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Training Needs Analysis on the Competencies of the Senior High School Teachers in Surigao Del Norte National High School

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Abstract
This study assessed the training needs and competencies of Senior High School teachers at Surigao del Norte National High School (SNNHS). Using quantitative-descriptive methodologies, it examined the teachers' competencies in pedagogical, technological, content, and cognitive skills and explored whether demographic factors such as sex, age, civil status, educational attainment, years of teaching, and the number of trainings attended influenced these competencies. The findings showed that teachers were generally perceived as highly competent across all skill areas. Statistical analysis revealed no significant differences in teacher competencies based on demographic or professional factors. These results suggest that factors such as sex, educational attainment, and teaching experience do not significantly impact the competencies of Senior High School teachers in this context. Further research is recommended to validate these findings in other settings or to explore additional factors that may affect teacher competencies.

Keywords: Training Needs Analysis, Pedagogical, Technological, Content and Cognitive Competence, Surigao City, Philippines

1. Introduction

The educational landscape that future teachers will inhabit is expected to be vastly different from todays, primarily due to rapid societal changes and technological advancements. As society and schools become increasingly interconnected, teachers are expected to undertake a growing array of responsibilities. However, many teacher preparation programs fail to adequately address the skills required for these evolving roles, especially for those teaching in online K–12 environments (Archambault, 2011). With the exponential growth of K–12 online education, the mode of educational delivery has significantly shifted (Miller & Ribble, 2010). Effective teachers are crucial in any setting, but those working in modern classrooms must also be equipped to engage and support students who are geographically or chronologically distanced (Charania, 2010). Teachers need the ability to: (a) create course materials using technology, (b) engage with students in small groups, and (c) utilize assessment tools to ensure comprehension. However, a significant gap remains between the preparation teachers receive and the increasing demands of online learning. Despite the growing availability of online learning nationwide, few K–12 online teachers formalized their online teaching skills during their teacher education programs (Watson, Murin, Vashaw, Gemin, & Rapp, 2011; Archambault, 2011; Dawson, Rice, & Hinks, 2010).

In the Philippines, the passage of the Enhanced Basic Education Act of 2013, or Republic Act No. 10533, emphasized the importance of advancing teachers' professional development. The Department of Education established the Learning Action Cell (LAC) under DepEd Order 35, series of 2016, as a school-based continuing education component of the K–12 Basic Education Program. Continuous Professional Development (CPD) is a strategy aimed at improving teaching standards and student learning outcomes, with key LAC elements including learner diversity and inclusion, pedagogy, content knowledge, and assessment (Dizon et al., 2019; DepEd Memo

No. 35, s. 2016). In both traditional and online environments, a successful teacher in the 21st century must integrate advanced technology tools with dynamic teaching strategies. Addressing this challenge requires curricula and fieldwork that equip educators with the skills, knowledge, and mindset necessary to foster self-directed learners who can collaborate, solve problems, and learn independently using a variety of resources (Lankshear & Knobel, 2007; Leu, Kinzer, Coiro, & Cammack, 2004). As Barrot (2021) notes, teachers account for 30% of the variation in student achievement, underscoring their pivotal role in the educational process. Teachers play a crucial role in shaping students' moral and intellectual growth through high-quality education. To achieve this, teachers must receive training that focuses on deepening their subject-matter expertise, allowing both teachers and students to better understand the curriculum and instructional content. Technological advancements have driven changes and growth in the educational landscape over time (Barrot, 2021). Educators, staff, administrators, and students are increasingly embracing the implications of digital transformation for learning in various settings (Gordonas & Guiral, 2021). This shift supports resource sharing, enables teachers to deliver engaging lessons, and enhances student engagement, as highlighted by Elaish et al. (2019) and Garcia et al. (2018). Despite this, the field of education has long acknowledged the value of virtual learning (Kebritchi et al., 2017). Teachers at SNNHS, facing challenges and adversity, have the opportunity to demonstrate and develop resilience. Learning now extends beyond the classroom, offering an ideal moment to empower students with the confidence and optimism to face challenges, as they prepare for the "new normal" and the upcoming academic year. This preparation is essential for continuing to provide high-quality education in the changing landscape.

2. Literature Review

Throughout their careers, teachers engage in continuous professional development (PD), from initial student teaching to certification coursework and beyond. This ongoing preparation equips novice educators with a strong foundation for success while providing experienced teachers with the necessary tools to address evolving classroom challenges. Sachs and Day (2005) emphasize that effective professional development programs introduce teachers to contemporary learning theories, broadening their areas of expertise and enhancing their ability to deliver instruction in more meaningful and efficient ways. Campbell and Elliot (2013) further argue that through Continuing Professional Development (CPD), educators are afforded opportunities for professional growth, personal development, and the cultivation of strength-based learning, all of which contribute to improving teaching quality and maximizing student achievement. The overarching goal of CPD is to raise the standards of teacher education and optimize student outcomes. This commitment was reaffirmed during the 12th ASEAN Summit in 2007 when leaders endorsed initiatives outlined in the Cebu Declaration and ASEAN Vision 2020, both of which emphasized the need for improved educational systems as part of the ASEAN Economic Community (AEC). The 13th ASEAN Summit later solidified these goals with the release of an economic blueprint designed to guide the development of the AEC, highlighting the importance of education in meeting the region's growing economic demands.

Today, the education sector faces a variety of pressures, including increased mobility of staff and students, a demand for higher-quality programs, expanded collaboration in research and extracurricular activities, stricter employer expectations, and the push for higher university rankings. To meet these challenges, higher education institutions must produce graduates equipped with the necessary knowledge, skills, and attitudes (KSA) to compete in a global market. Levin (2015) explains that understanding teacher competencies involves analyzing several components. Knowledge refers to the understanding of facts, principles, and truths, gained through formal education or life experiences. Success in both education and industry depends on applying this knowledge and sharing information effectively. Skills, on the other hand, are developed through specialized training and represent an advanced level of proficiency in specific actions, whether mental or physical. Aptitude is the capacity to perform the mental or motor skills required for particular careers, such as programming or plumbing.

Research on employability, particularly the applicability of skills gained in higher education to the workplace, continues to highlight the importance of competencies. While employers are generally satisfied with graduates' subject-specific knowledge, there is often concern about a lack of transferable or generic skills (Yorke, 2016). Critical skills identified by researchers include self-management, lifelong learning, emotional intelligence, teamwork, technology proficiency, leadership, problem-solving, creativity, and communication. Rose and Gravel

(2013) describe training as an inherently social activity, whether it occurs in schools, businesses, or other settings. Competency sets encompass not only an individual's ability to communicate effectively—verbally, nonverbally, and in writing—but also their ethical capacity to collaborate with diverse groups. The ability to communicate across multiple modes is crucial for teachers in creating inclusive and engaging learning environments. Tatum (2022) identifies several core teaching competencies related to "productivity and accountability," including goal-setting, prioritization, time management, ethical behavior, and collaboration. The Partnership for 21st Century Skills (2009) stresses that teachers must be able to plan, organize, multitask, act responsibly, and work collaboratively to achieve their objectives. Finally, Hubermann et al. (2014) define competency as the ability to interact effectively with others, appreciate social and cultural diversity, and behave professionally—key life skills for the 21st century. The ability to understand and value cultural differences fosters creativity and innovation, offering new approaches to problem-solving that are increasingly important in both educational and professional contexts.

Level of Teachers' Competencies and Skills

Lewis and colleagues (2014) proposed that children may fail to acquire 21st-century skills if they are not taught by highly qualified teachers providing this specific training. Professional development opportunities equip teachers with up-to-date knowledge regarding modern classroom instruction and the learning requirements of the 21st century. The P21 plan emphasizes the allocation of resources to establish teaching academies focused on 21st-century skills and associated professional development. It also advocates for higher education institutions to integrate graduation requirements that ensure pre-service teachers are prepared to utilize 21st-century teaching and assessment methods, while supporting the exchange of best practices for teaching these skills. Trilling and Fadel (2009) argue that enhancing teachers' competencies is essential. Teachers should observe the strategies and skills of other educators and actively participate in planning, executing, supervising, and evaluating learning activities and projects. This requires fostering stronger relationships with students and projects, and continuously providing support through role-playing, coaching, mentoring, and collaborative problem-solving with fellow educators. Bybee and Starkweather (2016) highlight that current professional development for teachers and support staff should focus more on instructional approaches than on technology use. They argue that the primary aim of professional development in technology education should be to help teachers deliver standards-based lessons and develop competencies in using technology to improve student outcomes. The authors emphasize that all professional development efforts should be integrated into a cohesive system of teaching and learning, encompassing outcomes-based education (OBE) skills standards, curriculum, instruction, and assessments. They call for helping educators and administrators recognize the importance of continuous professional development that incorporates technology. Le and Steinberg (2014) emphasize the importance of media literacy for business administration students, stating that students must be able to access, evaluate, and understand media and media communications. This skill set includes recognizing media bias and understanding how the media shapes opinions and behaviors. Media-literate students should be able to assess whether credible sources and viewpoints are included in media reports and be proficient in creating representations across various media platforms.

The first step in understanding student performance is developing specific, measurable learning objectives linked to core curriculum components. In line with CHED standards, there is a growing emphasis on creating a "culture of evidence" in higher education, where both process and outcomes are critical to evaluating effectiveness (Brilliantes, 2014). Modern assessment practices emphasize gathering direct, verifiable evidence of student learning through tools such as projects, tests, and course assignments. These methods provide a comprehensive evaluation of whether students have met learning goals and facilitate the continuous improvement of academic programs (Luke, 2013; Garcia, 2014). Capstone programs, as highlighted by Hernon (2018), are increasingly used to assess student competencies, with departments evaluating final deliverables like articles, performances, and projects. Gongora (2015) also notes that student learning outcomes focus on mastery of key concepts and skills, such as critical thinking, effective communication, and collaboration, which are essential for long-term success.

The effectiveness of learning environments also plays a significant role in student outcomes. Research by Trigwell et al. (2012) shows that students taught by professors focused on student engagement tend to adopt deeper

learning approaches, leading to better outcomes. Konings (2007) found a disconnection between teachers' and students' preferences for learning environments, suggesting that student involvement in the design of these environments can increase engagement and productivity. This idea is supported by Hoffman and Mardiss (2013), who concluded that when students have more autonomy over their learning, they feel more successful and invested. Furthermore, cognitive competencies, which include handling complex demands, are integral to both individual and societal growth. Simon and Forgette-Giroux (2010) argue that competency involves not only knowledge acquisition but also performance in utilizing skills in educational contexts. Froyen (2009) demonstrated that instructional approaches significantly impact both teachers and students, with learner-centered classrooms improving motivation and attitudes towards learning.

3. Methodology

This study utilized a descriptive-quantitative research design to examine the training requirements of senior high school teachers at Surigao del Norte National High School (SNNHS) during the School Year 2022-2023. The research was conducted at SNNHS, located on Peñaranda Street, Brgy. Washington, Surigao City, and involved 53 senior high school teachers from the HUMMS, GAS, ABM, and TLE TVL strands. A self-made survey questionnaire was used to gather data, consisting of two parts: the first section addressed the respondents' profile, including sex, age, civil status, highest educational attainment, number of trainings attended, and years of teaching experience; the second section assessed the teachers' competencies and skills in areas such as pedagogy, use of technology for virtual learning, online teaching modules, and online assessment tools. The gathered data were analyzed using Microsoft Excel and IBM SPSS Statistics Version 22. Statistical tools used included frequency count and percentage to describe the respondents' profiles, mean and standard deviation to interpret competency levels, and non-parametric tests such as the Mann-Whitney U-Test and Kruskal-Wallis H-Test to identify significant differences in competencies based on sex, age, civil status, educational attainment, teaching experience, and number of trainings attended.

4. Results/Findings

Based on the results driven, the following findings are discovered:

1. ***Demographic Profile of the Respondents***

Table 1 Demographic Profile of the Respondents

Variables	Frequency (n=53)	Percentage (%)
Age		
21-30 years old	24	45.3
31-40 years old	19	35.8
41-50 years old	9	17.0
51 years old and above	1	1.9
Sex		
Male	16	30.2
Female	37	69.8
Civil Status		
Single	19	35.8
Married	33	62.3
Widow	1	1.9
Highest Educational Attainment		
Bachelor's Degree	10	18.9
Master's Units/Degree	39	73.6

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Doctoral Units/Degree	4	7.5
No. of Years of Teaching in SNNHS		
1-5 years	46	86.8
6-10 years	4	7.5
11-15 years	1	1.9
16-20 years	1	1.9
21 years and above	1	1.9
No. of Trainings Attended		
1-5	18	34.0
6-10	21	39.6
11-15	6	11.3
16 or more	8	15.1

As to the demographic profile of the respondents in Table 1, the data indicates that the majority of participants are young adults in their maturity; females outweigh males in terms of respondents; and a majority have completed a master's degree, with some having completed graduate coursework. Most teachers at SNNHS have taught for 1-5 years, while others have 6-10 years of experience in the school.

2. Extent on the Training Needs Analysis on the Competencies of the Senior High School Teachers

Table 2 Extent on the Training Needs on the Competencies of the Senior High School Teachers in terms of Pedagogical Competence

Indicators The SHS Teachers	**Mean**	**SD**	**Verbal Response**	**Qualitative Interpretation**
Assess student performance	4.70	0.46	Highly Agree	Highly Manifested
Eliminate individual differences and respects diversity in the class	4.64	0.48	Highly Agree	Highly Manifested
Use different evaluation methods and technique.	4.36	0.68	Highly Agree	Highly Manifested
Apply different learning theories and approaches (ex, constructivist learning)	4.47	0.61	Highly Agree	Highly Manifested
Demonstrate and apply the concepts of multiple intelligence theory, project-based teaching, and inquiry learning	4.62	0.63	Highly Agree	Highly Manifested
Exhibit and promote class openness on possible student learning difficulties and misconceptions	4.64	0.52	Highly Agree	Highly Manifested
Manage the class with appropriate discipline	4.36	0.56	Highly Agree	Highly Manifested
Design, implement, and evaluate a broad range of student-centered instructional strategies with focus on tenets and philosophies	4.43	0.67	Highly Agree	Highly Manifested
Implement teaching methodologies by	4.51	0.61	Highly Agree	Highly

connecting concepts, innovations and issues				Manifested
Design lessons which are anchored on developmental goals in strand goals and objectives	4.58	0.53	Highly Agree	Highly Manifested
Average Weighted Mean	**4.53**	**0.59**	**Highly Agree**	**Highly Manifested**

The teachers' strong pedagogical skills in Table 2 are further supported by the overall average score of 4.53 across all measures related to teaching methods. Nevertheless, there are still areas that could use some improvement. The mean score, combined with consistently strong verbal agreements and displays of competency, shows that the teaching staff is well-equipped with fundamental skills in pedagogical methods. Nevertheless, it also underscores the necessity for specific enhancements in particular areas.

Table 3 Training Needs Analysis on the Competencies and Skills of the Senior High School Teachers in terms of Technological Competence

Indicators The SHS Teachers	**Mean**	**SD**	**Verbal Response**	**Qualitative Interpretation**
solve a technical problem with the computer	4.17	0.70	Highly Agree	Highly Manifested
have the self-efficacy on basic computer hardware (ex., CD-ROM, Mother-Board, RAM) and their functions	3.96	1.04	Agree	Manifested
have knowledge about basic computer software (ex., windows, media player) and their functions	4.36	0.68	Highly Agree	Highly Manifested
follow recent computer technologies	4.55	0.67	Highly Agree	Highly Manifested
use a word-processor program (ex., MS Word)	4.53	0.70	Highly Agree	Highly Manifested
use an electronic spreadsheet program (ex., MS Excel)	4.62	0.56	Highly Agree	Highly Manifested
communicate through internet tools (ex., fb, e-mail, msn messenger)	4.06	0.95	Agree	Manifested
use a picture editing program (ex., paint)	4.60	0.60	Highly Agree	Highly Manifested
employ a presentation program (ex., MS PowerPoint)	4.58	0.66	Highly Agree	Highly Manifested
save data into a digital medium (ex., flash card, CD, DVD)	4.64	0.59	Highly Agree	Highly Manifested
solve a technical problem with the computer	**4.17**	**0.70**	**Highly Agree**	**Highly Manifested**

Table 3 shows the teachers' abilities in "saving data to a digital platform" (average = 4.64) and "utilizing an electronic spreadsheet software" (average = 4.62) show their highest skills and a strong consensus on these abilities. These parts demonstrate a solid base in handling spreadsheets and digital data processing, essential skills in current educational settings, and a strong level of competence in fundamental technology skills for teachers.

Table 4 Training Needs Analysis on the Competencies of the Senior High School Teachers in terms of Content Knowledge

Indicator - The SHS Teachers	Mean	SD	Verbal Response	Qualitative Interpretation
know about key subjects	4.70	0.46	Highly Agree	Highly Manifested
develop class activities and projects	4.62	0.53	Highly Agree	Highly Manifested
Follow recent developments and applications	4.68	0.51	Highly Agree	Highly Manifested
Recognize the value and teach the principles of the content	4.60	0.49	Highly Agree	Highly Manifested
Follow up-to-date resources (ex, books, journals)	4.57	0.50	Highly Agree	Highly Manifested
participate in conferences and activities connected to their content area	4.60	0.53	Highly Agree	Highly Manifested
Average	**4.63**	**0.50**	**Highly Agree**	**Highly Manifested**

In terms of content in Table 4, the skill that shows the most agreement and proof that teachers know the basics of their subjects is "knowledge of key subjects," scoring an average of 4.70. This indicates a strong foundation in subject knowledge, which is crucial for effective teaching and student comprehension.

Table 5 Training Needs on the Competencies and Skills of the Senior High School Teachers in terms of Cognitive Competence

Indicators The SHS Teachers	Mean	SD	Verbal Response	Qualitative Interpretation
Regulate academic standards.	4.66	0.52	Highly Agree	Highly Manifested
Adhere to the DepEd philosophy, mission and objectives of business administration goals and objectives	4.77	0.47	Highly Agree	Highly Manifested
Implement properly simulated environment where learning and assessment take place.	4.66	0.55	Highly Agree	Highly Manifested
Prioritize opportunities for student learning outcomes.	4.77	0.47	Highly Agree	Highly Manifested
Communicate the central concepts, tools of inquiry, and structures of the content areas	4.62	0.53	Highly Agree	Highly Manifested
Explain basic tenets of students in the class.	4.64	0.52	Highly Agree	Highly Manifested
Identify possible causes of problem on problem solving and analytical techniques.	4.58	0.57	Highly Agree	Highly Manifested
Analyze the problem on critical aspects of competency in strand	4.55	0.54	Highly Agree	Highly Manifested
Demonstrate efficiently office procedures	4.62	0.53	Highly	Highly

			Agree	Manifested
Create, use, or adapt rubrics that clearly define what "mastery" looks like for key content-based concepts	4.62	0.53	Highly Agree	Highly Manifested
Average	**4.65**	**0.52**	**Highly Agree**	**Highly Manifested**

As shown in Table 5, in terms of Cognitive Competence, the average mean score of 4.65 across all cognitive competence indicators indicates a strong consensus and demonstration of these skills among teachers. This solid foundation indicates that teachers have a strong cognitive skill set essential for successful teaching and managing learning.

Table 6 Summary on the Training Needs Analysis on the Competencies and Skills of the Senior High School Teachers

Dimensions	Mean	SD	Verbal Response	Qualitative Interpretation
1. Pedagogical Competence	4.53	0.59	Highly Agree	Highly Manifested
2. Technological Competence	4.41	0.76	Highly Agree	Highly Manifested
3. Content Knowledge	4.63	0.50	Highly Agree	Highly Manifested
4. Cognitive Competence	4.65	0.52	Highly Agree	Highly Manifested
Average	**4.56**	**0.59**	**Highly Agree**	**Highly Manifested**

Table 7. Significant Degree of Difference of the Training Needs Analysis on the Competencies of the Senior High School Teachers Profile

Profile Variable	Dimension	Chi/Z-Value	p-value	Decision	Interpretation
Age	Ped. Comp.	2.278	0.517	Do not reject HO	Not Sig.
	Tech. Comp.	2.536	0.469	Do not reject HO	Not Sig.
	Content Know.	2.408	0.492	Do not reject HO	Not Sig.
	Cog. Comp.	0.889	0.828	Do not reject HO	Not Sig.
Sex	Ped. Comp.	-0.950	0.342	Do not reject HO	Not Sig.
	Tech. Comp.	-1.460	0.144	Do not reject HO	Not Sig.
	Content Know.	-0.091	0.928	Do not reject HO	Not Sig.
	Cog. Comp.	-0.151	0.880	Do not reject HO	Not Sig.
Civil Status	Ped. Comp.	0.836	0.658	Do not reject HO	Not Sig.
	Tech. Comp.	0.130	0.937	Do not reject HO	Not Sig.
	Content Know.	0.671	0.715	Do not reject HO	Not Sig.
	Cog. Comp.	0.603	0.740	Do not reject HO	Not Sig.
Edu. Attainment	Ped. Comp.	0.640	0.726	Do not reject HO	Not Sig.
	Tech. Comp.	1.903	0.386	Do not reject HO	Not Sig.
	Content Know.	1.341	0.511	Do not reject HO	Not Sig.
	Cog. Comp.	1.334	0.513	Do not reject HO	Not Sig.
Years in SNNHS	Ped. Comp.	4.552	0.336	Do not reject HO	Not Sig.
	Tech. Comp.	5.653	0.227	Do not reject HO	Not Sig.
	Content Know.	3.908	0.419	Do not reject HO	Not Sig.
	Cog. Comp.	2.205	0.698	Do not reject HO	Not Sig.
Trainings	Ped. Comp.	2.269	0.519	Do not reject HO	Not Sig.

Profile Variable	Dimension	Chi/Z-Value	p-value	Decision	Interpretation
	Tech. Comp.	1.186	0.756	Do not reject HO	Not Sig.
	Content Know.	2.949	0.400	Do not reject HO	Not Sig.
	Cog. Comp.	3.553	0.314	Do not reject HO	Not Sig.

Legend: **Ped. Comp.** = Pedagogical Competence; **Tech. Comp.** = Technological Competence; **Content Know.** = Content Knowledge; **Cog. Comp.** = Cognitive Competence; **Edu. Attainment** = Highest Educational Attainment; **Sig.** = Significant

Table 7 shows the level of difference in training needs analysis for the competencies of senior high school teachers based on trainings attended. All p-values exceed the significance level of 0.05. Therefore, the null hypothesis HO was accepted. This means that there is no noticeable variation in the competencies and skills of senior high school teachers when they are categorized according to the number of trainings they have participated in. It is important to keep in mind that these outcomes are specific to the context of the research and the findings that were disclosed. Further research or analysis may be needed to validate these findings in different settings or explore other factors that could impact the relationship between senior high school teachers' training attendance and competencies/skills.

Table 8. Faculty Development Program

Key Result Area	Objective	Strategies/Actions	Person/s Involved	Resources	Budget	Time Allocation	Expected Outcomes
Faculty Training	Address institutional goals; improve faculty profile through training.	Strategic planning; faculty capacity-building programs	School Heads, Teachers	Paper, Printer, Laptop	10,000.00	8 hours	Strategized plans, improved faculty development
Faculty Training	Provide continuous teacher training and development.	Training sessions for faculty development	School Heads, Teachers	Forms, Printer, Laptop	500,000.00	Jan-Dec 2023	Enhanced faculty profile
Curriculum	Enhance curriculum to meet DepEd standards.	Review and revision of curriculum	School Heads, Faculty	Printer, Laptop, Bond paper	10,000.00	Jan-Dec 2023	Revised curriculum aligned with national goals
Curriculum	Improve teaching methods and strategies.	Training on modern teaching methods and technology	School Heads, Faculty	Printer, Laptop, Bond paper	50,000.00	Jan-Dec 2023	Improved teaching methods with technology integration
Instructional Materials	Produce teacher-made manuals and modules.	Seminar workshop on manual and module creation	School Heads, Faculty	Printer, Laptop, Bond paper	300,000.00	Jan-Dec 2023	Enhanced module crafting skills
Facilities	Create modern laboratories for improved tech competence.	Proposal for procurement of new facilities and equipment	School Heads, Faculty	Printer, Laptop, Bond paper	10,000,000.00	Jan-Dec 2023	State-of-the-art labs and facilities

Table 8 illustrates the suggested faculty development program which was founded from the results of this study.

5. Conclusion and Recommendations

The demographic profile of the respondents reveals that the majority are young and mature individuals, with females outnumbering males. Most respondents have pursued graduate coursework or hold master's degrees, indicating a strong background in education. In terms of tenure at SNNHS, the majority of respondents have only been teaching there for a short period, with most having one to five years of teaching experience, while a smaller proportion have been teaching for six to ten years. This profile highlights a well-educated teaching workforce, predominantly female, consisting of a mix of teachers with moderate experience and those who are relatively new to the profession. An assessment of the training needs of senior high school teachers shows that, overall, they possess a strong level of competence. Teachers exhibit notable strengths in pedagogical, content, and cognitive skills, demonstrating their ability to enhance student learning and apply critical thinking and problem-solving in various classroom contexts. However, there is a noticeable variation in technological competence, suggesting the need for targeted professional development to ensure consistent proficiency in integrating technology into instructional practices. Despite this variation, the consistently high average scores across all competencies underscore the teachers' commitment to delivering high-quality education. The analysis of the training needs of senior high school teachers found no significant differences in competencies and skills across a range of demographic and professional factors. Tests evaluating the impact of sex, civil status, highest educational attainment, years of teaching at SNNHS, and number of training sessions attended all yielded p-values above the 0.05 significance level, leading to the acceptance of the null hypothesis. This indicates that these factors do not significantly influence the competencies and skills of the teachers in the study. However, these results may be specific to the context of this particular study, and further research may be needed to confirm similar findings in other settings or explore other variables that could impact the relationship between teacher competencies and training.

To enhance their professional development, teachers should actively engage in workshops, seminars, conferences, or online courses that focus on instructional design, classroom management, assessment techniques, and pedagogical strategies. It is crucial for them to pursue lifelong learning and remain updated with current research and best practices in education. School administrators should also prioritize regular evaluation of their teachers' qualifications, using reflective practices to identify areas for improvement and inform decisions regarding further training. Moreover, staying technologically proficient is essential for teachers to keep up with advancements in educational technology. Regularly exploring new software, apps, and tools can improve teaching effectiveness and student learning outcomes. Engaging with online forums, blogs, and relevant social media platforms can further enhance teachers' awareness of educational technology trends. Additionally, educators must commit to ongoing professional growth by staying informed about recent publications and research in their field. This can be achieved by attending workshops, webinars, and conferences, enrolling in online courses, participating in online communities, and joining book clubs or study groups to broaden their knowledge and skills.

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