from the Ethics Review Board. Informed consent was secured from all participants, ensuring voluntariness, confidentiality, and the right to withdraw. Data collection involved both online and printed surveys, with strict monitoring to ensure completeness. Statistical analysis was conducted using SPSS, applying the Kolmogorov-Smirnov test for normality, Kruskal-Wallis H for significance testing, and descriptive statistics for frequency, mean, and percentage calculations. This methodological approach ensured a strong and comprehensive assessment of teachers' engagement with L&D programs in the study area.

5.0 RESULTS AND DISCUSSION

This section presents the findings on the Degree of Utilization of Learning and Development Activities among public secondary school teachers in Donsol East District, including analysis,

interpretation, and implications. It also compares utilization across three schools and proposes an action plan based on the results, following the study's problem statement.

5.1 Learning and Development Needs of the Teachers in the Public Secondary Schools in Donsol East District along Functional and Core Behavioral Competencies

5.1.1 Functional Competencies

The study on the learning and development needs of secondary school teachers in Donsol East District revealed significant gaps in functional competencies, as indicated by e-SAT results aligned with RPMS-IPCF and PPST. School B consistently demonstrated strong performance in areas such as content knowledge and pedagogy (3.28), curriculum planning (3.64), and professional development (3.20), though it still required enhancement in learner-centered strategies and stakeholder communication. School A showed moderate competencies in teaching strategies (2.49), behavior management (2.54), and personal growth (2.69), but needed improvement in resource alignment and non-violent discipline approaches. In contrast, School C displayed the lowest performance across all domains—pedagogy (1.74), behavior management (1.68), assessment and reporting (1.26)—due to factors such as misaligned training, large class sizes, and insufficient mentorship. These findings emphasize the need for targeted and structured professional development, particularly in higher-order thinking, inclusive practices, ICT integration, and reflective teaching. Manigbas et al. (2024) underscore the importance of aligning teacher training with identified competency gaps, while Andrin et al. (2024) advocate for inclusive and collaborative learning spaces supported by effective behavior management strategies. Grisales (2023) highlights the value of continuous professional growth in adapting to evolving educational demands, and Jurāne-Brđmane (2023) stresses the role of digital tools and formative feedback in improving assessment and reporting. Additionally, Ioannou (2024) supports ongoing training and certification as crucial to teacher effectiveness. In terms of the plus factor, School B (2.76) exhibited strong involvement in leadership and extracurricular roles, whereas School C (1.21) lacked engagement, reinforcing Hernández-Ramos and Martínez-Abad's (2023) assertion that professional development enhances school climate, innovation, and shared leadership. Overall, the study underscores the need to implement responsive training and development programs that address these functional competency gaps to strengthen instructional quality and teacher performance across the district.

5.1.2 Core Behavioral Competencies

The study explored the core behavioral competencies of secondary school teachers in Donsol East District, as outlined in DepEd Order No. 2, s. 2015, focusing on Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, and Innovation. In Self-Management, Schools B and C demonstrated full competency (100%), while School A lagged (76.79%) due to challenges associated with its large size and curriculum diversity. Alwaely et al. (2024) emphasize that transformational leadership can enhance self-management and collaboration, supporting the need for development in task prioritization and goal-setting. Regarding Professionalism and Ethics, School C excelled (100%), while School B maintained high scores (92–96%), and School A showed minor gaps (85.71%) in personal responsibility. As Vázquez et al. (2024) noted, professionalism supports teacher growth and fosters a positive learning environment. In terms of Results Focus, all schools performed well in quality outputs—School A (91.07%) and Schools B

and C (100%)—but faced challenges in procedural consistency and innovation. Alzoraiki et al. (2023) highlighted that continuous improvement is tied to strong leadership, suggesting that setting clear goals and adapting work systems are essential.

In Teamwork, all schools performed strongly (School C at 100%, School B at 96%, School A at 93.75%) but faced limitations in cross-organizational collaboration. Enhancing professional development in conflict resolution and promoting inclusive collaboration is necessary, in line with Pineda-Báez et al.'s (2023) findings on teamwork's role in student outcomes. Service Orientation also showed mixed results. School A led in advocacy (91.96%) but lagged in initiating such efforts (62.50%), while School B (100%) struggled to engage teachers (52%). School C also had a strong service performance (100%) but needed to improve promotion of advocacy (73.68%). These results suggest a need for more teacher involvement and supportive structures, echoing To and Leung's (2024) emphasis on organizational training and motivation. Finally, Innovation was evident in idea generation across schools—School B (100%), School A (86.61%), and School C (100%)—yet translating ideas into action proved challenging, especially due to resource and workload constraints. Stumbrienė et al. (2024) noted that innovation depends on motivation, organizational support, and technological access. Overall, the study highlighted the importance of strengthening these core competencies through targeted professional development, leadership support, and a collaborative school culture to foster holistic teacher growth and effectiveness.

5.2 Degree of Utilization of Learning and Development Activities Attended by Teachers along Functional and Core Behavioral Competencies

5.2.1 Functional Competencies

The study examined the degree of utilization of learning and development activities attended by secondary school teachers in Donsol East District, focusing on how these programs enhanced functional competencies in line with DepEd Order No. 7, s. 2023. Results showed that across domains such as pedagogy, curriculum planning, and professional development, Schools C and B consistently demonstrated full utilization of training programs, while School A showed effective but less optimized utilization. In Content Knowledge and Pedagogy, Schools C (4.48) and B (4.46) maximized training opportunities, whereas School A (4.12) faced challenges due to its large size and diverse curriculum, indicating a need for better alignment of training with specific teacher needs. This supports Hanifah et al. (2024), who advocate for integrating technology, pedagogy, and content through tailored programs. Regarding the Learning Environment and Diversity of Learners, Schools C (4.48) and B (4.45) again led in utilization, while School A (4.19) performed effectively but required more support due to its complex structure. These findings are consistent with Goagoses et al. (2024), who highlighted the impact of healthy classroom climates on teaching success.

In Curriculum Planning, Schools C (4.41) and B (4.26) showed full utilization, while School A (4.03) reflected effective usage with potential for improvement. Rojas-Estrada et al. (2024) emphasized the importance of collaboration and media literacy in planning, underscoring the need for School A to invest in more responsive professional development. For Assessment and Reporting, all schools demonstrated high competence, with School C (4.80) leading, followed by School B (4.68) and School A (4.24). These outcomes highlight a strong grasp of assessment tools and align with Ó Ceallaigh and Connolly (2024), who stress creative assessment as a means of

enhancing student learning outcomes. In terms of Personal Growth and Professional Development, School C (4.53) again led in utilization, with School B (4.46) and School A (4.15) following. The lower score of School A suggests a need for more personalized and structured development plans, as suggested by Loverso (2024), who advocated for aligning professional development with specific teacher needs to improve effectiveness.

Finally, the Plus Factor, which reflects teacher involvement beyond classroom duties, showed strong engagement in Schools B (4.54) and C (4.50), with School A scoring lower at 4.03. These results highlight the impact of enrichment activities on overall teacher growth, particularly when supported by external partnerships and targeted initiatives. This supports Bland et al. (2023), who emphasized that extracurricular involvement enhances teacher development and contributes to retention. Overall, the findings suggest that while all schools benefit from professional development activities, tailoring these to each school's context and investing in structured support can significantly enhance functional competencies across the district.

5.2.2 Core Behavioral Competencies

The study explored the degree of utilization of learning and development activities in enhancing the core behavioral competencies of secondary school teachers in Donsol East District, focusing on indicators such as Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, and Innovation. Results from the Self-Management domain showed Schools B (4.54) and C (4.52) fully utilizing training opportunities, while School A (4.01) demonstrated only moderate application. This reflects how smaller school sizes and supportive environments contribute to more effective self-regulation practices. To improve, School A should consider targeted mentoring and time management seminars. This aligns with Martínez-López et al. (2024), who emphasized the importance of social support systems in developing self-regulatory skills among educators.

In Professionalism and Ethics, Schools C (4.70) and B (4.66) exhibited fully utilized competencies, demonstrating strong adherence to ethical standards and professional integrity. School A (4.25), while still positive, highlighted the impact of a larger and more complex teaching environment on maintaining consistent ethical practices. Canela (2024) supported these findings, stating that professional integrity promotes a healthy school culture and contributes to teacher effectiveness. Regarding Results Focus, School C (4.40) excelled, reflecting strong goal-oriented practices, while Schools B (4.14) and A (4.03) showed moderate performance. This suggests a need for Schools A and B to enhance their focus on time management and prioritization to better translate training into outcomes. These results echo Uy et al. (2024), who linked teacher efficiency to strong leadership and supportive environments.

When assessing Teamwork, Schools B (4.58) and C (4.42) again performed strongly, showing full utilization, while School A (4.17) indicated the need for improvement, particularly in fostering collaboration within a large faculty body. Cameros & Bantulo (2024) reinforced the importance of structured team-building initiatives and regular feedback mechanisms to enhance cooperative practices. In the Service Orientation domain, School C (4.41) and School B (4.29) showed high utilization, reflecting their proactive approaches to stakeholder engagement and responsiveness.

School A (3.99), although still in the utilized category, revealed gaps likely tied to resource limitations. These findings are consistent with Kremen et al. (2024), who emphasized that service orientation is vital to meeting school-community expectations and delivering quality education.

Lastly, in the area of Innovation, School C led with a 4.57 rating, followed closely by School B at 4.49—both reflecting strong institutional support for creativity, risk-taking, and the integration of modern teaching strategies. School A, with a score of 4.05, indicated that innovation is present but underutilized, likely hindered by structural and resource-related challenges. Honcharuk et al. (2024) supported this interpretation, noting that digital transformation and teacher empowerment are crucial in promoting educational innovation. Overall, the findings suggest that while core behavioral competencies are generally well-utilized in the district, personalized support, resource access, and strategic training remain key to maximizing the impact of professional development initiatives.

5.3 Significant Difference in the Degree of Utilization of the Learning and Development Activities Attended along Functional and Core Behavioral Competencies

The Kruskal-Wallis H Test revealed significant differences in the utilization of learning and development activities among secondary schools in the Donsol East District, with a p-value of 0.010. School B demonstrated the highest effectiveness in applying these activities to improve functional competencies, with a mean rank of 93.93. In contrast, Schools A and C had lower mean ranks of 66.83 and 78.13, respectively. These findings suggest that Schools A and C could benefit from assessing their current practices and adopting strategies from School B to enhance their functional competencies. Moreover, targeted interventions and strategic resource allocation are recommended for improving utilization across all schools.

5.3.1 Functional Competencies

The analysis of functional competencies across the three schools revealed that School B consistently outperformed Schools A and C in several key areas. Statistically significant differences were observed in content knowledge and pedagogy ($p = 0.028$), assessment and reporting ($p = 0.002$), and the Plus Factor domain ($p = 0.006$), where School B achieved the highest mean ranks, suggesting that its teachers are more proficient in applying pedagogical strategies, utilizing assessment tools, and participating in enrichment activities. These findings support Forsler et al. (2024), who emphasized that effective professional development enhances teaching quality and student outcomes, as well as Manigbas and De Luna (2024), who highlighted the importance of strengthening assessment practices for improved instructional decisions. In the Plus Factor, the results echo Bland et al. (2023), who stressed the value of structured development and extracurricular involvement for creating dynamic learning environments. On the other hand, no significant differences were found in learning environment and diversity of learners ($p = 0.079$), curriculum planning ($p = 0.130$), and personal growth and professional development, indicating relatively similar levels of effectiveness across the schools. Nonetheless, ongoing improvements remain essential, such as integrating ICT and innovative pedagogy as suggested by Levanta and Ubayubay (2024), leveraging emerging technologies like AI and VR to enhance inclusivity per Ahmad et al. (2024), and aligning teacher development with well-being and lifelong learning goals,

as García-Álvarez et al. (2023) proposed. Overall, the results highlight the need for more targeted and innovative learning and development strategies to advance teacher competencies district-wide.

5.3.2 Core Behavioral Competencies

The analysis of core behavioral competencies across the three schools revealed significant differences in the utilization of learning and development activities, with School B consistently outperforming Schools A and C. The overall p-value of 0.004 highlighted School B's superior effectiveness in applying professional development strategies to enhance competencies such as self-management, professionalism, ethics, teamwork, service orientation, and innovation. Specifically, School B excelled in self-management ($p = 0.000$), professionalism and ethics ($p = 0.005$), teamwork ($p = 0.006$), service orientation ($p = 0.043$), and innovation ($p = 0.001$), with mean ranks of 99.96, 95.09, 96.02, 89.55, and 96.54, respectively. These results suggest that School B's teachers demonstrated superior skills in areas like time management, goal setting, ethical practices, collaboration, and creative teaching methods. Conversely, Schools A and C, with mean ranks of 66.32 and 78.13, respectively, lag and should adopt School B's successful strategies to improve teacher effectiveness. Additionally, no significant differences were found in results focus ($p = 0.486$), indicating that all schools used comparable strategies to achieve learning outcomes, though there remains room for improvement in fostering a more results-oriented culture.

Metaferia et al. (2023) emphasized the role of supportive leadership in enhancing self-management, while Djafri et al. (2024) stressed the importance of professionalism for fostering a positive learning environment. Ampler and Guhao Jr. (2024) highlighted how teamwork boosts professional development, and Kim et al. (2024) noted that strong organizational commitment enhances service quality. Finally, Muhibburrohman et al. (2024) underscored the importance of innovation in addressing educational challenges. These findings point to the need for Schools A and C to strengthen their professional development programs, particularly in areas where School B excels, to enhance overall teacher performance and student outcomes.

5.4 Recommendations for Maximizing the Utilization of the Learning and Development Activities of Teachers Aligned to Their Needs

To optimize the utilization of teachers' learning and development activities, three key recommendations were made. First, collaboration between the Department of Education (DepEd) and Continuing Professional Development (CPD) providers is crucial for designing programs aligned with educational goals (95.5%). This recommendation is supported by Pham et al. (2024) and Cevikbas et al. (2024), who emphasize the role of tailored professional development in improving teaching outcomes. Second, teachers should be encouraged to actively engage in development activities tailored to their learning needs, fostering ownership of their professional growth (93.2%). Ajetunmobi and Oladejo (2020) and Peregrino et al. (2020) stress the importance of teacher participation in shaping their professional development. Lastly, creating a supportive leadership culture within schools is vital to prioritize and integrate teacher development into daily operations (92.5%). S et al. (2023) and Kohnke et al. (2023) highlight the significance of leadership in creating environments that support continuous learning and improvement. These recommendations align with existing literature on the importance of leadership, teacher

involvement, and flexible, personalized learning approaches to enhance the effectiveness of professional development programs.

6.0 CONCLUSIONS

Based on the findings of the research study about the Degree of Utilization of Learning and Development Activities Attended by the Public Secondary School Teachers in Donsol East District, the following conclusions were made: (1) Teachers in the Donsol East District exhibit diverse learning and development needs. School B shows strong performance in both functional and behavioral competencies, while School A demonstrates moderate skills, and School C shows pronounced gaps in pedagogy, assessment, innovation, and self-management. These variations imply disparities in access to professional support, training, and mentorship. (2) Utilization levels of learning and development activities vary across schools. School C shows high utilization despite limited resources, while School B displays consistent yet slightly uneven utilization. School A lags due to resource constraints, large class sizes, and diverse curriculum demands. This reflects contextual challenges in translating learning into sustained practice. (3) There are statistically significant differences in how learning and development activities are utilized by each school. School B leads in effective application, while Schools A and C show lower mean ranks. These findings point to a need for more equitable support and consistent follow-through in post-training implementation. (4) The success of learning and development initiatives is influenced by how well they align with teachers' actual needs. Effective implementation requires collaboration with CPD providers, responsive program design, and active participation from teachers. A supportive leadership culture amplifies the sustainability and relevance of these efforts. (5) The findings emphasized the importance of translating research-based recommendations into actionable strategies. The proposed solutions serve as a framework for systemic improvement, fostering a culture of continuous learning and reflective practice.

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