



MAXIMIZING PROFESSIONAL GROWTH OF PUBLIC ELEMENTARY TEACHERS IN THE DIVISION OF BATANGAS PROVINCE

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ABSTRACT

This study aimed to identify the extent of manifestation of professional growth of elementary teachers in the Division of Batangas Province. To be specific, this paper intended to describe the profile of the teachers; ascertain the extent of manifestation of professional growth in terms of instructional delivery, creativity in material development preparation, responsiveness to continuous improvement and adaptability to changing environment. Furthermore, the researcher is directed to relate the extent of manifestation of professional growth and the profile of the teachers and to determine the opportunities relative to professional development. The descriptive method of research was utilized in the study. Researcher-made questionnaire and Focus Group Discussion (FGD) were the data gathering instruments used. The data revealed that most of the respondents are bachelor's degree holders with at most ten years of teaching experience. A large portion of the respondents are learning area coordinators who have not yet received any awards with no finished researches. When it comes to manifestation of professional growth, respondents claimed moderate manifestation of professional growth in terms of instructional delivery, creativity in material development preparation, responsiveness to continuous improvement and adaptability to changing environment. With reference to developmental opportunities, readiness to accept new challenges was highly considered by the teachers. Moreover, findings revealed that profile variables do not affect the teachers' manifestation of professional growth. However, among the profile variables, the number of finished researches was found to have significant relationship

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with responsiveness to continuous improvement; while awards and recognitions received are significantly related to the manifestation of adaptability to changing environment.

Keywords: professional development, professional growth, developmental opportunities, elementary teachers



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1. INTRODUCTION

Education is an integral part of our society that shadows the role of the teachers as they progressively meet the huge demands of the evaluation schemes. Teachers are the lifeline of education and professional development is crucial in achieving quality education system. With constant changes in curricula, teachers must be able to meet the standard of the growing need of the nation and this can be done through seeking professional growth. Educators must participate in deliberate practice to improve their abilities and professional judgment.

Moreover, the advent of the 21st century requires every individual to level up in all facets whether it is in learning, teaching, or skills improvement. Similarly, for people to be significant members of today's society, a clear manifestation of literacy, sustainability and productivity is an integral requirement. Hence, it is not just simply education that we need, but rather, quality education. Department of Education (DepEd) recognizes the importance of upskilling teachers to better deliver quality education among Filipino learners. With this as the utmost consideration, DepEd released a basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the K to 12 Program– the Philippine Professional Standards for Teachers (PPST).

DepEd Order No. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers. PPST clearly sets out the expectations to teachers and educators in order for them to take part in the delivery of quality education among Filipino learners. PPST presents seven domains that encompass dimensions of teaching practices that every Filipino teacher should employ in teaching. First among those seven is content, knowledge and pedagogy. These three words pertain to the manifestation of mastery of content, development of critical thinking, and classroom communication. With deeper analysis, it all sums up to teachers' competence.

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Based on the premise of lifelong learning, the DepEd emphasizes the relevance of professional standards in the continued professional growth and improvement of teachers. It is committed to assisting teachers and recognizes the unambiguous evidence that effective teachers are critical to increasing student achievement. Quality teaching is required for quality learning. As a result, improving teacher quality becomes critical for long-term and sustainable nation building.

Pursuant to titled Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the DepEd Professional Development (PD) Priorities for Teachers and School Leaders for SY 2020-2023. The PD Priorities shall support the realization of the Department’s goal of continuous upskilling of teachers and school leaders that will result in better learning outcomes. Professional development should be prioritized by all teachers to deliver quality education.

One way of display of responsiveness to professional growth is through pursuing masters and doctorate. Through this, the teachers are exposed to different arrays of knowledge that they would likely to apply when they are already in the classroom. Moreover, they are to learn copious instructional materials that could be more beneficial to the generation of today. In the field, proper application is also essential for better results. As a response, educators must examine instructional materials from several angles in order to determine how effective they will be depending on the issue at hand. It will be attained with proper teacher training.

Professionalism in teacher education is an utmost necessity. Teachers' knowledge and experience are insufficient to sustain them throughout their careers. Through acquiring new approaches in instructional delivery, assessment styles, and flexibility to changing environment through multiple modalities, educators become more effective in their presentations and

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assessments. It inspires instructors in the classroom to achieve better outcomes since they have fresh knowledge to use and abilities to improve.

Any form of continuous education effort for educators is referred to as teacher professional development. Each and every teacher is required to pursue developmental opportunities to enhance their professional growth. In order to close the learning gaps in our educational system, the researcher believes that teaching should first be attended. Hence, professional development is an integral tool in addressing teaching and learning gaps.

2. OBJECTIVES

This research determined the extent of manifestation of professional growth of elementary teachers in public elementary schools in Area III, Division of Batangas.

Specifically, it aims to:

1. Describe the profile of the teachers in terms of:
 - 1.1 highest educational attainment;
 - 1.2 length of teaching experience;
 - 1.3 awards and recognitions received;
 - 1.4 number of finished researches;
 - 1.5 ancillary assignments.
2. Ascertain the extent of manifestation of professional growth along the following dimensions:
 - 2.1 innovativeness in instructional delivery;

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- 2.2 creativity in material development preparation;
- 2.3 responsiveness to continuous improvement;
- 2.4 adaptability to changing environment;
- 3. Relate the extent of manifestation of professional growth and the profile of the teachers
- 4. Determine the opportunities relative to professional development.
- 5: Propose a professional development plan for teachers.

3. METHODOLOGY

The descriptive method of research was utilized in the study. The respondents were 277 public school elementary teachers in Area III, Division of Batangas Province. Slovin's formula was used to identify the sample size out of 902 population of elementary teachers in the said area. Proportional allocation was also applied to know the number of respondents from each district.

Furthermore, the main data gathering instrument was a researcher-made survey questionnaire. The statistician was then consulted for the treatment of the acquired data before they were analyzed and interpreted. A Focus Group Discussion (FGD) and interview were also conducted by the researcher.

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4. RESULTS AND DISCUSSION

4.1 Profile of Respondents

Table 1. Profile of Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	166	59.9
Advanced Degree	111	40.1
Total	277	100

Table 1 shows that most of the respondents have finished their Bachelor's Degree. A Bachelor's Degree in Education is a professional undergraduate degree that prepares students to serve as teachers in schools. It is the minimum requirement for an individual to be eligible to teach in educational institutions. To educate pupils the information and abilities a teacher requires, the program integrates both theory and practice. The program strives to generate qualified educators who can give pupils a positive learning environment.

However, it can be gleaned from the table that fewer respondents were able to finish advanced degrees. These advanced degrees are Master's and Doctorate Degrees in Education. Both are graduate degree programs that expand and strengthen the skills and knowledge of teachers.

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Table 2. Profile of the Teachers in terms of Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage
5 years and below	51	18.4
6-10 years	58	20.9
11-15 years	56	20.2
16-20 years	37	13.4
21-25 years	37	13.4
26 years and above	38	13.7
Total	277	100

Based on the responses, majority of the respondents have six to ten years and 11 to 15 years of teaching experience, respectively. It is a positive indication because during these days, some teachers leave their profession and shift to other occupations due to exhausting demands of teaching. This finding suggests that despite the difficulties of the job, many teachers choose to remain in the field. Many of the respondents were also young teachers who have five years and below teaching experience, despite the fact that some of the respondents had been working in their respective schools for a while.

Table 3. Profile of the Teachers in terms of Awards and Recognitions Received

Awards and Recognition Received	Frequency	Percentage
With awards and recognition	140	50.5
Without awards and recognition	137	49.5
Total	277	100

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It can be seen that there are more teachers who have not yet received any awards or recognitions. Awards in DepEd usually have criteria and set standards that should be met once a teacher aims to be recognized in a particular category. With lots of workloads that DepEd teachers attend to, preparing pertinent papers may cause them additional burden, causing them not to meet the standards. Moreover, if one will go back to the researchers' findings on length of teaching experience, most teachers are only in the service for five or less years. During that duration, it may be gleaned that these teachers are still in the learning phase who need mentorship and guidance. On the other hand, teachers who are seasoned, those who spent long years in the service are more likely to be given more recognition for they are the ones who have garnered abundant experiences when it comes to practicing their profession.

However, a great number of teachers, which is close to those who do not have any awards yet, were able to receive their teaching-related awards. This is a positive indication that despite the hardships and other workloads that are required of educators in the Philippines, there are still some who stood out from the rest and whose excellence and brilliance in teaching are recognized. Receiving awards is one satisfying experience that one can experience.

Table 4. Profile of the Teachers in terms of Number of Finished Researches

Number of Finished Researches	Frequency	Percentage
None	136	49.1
1-2	116	41.9
3 and above	25	9.0
Total	277	100

Clearly, it is shown in the table that most of the teachers have no finished researches. The results imply that doing research works is not prioritized by teachers. They do not see yet the urgency of authoring researches and tend to overlook on the importance of doing it in their profession as teachers. With the tons of workload that teachers have, with different roles that

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they have to play inside the school and in their homes, teachers seem to make researches as the least in their priorities. Likewise, in order to finish a research, teachers must invest their time, effort and even money because it is not something that could be done in one seating.

However, it is also presented in the table that only few respondents have finished three and above researches. This signifies that these respondents could be those who already finished their graduate studies because researches, which could be in the form of thesis, dissertation or action research are important requirements in the graduate school.

Table 5. Profile of the Teachers in terms of Ancillary Assignments

Ancillary Assignments	Frequency	Percentage
None	16	5.78
Boy Scout/Girl Scout Coordinator	58	20.94
Brigada Coordinator		
DRRM Coordinator	32	11.55
Learning Area Coordinator	27	9.75
L & D Coordinator	135	4.87
Research Coordinator		
SBM Coordinator	29	10.47
Sports and Athletic Coordinator	25	9.03
Supreme Pupil Government Coordinator	32	11.55
	30	10.83
	15	5.42

It was revealed that most of the respondents are Learning Area Coordinators. In public schools in the Philippines, there are atleast nine subject areas that are being taught to students. These subjects are Filipino, English, Mother Tongue, Mathematics, Science, Araling Panlipunan, Edukasyon sa Pagpapakatao, Music, Arts, PE and Health (MAPEH), and Edukasyong Pantahanan at Pangkabuhayan (EPP). Each subject has its corresponding assigned Learning Area Coordinator.

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That is the reason why there are many respondents who serve as learning area coordinators in their respective schools. Moreover, the table also shows that there were only few Supreme Pupil Government coordinators in the selected respondents.

4.2 Extent of Manifestation of Professional Growth

Table 6. Extent of Manifestation of Professional Growth in terms of Instructional Delivery

Items	WM	VI
1. Utilize technology to deliver rigorous standards-based instruction to pupils.	3.45	MM
2. Discover new methods and content to ensure teaching/learning engagement.	3.39	MM
3. Create conducive educational landscape that maximizes opportunities for students' successful learning.	3.47	MM
4. Embed new teaching approaches to counter the conventional culture in teaching-learning situations.	3.39	MM
5. Explore the use of varied Learning Delivery Modality for diverse academic scenarios.	3.44	MM
6. Accept instructional challenges which provide broader perspective in curriculum exploration.	3.50	HM
7. Collaborate with the community of professionals where inventive learning experiences are shared.	3.45	MM
8. Keep abreast in nurturing potential change in harnessing differentiated instruction for diverse learning.	3.43	MM
9. Connect with the digital community-oriented group of educators toward professional advancement.	3.43	MM

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10. Initiate measures in the application of new instructional practices in the new normal.	3.44	MM
11. Reflect on the needs for innovative trends in education toward lifelong learning of every individual learner.	3.47	MM
12. Incorporate the use of 'virtual reality' to give learners valuable opportunity to learn.	3.46	MM
13. Involve the students to learning through argumentation by asking them open-ended questions that will let them construct explanations and foster their reasoning.	3.41	MM
14. Establish a fun learning environment by incorporating game-based learning to cultivate interest among the students.	3.43	MM
15. Utilize interactive activities such as brainstorming sessions, group discussions, debates, peer evaluations, or other activities.	3.40	MM
COMPOSITE MEAN	3.42	MM

These findings signify that teachers realize that effective teaching strategies play a very important part in their career. They know that in order for them to remain significant in their field, they should recognize that being innovative teachers will create a more conducive learning environment, thus, resulting to successful learning outcomes.

Moreover, it was revealed in the table that teachers incorporate the use of virtual reality in teaching that gives learners valuable opportunity to learn to create a lasting impression on their minds. This indicator was moderately manifested with the second to the highest mean. This finding is acquainted with the association of educational technology with innovativeness.

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However, Table 6 also shows that teachers have restraints in the discovery of new methods and content to ensure teaching/learning engagement. They also struggle to embed new teaching approaches to counter the conventional culture in teaching-learning situations. Both of these indicators got the lowest mean. These findings imply that most teachers utilize the old and readily-available teaching approaches. They do not bother to think of new, original and novel teaching methods and contents that learners can try and see for the first time.

Table 7. Extent of Manifestation of Professional Growth in terms of Creativity in Material Development Preparation

Items	WM	VI
1. Design learning activities which ignite interest for active interaction.	3.47	MM
2. Create instructional materials that are pleasing and appealing to senses.	3.46	MM
3. Associate connections in ideas drawn in the developed materials to optimize the cognitive, affective and psychomotor domains.	3.37	MM
4. Construct interactive experiences in the expression of one's emotions in the use of the art activities.	3.37	MM
5. Optimize the imagination skills in creating new possibilities of unlocking creative resilience to enhance well-being.	3.38	MM
6. Discover skills of a creative and successful artist by incorporating the value of art in every material being developed.	3.40	MM

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7. Integrate creativity to generate imaginative ideas using the potential power of the minds for essential lifelong learning.	3.42	MM
8. Develop instructional materials that enable children to express themselves.	3.46	MM
9. Utilize diverse instructional materials that will cater the multiple intelligences of learners.	3.40	MM
10. Consider the guidelines in material development such as font style, size, line spacing, correct margin and others.	3.42	MM
11. Design culturally responsive materials that demonstrate for diversity of learners.	3.39	M
12. Introduce pupils to new and originally made instructional materials that will bring creativity alive.	3.52	HM
13. Make sure that written texts in instructional materials are written legibly and illustrations are printed properly.	3.47	MM
14. Match the difficulty of material to the abilities and level of understanding of the pupils.	3.39	MM
15. Think critically digital artwork as a tool to draw meaning and design thinking for learning experience that addresses challenges in the new normal.	3.50	HM
COMPOSITE MEAN	3.42	MM

It can be gleaned from the table that intermediate English teachers are able to introduce new and originally made instructional materials that will bring creativity alive to pupils. This indicator is highly manifested which indicates that the respondents are creative enough to think and actualize new and original instructional materials. It is a great manifestation of professional growth because teachers are well-informed of the importance of utilizing appropriate instructional

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materials in their teaching, and are able to creatively produce one. Moreover, teachers highly manifest professional growth in thinking of digital artwork as a tool to draw meaning and design thinking for learning experience that addresses challenges in the new normal. It is a positive indication that teachers do not just settle for tangible instructional materials, but they also employ the use of digital teaching aids. It also displays innovativeness and creativity.

Conversely, Table 7 also presents the low-level manifestation of professional growth of the elementary teachers. It can be gleaned that teachers had limitations relative to associating connections in ideas drawn in the developed materials to optimize the cognitive, affective and psychomotor domains. Although it is moderately manifested, it had obtained the lowest mean among all the items.

Table 8. Extent of Manifestation of Professional Growth in terms of Responsiveness to Continuous Improvement

Items	WM	VI
1. Prioritize opportunities for potential adjustments as response to advancement in practice and employed strategies.	3.48	MM
2. Adapt process improvements recommended by educational experts.	3.50	HM
3. Sustain engagement with educational leaders like school heads to identify opportunities for improvement.	3.48	MM
4. Focus on cyclical process like Plan, Do, Check, Act in monitoring and evaluating outcomes in the workplace.	3.46	MM
5. Contribute experiences gained on the development process cycle.	3.45	MM
6. Involve everyone by soliciting ideas and actions that facilitate problem and solutions.	3.47	MM

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7. Implement practices for organizational advancements emerging in a healthy environmental climate.	3.49	MM
8. Show openness to receive constructive criticisms from immediate heads during classroom observations.	3.55	HM
9. Recognize the importance of personal growth and professional development for lifelong learning.	3.51	HM
10. Uphold the dignity of teaching as a profession by exhibiting high moral values as well as technical and professional competence.	3.55	HM
11. Strengthen advancement in teaching profession by becoming a member of professional organizations.	3.49	MM
12. Utilize different online applications depending on the various approaches that are suitable in the classroom.	3.48	MM
13. Participate actively to professional networks within and between schools to improve knowledge and to enhance practice.	3.51	HM
14. Set professional development goals based on the Philippine Professional Standards for Teachers.	3.52	HM
15. Solicit feedback from colleagues for further growth and development.	3.51	HM
COMPOSITE MEAN	3.50	HM

It can be gleaned from the table that teachers prioritized their continuous improvement with seven items that are verbally interpreted as highly manifested. This means that teachers are responsive to the need of taking part in professional development activities. Teachers have high regard to the teaching profession, thus, they recognize that the pursuit of personal and professional development is paramount to their career. They are able to pursue professional development for the betterment of their teaching practices.

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It can be gleaned from the table that teachers manifest openness to receive constructive criticisms from immediate heads during classroom observations. This indicator got the highest mean that positively signifies that classroom observations help teachers to improve their teaching practices. With the constructive criticisms that school heads provide, together with teachers openness to accept those, one's professional growth is achievable. Moreover, teachers also uphold the dignity of teaching as a profession by exhibiting high moral values as well as technical and professional competence. This item also garnered the highest mean. This imply that despite the unconventional society that this world has these days, teachers remain as the role models of positive values to the youth. They are also able to manifest both technical and professional competence that are indispensable in the field of teaching.

Contrariwise, although teachers highly manifested responsiveness to continuous improvement in some items, contributing experiences gained on the development process cycle and focusing on cyclical process like Plan, Do, Check, Act (PDCA) in monitoring and evaluating outcomes in the workplace were the items that got the lowest mean. This means that teachers have limitations in undertaking the joint process of monitoring and evaluating certain outcomes in the school after implementation of projects and initiatives. Teachers tend to overlook that project, programs and activities implemented, whether they are school-based or classroom-based, should always be evaluated after it was conducted in order to once again plan for improvements.

Table 9. Extent of Manifestation of Professional Growth in terms of Adaptability to Changing Environment

Items	WM	VI
1. Create teaching-learning opportunities to address the educational challenges in the new normal.	3.52	HM

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2. Use educational technology suited to the needs of learners in today's digital age.	3.49	MM
3. Equip oneself with the new skills and behaviors needed in responding to the new normal condition being experienced in the educational arena.	3.48	MM
4. Participate actively in school initiatives through timely collaboration with stakeholders.	3.55	HM
5. Implement the learning delivery modality in accordance to the platforms suited to the needs of the learners toward higher learning outcomes.	3.57	HM
6. Connect with other DepEd partners to support programs, projects and activities suited in the new normal condition of every workforce.	3.51	HM
7. Employ the synchronous and asynchronous approaches to address the expected outcomes amidst challenging condition.	3.46	MM
8. Follow the DepEd and national government issuances, memoranda and policies in adapting the health and safety measures of every learner.	3.61	HM
9. Formulate systematic rules to be followed by the learners to strengthen the continuous improvement in the classroom.	3.51	HM
10. Display positive attitude when given ancillary assignments.	3.57	HM
11. Adapt to the ability levels, learning styles, personality characteristics, and cultural backgrounds.	3.52	HM
12. Adhere to etiquettes relative to privacy, data collection, results reporting and social learning.	3.55	HM
13. Design innovative approaches to connecting with students and ensuring the continuity of education.	3.45	MM
14. Maintain the ability to view a potential change in the learning and teaching environment with a positive attitude.	3.49	MM

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15. Remind oneself that many of the best opportunities in life show up when one is open to change.	3.53	HM
COMPOSITE MEAN	3.52	HM

It can be gleaned from the table that teachers follow the DepEd and national government issuances, memoranda and policies in adapting the health and safety measures of every learner. During the onset of the global pandemic, and up until the commencement of new normal in the Philippines, teachers are able to abide by the mandate of the government as regards the health and safety measures of each learner. They were able to impose strict health protocols as directed by the Department of Health (DOH) in public spaces like schools. The use of face mask, sanitizing using alcohols, checking of temperature upon entrance and during classroom discussions, and maintaining social distancing were some of the new normal classroom rules that are enforced in schools. In this manner, teachers were able to adapt excellently by modifying the previous classroom rules into new normal classroom policies. This finding was supported by the data provided by school heads during the Focus Group Discussion (FGD). They have shared that they strictly complied with the national issuances on safety measures through the adaptable efforts of their teachers.

Likewise, in connection to the previously mentioned indicator, teachers also implement the learning delivery modality in accordance to the platforms suited to the needs of the learners toward higher learning outcomes. The pandemic unlocked a major change in the educational system of the country when face to face delivery of instruction shifted to modular distance learning. Teachers were the key persons to implement this modality and were able to reach pupils despite the hardships they faced throughout the time-being. This simply specifies that teachers were always ready to adapt to drastic changes even without prolonged preparation because they are versatile and flexible agents of education.

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Moreover, the table highlighted that elementary teachers display positive attitude when given ancillary assignments with this indicator verbally interpreted as highly manifested. Ancillary assignments are other school-related responsibilities assigned to teachers. Being able to positively accept the challenges of new assignment is a great manifestation of professional growth and adaptability to change.

On the contrary, findings reveal that teachers have limitations in employing the synchronous and asynchronous approaches to address the expected learning outcomes amidst challenging condition, although it was moderately manifested.

4.3 Relationship between the Profile of Respondents and Manifestation of Professional Growth

Table 10. Relationship between the Extent of Manifestation of Professional Growth in terms of in Instructional Delivery and Profile of the Respondents

Profile variables	p-values	Chi-square values	Decision on Ho	VI
Highest educational attainment	0.14	3.938	Failed to Reject	Not Significant
Length of teaching experience	0.284	12.014	Failed to Reject	Not Significant
Awards and recognitions received	0.258	2.711	Failed to Reject	Not Significant
Number of finished researches	0.036	4.406	Reject	Significant

Table 10 presents the relationship between the extent of manifestation of professional growth in terms of instructional delivery and profile of the elementary teachers in Area III, Division of Batangas.

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When it comes to highest educational attainment, the table indicates that there is not enough evidence to reject the null hypothesis. This means that there is no significant relationship between the highest educational attainment and instructional delivery. The manner of teacher's delivery of instruction is not affected by their educational attainment. It signifies that teachers, regardless of how high their attainment is, are able to employ effective strategies in their teaching.

On the other hand, when it comes to the length of teaching experience, it can be gleaned from the table that there is no significant relationship between the length of teaching experience and the in instructional delivery of the elementary teachers. It means that their teaching delivery is not affected by their years of service. Beginning and seasoned teachers have their own effective way of employing teaching strategies regardless of their years in service.

Table 11. Relationship between the Extent of Manifestation of Professional Growth in terms of Creativity in Material Development Preparation and Profile of the Respondents

Profile variables	p-values	Chi-square values	Decision on Ho	VI
Highest educational attainment	0.836	0.359	Failed to Reject	Not Significant
Length of teaching experience	0.331	11.349	Failed to Reject	Not Significant
Awards and recognitions received	0.715	0.670	Failed to Reject	Not Significant
Number of finished researches	0.006	7.663	Reject	Significant

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It can be gleaned from the table that the p-value 0.874 and computed value 1.383 indicated that there is no sufficient evidence to reject the null hypothesis. Thus, it is an indication that there is no significant relationship between the extent of manifestation of professional growth in terms of creativity in material development preparation and highest educational attainment of the teachers. Furthermore, it means that regardless of the level of education that a teacher has, their creativity in material development preparation is not affected nor influenced.

With regard to the relationship between length of teaching experience and manifestation of professional growth in terms of creativity in material development preparation, the p-value 0.331 and the computed value 11.349 implies that no evidence was found to reject the null hypothesis. Therefore, no significant relationship exists between the two variables.

With relevance to the relationship between the third profile which is awards and recognitions received and the teachers' extent of manifestation of professional growth in terms of creativity in material development, the p-value and computed value imply that there is also no evidence to reject the null hypothesis. Thus, it can be concluded that there is no significant relationship between teacher's extent of manifestation of professional growth in terms of creativity in material development and their awards and recognitions. It further expounds that teachers' creativity is not bounded nor boosted by their awards and recognitions.

Table 12. Relationship between the Extent of Manifestation of Professional Growth in terms of Responsiveness to Continuous Improvement and Profile of the Respondents

Profile variables	p-values	Chi-square values	Decision on Ho	VI
Highest educational attainment	0.391	0.736	Failed to Reject	Not Significant

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Length of teaching experience	0.432	4.871	Failed to Reject	Not Significant
Awards and recognitions received	0.305	1.05	Failed to Reject	Not Significant
Number of finished researches	0.15	3.792	Failed to Reject	Not Significant

Foremost, with regard to the relationship between length of teaching experience and manifestation of professional growth in terms of responsiveness to continuous improvement, the p-value 0.233 and computed value 2.912 indicates that there is no enough evidence to reject the null hypothesis. Thus, there is no significant relationship between the extent of manifestation of professional growth in terms of responsiveness to continuous improvement and the highest educational attainment of the respondents. It simply means that the level of education that a teacher has does not directly affect their responsiveness to continuous improvement. It may also be derived from the finding that pursuing graduate school studies is not just the sole basis of professional development, but it is just one of the various means of embracing continuous improvement.

Moreover, as regards the manifestation of professional growth in terms of responsiveness to continuous improvement and its relationship with length of teaching experience, the p-value 0.432 and computed value 4.871 underscores that there is no evidence to reject the null hypothesis. This accentuates that there is also no significant relationship between the manifestation of professional growth in terms of responsiveness to continuous improvement and the length of teaching experience of the teachers. This finding indicates that teachers' manifestation of responsiveness to continuous improvement is not affected by how long or short their length of service is.

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In the manifestation of professional growth in terms of responsiveness to continuous improvement and its relationship with the awards and recognitions received by the teachers, the table implies that it is not considerable to reject the null hypothesis. Thus, there is no significant relationship between the manifestation of professional growth in terms of responsiveness to continuous improvement and the awards and recognitions received. This means that the awards and recognitions received by the respondents do not affect their responsiveness to continuous improvement.

Additionally, in the assessment of the teachers on their extent of manifestation of professional growth in terms of responsiveness to continuous improvement and its relationship with their number of finished researches, the table indicates that there is no enough evidence to reject the null hypothesis. This finding means that there is no significant relationship between the extent of manifestation of professional growth in terms of responsiveness to continuous improvement and the number of finished researches of the teachers.

Table 13. Relationship between the Extent of Manifestation of Professional Growth in terms of Adaptability to Changing Environment and Profile of the Respondents

Profile variables	p-values	Chi-square values	Decision on Ho	VI
Highest educational attainment	0.292	1.112	Failed to Reject	Not Significant
Length of teaching experience	0.337	5.697	Failed to Reject	Not Significant
Awards and recognitions received	0.035	4.46	Reject	Significant
Number of finished researches	0.048	3.925	Reject	Significant

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When it comes to the respondents' assessment of their extent of manifestation of professional growth in terms of adaptability to changing environment, the p-value 0.22 and computed value 3.03 reveals that there is no enough evidence to reject the null hypothesis. Hence, it is safe to say that there is no significant relationship between the manifestation of professional growth in terms of adaptability to changing environment and the highest educational attainment of the teachers. It can be deduced that the teachers' ability to adapt to changing environment is not affected by their level of education.

When referring to the respondents' assessment of their extent of manifestation of professional growth in terms of adaptability to changing environment and its relationship with length of teaching experience, Table 13 presents that there is no evidence to reject the null hypothesis. This finding means that there is no significant relationship between the teachers' extent of manifestation of professional growth in terms of adaptability to changing environment and length of their teaching experience. It can be assumed that the length of teaching experience of the respondents has no direct impact on their ability to adapt in the ever-changing learning environment. It cannot be inferred that teachers who have more years in service tend to be more adaptable than those who have shorter years in the field of teaching due to insufficient evidence.

On the other hand, Table 13 also highlights that there is enough evidence to reject the null hypothesis with respect to the relationship between the extent of manifestation of professional growth in terms of adaptability to changing environment and awards and recognitions received by the teachers. Thus, there is significant relationship between the two variables. This means that how teachers adapt to the learning environment is influenced by awards and recognitions that they have received. It can be inferred that the awards and recognitions received by the teachers have direct impact on their manifestation of adaptability to changing environment. Teachers who have more awards are more likely to easily adapt than those who have few or no recognitions received.

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On the teachers' assessment on the extent of manifestation of professional growth in terms of adaptability to changing environment and number of finished researches of the teachers, the findings revealed that there is adequate evidence to reject the null hypothesis. Hence, it means that significant relationship exists between the two variables. This indicates that teachers' ability to adapt to the changing environment is impacted by the number of finished researches that they have.

4.4 Opportunities Relative to Professional Development

Table 14. Opportunities Relative to Professional Development

Items	WM	VI
1. Appointment as an officer, board member, or committee member in professional organizations	3.21	ME
2. Attendance to local, regional, national, and international meetings, conferences or workshops sponsored by professional organizations	3.28	ME
3. Chance to be a resource speaker in training, seminars and symposia	3.09	ME
4. Coordination of events sponsored by professional organizations	3.14	ME
5. Facilitation of in-service trainings for faculty development	3.25	ME
6. Initiation of programs and projects that would support the continuous improvement of the school	3.27	ME
7. Invitation to free seminars/trainings/workshops for teachers	3.28	ME
8. Promotion or appointment to a higher position	3.20	ME

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9. Providing mentorship and/or instructional assistance to other teachers specifically the neophyte in the system.	3.23	ME
10. Providing support, coaching and guidance to other teachers and colleagues in the department	3.26	ME
11. Pursuance of certificates, accreditations or other credentials through educational programs	3.21	ME
12. Readiness to take on new challenges in current position, projects, long or short-term assignments which signify further growth and development	3.34	ME
13. Recognition with various awards such as model/outstanding employee of the school, district, division and higher level	3.18	ME
14. Scholarship grant offering to qualified teachers	3.03	ME
15. Sharing information regarding the existence and/or availability of needed learning resources to one's school or district	3.28	ME
COMPOSITE MEAN	3.21	ME

It can be gleaned from the table that teachers who give precedence to professional development and self-improvement are ready to take on new challenges in current position, projects, long or short-term assignments which signify further growth and development. Indeed, one of the essential benefits of professional development is an increase in readiness to take on new challenges for lifelong learning. Another developmental opportunities that teachers identified are chance to be a resource speaker in training, seminars and symposia, coordination of events sponsored by professional organizations and sharing information regarding the existence and/or availability of needed learning resources to one's school or district.

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On the other hand, teachers assessed the developmental opportunity scholarship grant offering to qualified teachers as the one with the lowest mean. Other developmental opportunities with low assessment by the respondents were chance to be a resource speaker in training, seminars and symposia and coordination of events sponsored by professional organizations. These opportunities have moderate extent.

5. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

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

1. Majority of the teachers are bachelor's degree holders with considerable length of teaching experience, have not yet received any awards nor recognitions, with no finished researches and serve as learning area coordinators in their respective schools.
2. Generally, the respondents moderately manifest professional growth in terms of instructional delivery, creativity in material development preparation, responsiveness to continuous improvement and adaptability to changing environment.
3. By and large, number of finished researches is the variable were most teachers assessed to be related to their manifestation of professional growth.
4. The opportunities relative to professional development which has the highest extent is the readiness to take on new challenges in current position, projects, long or short-term assignments which signify further growth and development.
5. The professional development plan is designed to manage teachers' professional growth geared towards the improvement of teaching competencies and achievement of quality education.

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Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby suggested:

1. That administrators should review and evaluate the proposed professional development plan for its potential application in enhancing the manifestation of professional growth of elementary teachers in the Division of Batangas.
2. That a review of the existing Teacher Professional Development Plan of the Division be done to certify that updated policies and educational reforms are addressing the low-level competencies and skills of the teachers.
3. That the study, along the dimensions of instructional delivery, creativity in material development preparation, responsiveness to continuous improvement and adaptability to changing environment be replicated by future researchers in order to substantiate the findings of the study.
4. That a similar study be conducted to affirm the findings of the present study.

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