



FUTURE-READY FACULTY DEVELOPMENT AT STO. NIÑO SEMINARY: ADDRESSING TRAINING NEEDS FOR ENHANCED EDUCATIONAL OUTCOMES IN THE PHILIPPINES

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ABSTRACT

This study examines the training needs of faculty members at Sto. Niño Seminary using a mixed method approach that combines both quantitative and qualitative data to understand comprehensively the professional development needs of the faculty. The research carried out through surveys and interviews identifies areas where extra training need to be provided to faculty members, particularly in time management, assessment practices, and deep subject knowledge. The results show that many teachers are not ready for managing their workloads well which affects their teaching effectiveness as well as students' involvement in learning process. In addition, the study points out that there is a need for better assessment practices that can match contemporary educational standards and methodologies. Consequently, these findings have significant implications on educational administration and faculty development thus necessitating focused initiatives be put in place to cater for such training needs. By concentrating on these areas, the seminary can improve its teaching effectiveness resulting into better student outcomes that would positively impact on the education landscape within Philippines. This research provides a basis for future professional development programs tailored specifically to address faculty's particular demands.

Keywords: *Training Needs, Faculty Development, Time Management, Assessment Practices, Educational Administration, Philippine Context*

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INTRODUCTION

In the rapidly evolving educational landscape of the Philippines, it is crucial to prioritize the professional growth of faculty members to enhance instructional efficacy and elevate student outcomes. The adoption of the K-12 educational system and the difficulties caused by the COVID-19 epidemic have increased the need for high-quality education, requiring a flexible and adaptable approach to teacher training (Department of Education, 2020). Studies suggest that well-designed professional development programs have the potential to enhance teaching methods and boost academic performance among students (Darling-Hammond et al., 2017; Desimone, 2017). The Philippine education system faces unique challenges, including diverse student needs, limited resources, and varying levels of teacher preparedness (UNESCO, 2021). As educators work towards meeting these requirements, it becomes crucial to comprehend the precise training requirements of faculty. Contemporary literature highlights the significance of ongoing professional development in promoting proficient teaching methods (Guskey, 2019; Timperley et al., 2020). Faculty members often encounter challenges balancing their teaching responsibilities with administrative tasks, leading to stress and burnout (Kennedy-Cullen, 2021). Moreover, the need for improved assessment practices is underscored, as formative assessment has been shown to support student learning and development (Hattie & Timperley, 2019; Wiliam, 2021).

This study aims to fill these knowledge gaps by thoroughly examining the training requirements for faculty members at Sto. Niño Seminary. The analysis will specifically concentrate on enhancing professional conduct, expanding subject expertise, and improving evaluation methods. The study aims to identify these needs to provide valuable insights for creating focused professional development programs that are pertinent and effective within the educational context of the Philippines.

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METHODOLOGY

This study utilized a mixed-methods methodology, incorporating quantitative surveys and qualitative interviews to comprehend faculty viewpoints fully. A structured questionnaire was distributed to faculty members, assessing their perceived training needs across three categories: professional behavior, deep knowledge of the subject matter, and assessment practices. The survey utilized a Likert scale to quantify responses, allowing statistical data analysis. In addition to the survey, qualitative interviews were conducted with a subset of faculty members to explore their experiences and insights regarding professional development. The interviews were semi-structured, enabling participants to express their perspectives openly while discussing specific issues about the survey. An analysis was conducted on the data acquired from both techniques to uncover significant themes and patterns in the training needs of instructors.

Presentation, Analysis, and Interpretation of Data

This section presents the necessary data gathered to answer the questions in the statement of the problem. The major topics include: profile of the faculty, training needs of the faculty and training plan for the faculty.

I. PROFILE OF SNS FACULTY

Table 1 shows the profile of the teachers of Sto. Niño Seminary. Of the 14 respondents, 13, or 93 %, were females, and only one was male. A large majority of them, 86 %, were young, 35 years old and below. Two of them, 14 %, were 66 and above. The same proportions were observed in terms of marital status, where 12, or 86 %, were single, and only two, or 14 %, were married.

As to their highest educational attainment, seven, or 50 % of them completed a Bachelor's degree; four, or 29 %, had Master's degree units over their Bachelor's degree, while three, or 21 %, were holders of Master's degree. Still, part of their profile is their

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teaching experience, where the majority of them, eight or 57 %, had teaching experience of fewer than five years, four or 29 %, had 6 to 15 years, while two, or 14 %, had been teaching for 26 years and more. Looking at their length of service in the Seminary, the majority of them, nine or 64 %, had been teaching below five years and below while the rest of them, five or 36 %, had 6 to 15 years of teaching in the Seminary.

Table 1.

Distribution of faculty members of Sto. Niño Seminary according to profile.

Profile	f	%
<i>Highest Educational Attainment</i>		
Bachelor’s Degree	7	50
With Units in Masters	4	29
Master’s Degree Holder	3	21
<i>Number of Teaching Experience</i>		
Below 5 years	8	57
6 to 15 years	4	29
26 years and above	2	14
Total	14	100

II. LEVEL OF TRAINING NEEDS OF FACULTY MEMBERS

In this study, 12 aspects of training were dealt with. These were: Deep Knowledge of Subject, Presenting the Subject Matter content to the Learners, Classroom Management,

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Using Communication Technology, Ability to Model Assessment Practices, Assessing the Good Education Practices, Assisting the Good Education Practices Teaching and Learning, Awareness of Implications of Assessment to students, Professional Behavior, Upskilling Training Program for Teaching and Learning, Workshop for Understanding Youth and Adults, Teaching Self-development Workshop and Teacher Collaboration with Stakeholders and Parents.

Deep knowledge of subject. Table 2 presents the means and ranks of indicators on deep knowledge of the subject. Participating in professional development and growth activities was considered by teachers as very much needed, this was ranked 1st. This result is supported by literatures along this topic.

As stated in an article, professional development training could help teachers to become better at planning their time and staying organized. This ultimately made teachers more efficient and gave them extra time to focus on students rather than the paperwork. In another article (<https://Raplansolutions.com>), it was stated that with professional development, there was increased retention, increased confidence, and credibility, which made succession planning easier, resulting in re-energized staff and much improved efficiency.

Another outcome that emerged was the collaboration with experts and utilization of resources to facilitate the specialized education of all students and the acquisition of profound topic knowledge. The weighted mean of this was 3.57, and it was ranked second. The outcome suggested that teachers prefer to collaborate or engage with experts. According to Patzer (2023), a partnership between experienced professionals and teachers proved to be a practical kind of professional development. This cooperation enabled instructors to enhance their understanding of the subject matter, explore alternative teaching approaches, and acquire novel ideas to implement in the classroom. Indeed, it has been seen that teachers develop a greater amount of knowledge through mutual collaboration. According to the same author, teachers who utilized collaborative techniques in the classroom demonstrated more significant innovation, more robust self-efficacy views, and higher levels of pleasure.

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Table 2

Level of training needs of the faculty members of Sto. Niño seminary in terms of deep knowledge of subject.

Deep Knowledge of Subject	\bar{x}	Rank	SD	Verbal Interpretation	
1. Participating in Professional Development and growth activities	3.71	1	.46	Very Needed	Much
2. Using material or lessons that counteract stereotypes and acknowledge the contributors of all cultures.	2.85	5	.86	Needed	
3. Cooperating with specialists and using resources to support the special learning of students.	3.57	2	.64	Very Needed	Much
4. Presenting the subject matter content to the learners in a way that is easy to comprehend	3.21	4	1.18	Needed	
Grand Mean	3.33	3		Needed	

3.50 – 4.0 = Very much needed *1.50 – 2.49 = Somewhat needed*
2.50 – 3.49 = Needed *1.00 – 1.49 = Not needed*

Presenting the subject matter/content to the learners. The data in Table 3 presents the mean and rank of the descriptions in presenting the subject matter/content to the learners. As indicated in the table, there were three (3) items identified by the faculty as very much-needed skills that teachers should possess. These were “skills in developing critical thinking skills or problem in developing critical thinking skills or problem-solving skills of the students” (rank 1), “skills in monitoring the development of students and ensuring the

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students' self-control" (rank 2), and skills in planning the teaching process, offering variety, and using the instruction time effectively" (rank 3).

The need to foster critical thinking skills in students is crucial in the teaching-learning process. Critical thinking played a crucial role at the heart of learning as it enabled pupils to introspect and grasp their own viewpoints. Through personal introspection and comprehension, this aptitude aided students in discerning how to comprehend the environment surrounding them. Australian Christian College (2019) further stressed this point in their blog titled "Critical Thinking: an essential skill for every student." The essay highlighted certain crucial components of critical thinking, as acknowledged by professionals, including the ability to think autonomously, lucidly, and logically. The task required the capacity to contemplate an idea or issue, employ rationality, and establish coherent associations between concepts.

Another training that was deemed highly necessary by the teachers was "proficiency in monitoring student progress and promoting student self-discipline" (mean=3.57, rank 2). The Iris Center (Rock, 2005) stated that self-monitoring is a technique that instructs pupils to evaluate their own conduct and document the outcomes. Self-monitoring does not generate novel abilities or knowledge, but it does impact the frequency, intensity, or length of pre-existing behavior. Additionally, it reduced the amount of time teachers spent overseeing kids' conduct. Self-monitoring offers students more prompt feedback compared to the evaluation of their behavior by teachers. The technique clearly demonstrated a progressive enhancement in conduct over time for both the student and the teacher. This approach of self-monitoring actively involved children while also enabling communication between students and their parents. In addition, pupils may be able to circumvent competition due to the solitary nature of the technique. Additionally, self-monitoring encompasses the integration of academic and social skills, such as numerical counting, reading comprehension, categorization, and cooperative behavior. The method enhanced students' consciousness of their own conduct, leading to self-regulation and self-observation, yielding favorable outcomes.

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Teachers require the ability to effectively arrange the teaching process, provide a diverse range of instructional methods, and make efficient use of instructional time. This skill is ranked third with a mean score of 3.50. According to Study.com (2022), instructional planning involves designing the specific topics or objectives that students will learn and determining the methods by which they will acquire the knowledge. An effective instructional plan should encompass well-defined learning objectives that students are expected to achieve. It should also outline both short-term and long-term goals, along with the necessary support from teachers, including any additional assistance provided through the EIP program. The plan should detail the methods and strategies that students will employ to attain these goals, including both individual and group activities. Furthermore, it should incorporate research and data to demonstrate how these activities will help students reach their objectives. Lastly, the plan should specify the assessments that teachers will employ to monitor individual performance. The necessary primary and supplementary materials are required. In order to facilitate effective planning, educators should employ differentiated instruction, adapting their teaching methods to cater to the diverse requirements of pupils. Differentiation encompasses modifying the material, process, or environment in order to facilitate the achievement of diverse students' learning objectives. Teachers should consider how they may adapt their classes to accommodate the diverse learning needs of all students, including those with Individualized Education Programs (IEPs). Teachers may offer pupils who excel in arithmetic more demanding mathematical problems as an illustration. Alternatively, they could devise methods to render their presentation interactive in order to engage auditory, verbal, and kinesthetic learners. Differentiation encompasses a wide array of instructional strategies to address all learners' diverse needs.

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Table 3.

Level of training needs of faculty members of Sto. Niño Seminary in terms of presenting the subject

Presenting the Subject Matter/Content for the Learners	\bar{x}	Rank	SD	Verbal Interpretation	
1. Adequate knowledge of the subject	3.28	4	1.13	Needed	
2. Adequate skills in delivering of lessons	3.21	4.5	1.25	Needed	
3. Skills in using instructional software	3.35	5.5	.74	Needed	
4. Skills in using learning tools and augmentative materials	3.07	10	.82	Needed	
5. Skills in developing critical thinking skills/problem solving skills to students	3.84	1	.37	Very Needed	Much
6. Skills in planning the teaching process, offering variety, and using the instruction time effectively.	3.50	3	1.09	Very Needed	Much
7. Skills in monitoring the development of the students and ensuring the students' self-control	3.57	2	.64	Very Needed	Much
8. Skills in knowing and using teaching-learning strategies	3.21	7.5	1.25	Needed	
9. Skills in designing learning environment	3.35	5.5	.49	Needed	
10. Skills in effective communication and objective evaluation.	3.15	9	1.28	Needed	

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Grand Mean	3.34	Needed
<i>3.50 – 4.0 = Very much needed</i>	<i>1.50 – 2.49 = Somewhat needed</i>	
<i>2.50 – 3.49 = Needed</i>	<i>1.00 – 1.49 = Not needed</i>	

Using a variety of learning delivery. Table 4 shows the training needs of the teachers in terms of variety of learning delivery. It revealed that they needed all the training indicated. Modular distance learning and/or online distance learning (rank 1.5) and TV/radio instruction blended learning (rank 1.5) were the training teachers needed most. Homeschooling (rank 3) was also identified as somewhat needed. These delivery trainings were the offshoot of the pandemic, and the teachers were forced to go into these types of deliveries without training. From the experience, the teachers struggled so much to shift from the traditional face-to-face delivery to these modalities for learning continuity. Hence, the teachers identified the modern ways of delivering instruction as needed so that they would be more adept in facilitating classes using these modalities once there were instances when face-to-face learning would no longer be possible. Further, for student engagement and future proofing of learning, these modalities are deemed necessary.

Table 4.

Level of training needs of faculty members of Sto. Niño Seminary in terms of using variety of learning delivery

Using variety of learning delivery	\bar{x}	Rank	SD	Verbal Interpretation
1. Modular distance learning and/or online distance learning	2.76	1.5	1.09	Needed

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2. TV/Radio Instruction Blended Learning	2.76	1.5	.83	Needed
3. Home schooling	2.33	3	.77	Somewhat needed
Grand Mean	2.61			Needed

<i>3.50 – 4.0 = Very much needed</i>	<i>1.50 – 2.49 = Somewhat needed</i>
<i>2.50 – 3.49 = Needed</i>	<i>1.00 – 1.49 = Not needed</i>

Classroom management. Table 5 depicts the mean and ranks of the seven (7) parameters of classroom management. In this aspect of training needs, three (3) indicators surfaced as very much needed. These were (1) “maintaining a positive and nurturing learning environment” (mean = 3.64, rank 1), (2) “maintaining a safe and orderly classroom that facilitates student learning” (mean = 3.50, rank 2.5), and (3) “assessing and using those resources needed to address the strengths and weaknesses of students” (mean = 3.5, rank 2.5).

As revealed in this study, teachers at SNS expressed that they needed training on how to “maintain a positive and nurturing learning environment.” The findings were consistent with those of Verma (2019), who posited that an optimal learning environment is characterized by students perceiving their classrooms as cheerful and encouraging. The classroom was regarded as a sanctuary where learners experienced a sense of safety and protection. Recognizing this requirement, the researcher, who is an educator, took note of it. Several variables that contributed to fostering a healthy learning environment included establishing a supportive learning culture, addressing individual learner's needs, and promoting active student participation in all activities. Classrooms can be enhanced aesthetically by incorporating vibrant hues on the walls and adorning bulletin boards with students' projects and thematic educational posters. Furthermore, educators should endeavor to establish a setting that is favorable for active participation and acquisition of knowledge.

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The need for such training could be explained by the fact that most teachers in Sto. Niño Seminary was new in the service, having less than five (5) years of teaching experience, they struggled to create a positive classroom environment that enabled students to be inquirers and explorers and true leaders of their own learning.

Table 5

Level of training needs of faculty members of Sto. Niño Seminary in terms of classroom management

Classroom Management	\bar{x}	Rank	SD	Verbal Interpretation	
1. Drawing on appropriate data to develop classroom and instructional plan	3.14	7	.53	Needed	
2. Maintaining a safe and orderly classroom that facilitates student learning	3.50	2.5	.94	Very Needed	Much
3. Positive management of student behavior	3.35	4.5	.49	Needed	
4. Safe and appropriate seclusion and restraint techniques	3.21	6	.80	Needed	
5. Maintaining a positive and nurturing learning environment	3.64	1	.63	Very Needed	Much
6. Identifying developmental levels of individual students and planning instruction accordingly	3.35	4.5	.84	Needed	
7. Assessing and using those resources needed to address the strengths and weaknesses of students	3.50	2.5	.94	Very Needed	Much

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Grand Mean	3.38	Needed
<i>3.50 – 4.0 = Very much needed</i>	<i>1.50 – 2.49 = Somewhat needed</i>	
<i>2.50 – 3.49 = Needed</i>	<i>1.00 – 1.49 = Not needed</i>	

Using communication technology. The data in Table 6 show the need for teachers to be trained in using communication technology. It was noted that there was less need for use of communication technology in the classrooms since most of the teachers and students had been using the technology in the classrooms but in a regulated manner. This meant that students were allowed to use laptops but only when under close supervision of teachers. Communication technology has been recognized as fact, efficient, convenient, and easy to use. Teachers revealed that they may need training in using digital tools to send and receive information, but these may not be very much needed. The messaging systems had been regularly used by teachers. It could be mentioned that students at SNS were not allowed to use their cell phones during class days; hence, the use of communication technology was strictly regulated by the teachers

Table 6

Level of training needs of Sto. Niño Seminary faculty in terms of using communication technology

Use of Communication Technology	\bar{x}	Rank	SD	Verbal Interpretation
1. Using application programs and games in introducing lessons	2.59	3.5	.72	Needed
2. Using an online game-based learning platform to review information after a lesson or unit	2.71	3.5	.61	Needed

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3. Posting homework assignments online (via learning platforms like Blackboard, Bright Space, and Moodle)	1.85	6	1.02	Not Needed
4. Using online grading system such as Powerschool in school	2.92	2	.73	Somewhat Needed
5. Facilitating the students to use classroom tablets to implement differentiation throughout instruction	2.21	5	.80	Somewhat Needed
6. Using Listserv for parents to be in open communication	3.14	1	16	Needed
Grand Mean	2.57			Needed

3.50 – 4.0 = Very much needed

1.50 – 2.49 = Somewhat needed

2.50 – 3.49 = Needed

1.00 – 1.49 = Not needed

Ability to model assessment practices. Table 7 presents the mean and ranks of practices in assessment. One training that was revealed to be very much needed by most teachers was using different types of assessment in teaching and learning. This has a mean of 3.57 and ranked 1st (very much needed). In order to determine the level of competency attained by the learners, teachers needed to be adept in using both traditional assessment and authentic assessment tools. The use of varied assessment tools would allow flexibility on the part of the teacher in addressing the learning needs of the learners. Modeling different assessment practices with ease could be considered the hallmark of a good teacher.

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Table 7.

Level of training needs of Sto. Niño Seminary faculty in terms of ability to model assessment practices

Ability to Model Assessment Practices	\bar{x}	Rank	SD	Verbal Interpretation	
1. Assessing the good education practices of teaching and learning	3.28	4	.99	Needed	
2. Using the different types of assessment tools in teaching and learning	3.57	1	.64	Very Needed	Much
3. Assessment Practices	3.30	3	1.03	Needed	
4. Awareness of implication of assessment to the classroom practice	3.35	2	.92	Needed	
Grand Mean	2.57			Needed	
<i>3.50 – 4.0 = Very much needed</i>		<i>1.50 – 2.49 = Somewhat needed</i>			
<i>2.50 – 3.49 = Needed</i>		<i>1.00 – 1.49 = Not needed</i>			

Assessing the good education practices of teaching and learning. Table 8 presents the extent of the need for training in the seven (7) practices of assessing good education practices of both teaching and learning. Surprisingly, the teachers expressed that they needed training on each of the assessment practices, but neither was very needed nor was less needed. This result suggested that the teachers could get along with “maximizing student-faculty contact” (mean = 3.42), “developing student cooperation” (mean = 3.42), “giving feedback promptly” (mean = 3.42), and “emphasizing timelines on tasks” (mean = 3.42). The same ranks were given to these four practices. In much the same way, two assessment practices, namely, “using active learning techniques” (mean = 3.35) and

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 "respecting learning diversity" (mean = 3.35), were rated similarly, implying the need for training on these aspects, but not compelling enough. The teachers were aware that students do not learn in the same way. Therefore, teachers used more than one way to evaluate the students. Assessments come in a variety of modes, but all could be classified as either formative or summative depending on when the assessment takes place and what its purpose is.

Table 8.

Level of training needs of Sto. Niño Seminary faculty in terms of assessing the good education practices of teaching and learning

Assessing the Good Education Practices of Teaching and Learning	\bar{x}	Rank	SD	Verbal Interpretation
1. Maximizing student-faculty	3.42	2.5	.85	Needed
2. Developing student cooperation	3.42	2.5	.93	Needed
3. Using active learning techniques	3.35	5.5	1.00	Needed
4. Giving feedback promptly	3.42	2.5	.75	Needed
5. Emphasizing timelines on tasks	3.42	2.5	.75	Needed
6. Communicating high expectations	3.07	7	1.07	Needed
7. Respecting learning diversity	3.35	5.5	1.00	Needed
Grand Mean	3.35			Needed

3.50 – 4.0 = Very much needed

1.50 – 2.49 = Somewhat needed

2.50 – 3.49 = Needed

1.00 – 1.49 = Not needed

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Awareness of implications of assessment to students. The data in Table 9 depicted a list of five (5) descriptions of teachers' awareness of the implications of assessment. Based on ranks, the teachers need a level of awareness in "providing feedback that helps students recognize their next steps and how to take them" (rank 1), "be confident that every student could improve" (rank 2), "involving students in self-assessment" (rank 3), "assessment as learning, in other words, developing students' metacognition, critical thinking skills" (rank 4), and "sharing learning goals with students" (rank 5).

Generally, teachers at SNS needed training on the deeper meaning or implications of assessment from various points of view to be delivered to the students. According to the Victoria State Government Education and Training, assessment is used by teachers to evaluate the development of all learners and enhance their teaching methods. Consequently, there was a desire for more profound ramifications of evaluation, such as collecting, evaluating, and interpreting facts, contemplating the findings, and rendering well-informed and consistent judgments to enhance student learning. This statement elaborates on the fact that in order to improve student learning and foster a thorough comprehension of the subject matter, a variety of assessment methods must be employed, serving three main objectives: (1) Formative assessment is an assessment for learning where teachers use their observations about student progress to guide their teaching. (2) Formative assessment is also known as assessment as learning, where students reflect on their progress and use it to set goals for their future learning. (3) Summative assessment, on the other hand, is an assessment of learning where teachers use evidence of student learning to evaluate their achievement against specific goals and standards.

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Table 9

Level of training needs of Sto. Niño Seminary faculty in terms of awareness of implications of assessment to students

Awareness of Implications of Assessment to Students	\bar{x}	Rank	SD	Verbal Interpretation
1. Sharing learning goals with students	2.92	5	1.07	Needed
2. Involving students in self-assessment	3.07	3	1.11	Needed
3. Providing feedback that help students recognize their next steps how to take them	3.28	1	.99	Needed
4. Be confident that every student recognizes their next steps on how to take them	3.21	2	1.18	Needed
5. Assessment as Learning (Developing students metacognition, critical thinking skills, communication, and interpersonal skills)	3.00	4	.96	Needed
Grand Mean	3.35			Needed

3.50 – 4.0 = Very much needed 1.50 – 2.49 = Somewhat needed
2.50 – 3.49 = Needed 1.00 – 1.49 = Not needed

Professional behavior. The extent of training needed relative to professional behavior is shown in Table 10. Three qualities of professional behavior surfaced to be very much needed. These were: “manage time well and know what workload has to be achieved each day” (mean = 3.71, rank 1), “maintain accountability for your work and actions” (mean = 3.64, rank 2.5), and with the same level, “stay committed, dedicated, positive and consistent” (mean = 3.64, rank 2.5)

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As indicated in the result, managing time well and knowing what workload has to be achieved each day was perceived to be very much needed by the teachers. This could be true since this has been one of the biggest challenges faced by teachers, managing their time productively and coping with their workload. Teachers juggle classroom time, exams, lesson preparation, and checking/marking papers, quizzes, and tests. Handling these tasks efficiently becomes the teacher's skill. However, considering that most teachers in this study were new to the teaching career, they must be finding it really challenging how to use their time to fulfill their workloads. Some of the suggestions of Kennedy-Cullen (2018) were the following: (1) work on the goals, (2) make a list, (3) prioritize the important task, (4) break tasks down into manageable steps, (5) recognize and reward the achievements, (6) rest up ahead of intense periods of work, (7) value the time, (8) use a time management technique and, (9) take breaks.

Table 10

Level of training needs of Sto. Niño Seminary faculty in terms of professional behavior

Professional Behavior	\bar{x}	Rank	SD	Verbal Interpretation
1. Develop professional relationships and networks among colleagues and clients, regardless of their rank or status	3.42	5	1.01	Needed
2. Implement and adhere to policies and practices positively affecting students' learning.	3.14	8	.66	Needed
3. Audit and manage social media to ensure it is appropriate for public viewing or make it private	2.92	7	1.20	Needed
4. Manage emotions and language, especially during stressful times.	3.28	6	.82	Needed

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5. Manage time well and know what workload have to achieve each day.	3.71	1	.82	Very Needed	Much
6. Act honestly and openly so people can trust you and your word, and always give credit where it is due.	3.46	4	1.12	Needed	
7. Maintain accountability for your work and actions.	3.64	2.5	.92	Very Needed	Much
8. Stay committed, dedicated, positive and consistent	3.64	2.5	.92	Very Needed	Much
Grand Mean	3.35			Needed	

3.50 – 4.0 = Very much needed *1.50 – 2.49 = Somewhat needed*
2.50 – 3.49 = Needed *1.00 – 1.49 = Not needed*

Upskilling training program for teaching and learning. Table 11 presents the means and ranks of training programs needed by the faculty of Sto. Niño Seminary faculty relative to upskilling for teaching and learning. Two training programs came out to be needed by teachers, namely teaching effectiveness (mean = 2.85; rank 1) and effective classroom management (mean = 2.71; rank 2). The two practices should always go together for good student outcomes. Effective teaching comprises the knowledge, strategies, processes, and behaviors with the goal of producing excellent outcomes for the students. Effective teachers have a positive impact on their students and use their expertise to improve learning. These good outcomes were often those that could be measured easily, usually through summative assessment.

In much the same way, good classroom management was not simply about keeping everyone in their seats and quiet. One of the biggest challenges many teachers faced, especially at the beginning of their careers, was classroom management. According to

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Suzanne Capel Tengley (n.d), a veteran educator, it was not easy to keep 25 kids interested, engaged, and focused. She said that classroom management skills usually improve with experience, although some teachers seem to have a gift for it right from the get-go. They seemed to connect with kids and keep them focused on the lessons, and they seemed to have fewer discipline problems. Their secret rest on the following: (1) setting the tone, (2) jumping right in, (3) establishing the rules, (4) having a plan, (5) involving the students, (6) respecting each student, and (7) being fair.

Table 11

Level of training needs of Sto. Niño Seminary faculty in terms of upskilling training program for teaching and learning

Upskilling Training Program for Teaching and Learning	\bar{x}	Rank	SD	Verbal Interpretation
1. Teaching effectiveness	2.85	1	0.94	Needed
2. Workshop for understanding the youths and adults	2.57	4	0.77	Needed
3. Effective classroom management	2.71	2	0.91	Needed
4. Subject specific workshop Teacher collaboration with stakeholders and parents	2.69	3	0.85	Needed
5. Teacher collaboration with stakeholders and parents	2.46	5	0.92	Needed
Grand Mean	3.35			Needed

3.50 – 4.0 = Very much needed

1.50 – 2.49 = Somewhat needed

2.50 – 3.49 = Needed

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Workshop for understanding youth and adults. The data in Table 12 presents the need for training in understanding youth and adults. It came out that all four (4) indicators were needed, but not very much; however, when ranked, the first needed training was “understanding the psychosocial development needs of students” (ranked 1), “developing life skills or success skills” (rank 2), “understanding and developing the moral growth of students” (rank 3), and “working with acceptance and intentions” (rank 4).

The result of the study suggested that teachers needed training on the psychosocial development of students. As stated by Hooser (2010), teachers who apply psychosocial development in the classroom create an environment where each child feels appreciated and is comfortable with learning new things and building relationships with peers without fear. Erikson’s theory of psychosocial development at the different grade levels was important to ensure that students would attain mastery of the milestones of each stage of development without conflict. There were classroom activities that teachers could incorporate into their classroom during the three stages, including school-age children. The psychosocial support activities were imperative in promoting, protecting, and prioritizing the learners’ socio-economic well-being. Moreover, the teachers needed training to develop life skills or success skills (rank 2). These skills were necessary for lifelong learning. In general, in order for a teacher to be successful, they have to develop and utilize such skills as setting clear and fair expectations, having a positive attitude, being patient with students, and assessing their teaching on a regular basis. They should be able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways.

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Table 12

Level of training needs of Sto. Niño Seminary faculty in terms of workshop for understanding youth and adults.

Workshop for Understanding Youths and Adults	\bar{x}	Rank	SD	Verbal Interpretation
1. Understanding the psycho-social development needs of students	2.92	1	.91	Needed
2. Working with acceptance and intentions	2.50	4	.85	Needed
3. Understanding and developing the moral growth of students	2.64	3	.92	Needed
4. Developing life skills or success skills	2.78	2	.69	Needed
Grand Mean	2.71			Needed

3.50 – 4.0 = Very much needed 1.50 – 2.49 = Somewhat needed
2.50 – 3.49 = Needed 1.00 – 1.49 = Not needed

Teaching self-development workshop. Table 13 shows the mean, ranks, standard deviations, and verbal interpretations of the training needs of the respondents concerning their self-development. While most of the items describing self-development came out to be needed and rated as rank one, they were about the “frame of mind to help them relax, enjoy and give the best to children.” While the process of developing this frame of mind took time to stabilize, once it developed, it would become a good basis for creating a mindset driven to give the best for children while not imposing a struggle in the teacher’s routine. This concept was based on the belief that teachers were evaluators, change agents, adaptive learning experts, seekers of feedback about teacher’s impact, engaging in dialogue and challenge, and developers of trust with all and that they see the opportunity in error and are keen to spread

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 the message about the power fun, and impact teachers have on learning. Teachers needed the training because of the crucial role they play in shaping the lives of their learners as well as for their personal development.

Table 13

Level of training needs of Sto. Niño Seminary faculty in terms of teaching self-development workshop

Teaching Self-Development Workshop	\bar{x}	Rank	SD	Verbal Interpretation
1. Discovering one's potential as a teacher	3.28	2	.82	Needed
2. Developing effective facilitating skills	2.78	5	1.05	Needed
3. Conducting effective sessions	3.00	3	.96	Needed
4. Developing and adding my creativity to teaching	2.85	4.5	1.16	Needed
5. Developing communication skills that make teachers more effective	2.85	4.5	.94	Needed
6. Frameworks of my mind-helping me relax, enjoy and give the best to children	3.30	1	.75	Needed
7. Becoming the favorite teacher of children	2.42	6	1.08	Somewhat Needed
Grand Mean	2.91			Needed

3.50 – 4.0 = Very much needed 1.50 – 2.49 = Somewhat needed
2.50 – 3.49 = Needed 1.00 – 1.49 = Not needed

Teacher collaboration with stakeholders and parents. The data in Table 14 present the means and ranks of four teacher collaboration practices. The first in rank was

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working with stakeholders and clients, followed by engaging and collaborating with stakeholders (rank 2). Research showed significant growth in learners' academic achievement when a collaboration or partnership exists between parents and teachers. There was an improvement in children's work habits, attitudes about school, and grades. Students also demonstrated better social skills. There were fewer behavioral problems, and evidently, they showed greater respect for each other. Both parents and teachers benefited from the collaboration.

In another write-up on harnessing parent-teacher collaboration, the family of a student was able to communicate with their child's teacher; the two sides were able to work together to build a relationship and create an optional learning environment, both at home and at school. In addition, they could commiserate on the student's strengths and weaknesses, then create a plan of action to strengthen those weaknesses, determine which factors could be amplifying or hindering the student's learning capabilities, and become a united support system to help the student become their best academic self.

The teachers needed this training in order to support the holistic needs of the learners in the seminary. It could not be denied that family and school support could contribute to the academic success of the learner, hence, training on collaboration needed to be facilitated.

Table 14

Level of training needs of Sto. Niño Seminary faculty in terms of teacher collaboration with stakeholders and parents

Teaching Self-Development Workshop	\bar{x}	Rank	SD	Verbal Interpretation
1. Practical facilitation skills	2.64	5	.84	Needed
2. Facilitating multi-stakeholders' engagement	2.78	5	.69	Needed

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3. Working with stakeholders and client	2.92	1	.82	Needed
4. Engaging and collaborating with stakeholders	2.85	2	.77	Needed
5. Building teamwork and stakeholder management	2.78	2.5	.69	Needed
Grand Mean	2.91			Needed

<i>3.50 – 4.0 = Very much needed</i>	<i>1.50 – 2.49 = Somewhat needed</i>
<i>2.50 – 3.49 = Needed</i>	<i>1.00 – 1.49 = Not needed</i>

Overall mean and rank of the 12 aspects of training needs. Table 15 shows the training needs of the SNS faculty when grouped as a whole. The first three (3) aspects were as follows: Professional Behavior was top on the list (rank 1), followed by the ability to model assessment practices (rank 2), and the third in rank was classroom management (rank 3). The overall result implied that teachers valued their professional behaviors most since, as teachers, they could only maintain the dignity of their profession if they acted according to what was expected from them. The least needed aspects were workshops for understanding youth and adults (rank 10), upskilling training programs for teaching and learning (rank 11), and using communication technology (rank 12).

It came out that professional behavior was needed more than other aspects. This matters most because while teachers master a variety of skills when interacting with students and educational colleagues, their actual jobs require a complex blend of instructional abilities and collaborative planning. This implied that to be an effective teacher, one had to possess a range of personal and professional knowledge, skills, and attitudes, especially in today's teaching and learning. Further, it was not enough to show professional behavior and actions inside the classroom and outside to improve their relationships with students, parents, and others in the school and community, but there was a need to collaborate with them to achieve sustainable outcome.

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Table 15

Overall mean and rank of the 12 aspect of training needs of Sto. Niño Seminary faculty

Teaching Self-Development Workshop	\bar{x}	Rank	Verbal Interpretation
Deep knowledge of subject	3.05	7	Needed
Presenting the subjects/content to the learners	3.34	5	Needed
Classroom management	3.38	3	Needed
Using communication technology	2.59	12	Needed
Ability to model assessment practices	3.39	2	Needed
Assessing good education practices of teaching and learning	3.35	4	Needed
Awareness of implications of assessment to students	3.11	6	Needed
Professional behavior	3.40	1	Needed
Upskilling training program for teaching and learning	2.60	11	Needed
Workshop for understanding youth and adults	2.91	8.5	Needed
Teaching self-development workshop	2.80	10	Needed
Teacher collaboration with stakeholders and parents	2.91	8.5	Needed
Grand Mean	3.06		Needed

3.50 – 4.0 = Very much needed

1.50 – 2.49 = Somewhat needed

2.50 – 3.49 = Needed

1.00 – 1.49 = Not needed

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III. RELATIONSHIP BETWEEN THE FACULTY MEMBERS' PROFILE AND THEIR TRAINING NEEDS.

Tables 16 to 30 show the relationship tables of variables against the training needs of SNS faculty members. Table 16 indicates the relationship between three (3) independent variables, namely: highest educational attainment, number of years of teaching, and length of service in the Seminary.

The other variable, dependent one was the training needs as a whole. Using the Spearman Rank Correlation, it yielded a very weak relationship between independent and dependent variables; hence the statistical decision was that no relationship exist between profile variables and training needs.

When each of the aspects were tested for presence of relationship, both Table 16 and Tables 17 exhibited similar results. No relationship was found between the highest educational attainment, number of years of teaching and length of service in the Seminary and deep knowledge of the subject was not at all influenced by profile variables considered in the study.

Table 16

Relationship between the faculty members' profile and their training needs

Faculty's Profile		Spearman Correlation	Strength of Relationship	sig	Relationship
Highest Attainment	Educational	.119	Very Weak	.684	No Relationship
Number of Teacher Experience		.059	Very Weak	.840	No Relationship
Length of Service in the Seminary		.055	Very Weak	.851	No Relationship

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Relationship between the faculty members' profile and their deep knowledge of the subject. The same trend of results was manifested in Table 17. This time the correlation between the three (3) profile variables and presentations of the subject matter/content to the learners was independent of each other. The statistical decision was to accept the null hypothesis.

Table 17

Relationship Between the Faculty Members' Profile and their Deep Knowledge

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	0.00	Very Weak	1.00	No Relationship
Highest Educational Attainment	.309	Moderate	.282	No Relationship
Number of Teaching Experience	.279	Weak	.335	No Relationship
Length of Service in the Seminary	.309	Moderate	.283	No Relationship

Relationship between the faculty members' profile and their presentation of subject matter/content to the learners. No significant relationship between the faculty members' profile and their presentation of subject matter/content to the learners was found. Thus, the hypothesis was accepted. This implied that the teacher's skill in presenting the subject matter was not in any other way impacted by the profile of the teachers.

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Table 18

Relationship between the Faculty Members' Profile and their Presentation of Subject Matter/Content to the Learners

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.026	Very Weak	.931	No Relationship
Highest Educational Attainment	.280	Weak	.333	No Relationship
Number of Teaching Experience	.173	Very Weak	.555	No Relationship
Length of Service in the Seminary	.187	Very Weak	.521	No Relationship

Relationship between the faculty members' profile and their use of a variety of learning delivery. Table 19 presents the cross-correlational tabulation of the three (3) profile variables and the use of a variety of learning delivery. It revealed a strong relationship between the highest educational attainment and the use of a variety of learning delivery. The computed $r = 0.591$ indicated a strong relationship between the two variables. A similar trend was observed between the number of years of teaching and the use of a variety of learning delivery ($r=0.572$). However, this was not true for the age and length of service in the seminary. The null hypothesis was rejected in terms of highest educational attainment and number of teaching experiences but accepted in terms of age and length of service in the Seminary.

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This could be amplified by stating that the number of years of teaching and the higher the educational attainment of the respondents, the better was their use of a variety of learning delivery. This could be explained by the fact that the more years of teaching and the higher the educational attainment contributes to the exposure of the teachers in using a variety of learning delivery.

Table 19

Relationship between the faculty members' profile and their use of variety of learning delivery

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	.411	Strong	.144	No Relationship
Highest Educational Attainment	.591	Strong	.026	Significant Relationship
Number of Teaching Experience	.572	Strong	.033	Significant Relationship
Length of Service in the Seminary	.469	Strong	.091	No Relationship

Relationship between the faculty members' profile and their classroom management. The cross tabulation between three (3) profile variables and classroom management was shown in Table 20. It revealed that here was no relationship that existed between highest educational attainment, number of years of teaching and length of service in the Seminary and the dependent variable which was classroom management. The null hypothesis in this case was accepted.

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Table 20

Relationship between the Faculty Members' Profile and their Classroom Management

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.026	Very Weak	.929	No Relationship
Highest Educational Attainment	.242	Weak	.405	No Relationship
Number of Teaching Experience	.209	Weak	.474	No Relationship
Length of Service in the Seminary	.231	Weak	.426	No Relationship

Relationship between the faculty members' profile and their use of communication technology. The data in Table 21 unveiled a very weak relationship between the three profile variables and use of communication technology. The Spearman Rank correlation coefficient showed a weak relationship. Further test of relationship revealed that a relationship does not exist between each of the three independent variables and the dependent variable which was the use of communication technology. The statistical decision in this case was to accept the null hypothesis.

Table 21

Relationship between the faculty members' profile and their use of communication technology

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
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Age		-0.079	Very Weak	.788	No Relationship
Highest Educational Attainment		.031	Very Weak	.916	No Relationship
Number of Teaching Experience		-.085	Very Weak	.773	No Relationship
Length of Service in the Seminary		.039	Very Weak	.896	No Relationship

Relationship between the faculty members’ profile and their ability to model assessment. The bivariate distribution between the profile variables and their ability to model assessment was shown in Table 22. It was evident that no relationship existed between the highest educational attainment, with coefficient of correlation of $r = 0.342$, number of years of teaching, $r = 0.301$ and length of service in the Seminary, $r = 0.296$ and the dependent variable which was the ability to model assessment.

All the coefficient of correlation did not merit the rejection of the null hypothesis hence it could be stated that no relationship existed between faculty members’ profile variables and ability to model assessment.

Table 22

Relationship between the faculty members’ profile and their ability to model assessment

Faculty’s Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.162	Very Weak	.580	No Relationship

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Highest Attainment	Educational	.342	Moderate	.232	No Relationship
Number of Experience	Teaching	.301	Moderate	.296	No Relationship
Length of Service in the Seminary		.296	Weak	.304	No Relationship

Relationship between the faculty members' profile and their assessment of good education practices of teaching and learning. The test for a relationship between the faculty's profile variables and assessment of good education practices of teaching and learning showed the independence of the variables tested. No dependence was observed; hence, the null hypothesis was accepted.

Table 23

Relationship between the faculty members' profile and their assessment on good education practices of teaching and learning

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.502	Strong	.067	No Relationship
Highest Attainment	.115	Very Weak	.696	No Relationship
Number of Experience	.054	Very Weak	.854	No Relationship

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Length of Service in the Seminary	.096	Very Weak	.743	No Relationship
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Relationship between the faculty members' profile and their use of different types of assessment in the teaching and learning. The data in Table 24 show that the computed Spearman Rank Difference Correlation were: -0.149 for highest educational attainment, -0.159 for number of years of teaching and -0.199 for length of service in the Seminary, respectively. These values indicate a very weak association with the use of types of assessment in teaching and learning. When tested for existence of relations, it yielded values that led to the acceptance of the null hypothesis.

Table 24

Relationship between the Faculty Members' Profile and their Use of Different Types of Assessment in the Teaching and Learning

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.381	Moderate	.179	No Relationship
Highest Educational Attainment	-.149	Very Weak	.611	No Relationship
Number of Teaching Experience	-.159	Very Weak	.586	No Relationship
Length of Service in the Seminary	-.199	Very Weak	.496	No Relationship

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Relationship between the faculty members’ profile and their awareness of the implications of assessment in the classroom. The test of the strength and direction of the relationship between the two variables, the independent (profile variable) and the dependent (awareness of the implication of assessment to the students), was shown in Table 25. Since the Spearman Correlation values almost approached zero as indicated by the r-coefficient variables, 0.012, 0.008, and 0.000, for the highest educational attainment, number of years of teaching, and length of service in the Seminary, respectively, the statistical decision was to accept the null hypothesis stating there was no relationship between the faculty members’ profile variables and awareness on the implications of assessment to the classroom.

Table 25

Relationship Between the Faculty Members’ Profile and their Awareness on the Implications of Assessment to Classroom

Faculty’s Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.077	Very Weak	.793	No Relationship
Highest Educational Attainment	.012	Very Weak	.967	No Relationship
Number of Teaching Experience	-.008	Very Weak	.980	No Relationship
Length of Service in the Seminary	.000	Very Weak	1.00	No Relationship

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Relationship between the faculty members’ profile and their professional behavior. The Spearman Rank correlation, which measures the strength and direction of association between faculty members’ profile variables and professional behavior, is shown in Table 26. It was noted that one variable exhibited a strong relationship between the highest educational attainment and professional behavior with a coefficient of $r = 0.477$. However, further testing of the existence of a relationship did not warrant the rejection of the null hypothesis.

Table 26

Relationship Between the faculty members’ profile and their professional behavior

Faculty’s Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.052	Very Weak	.860	No Relationship
Highest Educational Attainment	.477	Strong	.085	No Relationship
Number of Teaching Experience	.288	Weak	.317	No Relationship
Length of Service in the Seminary	.398	Moderate	.159	No Relationship

Relationship between the faculty members’ profile and their upskilling training program for teaching and learning. The cross-tabulation in Table 27 and test of association between profile variables and upskilling training program for teaching and learning yielded efficient values of -0.466 , -0.377 , and -0.451 , respectively, for the highest educational attainment, number of years of teaching and length of service in the Seminary. These values

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 showed strong, moderate, and strong relationships; however, the test for the existence of a relationship did not merit the rejection of the null hypothesis.

Table 27

Relationship Between the Faculty Members' Profile and their Upskilling Training Program for Teaching and Learning

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	0.000	No Relationship	1.00	No Relationship
Highest Educational Attainment	-.466	Strong	.093	No Relationship
Number of Teaching Experience	-.377	Moderate	.184	No Relationship
Length of Service in the Seminary	-.451	Strong	.105	No Relationship

Relationship between the faculty members' profile and their participation in the workshop on understanding youths and adults. In Table 28, the Spearman correlation coefficient was -.139 for the highest educational attainment, -.068 for the number of years of teaching, and -.188 for the length of service in the Seminary. These values manifested a very weak correlation with participation in the workshop on understanding youth

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 and adults. No relationship existed between the variables tested; hence, the null hypothesis was accepted.

Table 28

Relationship between the faculty members’ profile and their participation in the workshop on understanding youths and adults

Faculty’s Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	.077	Very Weak	.793	No Relationship
Highest Educational Attainment	-.139	Very Weak	.636	No Relationship
Number of Teaching Experience	-.068	Very Weak	.818	No Relationship
Length of Service in the Seminary	-.188	Very Weak	.519	No Relationship

Relationship between the faculty members’ profile and their participation in the subject-specific workshop. Table 29 presents the Spearman correlation, the strength of the relationship, and the existence of a relationship between the faculty’s profile variables and their participation in the subject-specific workshops. As indicated in the table, the Spearman Correlation coefficient calculated from the data gathered were 0.202, 0.071, and 0.139 for the three (3) profile variables, respectively, to test its association with the dependent variable, which was participation in the subject-specific workshops. The computed rho

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 coefficients yielded a weak correlation, and the existence of a relationship was not established.
 Hence, the null hypothesis was accepted.

Table 29

Relationship between the faculty members' profile and their participation in the subject-specific workshop

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	.027	Very Weak	.927	No Relationship
Highest Educational Attainment	.202	Weak	.488	No Relationship
Number of Teaching Experience	.071	Very Weak	.808	No Relationship
Length of Service in the Seminary	.139	Very Weak	.637	No Relationship

Relationship between the faculty members' profile and their participation in the teacher self-development workshop. The data in Table 30 were the results of cross-tabulation between the faculty's profile variables against the extent of the self-development workshop. As indicated in the table, all correlation coefficients, $r = -.096$, $-.135$, and $-.112$ for the three (3) profile variables had a very weak relationship with the need for participation in the teacher self-development workshop. In this case, no relationship was found between the variables tested; hence, the null hypothesis was accepted.

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Table 30

Relationship between the faculty members' profile and their participation in the teacher self-development workshop

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	-.051	Very Weak	.862	No Relationship
Highest Educational Attainment	-.096	Very Weak	.745	No Relationship
Number of Teaching Experience	-.135	Very Weak	.645	No Relationship
Length of Service in the Seminary	-.112	Very Weak	.702	No Relationship

Relationship between the faculty members' profile and their collaboration with stakeholders and parents. Table 31 presents the matrix of the faculty members' profile variables tested for strength, direction, and existence of correlation. The Spearman Correlation values for the highest educational attainment was -0.055, the number of years of teaching was -0.016, and the length of service in the Seminary was -0.098. The Spearman Rank Order correlation satisfied all three assumptions for its use; namely, the variables tested were ordinal and interval data, the two variables were paired observations, and there was a monotonous relationship between the two variables. Therefore, the results showed a very weak inverse relationship between the variables tested. The test for the existence of the null hypothesis was accepted.

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Table 31

Relationship between the Faculty Members' Profile and their Collaboration with Stakeholders and Parents

Faculty's Profile	Spearman Correlation	Strength of Relationship	sig	Relationship
Age	.107	Very Weak	.716	No Relationship
Highest Educational Attainment	-.055	Very Weak	.851	No Relationship
Number of Teaching Experience	-.016	Very Weak	.958	No Relationship
Length of Service in the Seminary	-.098	Very Weak	.740	No Relationship

Results

The study revealed that the overall grand mean for the training needs across all categories was 3.35, indicating a general perception of "Needed" for professional development. Key findings include:

1. Professional Behavior: The highest mean score of 3.71 was recorded for "Manage time well and know what workload has to be achieved each day," highlighting the importance of effective time management. Qualitative interviews supported this finding, with faculty members expressing challenges in balancing teaching responsibilities, lesson preparation, and administrative tasks.

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2. Deep Knowledge of Subject: The item "Participating in Professional Development and Growth Activities" received a mean score of 3.71, indicating a strong desire for ongoing professional growth. Qualitative responses revealed that faculty members recognized the need to stay updated with their fields' latest developments.

3. Awareness of Implications of Assessment: The highest mean score in this category was For "Providing feedback that helps students recognize their next steps on how to take them," with a mean of 3.28. Faculty members expressed a need for training in providing constructive feedback and involving students in self-assessment.

Analysis and Discussion

The integration of quantitative and qualitative findings underscores the pressing need for targeted professional development programs at Sto. Niño Seminary. The high mean scores in areas related to professional behavior and deep knowledge of subject matter suggest that faculty members are not only aware of their responsibilities but are also eager to enhance their competencies. This is consistent with the results of other research, which highlights the need of ongoing professional development in promoting effective teaching methods (Darling-Hammond et al., 2017; Desimone, 2017). In the Philippine context, where educational reforms are ongoing, it is essential for faculty development initiatives to be responsive to the unique challenges faced by educators. By addressing the identified training needs, Sto. Niño Seminary can cultivate a more effective teaching workforce, ultimately leading to improved student outcomes and a more robust educational environment. Future initiatives should focus on creating a supportive framework for professional development that includes mentorship, collaborative learning opportunities, and access to resources that facilitate continuous growth.

Conclusion

This study emphasizes the crucial training requirements of faculty members at Sto. Niño Seminary, underscoring the significance of professional growth in improving teaching efficacy. By comprehending and attending to these requirements, educational institutions can

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enhance their faculty's readiness for the difficulties of contemporary education, guaranteeing that they possess the necessary skills to promote student achievement in an ever-evolving and intricate learning setting. Subsequent investigations should further examine the changing terrain of faculty development, specifically in the Philippine setting, to guarantee the continued relevance and effectiveness of educational methodologies.



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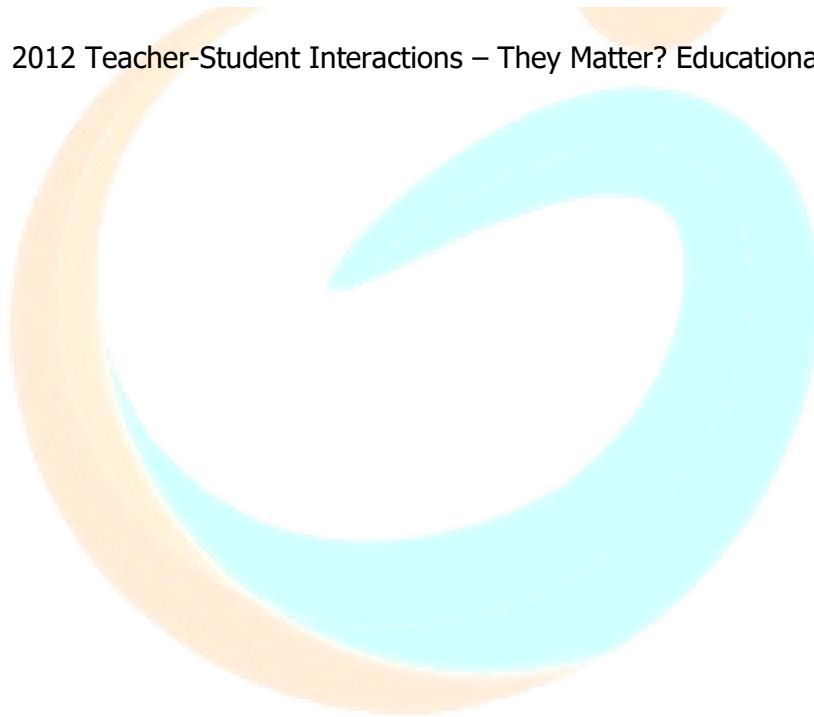
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