

# **Professional Growth and Development of Private Secondary School Administrators and Teachers of the Three Cities of Batangas Province**

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## **Abstract**

*The problem lies within the individual's desire to improve oneself morally, socially, intellectually and professionally. With all these aspects on hand as prominent keys to every possible success of a person, it will also equally serve as shield to life's challenges and obstacles. It is, therefore, the primary objective of the school to make sure these people working within the system be highly capable and qualified to do the job required of them and elicit exceeding traits to acquire success within their own fields of education. It is this prominent concept that the researcher observes the deficiency and sometimes even the lack of teacher and school administrator enhancements that are, most of the times, neglected to attain the goals and objectives of the institution.*

## **1. Introduction**

Civilizations rise and fall throughout history as man continually strive to mold and create a world that would fulfill his needs and would better suit him. This slow and pain staking process of man's endeavor has given rise to ideas and advancements that are vital to the very foundations of modernization. Today people live in a time wherein knowledge is a key to every man's basic survival, and lives standing in reliance towards an ever increasing state of technological, political, social, and even religious problems and issues yet to be pondered and solved. Behind all these, it is essential for men to cope up with their needs of the modern world as it continues to change drastically. It is now where education plays a vital role in the struggle of mankind to deal with the innovations he himself has laid upon the world.

Every man, upon his birth, has been given the right, freedom and the privilege of education. It is this right that somehow must be reflected on the people as one of the most important prerogative ever to have been given by any constitution. This right may serve as the basis of man's development and desire to improve himself morally, socially, emotionally, and intellectually. With all these aspects on hand as prominent keys to every possible success of an individual, it will also equally serve as shield to life's challenges and obstacles. However, education, as we all know it, is a very complex system of planning, applying strategies and even facilities to make learning more effective. And it is where the significance of the capable and productive educators' role, such as the teachers and school administrators, comes in. Every aspect of a person's basic educational foundation has always been influenced somehow by the teacher. It is probably due to the desire of the learner to absorb, as much as possible, all knowledge and

facts as well as spiritual preferences that are being transferred to him during his earliest stage of educational development. It is, therefore, the primary objective of the school to make sure these people working within the system be highly capable and qualified to do the job required of them and elicit exceeding traits to acquire success within their own fields of education. It is in this area, the school and its administration, the researcher observes the deficiency and sometimes even the lack of teacher and administrator enhancements to attain the goals and objectives of the institution.

However, in the personal observation of the researcher, teachers and administrators nowadays, just like any other worker, have sometimes do not anymore give so much consideration on their professional growth and development. Moreover, he believes that productivity in any job depend not only on the availability of resources and their maximum utilization but also on the commitment, emotional and spiritual disposition of the worker. Thus, this study is to the researcher, very timely and necessary especially that the researcher was once a school principal. And as an administrator in a private school, one has really to be given the opportunity to grow professionally and personally.

The rights, duties and accountabilities of school administrator is subject to the limitation prescribed by the law, policies and regulations of the school's governing board. He has to respect the authority of the school's governing board as well as the rights of the other members of the school community. He plans, organizes, and implements policies and strategies of action so that each component unit of the school can direct its efforts toward the attainment of its approved objectives. He also exercises administrative jurisdiction over the school and its operations in order to maintain peace and harmony in the realization of its approved objectives. He likewise determines whom to admit as students, based on fair, reasonable and equitable admission and academic requirements whom to appoint as school personnel, what to teach, subject to the condition that the core curriculum issued by DepEd shall be complied with and what instructional materials and facilities to provide. He should provide a healthy and wholesome school environment conducive to effective learning and has to give due diligence expected of a good father of a family in the management of the school so as to prevent any damage or injury to life or property inside or outside the school campus. Furthermore, the school administrator sees and checks the financial viability of the school and pays obligations when they become due.

However, there are some key aspects of growth and development that are more likely to be identified as independent factors of both areas of professional enhancement. Rennekamp (2001) mentioned that a number of authors have attempted to describe the characteristics of professional careers. Most of them will agree that a professional has the following characteristics; first, has an identifiable base of knowledge from which he or she practices, second, has acquired a mastery of that knowledge through extended education, third, has autonomy in making decisions regarding application of that knowledge, fourth, displays a strong commitment to the field, and last, has a lifelong commitment to professional development. All of which concentrates to reaching the ultimate stages of professional growth and development.

While the Rennekamp's model suggests progression from one stage to another, it acknowledges that not all professionals will progress through all four stages over the course of their career. However, it is crucial for teachers and administrators to understand the essence of each stage of development. It is essential that all professionals move out of this stage to attain career satisfaction. The entry stage is characterized by

psychological dependency where central motivators for professional development include attaining the foundation skills required to do the job and understanding the organization's structure, function, and culture at that point in the organization's history.

The colleague stage can be a satisfactory level for many professionals for a number of years, as long as growth in expertise or responsibility continues. Some people never need to move beyond this level, thriving on independent work. Individuals in the Colleague stage have been accepted as members of the professional community and independently contribute their expertise to solving problems and carrying out programs. This stage is characterized by a rapid growth in professional knowledge, independence, and autonomy. The Colleague seeks to build at least one area of expertise for which he or she is noted and often shares that expertise on developmental committees and through other special assignments. Often, professionals in the colleague stage seek additional formal training through Sabbatic leave and enrollment in graduate school. Professionals who have reached the Counselor stage are ready to take on responsibility, either formal or informal, for developing others in the organization. At the same time, they must not neglect their own personal growth and development. To accommodate personal development needs counselor-level professionals often seek to develop additional areas of expertise beyond which they currently possess. Such efforts result in a broad-based expertise that can be utilized in organizational problem-solving. Counselors often chair committees or take on leadership roles in professional associations. Rather than being independent contributors they understand the need for an interdependent role and accomplish much of their work through others. They are extensive boundary-spanners and often have extensive networks both within and outside the organization. A move to the Counselor stage does not necessarily imply a change of jobs to a supervisory or managerial position, but those in the counselor stage must at some point be able to contribute to the growth of others in the system.

Individuals in the Advisor stage play a key role in shaping the future of the organization by sponsoring promising people, programs and ideas. The sponsor has often developed a distinct competence in several areas of expertise and often has a regional or national reputation. Sponsors have a thorough understanding of the extension organization and can be a catalyst for positive change. They are capable of exercising formal and informal influence in the decision-making process. Not all professionals reach the advisor stage. Yet, as with the counselor stage, progression to the Advisor stage does not require a permanent or formal move to a titled position, but it does mean having some influence over the policies or procedures of the organization or over the nature of their own job.

A review of Andrew's and Anfara's (2003) literature revealed that the professional development of school administrators has been described as a wasteland, meager, neglected, poverty stricken and deplorable. This characterization that, of all educators, principals may have greater needs for renewal than anyone else. The bulk of educational improvement rests on the shoulders of the principal, is the very person neglected for so long. Based on the study, school principals do not believe that their school districts and professional organizations provide the necessary opportunities for them to learn what they need to know to forward reform at the school and classroom level. Principals believe that professional development opportunities are too scattered and do not tell how to get from point A to point B. These are the primary concepts from which this study has been based upon and wherein the researcher has centered the focus.

A major three-part study by the Stanford Center for Opportunity Policy in Education, in partnership with the National Staff Development Council at Edweek (2010), provides some of the most up-to-date descriptive information on professional-development trends in the United States. The study, released in three phases in 2009 and 2010, drew on a variety of sources, including reviews of mainly qualitative literature, research on teacher learning in developed countries, surveys of teachers, and data from three administrations of the selected schools and surveys. Among other findings, the reports stated that teachers generally spent more time instructing students and less time in professional learning opportunities with their peers than those in top-performing countries. Beginning teachers reported having had a mentor, though not always in the teacher's content area. Another is that the intensity of other types of professional development decreased. Training of at least nine to sixteen hours on the use of computers for instruction, reading instruction, and student discipline all declined notably, while training of up to eight hours in those areas increased. Training in content, however, increased during that time period. And teachers reported above-average participation in professional development.

With these concerns looming within the educational system, it is an easy regard for teachers and administrators to rethink their own career strategies for improvement and development. Jackson and Davis (2000) quantifies the frequency with which teachers should be engaged in professional development. Schools should dedicate a minimum of 10 percent of their budgets, excluding salaries and benefits, to professional development and devote at least 25 percent of a teachers' work time to learning and collaborating with colleagues.

These insights were concurred by Ignacio (2000) in her study. She found that development programs helped teachers and administrators to develop their intellectual abilities or talents and enhance their values by growing in grace. This meant the program deepened their Christian values and helped them maintain a high standard of professional conduct. It also improved their attitudes toward teaching and relationships with the academic community and the community at large. According to Ignacio, faculty development challenged the teachers and administrators to maintain efficiency in service and accept greater responsibility which qualify them for a high position.

A Specific design of school administrators should be implemented as a comprehensive program for professional development for principals and school heads for them to continuously grow professionally and thus become more efficient and effective school administrators. A study on Professional Development Needs and Educational Administration of Public Elementary School Administrators in Region III by Molano (2003) recommended based from the findings and conclusions of the study that there is a call to design an on-going professional development program for school administrators in the public elementary schools for their continuous professional development and growth. The division office in the region should seek for ways and means to offer scholarship grants to the deserving administrators who have not yet finished their graduate studies. And a sense of commitment to professional development be encouraged among school administrators themselves and should take the initiative in seeking for some resources to facilitate activities and other economic undertaking for their professional development.

## **2. Objectives**

1. To know the extent of the growth of private school teachers and administrators in the apprentice, colleague, counselor, and adviser stages.
2. To describe the professional values of private school administrators in terms of knowledge advancement, work values, community service, research involvement, and innovativeness and creativity.
3. To compare the responses of the two groups of respondents with regard to the stages of growth and development with their professional values.

## **3. Methodology**

The descriptive type of research using the correlation research technique was used in this study. The descriptive method is designed to gather information about present existing conditions. Descriptive research is defined as involving collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The principal aim in employing this method was to describe the nature of a situation as it exists. The correlation technique was used to determine the relationship of the two groups of variables of the study with the two groups of respondents. More so, it also aims to determine whether the Professional Growth and Development relate to their achievement and performance.

The researcher utilized the selected secondary administrators and teachers in the three cities of Batangas province, namely Batangas, Lipa and Tanauan as respondents of the study. Private secondary schools were asked to respond to the presented researcher-made questionnaires. When the answered questionnaires were retrieved, the researcher utilized the following scale to analyze and interpret the results.

The values scale used to assess the professional values of administrators of private secondary schools are (4) Very Evident, (3) Evident, (2) Slightly Evident, and (1) Not Evident. While for the professional growth stages questionnaire, a descriptive scale value was assigned to quantify the responses. The values will be multiplied with the frequencies to arrive at the weighted mean. The values assigned for the stages and opportunities for professional growth and development of administrators are ( 4) To A Very Great Extent, (3) To A Great Extent, (2) To Some Extent, and (1) To A Least Extent. The responses with regard to opportunities to professional growth and development will be quantified using the scale value (4) To A Very Great Extent, (3) To A Great Extent, (2) To Some Extent, and (1) To A Least Extent. And for the purpose of interpretation of computed means, guides for the Stages and Opportunities of Professional Growth and Development will be supplemented using verbal interpretations of Very Evident (VE), Evident (E), Moderately Evident (ME), Little Evident (LE), and Not Evident/Lacking (NT).

## **4. Results and Discussion**

### **4.1. Extent of Growth in Varied Stages of Private Secondary Administrators and Teachers**

Educators starting their career path in education will always commence somewhere in the field where changes occur abruptly based on the needs of the times and the organization. It is the individual’s own decision that should make a mark in the professional lives. The novice or apprentice stage describes the initial level of development for school administrators.

As contained in the table, the school administrators indicated that they could build relationships with professionals or peers. This obtained the highest weighted mean of 3.70 and interpreted to a very great extent. Apparently, this group of respondents believed that they were able to lead the faculty, students and even parents in implementing the rules, regulations and policies of the school. The smooth systematic flow in every offices, classrooms and in the school premises are mere manifestations of the harmonious relationships of every individual in the school organization.

Thus, the school administrators assessed that they were able to disseminate the school policies and updates to a very great extent. This ranked second among the eight items with a weighted mean of 3.67. Undoubtedly, the school administrators always inform the faculty, students and other stakeholders of new DepEd Orders, issues, and even problems. These were done through meetings, written in bulletin boards, and even in campus publications. This is very much new and noted in the implementation of the K-12 program. The Administrators were able to discuss the changes among the faculty, students and parents.

Ranked third, however, was that the administrators exercise directed creativity and initiative to the teachers of their institutions. It gained a weighted mean of 3.50 and interpreted to a very great extent. Private school administrators adhere to the mentioned concept mainly due to the significance of individuals having a sense of freedom in their work as well as the ability to render their own skills and talents with autonomy and choice. The liberty to be creative is a rare situation especially in an organization initializing their own quality standards as like in the educational field.

However, administrators believed that being dependent to others’ report and work as well as the need to be motivated by co-teachers and management are not factors in relation to professional growth as it ranked last of the items presented. Both with a weighted mean of 1.90 and interpreted as to some extent, administrators clearly deem that independence in one’s own work is essential and important to professional growth. People relish the fact that success must be achieved through one’s own efforts and endeavors to be highly recognized but for this group of respondents it is not that essential as it seems.

The composite mean of 3.03 showed that the administrators assessed that the items presented are evident to a great extent with regard to the growth as to apprentice stage.

**Table 1. Extent of Growth as to Apprentice Stage**

ITEMS	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Acquired career satisfaction in my work	3.40	TGE	4	3.33	TGE	2
2. Am dependent to other teachers report and work	1.90	TSE	7.5	2.14	TSE	8
3. Need motivation from co-teachers and management	1.90	TSE	7.5	2.56	TGE	7
4. Attained the foundation skills in managing teachers	3.20	TGE	5	3.02	TGE	5
5. Disseminate the school policies and updates	3.67	TVGE	2	3.30	TGE	3

6. Can build relationships with professionals/peers	3.70	TVGE	1	3.40	TGE	1
7. Exercise directed creativity and initiative	3.50	TVGE	3	3.29	TGE	4
8. Establish linkages with volunteers, advisory groups and community	3.0	TGE	6	2.94	TGE	6
Composite Mean	3.03	TGE		3.0	TGE	

**Table 2. Extent of Growth as to Colleague Stage**

ITEMS	Administrators			Teachers		
	WM	VI	Rank	WM	VI	Rank
1. Attain growth in expertise and responsibility	3.60	TVGE	3	3.36	TGE	2
2. Can work independently and submit work in time	3.60	TVGE	3	3.30	TGE	5
3. Can assist and guide teachers in implementing new strategies and approaches in teaching	3.60	TVGE	3	3.31	TGE	4
4. Am efficient and effective in performing special assignments	3.30	TGE	7	3.13	TGE	7
5. Inculcate cooperation in the work environment	3.70	TVGE	1	3.36	TGE	2
6. Am an independent contributor in problem solving	3.30	TGE	7	3.20	TGE	6
7. Can develop a professional identity	3.30	TGE	7	2.91	TGE	8
8. Share knowledge and information with teachers and other stakeholders	3.50	TVGE	5	3.36	TGE	2
Composite Mean	3.49	TGE		3.24	TGE	

As presented in the table, the colleague stage focuses on the development of individuals’ capacity and capability to work with the organization and specific groups of people trying to attain the same end. Specifically, it focuses on the internal relationships of the organization that can influence the professional bonds of individuals to peers and superiors of the school. School principals are the modifying personalities that revere the value of coordination and cooperation. One of their main roles is to persistently make sure that the mechanisms of the entire school organization are working together in unison to achieve the definite goal being targeted.

However, the teachers noted that they could develop a professional identity which ranked last from the teacher respondents with a score of 2.91 and interpreted as to a great extent. This is probably due to the uninterestedness of teachers in performing tasks other than teaching. It creates awkwardness and discomfort in their work that further aggravates stress and pressure. The colleague stage completes eight items that administrators and teachers perceive as essential in professional growth and development. A composite

mean of 3.49 was achieved for the administrator respondents while a composite mean of 3.24 was gained for the teachers.

**Table 3. Extent of Growth as to Counselor Stage**

ITEMS	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Am able and ready to take responsibilities for developing the professional growth of teachers	3.40	TGE	1.5	3.44	TGE	1
2. Can take additional area of expertise other than my area of specialization	3.10	TGE	7	3.20	TGE	2
3. Can take the position of chairmanship in any assigned committee	3.40	TGE	1.5	3.02	TGE	7
4. Can understand the need for interdependent role to accomplish work through others	3.20	TGE	3.5	3.15	TGE	3
5. Have extensive networks both inside and outside the school organization	3.10	TGE	7	2.89	TGE	8
6. Can exhibit multidisciplinary roles in the organization	3.10	TGE	7	2.64	TGE	9
7. Can attain leadership positions in professional circles	3.10	TGE	7	3.04	TGE	5
8. Can engage in counseling other professionals	3.0	TGE	7	3.03	TGE	6
9. Can develop coaching and mentoring relationships	3.20	TGE	3.5	3.14	TGE	4
Composite Mean	3.18	TGE		3.06	TGE	

The counselor level of professional growth presents the abilities and acquired knowledge of educators to provide assistance to peers, fellow teachers and school heads in keeping within the standards of the institution. It can be gleaned from the Table that the administrators were able and ready to take responsibilities for developing the professional growth of teachers and can take the position of chairmanship in any assigned committee. Both gained a weighted mean of 3.40 and interpreted as to a great extent. School administrators have the significant responsibility of making sure that the school and all its personnel, teaching and non-teaching, should be given the opportunity to grow professionally. This responsibility descends beyond the boundaries of just implementing reviews of academic programs, scholastic standards, faculty development and other relevant functions for the development of the academe. The administrator respondents gained a composite mean of 3.18 while the items presented in the above table are interpreted as evident to a great extent.



Can exhibit multidisciplinary roles in the organization gained a weighted mean of 2.64 for the teachers and ranked last. This concept represents the capability of the individual to assert oneself in different tasks that can exhibit and showcase his ability regarding management skills on different functions. Having multidisciplinary roles is essential in the work environment due to the ever increasing needs and standards that the school must achieve as well as the changing essentials for school growth. The counselor stage for the private school teachers is composed of nine items that gained a composite mean of 3.06 that was verbally interpreted as evident to a great extent.

**Table 4. Extent of Growth as to Advisor Stage**

ITEMS	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Am able to sponsor the growth of promising new teachers	3.30	TGE	2	2.99	TGE	4
2. Can produce comprehensive programs	2.70	TGE	6	3.01	TGE	2
3. Am involved in extensive planning of academic activities	3.30	TGE	2	3.0	TGE	3
4. Am engage in innovation and risk-taking	3.20	TGE	4	3.21	TGE	1
5. Represent the organization to internal and external groups	3.30	TGE	2	2.94	TGE	5
6. Conduct or initiate seminars and trainings for teachers	3.10	TGE	5	2.89	TGE	6
7. Recommend teachers for scholarship	2.50	TGE	7	2.75	TGE	7
Composite Mean	3.06	TGE		2.97	TGE	

This level of professional growth discusses on the ability of teachers and school heads to guide other educators by experiences and acquired knowledge. This indicates the essential capability of the educator to share knowledge and provide opportunities of professional growth to peers and subordinates. The main role of school managers is to cater to the needs of the teachers under their supervision and of course the needs of the students and pupils. Making sure of their professional progress as to their job performances is vital in the achievement of the school goals and objectives to provide quality education to the clientele, as well as promoting the school organization to the outer circle of the social and the educational community. The overall composite mean of the items for the administrator respondents received a score of 3.06 and was interpreted as to a great extent.

The item presents the significance of taking to account the apprenticeship capabilities of individuals and its value to the institution. Guiding other professionals in the same field with the proper tools to help the inexperienced grow and develop professionally is a vital aspect of improvement of the individual. The

advisor stage of professional growth of teachers and administrators comprises seven items in the list of the said level of professional development. For the teacher respondents, a composite mean of 2.97 was gained while 3.06 for the school administrators. Both were verbally interpreted as to a great extent.

As contained in the tables, the two groups of respondents did not differ on their responses as to the stages of professional growth as to apprentice, colleague, counselor and adviser. The obtained t-values were less than the critical t-value of 1.99 at .05 level of significance and at 116 degree of freedom, this led in the acceptance of the null hypothesis. The findings showed that with the administrators and teachers had the same assessments about their professional growth in the school. They experienced the stages of growth like building relationship with peers and other professionals working independently and submit work in time, developing, coaching and mentoring relationship and engaging in innovation and risk-taking. This is in conformity with Renekamp’s idea that progression of professionals will ultimately follow the stages of professional growth and development.

**4.2. Description of the Professional Values of Private Secondary School Administrators and Teachers**

The professional values of administrators and teachers referring to knowledge advancement, work values, community service, research and innovation are discussed in this part of the study.

**Table 5. Professional Values of Administrators and Teachers as to Knowledge Advancement**

Items	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Given scholarship by the school to pursue advanced studies or to enroll in masteral or doctorate program	2.80	E	4	2.64	E	5.5
2. Informed of other scholarships from DepEd and NGO’s	2.30	SE	8	2.64	E	5.5
3. Sent abroad for study tours or to enroll In graduate program	2.10	SE	9	2.68	E	4
4. Required to join educational tours locally	2.60	E	7	2.82	E	1
5. Given the opportunity to travel abroad for personal initiatives	1.70	SE	10	2.61	E	8.5
6. Given a copy of new works, manuals and workbooks	2.89	E	3	2.49	SE	10
7. Sent to seminar/trainings outside the school	2.90	E	2	2.61	E	8.5
8. Allowed to subscribe in professional readings like journals and magazines	3.0	E	1	2.76	E	2

9. Given financial assistance in attending seminars/ trainings in division, regional and national level	2.7	E	5.5	2.71	E	3
10. Supported in joining in educational organizations	2.7	E	5.5	2.62	E	7
Composite Mean	2.57	E		2.66	E	

Enhancement of understanding regarding practical usefulness through pursuance of assimilated trainings and seminars from interior and exterior sources is a definite particular for professionals and practitioners alike. It succeeds the limits of progression and expansion for ideal applications of policies and work performances focused on attaining the high standards and quality outputs. Learning from each other by achieving synthesis of ideas and insights by selecting, sifting, and weighting impressions and convictions obtained from first-hand experience, extensive reading, master teachers, and the sharing of thoughts and information with colleagues, students, and many other persons is the key to advancing oneself through work relationships and responsibilities. Table 5 reflects the perceptions of administrators and teachers of private secondary schools with regard to knowledge advancement that has ten specific items that accumulated a composite score of 2.57 for the administrators and was interpreted as evident in their pursuit to knowledge advancement. However, the items presented to the teacher respondents accumulated a composite mean of 2.66 for the teacher group which was interpreted as evident.

**Table 6. Professional Values of Administrators and Teachers as to Work Values**

Items	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. to lead and use leadership skills	2.60	E	9.5	2.56	E	4
2. Able to control the outcome of an activity	2.70	E	6	2.68	E	1.5
3. Contributing my own ideas and expressions	3.22	E	1	2.56	E	4
4. Being mentally challenged	2.60	E	9.5	2.53	E	7
5. Learning and adapting to different kinds of situations	2.78	E	5	2.68	E	1.5
6. Feeling satisfaction and contentment in work	3.0	E	3	2.54	E	6
7. Being recognized for doing a good job	3.0	E	3	2.56	E	4
8. Having an increase of salary on a regular basis	2.67	E	7.5	2.47	SE	9
9. Secured in my work	3.0	E	3	2.45	SE	10
10. Able to provide the needs of my family	2.67	E	7.5	2.48	SE	8
Composite Mean	2.82	E		2.55	E	

The present study extends the existing empirical research about work values in the private educational sector by examining the influences on work values of high school administrators and teachers. The aim of this study is to enable principals and teachers to see themselves in perspectives and to identify and to explain features which seem to be significant for their educational policies and goals. Table 6 contains the work values of administrators and teachers of private secondary schools. For the Administrator group of respondents three items ranked third namely feeling satisfaction and contentment in work, being recognized for doing a good job and being secured in my work. All three were interpreted as evident and gained a weighted mean of 3.00 that reflects the significant importance of the concepts of the three items: security, recognition and satisfaction all of which pertains to the work responsibilities of the school administrator. It is a role that is being experienced and expected of them, however, how much necessary these roles imply is somehow not being accepted by the respondents as their key purpose to achieve professional growth. For the teacher group, security is imperative for every individual, nevertheless, in this case, teachers are not highly motivated by it in terms of their work values. Most teachers are driven by challenges, love of work, satisfaction and a great working environment. In this particular group, security does not play a vital key in their growth as private school teachers.

The result from the analysis of the ten items received a composite score of 2.82 for the administrator group and 2.55 for the teachers. Both groups of respondents perceived the items as evident professional values.

**Table 7. Professional Values of Administrators and Teachers as to Community Service**

Items	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Supported financially by the management in doing extension activities in remote barangays	3.0	E	1.5	2.57	E	3
2. Required to submit an annual work plan for community work	2.8	E	3.5	2.50	E	5.5
3. Given the authority to implement the plan	2.8	E	3.5	2.56	E	4
4. Required to monitor and evaluate the work plan	3.0	E	1.5	2.62	E	1
5. Allowed to suggest how such community work can be improved after its evaluation	2.6	E	5	2.50	E	5.5
6. Supported by barangay officials and residents in doing extension work like beautification, tree planting, and others	2.3	SE	6	2.58	E	2
Composite Mean	2.75	E		2.56	E	

Doing community service provides professionals with opportunities to become active in the community and positive contributors to society. Community service or volunteerism enables students and teachers to acquire skills and knowledge as well as provide a service to others that need it in some way. There are multiple profits and gains from community service that can manifest as psychological, social and cognitive benefits. Doing community service not only makes a difference to the organization being served, but also makes a difference on the people who are reaching out. These lifelong worthwhile experiences provide essential knowledge that these educators need to find progress and upliftment with regard to service to the society. Teacher respondents believed that the requirement to participate in the evaluation of the work plan in community service is evident in professional values orientation because it ranked first in the list of items presented from the above table. With a weighted score of 2.62 it was verbally interpreted as evident in their professional values standards. Teachers believe that constant monitoring of planned activities are important in the achievement of the school goals but being given the opportunity to be themselves the monitor is a pride and privilege. This, to them, is a manifestation of their accomplishment to be trusted and relied upon.

As shown in the above table, community service has six items in the list that the administrator respondents gave a composite mean of 2.75 and 2.56 for the teacher respondent group. From the analysis, the result was interpreted as evident for both groups of respondents.

**Table 8. Professional Values of Administrators and Teachers as to Research Involvement**

Items	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Informed of the financial assistance given while conducting research study	3.0	E	1	2.71	E	2
2. Given the chance to submit research proposal	2.56	E	3	2.40	SE	6
3. Provided ample time in conducting and finalizing research study	2.44	SE	4.5	2.68	E	3
4. Required to evaluate research studies conducted by teachers	2.10	SE	6	2.59	E	4
5. Allowing teachers to conduct research work	2.44	SE	4.5	2.74	E	1
6. Tasked to encourage teachers in writing an action research	2.78	E	2	2.57	E	5
Composite Mean	2.55	E		2.62	E	

Research is crucial to assessing the community and program needs, developing engaging results-based curriculums, preparing the most effective outreach messages, demonstrating student success, and more. Research is the systematic investigation and study of materials and sources to establish facts and reach new

conclusions, so it shapes people’s understanding of the world around them. This analysis of the result of administrators’ and teachers’ responses to the professional values with regard to research involvement is shown as presented from the above table. The six items clearly indicated the perceptions of teachers with regard to research involvement to be evident that is supported by the composite mean of 2.55 while a composite mean of 2.62 for the teacher respondents. The group perceived that the items are evident in the pursuance of professional values.

**Table 9. Professional Values of Administrators and Teachers as to Innovativeness and Creativity**

Items	Administrators			Teachers		
	WM	VI	RANK	WM	VI	RANK
1. Expected to be creative in planning, organizing, leading, coordinating and directing teachers especially in school activities and in joining competitions	2.90	E	4	2.70	E	2.5
2. Allowed to share new ideas and new approaches to problems encountered by teachers like complaints of parents	2.60	E	9	2.55	E	9.5
3. Counted on by the teachers to find a new use for existing methods or existing equipments as in demonstrating how it will be used	3.0	E	1	2.64	E	5
4. Able to demonstrate originality and accurateness in submitting report and application of new strategy	2.90	E	4	2.94	E	1
5. Willing to coordinate with other DepEd officials regarding new policies to be implemented	2.90	E	4	2.63	E	6
6. Able to budget time and money for the pursuit of novel ideas	2.67	E	8	2.57	E	7.5
7. Ready to share suggestions and comments at meeting on new ways of doing things	2.90	E	4	2.66	E	4
8. Able to stick to the rules or follow protocol	2.90	E	4	2.55	E	9.5
9. Expected to be known for the quantity of my work rather than the quality of my work	2.40	SE	10	2.57	E	7.5
10. Willing to find enough variety of experience on my job	2.70	E	7	2..70	E	2.5
Composite Mean	2.79	E		2.65	E	

For both established organizations as well as new organizations, innovation and change become important in a dynamic, changing environment. When an institution fails to innovate and change as needed, its clientele, employees and the community at large can all suffer. The ability to manage innovation and change is an essential part of a manager's competencies. The educational world is fast changing, and with it, is the immediate need of the educational sector to provide opportunities for development and improvement of the schools as well as the people behind the academe to somehow merge this need to the accomplishment of being innovative and creative as the need of the 21<sup>st</sup> century students grow. Based on the analysis of the results from the table presented, the school administrators and teachers perceived the following items to be evident in the study with regard to innovativeness and creativity. The administrator group perceived that their professional values are definitely evident based on the data from the above table. It generated a composite mean of 2.79 from the lot. However, the items in the analysis of results for professional values pertaining to innovativeness and creativity received a composite mean of 2.65 for the teacher respondents. The teacher group perceived the ten items as evident in their own educational institutions.

## **5. Conclusion**

Based from the findings of the study, the researcher has come up with the conclusions that, first, both the administrators and teachers assessed the apprentice, colleague, counselor, and adviser stages to be evident in the professional growth of personnel in private secondary schools. Second, the two groups of respondents proved that they possessed professional values evidently, such as knowledge advancement, work values, community service, research involvement, innovativeness and creativity. And finally, the findings showed that the administrators and teachers had the same assessments about their professional growth in the school as well as their perception of professional values being utilized in their work. Therefore, based on the findings and conclusions, it is highly recommended that the school management should support the professional growth of teachers like provisions for scholarship, sending to seminars and conferences, and motivating them to present studies in research fora. Teachers and administrators conducting research work should be given incentives, financial remuneration and recognition. Teachers and administrators conducting research work should be given incentives, financial remuneration and recognition. And, administrators and teachers having exemplary performance should be sent to international or foreign conferences, summits, and trainings.

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