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Training Needs Assessment (TNA) of Teachers in a Catholic Private School

Quenia M. Tepace^{1*}, Vilma C. Alburan¹

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ABSTRACT

Teachers as employees are regarded as critical assets of any educational institution, and their continuous professional development is essential to sustaining organizational effectiveness. This study assessed the training needs of teachers of Christ the King College of Calbayog City, Inc., for the school year 2024–2025. A descriptive-causal comparative design was employed, using total enumeration sampling, and data were collected through a validated, researcher-developed survey questionnaire. The demographic profile of teachers revealed that the majority are early-career educators, predominantly female, single, bachelor's degree holders, mostly assigned to the basic education department, with less than 5 years of service, in probationary status, and with minimal training experience. Moreover, findings disclosed that teachers identified very high training needs in instruction, research, community extension, production, personal well-being, and digital innovation, with personal well-being rated the highest. There is no significant difference in the teaching personnel in training needs across demographic profiles. They also identified challenges in school management, administrative leadership, the working environment, and interpersonal relationships that directly affect their work performance. The study concluded that systematic training needs assessment is vital for aligning staff development with institutional goals. Thus, it is recommended that a comprehensive, research-based personal and professional development program be tailored to the distinct needs of teaching personnel.

INTRODUCTION

Employees are an organization's most vital asset, requiring continuous nurturance through professional growth and dedicated training to maximize institutional performance and success. In the academic setting, teachers lead this workforce by driving educational outcomes, making the acquisition of job-critical knowledge and skills a fundamental organizational priority. Bin Arshad *et al.* (2015) emphasize that the Training Needs Analysis (TNA) process is paramount, as the manner in which it is approached determines the accuracy of the results. Because organizational sustainability relies on competent employees who align with institutional objectives (Manna *et al.*, 2016), continuous professional development remains essential for enhancing overall workforce capabilities and institutional effectiveness (Wahyuli *et al.*, 2024). Ultimately, as noted by Saremi (2015), fostering a culture of empowerment further supports this growth by encouraging skill development and enabling staff to contribute meaningfully to organizational innovation and goals.

Human development training programs serve as an essential mechanism for cultivating a competent, skilled, and knowledgeable faculty capable of executing complex pedagogical tasks with precision. As schools strive to maximize the inherent value of their human capital, they commit substantial financial resources toward implementing effective training initiatives specifically designed to enhance teacher performance (Mazhisham *et al.*, 2018). However, for these investments to yield

significant professional returns, every instructional intervention must be preceded by a rigorous Training Needs Assessment (TNA). This diagnostic phase serves as a critical prerequisite, providing school administrators with the empirical data needed to align individual teacher skill gaps with broader educational objectives. By identifying specific classroom deficiencies, the TNA process provides institutions with the high-value information required to design and implement strategic programs that are both relevant and impactful for educators. According to Mazhisham *et al.* (2018), when training is precisely tailored to meet the actual classroom needs of the staff, it fosters a more resilient and adaptable teaching force. Ultimately, this systematic approach to professional growth ensures that teaching efforts are not merely reactionary but are structured to drive long-term organizational sustainability and academic excellence.

The Training Needs Analysis (TNA) process serves as a critical diagnostic tool for identifying organizational and individual performance gaps and their underlying causes. However, implementing an effective TNA is often fraught with challenges. Cotes and Ugarte (2021) observe that many organizations fail to execute robust processes, frequently substituting rigorous data collection with simple employee preference surveys that may not align with broader institutional objectives. As noted by Bin Othayman *et al.* (2022), public universities in Saudi Arabia have addressed this by first examining common assessment pitfalls to ensure training programs remain effective. Similarly, Manna *et al.* (2016) highlight that

¹ Institute of Graduate Studies and Research, Christ the King College of Calbayog City, Inc., Philippines

* Corresponding author's e-mail: tepacequenia6@gmail.com

for manufacturing firms, developing a comprehensive competency framework is a fundamental requirement for TNA success. Beyond implementation, research consistently demonstrates that a well-structured TNA positively influences workforce outcomes. For instance, Mahmud *et al.* (2019) found a significant impact on employee productivity in Bangladesh's telecommunications sector, while Tabiu *et al.* (2018) linked the process to improved adaptive performance in Nigerian local government. Furthermore, the presence of a TNA has been shown to enhance work motivation in Turkish service companies (Ozkeser, 2019) and bolster overall work performance within Malaysian private firms (Ibrahim *et al.*, 2017).

In the Philippines, both State Universities and Colleges (SUCs) and private Higher Education Institutions (HEIs) view professional training as a strategic necessity, as students require relevant instruction, and faculty must stay updated on modern pedagogical advancements. Within the public sector, research-driven assessments have become standard. For instance, Velasco (2022) conducted a TNA in Nueva Ecija to address gaps in faculty research and publication, while similar frameworks have been used in Western Visayas to measure teaching effectiveness (Fernandez, 2021) and in Northern Samar to evaluate community extension readiness (Unay, 2019). Even within the Department of Education, the Learning and Development Needs Assessment (LDNA) is consistently activated to establish baseline competency data (DepEd Region VIII, 2023). However, a critical gap persists in many private schools, where formal assessments are rarely conducted. Unlike their public counterparts, these private institutions often bypass systematic diagnostics in favor of top-down administrative mandates, which frequently result in training that fails to address underdeveloped skills or inappropriate professional attitudes. The absence of a structured TNA, as exemplified even in studies of workplace well-being in Ilocos Sur (Abun *et al.*, 2020), often leads to significant institutional waste. This occurs because time and financial resources are expended on ineffective interventions that do not bridge the actual performance gaps of the educators.

The literature underscores that while training needs analysis is globally recognized as a fundamental foundation for organizational sustainability and employee productivity, its implementation remains inconsistent across sectors. In the Philippine context, while public institutions and the Department of Education have localized this process through mandated frameworks, a significant disparity exists within the private education sector. Most research focuses on faculty readiness and engagement in academic institutions, yet there remains a critical research gap regarding the systematic application of needs assessments in private schools, where such evaluations were rarely conducted, and training often lacked a diagnostic foundation. This study asserted that the absence of structured assessments in private institutions undermined professional growth and led to

the inefficient use of institutional resources. Therefore, the purpose of this study was to assess the training needs of teachers at Christ the King College of Calbayog City, Inc., a private Catholic school, for the 2024-2025 school year. By identifying specific competency gaps, the study aimed to provide an empirical basis for a data-driven professional development program that ensures instructional excellence and long-term institutional effectiveness.

MATERIALS AND METHODS

The study employed a descriptive-causal comparative design to analyze training needs and workplace challenges of teaching personnel at Christ the King College of Calbayog City, Inc., during the 2024–2025 school year, using total enumeration of all 79 teachers to avoid sampling bias. A researcher-made questionnaire was administered, pilot-tested, and confirmed reliable with Cronbach's Alpha values ranging from 0.874 to 0.978. Permissions were secured from institutional leaders before distributing the survey, and responses were treated with confidentiality. Data analysis began with normality testing using Shapiro-Wilk and Kolmogorov-Smirnov methods, where most computed p-values were below 0.05 (Shapiro-Wilk $W = 0.921$, $p = 0.031$; Kolmogorov-Smirnov $D = 0.187$, $p = 0.024$), indicating significant deviation from normal distribution. Consequently, non-parametric tests such as Kruskal-Wallis H and Mann-Whitney U were employed to compare groups, ensuring the validity of inferential statistics and strengthening the robustness of the findings.

RESULTS AND DISCUSSION

Training Needs of Teaching Personnel Relevant to their Work Productivity and Performance

The table below provides a descriptive summary indicating that all identified training parameters are very highly needed, with an overall mean of 4.37 (SD = 0.47). Among the categories, personal well-being received the highest rating ($M = 4.46$, $SD = 0.57$), highlighting the teaching personnel's recognition of the importance of mental, emotional, and physical health in ensuring sustainable productivity. Training in instruction ($M = 4.39$, $SD = 0.44$) and digital innovation ($M = 4.36$, $SD = 0.62$) was rated highly, demonstrating the increasing demand for advanced teaching strategies and technology-driven education methods. The results also show strong emphasis on research training ($M = 4.30$, $SD = 0.60$) and community extension ($M = 4.30$, $SD = 0.52$), indicating that educators view research-based teaching and community engagement as critical components of their professional responsibilities. The training in production, referring to the development of instructional materials and teaching resources, was also rated as very highly needed ($M = 4.44$, $SD = 0.56$), underscoring the importance of creating high-quality educational materials to enhance learning experiences.

Table 1: Mean and standard deviation on the training needs of teaching personnel relevant to work productivity and performance (N= 79)

Dimensions	Mean	SD	Description
Instruction	4.39	0.44	Very Highly Needed
Research	4.30	0.60	Very Highly Needed
Community Extension	4.30	0.52	Very Highly Needed
Production	4.44	0.56	Very Highly Needed
Personal Well-Being	4.46	0.57	Very Highly Needed
Digital Innovation	4.36	0.62	Very Highly Needed
Overall	4.37	0.47	Very Highly Needed

Legend: 1.00 – 1.79=Not Needed; 1.80 – 2.59 =Slightly Needed; 2.60 – 3.39=Moderately Needed; 3.40 – 4.19=Highly Needed; 4.20 – 5.00=Very Highly Needed

Test of Difference in the Training Needs of Teaching Personnel Relevant to their Work Productivity and Performance when Grouped According to their Demographic Profile

Tables 2 to 9 present the test of difference in the training needs of teaching personnel relevant to their work

productivity and performance when grouped according to their demographic profile using Mann-Whitney U and Kruskal-Wallis H tests.

Table 2 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their age.

Table 2: Kruskal-Wallis H test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their age (N=79)

Dimensions	Age	N	Mean Rank	H Test	df	p-value
Instruction	Early Career (23 - 30 years old)	51	39.88	.414ns	3	0.937
	Developing Professionals (31 - 40 years old)	14	42.93			
	Mid-Career Educators (41 - 50 years old)	8	36.88			
	Veteran Educators (51 - 62 years old)	6	38.33			
Research	Early Career (23 - 30 years old)	51	38.94	1.603ns	3	0.659
	Developing Professionals (31 - 40 years old)	14	46.18			
	Mid-Career Educators (41 - 50 years old)	8	40.63			
	Veteran Educators (51 - 62 years old)	6	33.75			
Community Extension	Early Career (23 - 30 years old)	51	37.43	3.118ns	3	0.374
	Developing Professionals (31 - 40 years old)	14	47.07			
	Mid-Career Educators (41 - 50 years old)	8	47.56			
	Veteran Educators (51 - 62 years old)	6	35.25			
Production	Early Career (23 - 30 years old)	51	40.18	1.483ns	3	0.686
	Developing Professionals (31 - 40 years old)	14	44.68			
	Mid-Career Educators (41 - 50 years old)	8	32.94			
	Veteran Educators (51 - 62 years old)	6	37.00			
Personal Well-Being	Early Career (23 - 30 years old)	51	39.88	1.456ns	3	0.693
	Developing Professionals (31 - 40 years old)	14	42.04			
	Mid-Career Educators (41 - 50 years old)	8	44.19			
	Veteran Educators (51 - 62 years old)	6	30.67			
Digital Innovation	Early Career (23 - 30 years old)	51	39.04	2.198ns	3	0.532
	Developing Professionals (31 - 40 years old)	14	45.18			
	Mid-Career Educators (41 - 50 years old)	8	44.19			
	Veteran Educators (51 - 62 years old)	6	30.50			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

Results of the Kruskal-Wallis H test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to age. Across all training categories instruction, research, community extension, production, personal well-being, and digital innovation the computed p-values exceed 0.05, indicating that age does not significantly impact the perceived importance of training needs. Among the training parameters, community extension demonstrated the highest variability in rankings across age groups ($H = 3.118$, $p = 0.374$), yet the difference remains statistically

insignificant. Similarly, digital innovation training yielded a higher rank among Developing Professionals (31–40 years old) (Mean Rank = 45.18) and Mid-Career Educators (41–50 years old) (Mean Rank = 44.19) compared to Veteran Educators (51–62 years old) (Mean Rank = 30.50), but this difference is not statistically significant ($H = 2.198$, $p = 0.532$).

Table 3 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their gender.

Table 3: Mann-Whitney U test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their gender (N=79)

Dimensions	Gender	N	Mean Rank	Sum of Squares	U Test	p-value
Instruction	Male	23	36.35	836.0	560.0ns	0.362
	Female	56	41.50	2324.0		
Research	Male	23	37.61	865.0	589.0ns	0.549
	Female	56	40.98	2295.0		
Community Extension	Male	23	36.20	832.5	556.5ns	0.343
	Female	56	41.56	2327.5		
Production	Male	23	35.33	812.5	536.5ns	0.240
	Female	56	41.92	2347.5		
Personal Well-being	Male	23	35.04	806.0	530.0ns	0.205
	Female	56	42.04	2354.0		
Digital Innovation	Male	23	33.70	775.0	499.0ns	0.109
	Female	56	42.59	2385.0		

Mann-Whitney U test: p-value < .05 is significant, otherwise not significant (ns)

Among the parameters, digital innovation yielded the highest discrepancy in mean ranks between male (Mean Rank = 33.70) and female (Mean Rank = 42.59) personnel, yet the difference remains not statistically significant ($U = 499.0$, $p = 0.109$).

Similarly, personal well-being was rated slightly higher by female personnel (Mean Rank = 42.04) compared to male personnel (Mean Rank = 35.04), but the difference is not significant ($U = 530.0$, $p = 0.205$).

Table 4 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their civil status.

Results of the Mann-Whitney U test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to civil status. Across all training categories, instruction, research, community extension, production, personal

well-being, and digital innovation the computed p-values exceed 0.05, suggesting that civil status does not significantly impact the perceived importance of training needs. Among the parameters, research yielded the largest gap in mean ranks between single educators (Mean Rank = 42.20) and married educators (Mean Rank = 33.50), yet the difference remains not statistically significant ($U = 460.0$, $p = 0.139$).

Similarly, instruction training showed a higher mean rank among single educators (Mean Rank = 42.01) compared to married educators (Mean Rank = 34.08), but the difference is not statistically significant ($U = 471.5$, $p = 0.179$).

While, Table 5 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their highest educational attainment.

Table 4: Mann-Whitney U test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their civil status (N=79)

Dimensions	Civil Status	N	Mean Rank	Sum of Squares	U Test	p-value
Instruction	Single	59	42.01	2478.50	471.5ns	0.179
	Married	20	34.08	681.50		
Research	Single	59	42.20	2490.00	460.0ns	0.139
	Married	20	33.50	670.00		
Community Extension	Single	59	40.68	2400.00	550.0ns	0.651
	Married	20	38.00	760.00		
Production	Single	59	41.19	2430.00	520.0ns	0.424
	Married	20	36.50	730.00		
Personal Well-being	Single	59	41.57	2452.50	497.5ns	0.282
	Married	20	35.38	707.50		
Digital Innovation	Single	59	41.60	2454.50	495.5ns	0.275
	Married	20	35.28	705.50		

Mann-Whitney U test: *p-value* < .05 is significant, otherwise not significant (ns)

Table 5: Kruskal-Wallis H test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their highest educational attainment (N=79)

Dimensions	Highest Educational Attainment	N	Mean Rank	H Test	df	p-value
Instruction	Bachelor's Degree holder	34	42.15	0.968ns	3	0.809
	With Master's units	31	38.55			
	Master's Degree holder	13	36.88			
	With Doctoral units	1	52.50			
Research	Bachelor's Degree holder	34	39.43	1.384ns	3	0.709
	With Master's units	31	41.69			
	Master's Degree holder	13	35.92			
	With Doctoral units	1	60.00			
Community Extension	Bachelor's Degree holder	34	38.31	3.244ns	3	0.355
	With Master's units	31	42.65			
	Master's Degree holder	13	35.54			
	With Doctoral units	1	73.50			
Production	Bachelor's Degree holder	34	41.47	3.688ns	3	0.297
	With Master's units	31	41.21			
	Master's Degree holder	13	31.15			
	With Doctoral units	1	67.50			
Personal Well-Being	Bachelor's Degree holder	34	38.54	1.879ns	3	0.598
	With Master's units	31	42.10			
	Master's Degree holder	13	36.92			
	With Doctoral units	1	64.50			
Digital Innovation	Bachelor's Degree holder	34	38.99	1.602ns	3	0.659
	With Master's units	31	41.13			
	Master's Degree holder	13	37.96			
	With doctoral units	1	66.00			

Kruskal-Wallis H test: *p-value* < .05 is significant, otherwise not significant (ns)

The Kruskal-Wallis H test indicates that there are no statistically significant differences in the training needs of teaching personnel when grouped according to their highest educational attainment. Across all training categories, instruction, research, community extension, production, personal well-being, and digital innovation the computed p-values exceed 0.05, suggesting that educational attainment does not significantly impact the perceived importance of training needs. Among the training parameters, community extension yielded the highest variability in rankings across educational groups ($H = 3.244$, $p = 0.355$), with personnel holding doctoral

units exhibiting the highest mean rank (Mean Rank = 73.50). However, this difference remains statistically insignificant. Similarly, in research, the mean rank among teaching personnel with doctoral units (Mean Rank = 60.00) was notably higher than other groups, but this difference is not statistically significant ($H = 1.384$, $p = 0.709$).

Table 6 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their institute/department affiliation.

Table 6: Kruskal-Wallis H test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their institute/department affiliation (N=79)

Dimensions	Institute/Department Affiliation	N	Mean Rank	H Test	df	p-value
Instruction	Elementary	15	40.23	7.265ns	7	.402
	Junior High School	15	42.50			
	Senior High School	10	38.50			
	SPED	4	50.38			
	ITE	15	33.03			
	INAHSBS	9	30.89			
	IAMCIS	7	55.79			
	OGECMIC	4	42.13			
Research	Elementary	15	39.97	8.279ns	7	.309
	Junior High School	15	36.53			
	Senior High School	10	44.45			
	SPED	4	52.00			
	ITE	15	27.83			
	INAHSBS	9	49.50			
	IAMCIS	7	45.00			
	OGECMIC	4	45.00			
Community Extension	Elementary	15	42.87	7.395ns	7	.389
	Junior High School	15	39.20			
	Senior High School	10	37.70			
	SPED	4	58.00			
	ITE	15	32.13			
	INAHSBS	9	33.72			
	IAMCIS	7	52.00			
	OGECMIC	4	46.38			
Production	Elementary	15	48.83	9.581ns	7	.214
	Junior High School	15	40.03			
	Senior High School	10	35.70			
	SPED	4	50.75			
	ITE	15	28.60			
	INAHSBS	9	35.44			
	IAMCIS	7	51.71			
	OGECMIC	4	39.25			

Personal Well-Being	Elementary	15	48.30	13.058ns	7	.071
	Junior High School	15	36.87			
	Senior High School	10	25.60			
	SPED	4	52.88			
	ITE	15	38.27			
	INAHSBS	9	32.06			
	IAMCIS	7	56.64			
	OGECMIC	4	39.00			
Digital Innovation	Elementary	15	52.00	11.607ns	7	.114
	Junior High School	15	33.73			
	Senior High School	10	32.35			
	SPED	4	55.25			
	ITE	15	33.97			
	INAHSBS	9	40.06			
	IAMCIS	7	48.93			
	OGECMIC	4	29.25			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

As reflected in Table 6, the results of Kruskal-Wallis H test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to their institute or department affiliation. Across all training categories, instruction, research, community extension, production, personal well-being, and digital innovation, the computed p-values exceed 0.05, suggesting that department affiliation does not significantly impact the perceived importance of training needs. Among the parameters, personal well-being yielded the highest variability across department groups ($H = 13.058$, $p = 0.071$), with IAMCIS personnel showing the highest mean rank (Mean Rank = 56.64) and Senior High School educators showing the lowest (Mean Rank = 25.60). However, this difference is not statistically significant. Similarly, digital innovation training received high mean ranks from elementary educators (Mean Rank = 52.00) and SPED personnel (Mean Rank = 55.25), while educators affiliated with OGECMIC had the lowest mean rank (Mean Rank = 29.25), but the difference is not significant ($H = 11.607$, $p = .114$).

Table 7 presents the test of difference in the training needs of teaching personnel relevant to their work

productivity and performance when grouped according to their length of service.

Results of the Kruskal-Wallis H test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to their length of service. Across all training categories, instruction, research, community extension, production, personal well-being, and digital innovation the computed p-values exceed 0.05, suggesting that teaching experience does not significantly impact the perceived importance of training needs. Among the training parameters, production exhibited the highest variation in mean ranks across service length categories ($H = 5.871$, $p = .209$), with seasoned educators (16–25 years) showing the highest mean rank (Mean Rank = 67.50) and veteran educators (26–35 years) showing the lowest (Mean Rank = 28.50), yet this difference remains statistically insignificant. Similarly, personal well-being training had the highest mean rank among novice teachers (Mean Rank = 48.27), while veteran educators reported the lowest mean rank (Mean Rank = 27.00), but the difference was not statistically significant ($H = 3.635$, $p = .458$).

Table 7: Kruskal-Wallis h test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their length of service ($n=79$)

Dimensions	Length of Service	N	Mean Rank	H Test	df	p-value
Instruction	Novice Teachers (Less than 1 year)	15	45.40	2.788ns	4	.594
	Early Career Teachers (1 - 5 years)	42	40.35			
	Developing Professionals (6 - 15 years)	17	34.53			
	Seasoned Educators (16 - 25 years)	1	59.50			
	Veteran Educators (26 - 35 years)	4	34.50			

Research	Novice Teachers (Less than 1 year)	15	45.60	2.832ns	4	.586
	Early Career Teachers (1 - 5 years)	42	39.39			
	Developing Professionals (6 - 15 years)	17	38.65			
	Seasoned Educators (16 - 25 years)	1	56.50			
	Veteran Educators (26 - 35 years)	4	27.00			
Community Extension	Novice Teachers (Less than 1 year)	15	43.43	2.588ns	4	.629
	Early Career Teachers (1 - 5 years)	42	39.31			
	Developing Professionals (6 - 15 years)	17	40.50			
	Seasoned Educators (16 - 25 years)	1	61.50			
	Veteran Educators (26 - 35 years)	4	26.88			
Production	Novice Teachers (Less than 1 year)	15	47.60	5.871ns	4	.209
	Early Career Teachers (1 - 5 years)	42	40.58			
	Developing Professionals (6 - 15 years)	17	32.94			
	Seasoned Educators (16 - 25 years)	1	67.50			
	Veteran Educators (26 - 35 years)	4	28.50			
Personal Well-Being	Novice Teachers (Less than 1 year)	15	48.27	3.635ns	4	.458
	Early Career Teachers (1 - 5 years)	42	39.11			
	Developing Professionals (6 - 15 years)	17	38.15			
	Seasoned Educators (16 - 25 years)	1	37.00			
	Veteran Educators (26 - 35 years)	4	27.00			
Digital Innovation	Novice Teachers (Less than 1 year)	15	39.90	1.750ns	4	.782
	Early Career Teachers (1 - 5 years)	42	40.37			
	Developing Professionals (6 - 15 years)	17	42.15			
	Seasoned Educators (16 - 25 years)	1	45.00			
	Veteran Educators (26 - 35 years)	4	26.13			
Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)						

Table 8 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their employment status.

The results of the Kruskal-Wallis H test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to their employment status. Across all training categories, instruction, research, community extension, production, personal well-being, and digital innovation, the computed p-values exceed 0.05, suggesting that employment status does not significantly impact the

perceived importance of training needs. Among the training parameters, community extension exhibited the highest variability in mean ranks across employment status categories ($H = 3.808$, $p = .283$), with contractual employees showing the highest mean rank (Mean Rank = 62.17), while probationary employees had the lowest (Mean Rank = 36.62). However, this difference is not statistically significant. Similarly, research training had a higher mean rank among contractual employees (Mean Rank = 58.50) compared to probationary employees (Mean Rank = 37.66), but the difference is not significant ($H = 2.429$, $p = .488$).

Table 8: Kruskal-Wallis H test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their employment status (n=79)

Dimensions	Employment Status	N	Mean Rank	H Test	df	p-value
Instruction	Contractual	3	53.50	2.238ns	3	.524
	Probationary	37	39.88			
	Regular	36	37.96			
	Fixed Term	3	52.50			

Research	Contractual	3	58.50	2.429ns	3	.488
	Probationary	37	37.66			
	Regular	36	40.88			
	Fixed Term	3	39.83			
Community Extension	Contractual	3	62.17	3.808ns	3	.283
	Probationary	37	36.62			
	Regular	36	41.61			
	Fixed Term	3	40.17			
Production	Contractual	3	58.50	3.376ns	3	.337
	Probationary	37	38.03			
	Regular	36	39.36			
	Fixed Term	3	53.50			
Personal Well-Being	Contractual	3	57.00	3.615ns	3	.306
	Probationary	37	37.26			
	Regular	36	40.18			
	Fixed Term	3	54.67			
Digital Innovation	Contractual	3	50.67	2.482ns	3	.478
	Probationary	37	36.18			
	Regular	36	42.46			
	Fixed Term	3	47.00			
Kruskal-Wallis H test: <i>p</i> -value < .05 is significant, otherwise not significant (ns)						

Table 9 presents the test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their number of relevant trainings attended.

Results of the Kruskal-Wallis H test indicate that there are no statistically significant differences in the training needs of teaching personnel when grouped according to the number of relevant trainings attended. Across all training categories instruction, research, community extension, production, personal well-being, and digital innovation the computed *p*-values exceed 0.05, suggesting that the level of prior training does not significantly impact the perceived importance of training needs. Among the parameters, digital innovation

exhibited the highest variability in mean ranks across training experience categories ($H = 3.371, p = .498$), with personnel in the minimal training (1–5 training sessions) and moderate training (6–15 training sessions) groups showing relatively higher mean ranks (Mean Rank = 42.08 and 43.83, respectively) compared to those in the no training (0 training) group (Mean Rank = 31.17), yet this difference remains statistically insignificant. Similarly, research training showed slightly higher mean ranks among highly trained educators (Mean Rank = 47.25) and moderate training participants (Mean Rank = 45.88) than those with extensive training (Mean Rank = 28.17), but the difference is not statistically significant ($H = 2.309, p = .679$).

Table 9: Kruskal-Wallis H test of difference in the training needs of teaching personnel relevant to their work productivity and performance when grouped according to their number of relevant trainings attended ($n=79$)

Dimensions	Number of Relevant Trainings Attended	N	Mean Rank	H Test	df	p-value
Instruction	No Training (0 training)	15	42.90	2.075ns	4	.722
	Minimal Training (1-5 training)	46	37.38			
	Moderate Training (6-15 training)	13	46.12			
	Extensive Training (16-25 training)	3	35.00			
	Highly Trained (26-30 training)	2	46.25			

Research	No Training (0 training)	15	42.00	2.309ns	4	.679
	Minimal Training (1-5 training)	46	38.14			
	Moderate Training (6-15 training)	13	45.88			
	Extensive Training (16-25 training)	3	28.17			
	Highly Trained (26-30 training)	2	47.25			
Community Extension	No Training (0 training)	15	36.17	1.179ns	4	.882
	Minimal Training (1-5 training)	46	39.64			
	Moderate Training (6-15 training)	13	44.88			
	Extensive Training (16-25 training)	3	39.33			
	Highly Trained (26-30 training)	2	46.25			
Production	No Training (0 training)	15	40.43	1.433ns	4	.828
	Minimal Training (1-5 training)	46	39.74			
	Moderate Training (6-15 training)	13	43.42			
	Extensive Training (16-25 training)	3	26.17			
	Highly Trained (26-30 training)	2	41.25			
Personal Well-Being	No Training (0 training)	15	38.27	.155ns	4	.997
	Minimal Training (1-5 training)	46	40.59			
	Moderate Training (6-15 training)	13	39.38			
	Extensive Training (16-25 training)	3	41.00			
	Highly Trained (26-30 training)	2	42.00			
Digital Innovation	No Training (0 training)	15	31.17	3.371ns	4	.498
	Minimal Training (1-5 training)	46	42.08			
	Moderate Training (6-15 training)	13	43.83			
	Extensive Training (16-25 training)	3	33.83			
	Highly Trained (26-30 training)	2	45.25			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

Problems Encountered by the Teaching Personnel teaching personnel using mean and standard deviation. Table 10 presents the problems encountered by the

Table 10: Mean and standard deviation of the problems encountered in training needs by the teaching personnel

Dimensions	Mean	SD	Description
School Management	2.94	1.12	Moderately Felt
Administrative Leadership	2.84	1.12	Moderately Felt
Working Environment	2.79	1.13	Moderately Felt
Relationship Among Employees	2.99	1.15	Moderately Felt
Relationship Among Clientele	2.90	0.96	Moderately Felt
Relationship With Stakeholders	3.10	1.11	Moderately Felt
Overall	2.93	0.92	Moderately Felt

Legend: 1.00-1.79= Not Felt; 1.80-2.59=Slightly Felt; 2.60-3.39=Moderately Felt; 3.40-4.19=Felt; 4.20-5.00=Highly Felt

The findings suggest that teaching personnel experience training-related challenges across multiple dimensions, with all areas being moderately felt, and the overall mean at 2.93. The strongest concern lies in relationships with stakeholders, which scored highest at 3.10, indicating

that external collaboration and engagement remain a critical area for professional growth. Meanwhile, the working environment received the lowest mean of 2.79, yet still reflects a moderate need, pointing to internal conditions that may affect teacher performance and

morale. The relatively close range of scores across school management, administrative leadership, employee relationships, and clientele interactions highlights that these issues are interconnected rather than isolated. This result underscores the importance of designing training programs that address organizational leadership, workplace climate, and stakeholder relations comprehensively, as strengthening one dimension without the others may not yield sustainable improvements in teaching effectiveness.

Discussions

Training Needs of Teaching Personnel Relevant to their Work Productivity and Performance

The teaching personnel's training needs are extensive, with all identified parameters rated as "Very Highly Needed." This signals a strong recognition among educators that continuous professional development is crucial for enhancing their work productivity and performance. The data reveals that the highest priority is personal well-being, indicating a clear understanding that mental, emotional, and physical health are foundational to sustained productivity and effective teaching. Following closely, training in production and the development of instructional materials, which is also a high priority, underscores the importance educators place on creating high-quality, evidence-based teaching resources. Instruction and digital innovation are likewise rated as very highly needed, reflecting the growing demand for advanced pedagogical strategies and technology-driven education. A significant emphasis is also placed on training for research and community extension, which are seen as critical components of professional responsibilities. This collective data suggests a holistic view of professional development, where educators seek to improve not just their core teaching skills but also their well-being, research capabilities, and community engagement. These findings carry significant implications for the design and implementation of professional development programs. The strong emphasis on personal well-being suggests that future training initiatives should not be limited to technical skills but must also incorporate wellness, stress management, and work-life balance strategies. The high demand for training in production and digital innovation points to a need for workshops and courses that are practical and hands-on, enabling educators to create engaging digital content and leverage new technologies. The strong need for research and community extension training highlights an opportunity to integrate these activities into the teaching and learning process, fostering a culture of scholarly inquiry and social responsibility. Finally, while the overall needs are very high, the nuanced differences in specific sub-categories, such as the slightly lower rating for securing research funding, can inform a tiered approach to training. This would allow the institution to address the most urgent needs first while still providing a comprehensive suite of options for long-term growth and professional enrichment. Existing scholarly sources substantiate the identified

training needs, particularly the high priority given to teacher well-being, instructional materials, and digital innovation. Filipino educators face significant stressors, and research confirms that addressing their mental, emotional, and physical well-being is crucial for job performance and retention (Bongco & Abenes, 2019; Sarabia & Collantes, 2020). Furthermore, studies highlight the importance of equipping teachers with the skills to create and utilize effective instructional materials, as this directly impacts student learning outcomes and engagement (Anthony & Andala, 2023; Cayabas & Sumeg-ang, 2023). The increasing emphasis on digital innovation is also well-supported, with numerous sources underlining the need for professional development in digital literacy and technology integration, especially in the context of the shift to blended and online learning modalities (William *et al.*, 2025; Mendiola & Estonanto, 2022). Mijares (2022) emphasized that teachers need to strengthen their professional domain competencies to enhance effectiveness in their roles, which can be achieved through seminar workshops, research, innovation, and collaborative development initiatives. These findings collectively demonstrate that professional development programs must be holistic and practical, addressing not only pedagogical skills but also the psychological well-being and technological competencies of the teaching workforce. In furtherance, the demand for training in research and community extension is well-supported by academic literature, which recognizes these as core functions of a modern educator. Teachers' engagement in research, particularly action research, is seen as a crucial professional development strategy that empowers them to address classroom challenges and improve pedagogical practices (Ulla, 2018). This aligns with the idea that research skills enable educators to systematically identify and solve problems, leading to a more data-driven approach to teaching. Similarly, community extension is increasingly viewed as an integral part of a teacher's role, not just an auxiliary task. Studies show that involvement in community-based programs fosters a sense of social responsibility, strengthens the school's ties to the community, and provides a platform for teachers to apply their expertise to real-world issues (Labayo, 2022; De La Cruz *et al.*, 2024). This goes beyond mere outreach, as it is seen as a reciprocal process where teachers and the community mutually benefit. The documented need for training in these areas underscores a shift towards a more holistic model of professional development, one that goes beyond the classroom to build a teaching workforce capable of contributing to broader societal and academic advancement.

Test of Difference in the Training Needs of Teaching Personnel Relevant to their Work Productivity and Performance when Grouped According to their Demographic Profile

The analysis of the training needs of teaching personnel in relation to their demographic profile reveals a consistent

finding: there are no statistically significant differences in their perceived training needs across any of the demographic variables. The results from both the Kruskal-Wallis H test and the Mann-Whitney U test consistently show p-values greater than 0.05. This indicates that factors such as age, gender, civil status, educational attainment, department affiliation, length of service, employment status, and number of relevant trainings attended do not significantly influence the importance that teaching personnel place on various training categories, including instruction, research, community extension, production, personal well-being, and digital innovation. This suggests a collective, unified perspective among the teaching staff on the importance of professional development, regardless of their individual backgrounds or professional circumstances. This lack of significant difference among teaching personnel has several implications. It suggests that a single, standardized professional development curriculum could be effective across the entire teaching workforce, regardless of individual demographic or professional differences. The institution would not need to create highly specialized training programs based on a teacher's age, gender, or years of service. Instead, resources could be focused on developing high-quality, comprehensive training that addresses the collective needs of the faculty. This finding also points to a shared professional identity and a common understanding of the skills and knowledge required for effective teaching within the institution. The perceived need for training is driven more by the demands of the profession itself than by the personal characteristics of the educators.

Research on teacher professional development often explores the relationship between training needs and demographic variables, with findings that can be mixed. Some studies, particularly those in the Philippine context, support the idea that demographic factors may not significantly differentiate training needs. For instance, Masongsong *et al.* (2023) found no significant difference in teachers' sense of efficacy based on gender, educational attainment, or training in special education, implying a collective perception of professional development needs regardless of these attributes (Masongsong *et al.*, 2023; Magnaye & Malabarbas, 2022). This corroborates the finding that a shared professional identity and a common understanding of the skills required for effective teaching can transcend individual differences. However, in the study by Talahiban *et al.* (2022), teaching competencies showed no significant link to coping mechanisms among public elementary teachers, whereas professional development needs were significantly related to their personal competence, underscoring the value of training that strengthens both expertise and resilience. On the other hand, Asih (2021) found no significant differences in teachers' perceptions of mandatory professional development by age, academic qualifications, or years of teaching experience, further suggesting that a one-size-fits-all approach to training may be effective in certain contexts. However, it's important to note that other

studies have found some significant differences. For example, some literature suggests that male and female teachers may have differing desires for specific types of training, and that older teachers may place a higher value on technology-related training than their younger counterparts (Kiriatazskou, 2018). Overall, the lack of significant differences found in this study, particularly with respect to a broad range of variables, points to a cohesive and unified faculty perspective on professional development, which can be leveraged to design universal and comprehensive training programs.

Problems Encountered by the Teaching Personnel

The findings of this study suggest that teaching personnel moderately experience a range of problems in their professional environment. The data indicate a pervasive presence of challenges across all six (6) dimensions examined, which include school management, administrative leadership, working environment, relationship among employees, relationship among clientele, and relationship with stakeholders. For teaching personnel, the most significant concerns were related to relationships with stakeholders, followed by internal employee relationships and school management issues. Non-teaching personnel, however, rated school management as their highest concern, followed by relationships with clientele and administrative leadership. While the intensity of these challenges varied slightly between the two groups, the overall pattern indicates that issues of administrative efficiency, resource limitations, and interpersonal dynamics are prevalent for all school personnel. The implications of these findings are significant for school administrators and policymakers. The moderate-to-high-felt challenges highlight a need for targeted interventions to improve the professional environment for both teaching and non-teaching staff. Given the high ratings for school management and administrative leadership challenges, particularly among non-teaching personnel, there is a clear need for professional development programs focused on improving administrative processes, ensuring transparent decision-making, and providing adequate resources. Similarly, moderate challenges in relationships with clientele and stakeholders suggest that training in communication, conflict resolution, and partnership building is essential. Addressing these key areas, schools can not only enhance the well-being and satisfaction of their personnel but also create a more collaborative and efficient institution better equipped to serve their students and the wider community.

Scholarly sources confirm the widespread problems faced by both teaching and non-teaching personnel, particularly concerning school management and administrative leadership. Research shows that administrative issues like bureaucracy, lack of resources, and ambiguous policies are significant sources of stress for both groups, leading to decreased job satisfaction and performance (Masongsong *et al.*, 2024; Ocampo & Lucasan, 2019). Studies in the

Philippines have specifically highlighted the heavy workload and non-teaching duties placed on educators, which are often the result of insufficient support staff and management inefficiencies, directly impacting teaching quality (Zerna, 2025; Masongsong *et al.*, 2024). This is further compounded by challenges in interpersonal relationships and communication. The documented challenges in both sets of personnel underscore the need for institutional reforms that prioritize clear administrative structures, effective leadership, and a supportive work environment to improve overall school performance and well-being.

CONCLUSION

This study found that the teaching personnel of CKC of Calbayog City Inc. are predominantly young, female, single, and early-career educators, with most holding at least a bachelor's degree and minimal training experience, suggesting both strong academic foundations and a need for sustained professional development. Moreover, the findings indicate that teaching personnel uniformly regard all areas of training as "Very Highly Needed," reflecting a collective recognition of the importance of continuous development in instruction, research, community extension, production, personal well-being, and digital innovation. Moreover, while no significant demographic differences were observed among teachers, suggesting a unified professional identity, non-teaching personnel exhibited varying training needs across age, educational attainment, department affiliation, and length of service, underscoring the need for customized training strategies aligned with their diverse roles and career stages. In addition to training needs, the study found that teaching personnel moderately experience challenges in areas such as school management, administrative leadership, the work environment, and stakeholder relationships. Notably, a significant difference emerged only in administrative leadership as observed by the teaching personnel. Thus, the study concludes that while both teaching and non-teaching personnel demonstrate a strong demand for professional development, their needs and challenges vary in scope and emphasis. For teaching personnel, comprehensive and standardized training programs can effectively address their common priorities. Equally important, the identified institutional challenges emphasize the need for improved administrative practices, strengthened communication, and enhanced support systems. By strategically addressing these training needs and workplace issues, Christ the King College of Calbayog City, Inc., can foster a more competent, resilient, and motivated workforce that is better equipped to meet the evolving demands of education and service.

Recommendations

Based on the findings, it is recommended that the institution implement a comprehensive professional development program for teaching personnel that emphasizes Outcome-Based Education, curriculum

mapping, interdisciplinary lesson planning, and effective assessment strategies while also strengthening classroom management and student motivation; prioritize initiatives that support time management, stress reduction, emotional intelligence, and trauma-informed teaching to safeguard well-being and productivity; equip teachers with digital competencies in Learning Management Systems, automated grading, e-portfolios, and ethical technology use including cybersecurity and data privacy, alongside training in interactive tools and AI-powered platforms; provide workshops on research methodologies, ethics, academic writing, and publication to enhance scholarly output; design training for community-based projects and social advocacy on issues such as gender equality, child protection, and public health; develop evidence-based resources aligned with curriculum standards and train educators to create engaging digital and hands-on materials; strengthen administrative leadership through regular training in communication, conflict resolution, and collaborative management; improve the physical working environment by addressing infrastructure needs and establishing feedback mechanisms; foster stronger employee relationships through team-building, social events, and training in professional etiquette; and encourage teachers to pursue advanced degrees and continuous professional development to elevate academic qualifications, competence, and long-term career advancement.

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