

Personal growth and professional competencies of teachers in tabaco city division

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Abstract

This study investigated the level of personal growth and professional competencies among teachers in the Tabaco City Division for the School Year 2022-2023. Using a descriptive survey method, data were gathered from 261 proportionally selected teacher-respondents across various schools. The study explored key dimensions of personal growth—self-management, professionalism and ethics, and results focus—and professional competencies—service orientation, innovation, and teamwork. Statistical tools such as frequency count, percentage, and weighted mean were employed to analyze the data. Findings revealed varying levels of development across these domains, with notable strengths in professionalism and teamwork, and areas for improvement in innovation and results focus.

The study further examined how personal growth, and professional competencies influence teacher performance, identifying positive correlations between high competency levels and improved instructional outcomes. Challenges encountered by respondents included limited access to professional development opportunities, time constraints, and lack of institutional support. Based on these findings, an Individual Development Plan (IDP) was proposed to enhance both personal and professional growth. The IDP emphasizes targeted interventions such as mentoring, skills training, and collaborative learning sessions. Overall, the study underscores the importance of continuous capacity-building and strategic support systems to elevate teaching quality and foster holistic educator development.

Keywords: Individual Development Plan; Professional Competencies; Instructional Outcomes; Teachers' personal growth

1. Introduction

Teachers' personal growth and professional competency are foundational to the success of educational systems worldwide. These dimensions not only shape instructional effectiveness but also influence students' attitudes, aspirations, and overall well-being. Personal growth involves self-awareness, ethical practice, and goal-oriented reflection, while professional competency encompasses service orientation, innovation, and collaboration. Together, they empower teachers to adapt to evolving educational demands and foster meaningful learning experiences. In the Philippine context, educators serve as pillars of transformative education, where personal and professional development is essential for nurturing resilient, reflective, and impactful teaching practices.

The importance of teacher quality is underscored by global and national frameworks. According to the OECD (2018), the effectiveness of an education system is directly tied to the quality of its teachers and the policies that support their development. Republic Act No. 10912, the "Continuing Professional Development Act of 2016," institutionalizes lifelong learning for professionals, aligning their competencies with international standards. Similarly, Republic Act No. 10533, the "Enhanced Basic Education Act of 2013," mandates comprehensive teacher education and training to meet the demands of the K to 12 curricula. These policies highlight the need for structured, ongoing support for educators through in-service training, curriculum alignment, and leadership development.

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Ultimately, personal growth and professional competency are not isolated goals but interconnected journeys that shape the future of education. By investing in teachers' continuous development—through reflective practice, formal training, and collaborative engagement—schools can cultivate a culture of excellence, innovation, and equity. This study affirms that empowered teachers are central to educational transformation and national progress.

2. Materials and methods (quantitative)

This study employed a descriptive survey research design to assess the level of personal growth and professional competencies among teachers in Tabaco City Division for the School Year 2022–2023. A total of 261 teacher-respondents were selected proportionately from various schools, serving as the primary source of data. The study utilized structured questionnaires that measured specific indicators across two domains: personal growth (self-management, professionalism and ethics, results focus) and professional competencies (service orientation, innovation, teamwork).

To analyze the data, the study applied quantitative statistical tools including: 1. Frequency count to determine the number of respondents per category. 2. Percentage to express the proportion of responses 3. Weighted mean to assess the average level of agreement or performance across indicators

Findings revealed that professionalism and ethics scored highest in personal growth (100%, mean = 4.45), while teamwork led professional competencies (mean = 4.47). Effects of growth and competency included increased self-awareness (98.08%) and content mastery (98.08%). Challenges such as inadequate time management and limited knowledge of opportunities were most frequently cited. Based on these results, an Individual Development Plan (IDP) was formulated to address identified gaps and support continuous teacher development.

3. Results

The study revealed that teachers demonstrated significant personal growth in the areas of self-management, professionalism and ethics, and results focus. Similarly, their professional competencies were notably strong in-service orientation, innovation, and teamwork. These dimensions were consistently rated as "very high," indicating a strong foundation in both personal and professional domains. Teachers also reported positive outcomes from their growth, including increased self-awareness, resilience, emotional intelligence, and improved classroom management. Professionally, they experienced enhanced pedagogical knowledge, greater content mastery, and improved decision-making skills.

However, several challenges were identified that hindered optimal development. In terms of personal growth, teachers struggled with time management, procrastination, self-doubt, fear of failure, and lack of goal setting. Professional competency challenges included limited access to opportunities, budget constraints, time limitations, and difficult working conditions. To address these issues, the researcher proposed an individual development plan tailored to support both personal and professional growth, aiming to mitigate barriers and reinforce strengths.

4. Discussion

The findings underscore the importance of nurturing both personal and professional dimensions of teacher development. High levels of self-management and professionalism suggest that teachers are well-equipped to navigate the demands of their roles, yet the persistence of internal challenges like self-doubt and procrastination indicates a need for targeted support systems. The alignment between personal growth and improved classroom management also highlights the direct impact of emotional and interpersonal development on teaching effectiveness.

On the professional side, the very high ratings in teamwork, innovation, and service orientation reflect a collaborative and forward-thinking teaching culture. However, systemic barriers such as limited funding and access to quality development programs pose significant threats to sustained growth. The proposed individual development plan offers a strategic solution, emphasizing personalized and context-sensitive approaches. Implementing this plan, alongside the study's recommendations, could empower teachers to overcome challenges and further elevate their professional practice.

5. Conclusion

Teachers' personal growth and professional competency are integral to enhancing instructional quality and fostering student success. These interconnected dimensions—rooted in self-awareness, ethics, innovation, and collaboration—enable educators to meet evolving educational challenges. National policies like Republic Acts 10912 and 10533 reinforce the importance of lifelong learning and structured professional development for teachers in the Philippines. Strengthening teacher development through reflective practice and institutional support is vital for achieving transformative, equitable, and globally aligned education.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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