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TRAINING NEEDS ASSESSMENT AND ITS INFLUENCE ON THE DESIGN OF PROFESSIONAL DEVELOPMENT PLANS IN PUBLIC SCHOOL

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ABSTRACT

The purpose of this study was to determine the relationship between training needs assessment and the design of professional development plans among public school teachers. A predictive correlational research design was utilized and respondents consisted of 103 public school teachers from the Laak North District, Division of Davao de Oro, selected through proportionate stratified random sampling. Data were analyzed using mean and standard deviation, Pearson product–moment correlation, and multiple linear regression analysis to identify significant relationships and predictors. Findings revealed that the level of training needs assessment and the level of designing professional development plans were generally moderate across all indicators. However, only stakeholders' involvement and frequency of regularity of implementation emerged as significant positive predictors of professional development plan design, while alignment with RPMS-PPST and systematic data collection were not found to have significant predictive influence. The findings highlight the importance of strengthening participatory processes, ensuring consistent implementation of professional development activities, and enhancing the practical use of evaluation results to improve training design. These outcomes emphasize the need for more structured, data-driven, and collaborative approaches in developing professional development plans to ensure their effectiveness, responsiveness, and sustainability.

INDEX TERMS: *Training Needs Assessment, Professional Development Plans, Stakeholder Involvement, Implementation Regularity, Teacher Development*

INTRODUCTION

A training needs assessment (TNA) is a systematic process used to identify the knowledge, skills, competencies, and performance gaps of teachers and school personnel to ensure that professional development programs are aligned with actual educational needs and institutional goals. In public schools, conducting a TNA is essential because it provides evidence-based information that guides administrators in designing relevant, targeted, and effective professional development plans that enhance teaching quality, classroom management, curriculum implementation, and learner outcomes. Through the assessment process, schools can determine priority areas for capacity building, allocate resources efficiently, and develop training interventions that respond to both individual and organizational demands. The relevance of this study lies in its ability to examine how training needs assessment influences the formulation of professional development plans in public schools, particularly in ensuring that training programs are responsive, sustainable, and supportive of teachers' continuous growth and improved educational performance.

Globally, there were poorly designed training programs which fail to translate into improved teaching practices and learner outcomes, adding weak alignment with identified needs and limited integration of feedback and evaluation mechanisms (Popova et al., 2021).

In International settings, specifically in Oman, the absence of structured and validated tools for assessing training needs has resulted in professional development programs that do not adequately address teachers' specific competencies and gaps (Shahat et al., 2025). Similarly, in Spain, rigid institutional structures and limited responsiveness to emerging educational demands have constrained the timely adaptation of professional development plans, reducing their effectiveness in improving teaching practices (Al-Balushi et al., 2026). In the United States, large-scale evaluations also indicate that many professional development initiatives remain insufficiently

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aligned with evidence-based needs, leading to minimal impact on teacher performance and student outcomes (Murphy-Graham et al., 2026).

Within the Philippine settings, specifically in Negros Occidental, teachers were found to exhibit high developmental needs across multiple domains, indicating gaps in how professional development plans address these specific requirements (Crispino & Moyani, 2023). Similarly, in Sarangani Province, professional development initiatives were found to be insufficiently aligned with key competency frameworks, resulting in the need for more structured and monitored training programs (Tribunalo & Ortizo, 2023). In Cebu City, there were constraints such as limited time and inconsistent program design hindered the full realization of their intended impact (Javier, 2023).

At the local level, particularly in the Laak North District of Davao de Oro, challenges in the design of professional development plans have become increasingly evident. Existing studies revealed that limitations in resources, insufficient mentoring structures, and weak collaboration mechanisms negatively affect the development of responsive training programs (Haberer et al., 2025). Moreover, the lack of structured and evidence-based planning processes contributes to gaps between identified needs and actual training interventions, limiting the effectiveness of professional development initiatives.

Despite these observable gaps, there remains a scarcity of empirical studies that systematically examine the relationship between training needs assessment and the design of professional development plans in this specific context. This research gap emphasizes the need for a data-driven investigation that analyzes how training needs assessment influences the effectiveness of professional development planning, thereby providing evidence-based results for improving teacher development programs and enhancing educational outcomes.

METHODOLOGY

Method Used

This study employed a descriptive correlational research design to examine the relationship between professional development (PD) participation and teachers' self-efficacy in Laak, Davao de Oro. A descriptive correlational design, as defined by McMillan (2022), is appropriate when the research aims to describe existing conditions and assess the degree of association between variables without manipulating them.

In this study, the independent variable was the level of participation in PD activities, including LAC sessions, lesson study, coaching and mentoring, and in-service training. The dependent variable was teachers' self-efficacy, measured across instructional strategies, classroom management, and student engagement. Data were collected using a validated structured survey utilizing a five-point Likert scale for both variables.

The use of a descriptive correlational design enabled the researcher to statistically assess the strength and direction of the relationship between the variables without inferring causation. According to Alharahsheh and Pius (2021), such a design is appropriate for educational research when the goal is to explore associations between naturally occurring variables based on numerical responses. Furthermore, the design allowed for the identification of trends and patterns in the data that could inform future interventions and policy decisions regarding teacher professional development.

Sources of Data

The primary data sources for this study were the English teachers currently employed in public elementary schools in the Laak north district, Davao de Oro. These educators served as the main respondents because they possessed first-hand experience with localized professional development practices, including LAC sessions and mentoring. Their direct exposure to these initiatives enabled them to provide valid and experience-based assessments of professional development implementation and its influence on their instructional practices.

To ensure a comprehensive dataset, the study utilized a purposive sampling technique to select participants who had actively engaged in these initiatives during the specified academic year. Their professional insights were crucial in measuring the extent of instructional confidence and the frequency of participation in school-based growth activities. The inclusion of teachers with direct engagement ensured the accuracy and relevance of the collected information.

In addition to primary participant input, the study referenced official school records and attendance logs from professional development sessions to validate the frequency of teacher participation. These secondary sources supported the quantitative data gathered through standardized survey instruments, which focused on the three domains of self-efficacy: instructional strategies, classroom management,

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and student engagement. All data collection procedures followed strict ethical protocols, ensuring that the information was obtained through informed consent.

Data Gathering Instrument

To gather valid and reliable data, the study employed an adapted and modified survey questionnaire tailored to the specific educational context of Laak, Davao de Oro. The instrument consisted of two major sections designed to measure Professional Development Practices and Teacher Self-Efficacy.

The first section assessed professional development practices, covering LAC sessions, Lesson Study, Coaching and Mentoring, and In-Service Training. The items were adapted from validated frameworks such as Macalindong and Garcia (2021), Yoshida and Fernandez (2022), and Domingo and Estrella (2023). The reliability test revealed Cronbach's Alpha coefficients ranging from 0.865 to 0.912, with an overall alpha of 0.918, indicating excellent internal consistency of the scale. Specifically, alignment with RPMS-PPST ($\alpha = 0.903$) and stakeholders' involvement ($\alpha = 0.912$) demonstrated excellent reliability, while systematic data collection ($\alpha = 0.887$), frequency of regularity of implementation ($\alpha = 0.865$), and use of results in planning ($\alpha = 0.879$) showed good reliability, confirming that the items consistently measured the intended constructs.

Scale	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Training needs assessment is always manifested
3.40 – 4.19	High	Training needs assessment is oftentimes manifested
2.60 – 3.39	Moderate	Training needs assessment is sometimes manifested
1.80 – 2.59	Low	Training needs assessment is rarely manifested
1.00 – 1.79	Very Low	Training needs assessment is not manifested

Sampling Technique

The respondents of the study were teachers from the Laak North District, Division of Davao de Oro, specifically from ten elementary schools. From a total population of 210 teachers, the sample size of 103 respondents was determined using Slovin's formula. This method was appropriate since the population size was known and allowed for a manageable margin of error, ensuring that the sample accurately represented the larger population.

The respondents were selected using proportionate stratified random sampling to ensure fair representation across all schools. This method strengthened the reliability and generalizability of the findings by reflecting the distribution of teachers across participating institutions and minimizing sampling bias.

The inclusion criteria ensured that only Elementary school teachers, Bachelor of Education graduates, and teachers with at least three years of teaching experience were included. Additionally, test-retest validation was conducted using 30 teachers outside the study locale to confirm the consistency and stability of the research instrument.

Data Gathering Procedure

The researcher strictly adhered to the institutional policies and guidelines of The Rizal Memorial Colleges, Inc. throughout the entire data collection process. In the formal request for authorization, the researcher clearly outlined the specific plans for data collection, analysis, and dissemination, ensuring alignment with the overall research objectives. This communication addressed potential concerns related to ethical safeguards and confidentiality measures by providing explicit assurances to the concerned authorities. The request for formal permission sought clear authorization to proceed, emphasizing the essential role of institutional approval in upholding the integrity and successful implementation of the study.

Permission to Conduct the Study

First, the researcher secured the necessary permissions from relevant authorities. These included approvals from the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of the Department of Education, Division of Davao de Oro, through established administrative procedures. The process involved the submission of a comprehensive research proposal detailing the study design, methodological procedures, and potential risks and benefits to participants. The proposal provided detailed information regarding the purpose of the study, its objectives, and the protocols for data collection, handling, and reporting, ensuring transparency and accountability.

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After the research colloquium, the researcher then ensured that all identified respondents were adequately informed about the nature, purpose, and procedures of the study, including their rights as participants. Informed consent was secured from each respondent before participation, guaranteeing that involvement in the study was voluntary and based on a clear understanding of the research process.

Lastly, the researcher implemented a systematic and organized approach to data collection. Survey questionnaires were distributed and retrieved using standardized procedures to ensure completeness, consistency, and reliability of responses.

Collation and Statistical Treatment of Data

Upon completion of the data collection phase, the researcher carefully managed and processed the gathered information. The data were initially sorted, organized, and encoded using Microsoft Excel to ensure accuracy, completeness, and consistency. This preliminary step allowed the researcher to conduct data cleaning and verification before forwarding the dataset for further statistical processing.

After the initial preparation, the encoded data were submitted to a qualified statistician for advanced statistical analysis. The statistician utilized the Statistical Package for the Social Sciences (SPSS) software to perform the necessary computations. This ensured that the analysis was conducted with a high level of precision and methodological rigor, reducing the likelihood of computational errors and enhancing the credibility of the findings.

The researcher ensured that all responses remained aligned with the study's problem statement and research objectives. Furthermore, the results generated through SPSS were carefully reviewed and validated to confirm their reliability and accuracy. This systematic process ensured that the statistical analysis and subsequent interpretation of results provided a truthful, valid, and evidence-based representation of the relationships among the variables under investigation.

Statistical Treatment

To systematically address the research problems of this study, appropriate descriptive and inferential statistical tools were employed. These methods were utilized to analyze and interpret the collected data in accordance with the research objectives. After the initial encoding and organization of data by the researcher, the dataset was forwarded to a qualified statistician for final statistical processing. The statistician performed the analyses using the Statistical Package for the Social Sciences (SPSS), ensuring accuracy, reliability, and methodological rigor in the computation of results.

Descriptive Statistics

For Research Questions 1 and 2, which aimed to determine the level of the Training Needs Assessment and the Design of Professional Development Plans, descriptive statistics were employed. Specifically, the weighted mean and standard deviation were used to summarize the responses of the respondents.

The weighted mean was used to determine the central tendency of the responses, indicating the overall level to which the variables were manifested. On the other hand, the standard deviation measured the variability or dispersion of responses from the mean, providing insight into the level of agreement or consistency among respondents. These statistical measures are appropriate for Likert-scale data as they allow for a clear and interpretable description of patterns and trends within the dataset.

Pearson Product-Moment Correlation Coefficient

To address Research Question 3, which sought to determine whether a significant relationship existed between the Training Needs Assessment and the Design of Professional Development Plans, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized.

This inferential statistical tool is appropriate for determining the strength and direction of the linear relationship between two continuous variables. In this study, it was used to examine the association between the two variables. The correlation coefficient provided both the magnitude and direction of the relationship, allowing the researcher to determine whether the variables were positively or negatively related, as well as whether the relationship was statistically significant.

Multiple Linear Regression Analysis

To address Research Question 4, which aimed to determine which specific indicators of the Training Needs Assessment significantly influenced the Design of Professional Development Plans, Multiple Linear Regression Analysis was employed. This statistical method is suitable for examining the predictive relationship between multiple independent variables and a single dependent variable. It enabled the researcher to assess both the individual and combined effects of the indicators of Training Needs Assessment on the Design of Professional Development Plans. Through the analysis of regression coefficients and significance values, the study identified which

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indicators served as significant predictors, thereby providing a more comprehensive understanding of the factors that influence the development of professional development plans.

Ethical Considerations

The study upheld ethical standards by ensuring informed consent, voluntary participation, and participant anonymity. All procedures followed institutional guidelines to protect privacy and maintain research integrity throughout the data collection process.

Social Value

The social value of this study lies in its potential to enhance teacher professional development within the Laak North District, Davao de Oro, directly impacting the region's educational quality. By focusing on local educators, the study provides insights into how tailored training programs can refine teaching practices, boost confidence, and improve student outcomes. These findings offer a strategic roadmap for DepEd Davao de Oro to shape future policies that address specific grassroots needs. Ultimately, the research fosters a more effective learning environment, creating a positive ripple effect that benefits both the teaching community and the learners they serve.

Informed Consent and Assent

The study prioritized informed consent to ensure that all teacher-respondents from the Laak North District were fully aware of their rights. Each participant received a clear explanation of the study's purpose, methodology, and potential risks and benefits. The researcher emphasized that participation was entirely voluntary, granting educators the autonomy to withdraw at any stage without any negative consequences. This transparent process ensured that all consent forms were documented in accessible language, upholding the highest ethical standards.

Regarding assent, the researcher implemented specific protocols for participants under 18 in the study's broader context. While parental consent was formally obtained, the researcher also sought the individual assent of the minors to respect their burgeoning autonomy. This dual-layered approach ensured that younger participants understood the nature of their involvement and their role in the research. By using simplified, age-appropriate language, the researcher facilitated an ethical environment where every participant felt respected and informed.

Vulnerability of Research Respondents

The researcher addressed the vulnerability of the teacher-respondents in Laak North District by mitigating professional pressures and potential hesitation. Recognizing that educators might fear administrative repercussions, the study strictly implemented anonymity and confidentiality protocols. Participation was entirely voluntary, and respondents were assured that their feedback would not affect their reputations or employment status. By establishing a safe, non-punitive environment, the researcher neutralized these risks, ensuring that all data reflected the participants' authentic experiences without fear of negative consequences.

Privacy and Confidentiality

The researcher strictly upheld the privacy of the teacher-respondents from the Laak North District by ensuring that all personal identities remained anonymous. Throughout the data collection and reporting phases, any identifying details were systematically removed to protect individual educators from being identified. By focusing solely on aggregated results in the final analysis, the study guaranteed that no single participant's background or specific school station was exposed, thereby maintaining a secure and respectful professional boundary.

Regarding confidentiality, the researcher implemented rigorous protocols to ensure that all gathered data remained inaccessible to unauthorized parties. The information was stored in encrypted digital files, with access restricted exclusively to the primary researcher. Every participant was assured that their survey responses would be used solely for academic purposes and would never be shared with school administrators or the Department of Education. These measures established a trustworthy environment, allowing teachers to share their honest insights without fear of disclosure.

Risk, Benefits and Safety

The researcher ensured that potential risks were kept to a minimum throughout the study. Since the process involved non-invasive surveys regarding professional experiences, participants faced no physical harm or significant emotional distress. Any potential psychological discomfort was mitigated by allowing respondents to skip sensitive questions or withdraw without any penalty.

Significant benefits were identified, as the findings offered a roadmap for improving professional development within the district. By participating, teachers helped refine training programs that directly enhanced instructional practices and student outcomes. This provided a long-term professional advantage for the educators and the broader academic community.

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Participant safety and well-being were prioritized by establishing a respectful and supportive data-gathering environment. The researcher provided clear channels for participants to ask questions or seek clarification at any stage. These protective measures ensured that the teachers felt secure, comfortable, and fully informed throughout their entire involvement.

Justice

The study upheld justice by ensuring a fair, unbiased selection process for all teachers. By employing simple random sampling, the researcher provided every educator an equal opportunity to participate. The findings were communicated equitably, aiming to improve professional development programs for the benefit of the entire teaching community.

Transparency

The researcher maintained transparency by clearly disclosing the study's objectives, procedures, and expected outcomes to all educators in the Laak North District. Every participant was fully informed of their right to withdraw and how their data would be processed within this specific locale. This open communication fostered trust and ensured that respondents remained confident throughout the entire research process.

Qualification of the Researcher

The researcher is a graduate of Bachelor of Elementary Education-BEED in the University of Southeastern Philippines, a State University in Tagum City demonstrated professional qualification by completing comprehensive training in research methodology, data collection, and ethical protocols. With prior experience in educational research, the researcher strictly adhered to institutional standards, ensuring the welfare of participants in Laak North District. This expertise guaranteed that all data were handled with integrity, maintaining the study's overall validity and reliability.

Conflict of Interest

The researcher maintained professional objectivity by ensuring no conflict of interest existed that could influence the study's design or results within the Laak North District. All personal and financial interests were disclosed, and data collection remained impartial to avoid bias. By prioritizing transparency and evidence-based analysis, the researcher upheld the study's overall integrity.

Adequacy of Facilities

The researcher provided adequate facilities and resources within the Laak North District to ensure data integrity and participant comfort. Secure, quiet spaces were used to promote confidentiality and minimize distractions during data collection. By employing reliable technology and secure survey platforms, the researcher maintained a professional environment that supported participants' needs and ensured the high quality of the data collected.

Community Involvement

The researcher fostered community involvement by actively engaging the educators of Laak North District throughout the study. By prioritizing the voices of the teacher-respondents, the research remained responsive to their specific professional needs and the district's unique context. Findings were shared with the local educational community, ensuring that the results directly contributed to improving grassroots professional development programs.

RESULTS AND DISCUSSION

Level of Training Needs Assessment

The following table presents the level of training needs assessment as a multidimensional construct with descriptive findings across key indicators, namely: alignment with RPMS-PPST, systematic data collection, stakeholders' involvement, frequency of regularity of implementation, and use of results in planning.

Level of Alignment with RPMS-PPST

Presented in Table 1 is the level of alignment with RPMS-PPST, as measured through indicators related to the coherence of professional development programs with national standards, integration of RPMS-PPST in teacher goals, reflection of competencies in sessions, support for performance indicators, and the use of standards in planning topics. The table shows an overall mean interpreted as Moderate, indicating that alignment practices are evident but not consistently maximized across all dimensions.

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Table 1
Level of Alignment with RPMS-PPST

No	Alignment with RPMS-PPST	Mean	SD	Descriptive Interpretation
1	The professional development programs attended are closely aligned with the RPMS-PPST standards.	3.00	0.69	Moderate
2	The teacher is encouraged to incorporate the RPMS-PPST framework into their professional development goals.	3.36	0.70	Moderate
3	Professional development sessions reflect the competencies outlined in the RPMS-PPST.	2.78	0.86	Moderate
4	The professional development programs are designed to help teachers meet the performance indicators outlined in the RPMS-PPST.	3.82	0.62	High
5	The RPMS-PPST standards are used to guide the selection of topics for professional development sessions.	3.26	0.44	Moderate
	Mean Average	**3.24**	**0.66**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 1 presents the level of alignment with RPMS-PPST with an overall mean of 3.24 and a standard deviation of 0.66, described as Moderate, indicating that professional development practices are partly aligned with established standards but are not consistently implemented across all indicators.

Among the indicators, the highest mean was obtained by professional development programs being designed to help teachers meet the performance indicators outlined in the RPMS-PPST, with a mean of 3.82 and a standard deviation of 0.62, described as High. The next highest indicator was teachers being encouraged to incorporate the RPMS-PPST framework into their professional development goals, with a mean of 3.36 and a standard deviation of 0.70, described as Moderate, indicating that while encouragement is present, its consistent application across all teachers may still be limited.

Following this was the use of RPMS-PPST standards to guide the selection of topics for professional development sessions, which obtained a mean of 3.26 and a standard deviation of 0.44, described as Moderate. This indicates that standards-based planning is being practiced but may not yet be systematically applied in all training decisions. The indicator on professional development programs being closely aligned with RPMS-PPST standards recorded a mean of 3.00 with a standard deviation of 0.69, also described as Moderate. Finally, the lowest mean was obtained by professional development sessions reflecting the competencies outlined in the RPMS-PPST, with a mean of 2.78 and a standard deviation of 0.86, described as Moderate.

The findings indicate that alignment with RPMS-PPST is evident but remains inconsistently implemented, suggesting that professional development planning is still in a developmental stage requiring stronger integration and systematic application. This result is consistent with the findings of Manlangit and Castañeda (2024), who reported that training activities often fail to directly correspond to specific RPMS indicators, resulting in less targeted programs. Similarly, Barrachina-Palanca et al. (2023) emphasized that effective professional development depends on strong alignment with performance standards to enhance teacher engagement and instructional effectiveness.

Level of Systematic Data Collection

Presented in Table 2 is the level of systematic data collection, as measured through indicators related to structured feedback mechanisms, utilization of collected data, regular solicitation of teacher input, systematic review of feedback, and the use of data to measure improvements in teaching practices.

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Table 2
Level of Systematic Data Collection

No	Systematic Data Collection	Mean	SD	Descriptive Level
1	Professional development programs include clear and structured methods for collecting feedback from teachers.	3.38	0.61	Moderate
2	Data collected from professional development activities are used to assess their effectiveness.	3.34	0.83	Moderate
3	Teachers are regularly asked to provide data on their experiences with professional development activities.	2.85	0.90	Moderate
4	Feedback collected from teachers is systematically reviewed to improve future professional development sessions.	3.90	0.72	High
5	The data collected from professional development activities are used to measure improvements in teaching practices.	3.22	0.42	Moderate
	Mean Average	**3.34**	**0.70**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 2 presents the level of systematic data collection with an overall mean of 3.34 and an SD of 0.70, described as Moderate, indicating that schools implement data collection processes to a reasonable extent but not uniformly across all indicators. This suggests that while mechanisms for gathering and using data exist, their consistency and depth of application remain developmental.

Among the indicators, the highest mean was obtained by feedback collected from teachers being systematically reviewed to improve future professional development sessions, with a mean of 3.90 and an SD of 0.72, described as High. This reflects that when data are collected, there is a strong effort to analyze and utilize them for improvement. The next highest indicator was professional development programs including clear and structured methods for collecting feedback from teachers, with a mean of 3.38 and an SD of 0.61, described as Moderate, indicating that structured collection systems are present but not consistently implemented.

Following this was the use of data collected from professional development activities to assess their effectiveness, with a mean of 3.34 and an SD of 0.83, described as Moderate. This suggests that evaluation practices are applied but may lack regularity or depth. The indicator on using collected data to measure improvements in teaching practices obtained a mean of 3.22 with an SD of 0.42, also described as Moderate, reflecting partial utilization of data for performance monitoring. Finally, the lowest mean was recorded for teachers being regularly asked to provide data on their experiences with professional development activities, with a mean of 2.85 and an SD of 0.90, described as Moderate, indicating inconsistency in soliciting teacher input.

The findings indicate that while systematic data collection practices are present, there is inconsistency in sustaining regular and comprehensive data-gathering processes, particularly in fully engaging teachers as key sources of feedback. This result is consistent with Swain et al. (2022), who identified time constraints and limited resources as major barriers that hinder continuous and systematic data collection practices. Similarly, Özdemir and Babadoğan (2023) emphasized that although data are collected, they are not consistently integrated into planning processes, resulting in gaps between data availability and its effective use.

Conclusion and Recommendations

Summary of Findings

1. The findings revealed that the level of training needs assessment was generally described as moderate across all dimensions, indicating that key processes are present but not consistently applied. Alignment with RPMS-PPST, systematic data collection, stakeholders' involvement, frequency of regularity of implementation, and use of results in planning all demonstrated partial implementation. While certain areas such as program design and feedback review showed stronger practices, limitations were observed in the consistent application of standards, regular implementation of activities, and systematic use of data in planning.
2. Similarly, the level of designing professional development plans was also found to be moderate across all indicators, reflecting that programs are generally relevant, aligned, and responsive to teachers' needs but not consistently optimized. Strengths were noted in the provision of practical strategies and flexible program structures, while gaps were observed in aligning content with individual needs, ensuring consistent integration of feedback, and supporting the full application of learned competencies in classroom practice. These findings indicate that professional development planning is guided by appropriate considerations but requires more focused implementation to maximize its impact on teaching and learning.

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3. The analysis further revealed a statistically significant and moderately strong positive relationship between training needs assessment and the design of professional development plans. This suggests that more systematic and well-structured identification of training needs contributes to more effective and responsive professional development planning. The result confirms the importance of using thorough needs assessment processes to ensure that professional development initiatives are aligned with actual teacher requirements and contribute meaningfully to instructional improvement.
4. Finally, the regression results showed that not all indicators of training needs assessment significantly influenced the design of professional development plans. Stakeholders' involvement and frequency of regularity of implementation emerged as strong positive predictors, indicating that active participation and consistent execution of professional development activities play a crucial role in shaping effective plans.

Conclusion

1. The results of the study revealed that the training needs assessment was generally practiced at a moderate level, indicating the presence of established systems that are not yet consistently implemented across all dimensions.
2. The design of professional development plans was generally practiced at a moderate level.
3. Furthermore, the findings confirmed a statistically significant and moderately strong relationship between training needs assessment and the design of professional development plans, highlighting the importance of structured needs identification in shaping effective training programs.
4. The regression analysis further demonstrated that stakeholder involvement and frequency of implementation were the most influential predictors, while alignment with RPMS-PPST and systematic data collection did not significantly influence the design of professional development plans.

The current findings of the study partially support the theoretical framework anchored on Constructivism, Self-Determination Theory, and Transformative Learning Theory. The significant role of stakeholder involvement and participation aligns with Constructivist and Self-Determination principles, emphasizing active engagement and autonomy in professional growth. However, the moderate levels of implementation and the limited influence of systematic data collection and RPMS alignment suggest that the transformative and reflective aspects emphasized in Transformative Learning Theory are not fully realized. This indicates that while elements of active engagement and motivation are present, the processes required for deep reflection, consistent practice, and sustained transformation remain underdeveloped.

Recommendations

Based on the results of this study, the following recommendations are proposed:

1. For School Heads and District Supervisors. Professional development programs should be systematically aligned with RPMS-PPST competencies by requiring all training designs to undergo a standards-mapping review prior to implementation. School heads and district supervisors must ensure that each training session explicitly reflects RPMS-PPST indicators and competency targets. This will address the observed gap in consistent alignment and ensure that all professional development initiatives are standards-based and performance-driven.
2. For School Heads and Program Coordinators. A structured and institutionalized data collection system should be strengthened by implementing regular and mandatory feedback mechanisms after every professional development activity. School heads and program coordinators must ensure that teachers are consistently engaged as primary sources of feedback and that data collection is conducted at scheduled intervals. This will address the inconsistency in soliciting teacher input and ensure that data gathering becomes a sustained and routine practice.
3. For District Research Coordinators and School Leaders. Evaluation results and collected data must be systematically utilized in planning professional development programs through the establishment of formal data analysis and planning protocols.
4. For School Heads and Training Organizers A structured annual implementation schedule for professional development activities should be developed and strictly monitored to ensure consistency and continuity.
5. For Master Teachers and Department Heads. Teachers should be provided with structured follow-up support, such as coaching sessions, learning action cell workshops, and monitoring mechanisms, to ensure the consistent application of learned skills in the classroom.

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