



Exploring Teachers' Competence for Faculty Development Program: Challenges and Opportunities in the Modern Era of Teaching

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Abstract. The paradigm shift to the new normal of learning calls forth for teacher quality; thus, it is necessary for teachers to be competent in the ever-growing demands of teaching in the modern era. This study was an analysis of teaching competence by exploring the challenges and opportunities encountered by school teachers and administrators in the modern approach to teaching as the basis for the Faculty Development Program. This study employed a qualitative method using a semi-structured interview guide through focus group discussion to gather information from participants and was subjected to a thematic analysis for the interpretation of the data. The study revealed that, from the perspectives of administrators, elementary teachers need assistance in modern teaching, particularly in curriculum instruction and assessment literacy; thus, the Faculty Development Program should be in line with these needs. The findings of the study serve as valuable input for both teachers and school administrators in providing quality education in the 21st century and developing new teaching approaches in the modern era.

Keywords: Challenges, Faculty Development Program, Modern era teaching, Opportunities, Teachers competence.

1. INTRODUCTION

Education today in the new normal is different from what we had a few years ago. Our teaching-learning process has to make a flip from the conventional approach to the new-normal learning approach using modified, blended, and alternative learning modalities in order to fill the gap because learning should not be compromised (Tria, 2020). These modifications in the learning process will be more challenging as people in the educational sector, especially as teachers carry on their tasks in providing the culture of learning and quality education. The educational system of the Philippines is in the midst of tremendous shifts and hanging on the edge of still greater ones. Thus, an investigation on the challenges and opportunities of teachers in the modern era of teaching is conducted to provide vital information among school administrators and teachers as a basis to capacitate faculty members as they face the paradigm shift of 21st century education.

School administrators have the key role in providing opportunities to nurture and provide a rigid support system among the teachers to fill the gaps and overcome challenges that may impede the development of 21st century competences through designing a faculty development program. A challenge in bringing about desired improvements lies in the lack of context-specific understanding of teaching practices as well as meaningful ways of supporting teachers in their professional development (Bergmark, 2023; Head et al., 2023; Ossiannilsson, 2016). Furthermore, designing a faculty development program that addresses the challenges of modern approaches in 21st century teaching while providing an avenue to motivate and encourage teachers is highly needed to have an active engagement in their personal and professional development.

In addition, the changes brought about by national and global frameworks such as the K-12 Reform and the ASEAN integration, globalization, and the changing character of the 21st century learners necessitate improvement and adaptability of education and a call for the rethinking of the current teacher standards in DepEd Order No. 42, s. 2017 (Plata, 2018). Specifically, the teaching paradigm in the new normal provides an opportunity for teachers to redirect their teaching skills and competencies to a whole new level since the teaching profession calls for highly competent and performing individuals who are expected to teach 21st century learners.

In 2002, *the Framework Partnership for 21st Century Learning (P 21)* was formulated as business leaders, education policymakers, and educators gathered to chart a course for 21st century learning (Partnership for 21st Century Learning 2010). The Framework initiated an examination of how teachers were preparing students to meet the global, technological, and literacy demands of the 21st century (Caena & Redecker, 2019; Voogt & Roblin, 2012).

At present, competence in teaching will enable the teachers to cope with the growing demands of the curriculum in the context of the 21st century and the new normal of learning. Moreover, through the Philippine Professional Standards for Teachers (PPST), a new framework, formerly, National Competency-Based Teacher Standards (NCBTS), through DEPED order no. 42, s. 2017, emphasized that teachers must have their competences assessed and improved to meet those needs and demands (Gepila Jr, 2020; Zamora & Zamora, 2022). This is further strengthened by Chapter III, Sec. 76 of the Bangsamoro Education Code as applied in the context of teaching in Tawi-Tawi and in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), which states that all school teachers in the Bangsamoro must possess subject mastery and pedagogical competence, and good personality and social and interpersonal skills.

In the context of Tawi-Tawi, teachers are still navigating the vast pedagogical innovations in the

recalibration of the educational setup. Most of the teachers have not yet been fully exposed to teacher professional development programs such as in-service trainings, seminar workshops, and FORA due to hesitations brought by the challenges they have encountered. Addressing these challenges through a faculty development program will help in uplifting the competence of teachers. Through competent teachers, the Philippines DepEd and CHED can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in line with the Department of Education's (DepEd Order No. 36, s. 2013, vision of producing Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation (Quinto & Plata, 2022).

This study provides insightful information regarding the teachers' competence in the New Normal learning. Relative to this, school teachers and administrators in the province of Tawi-Tawi, particularly in Bongao, should develop a Faculty Development Program (FDP) relevant and suitable to the teaching needs and interests of the elementary teachers in the context of teaching in the new normal of learning. As part of professional development and teaching in the 21st century, teachers with the support of school administrators should consider assessing their competencies as a way of improving their pedagogy and providing effective teaching. With these premises considered (Bernhardt, 2015), the researcher finds it noteworthy to assess the 21st century competence of teachers in the new normal of learning as perceived by themselves.

Hence, this study assesses elementary school teachers' competence in the new learning normal, aiming to inform faculty development programs. It encourages teachers and administrators in Tawi-Tawi to actively participate in these faculty development programs to acquire necessary teaching qualities for current educational trends, making it a significant contribution to education and future studies.

2. LITERATURE REVIEW

2.1. Theoretical Framework of the Study

As much as teachers hold on to their self-perception as educators who embody 21st century competence, their administrators' perception towards them as a competent teacher is also a crucial factor to consider. Administrators are key persons who hold high influence on the teachers' teaching skills, and the positive feedback coming from them serves as a motivation for the development and improvement of such competences and skills. This holds true on the basis of the *Competence Motivation Theory* by Harter (1970), which asserts that employees who are successfully attempting new skills or tasks and receive positive reinforcements internalize a self-reward system as well as a set of mastery goals. Moreover, people who perceive themselves as highly competent in one area will also demonstrate a higher level of effort and persistence and will have a preference for more challenging tasks (Fiske et al., 2018). However, if the person is continually failing at a task or does not receive peer support and encouragement from administrators, it can have the opposite effect. Hence, an administrator's role in providing faculty development programs to teachers as a support system can serve as a motivation in capacitating their competences in teaching (Fadare et al., 2023).

Since the unprecedented advent of the global pandemic a couple of years ago, our social-learning environment has transformed from the face-to-face traditional approach where learners, together with the teachers and administrators, are having full interaction in the learning process to a virtual and digitized form of learning due to social distancing and the need for no face-to-face teaching instruction. Bertrand et al., (2008) formulated the learning environment theories, which focus on the different constructs within the educational system that include the student, society, and the content being taught (Hannafin et al., 2013). One of the learning theories is the *social cognitive theory*, which puts emphasis on the learner's awareness of the social and cultural interactions that occur during their educational experiences. Learners, teachers, and administrators should have a broad consciousness of the essential skills and competences in the new millennium of teaching in the 21st century.

The Philippine educational system has consistently undergone teacher quality reforms. Since the national government recognizes the importance of professional standards in teachers' competence, they have implemented a framework of teacher quality, the Philippine Professional Standards for Teachers based on the National Competency-Based Teacher Standards (NCBTS), by virtue of DepEd Order No. 42, s. Such a teacher quality framework aims to set out clear expectations of teachers along a well-defined career stage or domain of professional development from beginning to distinguished practice, engage teachers to actively embrace and practice continuous professional development through plans and programs offered to them, and apply a standardized measure to assess the teacher's competences, identify needs, and provide support for professional growth and development. Thus, the Philippine Professional Standards for Teachers (PPST) shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped with the necessary competences to effectively implement the curriculum and instruction. Moreover, the said standards describe the expectations of teachers' increasing knowledge, practice, and professional engagement and, at the same time, allow teachers to grow their knowledge and understanding of a more complex range of teaching and learning situations (Ahmed & Opoku, 2022).

3. RESEARCH METHODOLOGY

3.1. Research Design

This study has employed the *qualitative method* through semi-structured interview guide questions with the school administrators during the focus group discussion to identify the teachers' challenges and opportunities in the modern era of teaching as the basis for the Faculty Development Program.

3.2. Research Participants and Sampling Procedures

The participants of this study were eleven (11) school administrators of the Ministry of Basic, Higher, and Technical Education in Bongao, Tawi-Tawi, who were having administrative functions during the current academic year 2022-2023. The participants were purposefully selected through purposive sampling for a focus group discussion, and they all gave their consent to be part of the study, while the purpose of the study was explained that they can as well decide to stop at any point in time without being coerced or forced to partake.

4. FINDINGS AND DISCUSSION

4.1. Administrators' Plan for Faculty Development Program

In the light of the modern approach to teaching, teachers need to be equipped with a series of programs that will encourage both administrators and teachers to provide a sustainable educational system despite the sudden shift to the new normal of learning. Hence, a focus group discussion with the administrators was conducted, revealing that the administrators' plan for the faculty development program in the new normal was to identify first the needed teaching competencies of the teachers. After the needed teaching competences have been identified, their strengths in teaching followed next. On the basis of the needs and strengths of teachers, a faculty development program was developed.

4.2. On Identifying the Competencies That Teachers Need in the Modern Era of Teaching

A teacher's competence in teaching in the new educational trend must be identified clearly and be improved. According to Benade (2017) in order to adapt to the changing world, students must become 21st century learners and be equipped with learning skills; as such, students must be taught by a teacher who is a 21st century teacher. Further, the student and the teacher must be in a 21st century school. Moreover, there is a growing interest in assessing teacher competence prompted by demand for quality assurance and for greater recognition of the teaching profession (Caena, 2014). Thus, there is a need to identify teachers' competence in the new normal in order for them to be aware of what they need to develop further as effective 21st century teachers.

The research results showed that competence in personal values is one of the identified needs of the teachers in the new normal of teaching and learning (Pacheco, 2021). The administrators emphasized that these personal values include ingenuity, resourcefulness, creativity, and passion. They also highlight the value-driven approach to teaching, which includes social and existentialist intelligences. With the unprecedented challenges, these personal values serve as a motivation to overcome challenges. According to Schwartz (2013) values represent the goals that people consider to be desirable; they reflect preferences of what is viewed as worthy and important.

Participant 3 pointed out, *"If we try to or if we have something to add, I think that is on the part of the teachers the value-driven or has something to do with the value-driven (personal values), then it encompasses social and resiliency (self-awareness) on the part of the teachers."* Therefore, one's personal values can help him overcome challenges brought by the unprecedented pandemic by being resilient and staying firm to his ideas and principles. Participant 1 gave an affirmative response to this, stating that *"Elementary school teachers must possess ingenuity, resourcefulness, creativity, and passion in order to adapt and adjust to the needs and demands of teaching-learning situations in the new nonnormal."* In fact, Cheasakul and Varma, (2016) creativity is considered essential for organizational prosperity and success. Teachers who are creative and passionate tend to be successful, openly accept change in their workplace, and can work harmoniously.

In addition, the participants pointed out that teachers also needed socio-emotional competence as they faced the post-pandemic new normal. The school principals emphasized that teachers need to have knowledge and skills related to socio-emotional aspects, self-awareness, resiliency, coping mechanisms, and emotional and mental health. As mentioned by Choudhury, (2021) it is important to study various dimensions of emotional intelligence to shape socio-emotional competencies, which are central in leveraging human capital and subsequent work performance.

Participant 4 claimed that *"During the pandemic, the teachers were socio-emotionally challenged. Now in the new normal, they should overcome or cope with those anxieties so that they may be able to upgrade their teaching strategies in the new normal."* As agreed by participant 6, *"Our mental health has been extremely affected; there is still residue even up to now that we are in the new normal; there are still apprehensions; therefore, overcoming these apprehensions in the new normal should be developed by the teachers."* Participant 8 said, *"Our teachers cannot yet totally comply with those due to the two-year pandemic; they are in the stage of recovery, and that is really what's happening in our school because both learners and teachers are adjusting in learning in literacy and numeracy."* Carmen et al., (2022) noted that there is a lack of experience among teachers towards the current situation; hence, training on socio-emotional competence among teachers is needed for them to work well.

On the other hand, the administrators emphasized the importance of teachers providing support to students' learning through intervention or remediation, especially for slow learners and those learners who have difficulty in reading. In the study of Reyes et al. (2023), it was found out that the participants [teachers] utilized various strategies to help struggling readers. One of those strategies is conducting remedial classes to help overcome the challenges brought by the new normal. This is also what participant 10 expressed: *"I think one of the competences that a teacher should possess in the new normal is to have the capability to give intervention or remediation to those learners who are very slow, especially during pandemic, and then here we are in the new normal; there is a time lapse for the learners to, I mean, the continuation of learning; there is a gap."*

Stressed that reading difficulties are attributed to neurological factors. In consonance with what the administrators highlighted, there was a need for teachers to address psychosocial support for learners who may have experienced anxiety and other dilemmas during the pandemic that caused reading difficulties (Attia et al., 2022; Ebarido et al., 2024). As participant 12 said, *"Teachers should have critical thinking competence to address or provide intervention for the learning gaps, especially in reading and numeracy, especially in the lower grades"*. g remediation and intervention by the teachers is crucial during the times of the post-pandemic new normal teaching.

This finding showed that the administrators acknowledged the need for in-service training to reactivate teachers' competence, as they may have become stagnant during the pandemic. Participant 7 stressed out, *"They [teachers] should be sent first in seminars because usually they become stagnant, and there is a tendency that they have relied on modules; as my observation shows, they become lazy. They should be sent to seminars to have their competence reactivated."* As educators transform their practices, it is imperative to maintain a growth mindset as well as to embrace a culture of continued learning, capacity, and risk-taking (Ahsan, 2024; Dawn et al., 2022). Moreover, the administrators emphasized the importance of teachers mastering basic skills and concepts in literacy, reading, and numeracy, as these are essential for teaching in the new normal. Participant 8 expressed that *"teachers should develop and have mastery of their teaching competence in literacy, reading, and numeracy. I hope that among the teachers this competence should be developed and mastered."* Constant exposure to the current pedagogical advancement through refresher course training that will reactivate their mastery of teaching the basic skills and equipment of advanced teaching will be beneficial to the teachers of the new normal.

Lastly, the administrators also conveyed the need for technological competence upskilling, as they are highly needed in the teaching-learning process in the 21st century and new normal. Participant 11 said, *"I think one of the competences that teachers need the most in the new normal is literacy in technology. During the pandemic, we had this modular mode of learning, and the problem was the internet accessibility. We need most of the teachers to be trained on technology literacy."* According to O'Neal et al. (2017) and Ng et al., (2023), teachers in the twenty-first century are encouraged to utilize technology. They must be digitally savvy in order to succeed in today's educational environment. Additionally, according to Tokareva et al. (2019), technology training through refresher course seminars improves teachers' technical literacy. Participant 2 added that *"there is a need for teachers to have more knowledge on ICT skills. Maybe one of the things that we need to consider is to increase the skills in ICT."*

Hence, technological training such as seminar-workshops can help enhance the technological competence of teachers who are teaching in the new normal. Moreover, according to Avrakotos (2020), adopting a 21st century curriculum should blend knowledge, thinking, innovation skills, media, information, and communication technology (ICT) literacy with real-life experience in the context of core academic subjects. Teaching in the new normal in relation to the context of 21st century learning calls forth innovative training for teachers on some of the aspects of curriculum that may have become stagnant during the pandemic.

4.3. On identifying in which Aspect of Teaching-Learning Process in the modern era Teachers need Assistance the Most

The teaching-learning process in the new normal requires mastery of the competencies. According to Orak and İnözü (2021), adopting a 21st century curriculum should blend knowledge, thinking, innovation skills, media, information, and communication technology (ICT) literacy and real-life experience in the context of core academic subjects. The right blending of these and adding up adequate support in terms of facilities and learning resources will enhance learning in the new normal (Fadare et al. (2024). Lassoued et al. (2020) said that inadequate facilities appeared to be the most significant hindrance to online education throughout the pandemic. Meanwhile, Tria (2020) found out that insufficient physical facilities, shortage of instructors, and scarcity of learning materials are some of the difficulties that schools are dealing with in the new normal. With that, this study aims to find out in what aspect of the teaching-learning process in the new normal that teachers need assistance most as a basis for the Faculty Development Program (Baligod & Carrillo, 2023).

The administrators mentioned that teachers need assistance in assessment literacy, particularly in the context of the new normal. This includes revisiting assessment tools, integrating technology in assessment, and being creative in developing assessment methods. Weidman and Baker (2015) pointed out that through increasing the variety and standard of assessment approaches, surface learning can be avoided while deeper cognitive understanding is improved (Hattie & Donoghue, 2016). In addition to this, participant 3 expressed, *"In my own opinion only, teachers were relaxed during the pandemic, thus there is a need to revisit what are the effective tools used in the*

classroom, so they need to be re-oriented on the various assessment tools. The teachers I have observed have the same assessment, like a multiple-choice pen and paper test; they can integrate technology in their assessment. Teachers need to have a creative assessment method in line with the new normal." Participant 2 also emphasized that "there is a challenge in assessment, especially in giving grades and honors to the students, so we have established guidelines in the assessment." Levy-Vered and Nasser-Abu Alhija (2015) estimated that up to 50% of teachers' instructional time is spent carrying out assessment-related activities. Hence, assessment literacy among teachers should be part of their teaching competence. Furthermore, it is inevitable for teachers to employ assessment, as it is part of their professional responsibilities (Valli & Buese, 2007).

Meanwhile, several administrators emphasized the need for teachers to improve their technological literacy skills, including ICT skills, as remote or distance learning has become the new normal. This includes providing teachers with training on technology use and ensuring access to necessary equipment and facilities. Participant 10 revealed that "the emphasis is really on the technological literacy and facilities that we really need most in the new normal. Also, one thing is the internet access here in our province. We are behind in terms of technology use, but we are working on it; our administration is working on it". The Department of Education issued DEP Order 42, s. 2017, otherwise known as the Philippine Professional Standard for Teachers (PPST), to start with the beginning teachers who are fresh graduates for the teacher education program, which includes showing the skills in the positive use of ICT to facilitate teaching and learning and in the selection, development, and use of a variety of teaching and learning resources, including ICT to address learning goals (Bilbao et. al., 2019).

In addition, administrators also mentioned the importance of curriculum instruction, particularly in the K-3 grade levels. Participant 4 highlighted the importance of curriculum instruction: "We need to invest in teachers because you cannot give what you do not have. The other aspects were just add-ons and can be learned and developed later on, like we can always teach without technology. For example, in my personal experience, they always say "Marungko is effective." To what extent can they say that? You cannot say that there are other intelligences our learners have, like the use of kartilya ba-be-bi-bo-bu, and we cannot say that it is not effective. It will always go down to mastery of the curriculum instruction, such as pedagogy and methodologies. We need to invest in teachers because there is no substitute for teachers."

Furthermore, Kranthi, (2017) reveals an effective curriculum should reflect the philosophy, goals, and objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program. Most administrators mentioned the need for updated training in instructional and numeracy skills. Participant 5 said that "So far it is more on instructional in literacy and numeracy, so if there are updated trainings, it is really an advantage, especially on K-3 because our problem is at this grade level. Their orientation is still on modular instruction even though we are in the new normal wherein there is already face-to-face instruction," while others emphasized the importance of mastery of pedagogy and methodologies in delivering effective instruction, as participant 9 pointed out, "Especially in curriculum instruction because the K-3 learners today really go back to the basics, especially in teaching reading, we used the Marungko approach. The majority of them cannot even identify the letters, so we went back to basic instruction." Gouëdard et al. (2020), the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. In the context of the new normal, teachers should enthusiastically engage themselves to help fill in the learning gaps brought by the pandemic.

In terms of facilities and equipment, only a few administrators highlighted the need for adequate facilities and equipment for effective teaching and learning in the new normal. According to participant 11, "It is really on facilities, because we cannot really work well in terms of technology since there is a lack of facilities that are not yet provided, and as part of the support system, these really need to be put into consideration." In consonance with this, participant 12 agreed that "We should consider or invest in the facilities and equipment in teaching in the new normal; no matter how good the instruction is, if there is a lack of facilities, teaching-learning will not only actually take place." Administrator 10 added, "The emphasis is really on the technological literacy and facilities that we really need most in the new normal. Also one thing is the internet access here in our province. We are behind in terms of technology use, but we are working on it; our administration is working on it." This finding affirms those of Agormedah et al. (2020) and Li et al. (2022), stating that the following issues that may arise during professors' and students' flexible learning experiences are insufficient access to steady internet connection, lack of suitable gadget or device, inadequate learning management system or platform, and lack of rules and processes, particularly in the online mode. This implies that in the context of new normal learning, the present educational system still lacks adequate facilities to support the new normal teaching.

4.4. Developing Faculty Development Program in the Modern Era of Teaching

Teachers' professional and personal development is greatly aided by the Faculty Development Program (FDP) (Siddiqui et al., 2024; Peñaflor, 2024). Therefore, it is the duty of school administrators and heads to carefully design FDPs. According to professional organizations, experts have recommended FDPs for greater awareness and attainment of knowledge in teaching and learning. Thus, there is a need to carefully plan, implement, and evaluate Faculty Development Programs (FDPs), particularly in our present educational system, the New Normal (Adlawan et al., 2024).

Further, there is a need for training on curriculum instruction, especially in the context of the new normal after the pandemic, as learners are facing difficulties in reading, writing, and numeracy skills. Participant 1 said,

“First step as school heads, we need to gather data first, like what trainings they have attended for the past years, and at the same time, if the problem is literacy, maybe we can focus on training on curriculum instruction, a seminar-workshop on literacy and numeracy. Based on the context of your research, the new normal, which is teaching-learning after the pandemic, Moreover, the participant added, “Your study is really relevant. Now whether we like it or not, based on the situation of the learning here in Bongao as per observation, even in Grades 7, 8, and 9 have difficulty in reading, so how much more in Grade 6 and in the lower grades, and actually it’s not only in reading and numeracy in writing also.” Thus, training on curriculum instruction must be integrated in the Faculty Development Program for teachers in the new normal.

In addition, we should also consider the importance of addressing the socio-economic status of learners and their parents in designing faculty development programs, considering that public schools often serve students from low-income backgrounds (Grudnoff et al., 2019). Participant 3 further said, *“We cannot just expect parents at home because we are not in the private schools and the parents of the public schools are the poorest of the poor, so we cannot just let or give assignments and depend on parents to answer. If there is an assignment, it should not be in the higher-level form and should be answerable by their parents with short and quick responses. Moreover, if we train our teachers, it should not only be in the content, but we should also consider our learners—who are their parents? Their socio-economic status means they cannot afford to hire tutors. That’s why teachers should also be trained on those approaches as integrated in curriculum instruction.”*

The significance of integrating character and value enhancement in faculty development programs was also considered (Peñaflor, 2024). Teachers should not only focus on content but also on moral governance and personal and professional ethics, as participant 4 emphasized: *“I really emphasize the manner of moral governance as bannered by BARMM; personal and professional ethics really matter if we want to improve our competent.”* Further, he said, *“ I agree”Me,also on the reading program, because in the basic subjects, especially in learning literacy and numeracy, teachers must be trained on these,”* which is connected to what participants 1 and 3 said.

The need for training on assessment tools and practices, especially in the new normal, to ensure authentic assessment of learners and to improve grading systems was also highlighted by participant 7. *“Teachers must be re-oriented or put into training as a reminder on the assessment tools to be used, especially in the new normal because we are no longer in the modular mode of teaching because they happened to be stagnant. There must be an authentic way of assessing the learners, and teachers should be reminded of that and the best practices of assessment just like in those private schools because here in the public we are struggling,”* she said.

This statement was seconded by participant 9, who mentioned, *“The aspects were all important, but if I were to choose, it would be on curriculum instruction and assessment because these two are very crucial. The teachers are not yet fully aware of the curriculum instruction usually, and teachers must use appropriate assessment tools.”* This implies that both curriculum and assessment are crucial aspects in the teaching-learning process in the new normal and should be both put into importance in the development of the Faculty Development Program (De Vera et al., 2021; Callo et al., 2020). Also, the importance of revisiting and updating curriculum instruction practices to adapt to the changing teaching and learning environment and to ensure that learners are adequately prepared for the new normal should be put into highlight in the said program.

In general, on the basis of the responses of the administrators, it was found out that elementary teachers need full support and assistance of the identified aspects of teaching instruction during the new normal learning. All of the administrators agreed that there should be a faculty development program anchored on these needs to help improve the teaching quality.

5. CONCLUSION

The study concluded that elementary teachers' competence in the modern era of teaching needs to be enhanced with an appropriate faculty development program tailored to the growing demands of teaching and learning at present. It was revealed that teachers needed assistance the most in curriculum instruction, assessment, facilities, and equipment, especially in the integration of technology in teaching; thus, it is imperative for the school administrators to strengthen the active participation in a plethora of in-service trainings and seminar workshops and capacitate the teachers through a carefully planned Faculty Development Program in consonance with their identified teaching needs and difficulties experienced in the modern era of teaching. Moreover, implementing these faculty development programs boosts the motivation of teachers as they immerse themselves in the pool of opportunities brought by the advanced teaching approaches and borderless connections among experts in their respective fields. It is also recommended that to;

1. Provide teachers with a customized faculty development program to improve their proficiency in areas such as curriculum instruction, assessment, facilities, equipment, and technology integration.
2. Encourage teachers to actively participate in a range of seminar workshops and in-service trainings that are related to their recognized teaching needs and challenges.
3. Work with school officials to carefully prepare and carry out the faculty development program to make sure it effectively meets the demands of teaching and learning in the modern era.
4. By exposing teachers to cutting-edge teaching strategies and chances for professional development, the faculty development program can be implemented in a way that increases teacher motivation.
5. Maintain the faculty development program's relevance and responsiveness to instructors' changing needs by

regularly reviewing and updating it.

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