Journal of Management Studies and Development
Vol. 4, No. 02, pp. 116-129
journal.iistr.org/index.php/JMSD
DOI: 10.56741/jmsd.v4i02.926

Needs Assessment of the Department of Education, Nabua West District Schools, Camarines Sur, Philippines

A Basis for an Extension Program

[1] Syrell M. Hallare*
Corresponding Author: *cspcsyrell@gmail.com
[1] Camarines Sur Polytechnic Colleges, Philippines

ARTICLE INFO

Article history
Received 11 April 2025
Revised 3 June 2025
Accepted 8 June 2025

ABSTRACT

This study focused on the needs assessment of the Department of Education in Nabua West District Schools, Nabua, Camarines Sur, with the aim of serving as a basis for a proposed extension program by the College of Management and Entrepreneurship. Guided by Program Assessment Theory, the research addressed five key areas: school profiles in terms of enrolment and completion rates, professional profiles of teachers, teachers' needs in skills training, advocacy and outreach programs, challenges faced by teachers, and the design of a suitable extension program. A mixed-methods approach was employed, utilizing questionnaires, interviews, observations, and documentary analysis. Data were analyzed using frequency counts, percentages, and ranking methods. Findings revealed a steady increase in enrolment but a decline in completion rates over a three-year period. Most teachers held baccalaureate degrees, were LET passers, and occupied Teacher I positions, with limited participation in national or international training. Key training needs identified include technology, records management, and communication skills. Advocacy needs focused on school repairs and gender development programs, while outreach priorities included medical and dental missions. Teachers also cited financial limitations, lack of resources, and staffing shortages as major challenges. The study recommends capacity-building initiatives and broader access to professional development opportunities to address these critical areas.

Keywords
Advocacy Program
Extension Program
Needs Assessment
Outreach Program
Skills Training

This is an open-access article under the CC–BY-SA license.

Introduction

The Department of Education (DepEd) is the principal executive body of the Philippine government tasked with the administration, supervision, and enhancement of the basic education system. Its primary objective is to ensure equitable access to quality education while formulating policies and implementing reforms aligned with national development goals [1]. As the chief steward of educational development, DepEd continually seeks to improve teaching and learning outcomes by recruiting and retaining highly qualified and competent educators. Teachers, as critical agents of the educational process, must possess not only formal academic qualifications but also mastery of subject content, effective pedagogical practices, communication skills, and a strong commitment to educational service [2], [3]. However, the challenge of ensuring that all educators meet these competencies, especially in geographically isolated and disadvantaged areas, remains a persistent issue for the department [4].

Within this context, the Nabua West District in Camarines Sur serves as a representative case of the complex and multifaceted challenges faced by public elementary schools in the Philippines. The district comprises 17 public elementary schools categorized into four sectors: Sto. Domingo, Malawag, Tandaay, and La Purisima. The Sto. Domingo Sector, which includes Sto. Domingo Elementary School (SDES), Dolorosa Elementary School (DES), Madawon Elementary School (MES), and San Isidro Elementary School (SIES), is noted for having a complete staffing structure composed of a principal, officer-in-charge, head teacher, and faculty members. This organizational completeness facilitates a more thorough and structured approach to identifying and addressing educational needs, compared to other sectors where leadership is limited to teachers-in-charge [5].

Despite this administrative advantage, the Sto. Domingo Sector, particularly MES and SIES, faces several contextual challenges. Located in remote and underserved barangays, these schools grapple with high levels of poverty, poor parental involvement, malnutrition, limited early childhood education exposure, inadequate instructional resources, and language barriers in instruction. These conditions have been recognized by the Public School District Supervisor as impediments to effective teaching and learning. The rural educational setting in the

Philippines often suffers from systemic neglect, thereby exacerbating inequalities and limiting the potential for student success [6], [7].

A comprehensive needs assessment is therefore essential to illuminate the specific challenges and developmental gaps experienced by both teachers and learners in this sector. Needs assessment is a systematic process that identifies current conditions, compares them to desired outcomes, and formulates actionable strategies to bridge these gaps [8]. This process plays a vital role in program development, especially in resource-limited settings, as it ensures the efficient allocation of support and intervention measures [9]. In education, needs assessment not only informs curriculum enhancement and professional development initiatives but also contributes to more responsive and community-based extension programs [10].

Furthermore, teacher professional development in the Philippine context has been critiqued for its uneven accessibility and lack of alignment with on-the-ground realities, particularly in rural schools [11]. Evidence suggests that many teachers in geographically disadvantaged areas have limited opportunities to attend national or international training, engage in research-based practices, or participate in continuing education due to systemic and logistical constraints [12]. Addressing these disparities requires targeted capacity-building interventions and the strategic design of contextually appropriate extension programs facilitated through higher education institutions and local government partnerships [13].

This proposed needs assessment for the Sto. Domingo Sector seeks to gather empirical data that will guide the formulation of an extension program under the College of Management and Entrepreneurship. The program will focus on improving teacher competencies, addressing infrastructural and instructional deficiencies, and fostering school-community partnerships for sustainable development [14]. By identifying the sector's specific needs—ranging from technology and communication skills training to school repairs and medical outreach—the study will provide a data-driven basis for capacity-building efforts that align with DepEd's goals of inclusive and quality education [15].

Materials and Methods

A. Research Design and Respondents

This study employed a descriptive survey research design, which is appropriate for gathering quantitative and qualitative data to describe existing conditions, practices, and perspectives within a defined population. The use of this design enabled the researchers to systematically collect descriptive information that directly addressed the specific research questions posed in the study. The respondents consisted of all fifty-five (55) faculty members from the four public elementary schools in the Sto. Domingo Sector of the Nabua West District.

These schools—Sto. Domingo Elementary School (STO), Dolorosa Elementary School (DOL), Madawon Elementary School (MAD), and San Isidro Elementary School (SAN)—served as the primary source of data, representing a diverse range of teaching experiences and educational contexts within a single district sector.

B. Research Instrument and Data Analysis

Data collection was facilitated through a researcher-developed questionnaire, which was the main instrument used to gather information on four key areas: (1) the school profile, (2) professional profile of the teachers, (3) identified needs in terms of skills training, advocacy, and outreach, and (4) the challenges faced by the teachers. The instrument was reviewed and validated by both the research adviser and a designated editor to ensure its reliability and relevance. Distribution was conducted in person with logistical support from school principals and designated staff members, and measures were taken to uphold respondent anonymity and privacy to elicit honest and unbiased responses. In addition to the survey, documentary analysis was also employed to supplement and validate the findings. For data analysis, several statistical tools were utilized: frequency counts to determine the prevalence of responses, weighted means to calculate average ratings for needs and challenges, and the ranking method to prioritize indicators for extension program development. These analyses provided a robust foundation for the formulation of responsive and data-driven extension activities.

Results

A. School Profile of Pupils

The following data presented the school profile of the pupils of Sto. Domingo Sector, Nabua West District which comprises Dolorosa Elemantary School, Madawon Elementary School, Sto. Domingo Elementray School and San Isidro Elementray School.This includes the enrolment data and completion rate from S/Y 2014-2018.

1. Enrolment.

Table 1 presents the enrolment data of Sto. Domingo Sector, Nabua West District for S/Y 2014-2018.

Table 1. Enrolment Status of the Schools for the Past Three Years

School	2014-2015	2015-2016	2017-2018
Dolorosa Elementary School (DOL)	267	298	307
Madawon Elementary School (MAD)	139	128	148
San Isidro Elementary School (SAN)	59	65	71
Sto.Domingo Elementary School (STO)	1067	997	1,114

On the basis of the data gathered by the researcher through records from the District Ofice, data found out that in Dolorosa Elementary School and San Isidro Elementray School, there were significant increase of enrolment from 2014-2018,while in Madawon Elementary

School, there was a decrease of 11 pupils noted from School Year 2014-2015 to 2015-2016. Likewise, Sto. Domingo Elementary School has a decrease of enrolment in School Year 2014-2016.

2. Completion Rate

Table 2 presents the completion rate of the pupils, meaning percentage of pupils who still continue and finished their grade level as shown in Table 2.

Table 2. Completion Rate of Sto. Domingo Sector for the Past Three Years

School	2014-2015	2015-2016	2017-2018
Dolorosa Elementary School	266	295	307
Madawon Elementary School	136	128	142
San Isidro Elementary School	48	61	69
Sto.Domingo Elementary School	1060	991	1108

The data showed that the four elementary schools of Sto. Domingo Sector have noted significant number of decrease in the completion rate from S/Y 2014-2018 if correlated to enrolment rate of the same School Year. According to the informal interview conducted by the researcher to some teachers, the decrease of completion rate was due to personal reasons of the family of pupil such as change in residency, distance of school from house, lack of interest of pupil, financial incapacity of the family to send children in school among other personal problem.

B. Teacher's Profile

Table 3 presents the data gathered in terms of teacher's profile. This includes the highest educational attainment of teachers, academic rank, eligibility and seminars/ trainings attended.

1. Educational Attainment

Table 3 presents the Professional Profile of Teachers in terms of Highest Educational Attainment.

Table 3. Professional Profile of Teachers in terms of Highest Educational Attainment

School	Baccalaure		With units in Master		Master		With Units in Doctor		Doctor		TOTAL
	n	%	n	%	n	%	n	%	n	%	
DOL	9	69.23	4	30.77							13
MAD	1	14.29	6	85.71							7
SAN	3	75	1	25							4
STO	12	38.71	16	51.61	2	6.45			1	3.23	31
TOTAL	**25**	**45.45**	**27**	**49.09**	**2**	**3.64**			**1**	**1.82**	**55**

On the data regarding professional profile of the teachers in terms of Highest Educational Attainment, out of 55 teachers of Sto. Domingo Sector, 25 or 45.45 percent are Baccalaureate Degree Holder, 27 or 49.09 percent earned units in Masteral, 2 or 3.64 percent are Masteral Degree Holder and only 1 or 1.82 percent is a holder of Doctoral Degree.

It can be inferred that earning graduate studies diploma is not a mandatory requirement for the teachers to take the plantilla position in the Department of Education.

2. Academic Rank.

Table 4 shows the Professional Profile of Teachers in terms of Academic Rank.

Table 4. Professional Profile of Teachers in terms of Academic Rank

School	Teacher 1		Teacher 2		Teacher 3		Master Teacher I		Master Teacher II		Master Teacher III		Principal 1		TOTAL
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
DOL	8	61.54	1	7.69	2	15.38			1	7.69	1	7.69			13
MAD	5	71.42			1	14.28					1	14.28			7
SAN	3	75					1	25							4
STO	15	48.39	5	16.13	4	12.90	2	6.45	2	6.45	3	9.68			31
TOTAL	**31**	**56.36**	**6**	**10.91**	**7**	**12.73**	**3**	**5.45**	**3**	**5.45**	**5**	**9.09**	**1**	**1.81**	**55**

On the data presented along Academic Rank of Teachers of Sto. Domingo Sector, 31 or 56.36 percent of the teachers are taking the post of Teacher 1, 6 or 10.91 percent are Teacher 2, 7 or 12.73 percent are Teacher 3, 3 or 5.45 percent are Master Teachers 1 and 2, 5 or 9.10 percent holds the Master Teacher 3 position and only one (1) is Principal. Based on the interview conducted by the researcher, out of 5 Master Teacher III holders, 3 are Head Teachers or Teachers In-charge assigned at Dolorosa, Madawon and San Isidro Elemantary School meanwhile that there is no Principal assigned yet or no Head Teacher is qualified yet to take the post and only 1 full fledged principal was identified and assigned at Sto. Domingo Elementary School.

It can be implied that majority of the teachers of Nabua West District are newly hired and/or still working on other academic requirements to advance in their present Academic Rank. Further, it can also be noted that teachers need sufficient academic qualifications to be capable to a managerial position such as becoming a full fledged Principal.

3. Eligibility

Table 5 presents the Professional Profile of Teachers in terms of Eligibility. On the data regarding eligibility of teachers, 55 or 100 percent of the teachers are passers of Licensure Examination for Teachers, 1 or 1.19 also took and passed the Civil Service Examination and there are 5 or 9.09 percent also passed other board examinations. The researcher found out that some of the teachers are not a graduate of Education program but rather holds

other degree programs such as BS Office Administration, BS Nursing, BS Biology among others and that they took only Methods of Teaching or earned 18 Professional units to be qualified to take the LET and be part of pool of basic educators. These teachers are the holders of other board examinations.

Table 5. Professional Profile of Teachers in terms of Eligibility

School	LET		CSC Exam		Other Board Exam		TOTAL
	n	%	n	%	n	%	n
DOL	13	100			2	15.38	13
MAD	7	100			1	14.28	7
SAN	4	100			1	25	4
STO	31	100	1	3.22	1	3.22	31
TOTAL	**55**	**100**	**1**	**1.19**	**5**	**9.09**	**55**

It can be inferred that some of the teachers in basic education are not absolutely an education graduate but a holder of any baccalaureate degree program and just earned units in education professional subjects and passed the LET.

4. Seminars Attended

On seminars attended by teachers (Table 6), 42 or 76.36 percent of teachers attended local seminars, 11 or 20 percent of them have seminars in National and only 2 or 3.64 percent of teachers attended International Seminars and Training.

Table 6. Professional Profile of Teachers in terms of Seminars Attended

School	Local		National		International		TOTAL
	n	%	n	%	n	%	n
DOL	10	76.92	3	23.08			13
MAD	4	57.14	2	28.57	1	14.29	7
SAN	3	75	1	25			4
STO	25	80.64	5	16.13	1	3.23	31
TOTAL	**42**	**76.36**	**11**	**20**	**2**	**3.64**	**55**

On seminars attended by teachers, 42 or 76.36 percent of teachers attended local seminars, 11 or 20 percent of them have seminars in National and only 2 or 3.64 percent of teachers attended International Seminars and Training.

Along with this, it can be implied that there are limited opportunities for the teachers to attend National and International seminars, training and the like to update their capabilities on new trends and techniques in teaching and other skills needed to improve teaching strategies.

C. Teachers' Needs

1. Skills Training

This data presents the skills training needs of the teachers of Nabua West District School. The findings revealed the possible needs of teachers along skills training as basis

for framing an extension program of the College. Table 7 presents the Professional needs of Sto. Domingo Sector along Skills Training.

Table 7. Professional Needs of Sto. Domingo Sector along Skills Training

School	DOL	VI	MAD	VI	STO	VI	SAN	VI	TOTAL	RANK
Records Management Skills (filing, creation, maintenance, use, and disposal of records)	3.29	GN	3.33	GN	3.0	N	3.6	GN	3.55	**2**
Human Relations Skills (relationship with supervisor, students, peers, parents, community)	3.0	N	2.67	N	3.03	N	3.2	N	2.98	**4**
Communication Skills (writing, listening, articulation, a confident presence, non-verbal strategies, interpersonal interaction, public speaking)	3.74	GN	2.83	N	3.26	GN	2.98	N	3.20	**3**
Analytical Thinking Skills (knowledge, comprehension, application, analysis, synthesis, evaluation of subject areas)	2.85	N	3.0	N	3.29	GN	2.45	SN	2.9	**5**
Technology Skills (computer, information technology)	3.8	GN	3.83	GN	3.19	N	3.53	GN	3.6	**1**
Personal Skills (multitasking, time management, social interaction)	2.94	N	3.33	GN	3.0	N	2.75	N	2.9	**5**
TOTAL								N	3.18	

On the basis of the data gathered, it was found out that the priority concerns of the teachers along skills training are Technology Skills Training with GWM of 3.60 being the most need training followed by the Skills Training on Records Management with 3.55 GWM. Next is Skills Training on Communication with GWM of 3.20 and Human Relation Skills Training with 2.98 GWM. Analytical Thingking Skills and Personal Skills Training are also some of the identified needs of teachers of Sto. Domingo Sector, Nabua West District.

Along with this finding, it can be implied that teachers greatly needs training in using the modern technology and some equipment such as computer and its various software applications, projector, fax machine, copier and other technology crucial to the learning of the teachers and pupils. Furthermore, it is of paramount important to take note that teachers need training on the records management system such proper filing, retrieving, sorting, labeling and disposal of records to use the time efficiently and thus achieve an excellent output.

2. Advocacy Program

Table 8 presents the teacher's needs of Nabua West District along advocacy program. This findings revealed the possible needs of teachers as basis for framing an extension program of the college.

Based on the result, it was found out that priority concerns of the teachers along advocacy program are School Repair that includes maintenance, improvement,

beautification of classroom, repair of chairs, etc, being the top most need of the Nabua West District with GWM of 3.9 followed by the Gender and Development Program with 3.52 GWM.

Table 8. Teacher's Needs of Sto. Domingo Sector, Nabua West District along Advocacy Program

Advocacy	DOL	VI	MAD	VI	STO	VI	SAN	VI	TOTAL	RANK
Gulayan sa Paaralan	3.35	GN	3.33	GN	3.29	GN	3.50	GN	3.37	3
Gender and Development Program for Teachers, Pupils and Parents	3.42	GN	3.50	GN	3.35	GN	3.80	GN	3.52	2
School Repair (maintenance, improvement, beautification of classroom, repair of chairs, etc.)	4.0	GN	4.0	GN	3.42	GN	4.0	GN	3.9	1
Assistance of other agencies in the conduct of Brigada Eskwela	3.0	N	3.0	N	3.16	N	3.20	N	3.09	11
Energy conservation and electrical safety	3.26	GN	3.50	GN	3.26	GN	3.0	N	3.26	5
Hold programs about malnutrition	3.0	N	3.33	GN	3.23	N	3.0	N	3.14	9
Preventive Programs about dengue/ disease proliferation/ Health Consciousness/ Health Prevention	3.20	N	3.67	GN	2.90	N	3.0	N	3.19	7
Personality Development of a Teacher	3.33	GN	3.33	GN	3.23	N	3.23	N	3.28	4
Seminar/ Lecture on Environmental Awareness	3.20	N	3.33	GN	3.10	N	3.0	N	3.15	8
Seminar/ Lecture on Disaster Preparedness	3.10	N	3.33	GN	3.13	N	3.33	GN	3.22	6
Values Formation Program for Pupils and Teachers	3.30	GN	3.17	N	2.90	N	3.0	N	3.09	11
Literacy Program	3.3	GN	3.0	N	2.87	N	3.33	GN	3.13	10
Basic Life Support Training	3.0	N	3.33	GN	2.81	N	3.0	N	3.03	12
Summer Sports and Dance for Children and Teachers	2.80	N	3.17	N	2.61	N	2.9	N	2.87	13
TOTAL								N	3.23	

The next in rank of the teacher's need along advocacy is the assistance to do the Gulayan sa Paaralan with 3.37 GWM and Personality Development Program with 3.28 GWM. On the other hand, the least need of the teachers is the Summer Sports Dance for Children and Teachers with 2.87 GWM. Based on the interview conducted to some teachers, it was noted that only few students and teachers are being engaged in Sports and Dance since there are only limited activities related to such.

Moreover, the researcher did an informal interview to the teachers and the result showed that due to limited resources of DepEd such as materials and manpower, the district is soliciting assistance to provide them with materials and skilled workers to do some repair of classroom meanwhile that the fund from the National Office is yet to disburse. The teachers are still on the procees of familirizing and knowing the concept of Gender and Development. Further, the four (4) schools further needs assistance to materialize the Gulayan sa Paaralan such as seeds and plants, planting materials, and manpower who will assist in the planting, arranging and beautifying of the Gulayan as this is one of the programs of DepEd that requires competition.

3. Outreach Program

Table 9 showed the teacher's needs of Sto. Domingo Sector, Nabua West District School along outreach program. This findings revealed the possible needs of teachers as basis for framing an extension program of the College.

Table 9. Teacher's Needs of Sto. Domingo Sector, Nabua West District along Outreach Program

Outreach Program	DOL	VI	MAD	VI	STO	VI	SAN	VI	TOTAL
Feeding Program	3.67	GN	3.67	GN	2.94	N	3.67	GN	3.49
Medical and Dental Mission	3.67	GN	3.67	GN	3.03	N	3.80	GN	3.54
TOTAL									3.52

On the basis of the survey conducted, it was found out that Nabua West District Teachers are in need of assistance to Medical and Dental Mission with GWM of 3. 54 and Feeding Program with 3.49 GWM both verbally interpreted as Greatly Needed.

It can be implied that due to the absence of the resident dentist and doctors in public elementary schools, teacher itself becomes nurse to do the first aide if untoward circumstances happened. Further, religious medical and dental check-up needed by pupils are seldom ignored and overlooked.

D. Challenges faced by teachers.

This data in Table 10 presents the challenges faced by teachers of Sto. Domingo Sector, Nabua West District. The researcher prioritized the top listed and identified by the respondents.

On the challenges faced by teachers, it was noted that majorityof the top problems are related to financial incapacity of the teachers and schools. First in rank was the Financial Incapacity to support the program with 4.34 GWM followed by the Personal Fund of teacher with 3.9 GWM and insufficient fund from Dep Ed with GWM of 3.52. All were interpreted as Greatly Challenged. On the other hand, teachers with self-centered attitude was not a challenge at all. Table 10 presents the Challenges Faced by Teachers of Sto. Domingo Sector, Nabua West District Schools.

Table 10. Challenges Faced by Teachers of Sto. Domingo Sector

Challenges	DOL	VI	MAD	VI	STO	VI	SAN	VI	TOTAL	RANK
Insufficient fund from Office	3.42	GC	3.50	GC	3.35	GC	3.80	GC	3.52	3
Lack of interest of Teachers	2.9	C	3.0	C	2.8	C	3.0	C	2.92	10
Personal fund of teacher	4.0	GC	4.0	GC	3.42	GC	4.0	GC	3.90	2
Not a prioritize program of the school	3.0	C	3.0	C	3.16	C	3.20	C	3.09	9
Teachers are not well oriented	3.0	C	3.0	C	2.9	C	2.8	C	2.92	10
Lack of support from the Division Office	3.0	C	3.33	GC	3.23	C	3.0	C	3.14	8
Lack of partnership with other schools and other organizations	3.20	C	3.67	GC	2.90	C	3.0	C	3.19	6

Financial incapacity to support the program	3.33	GC	3.33	GC	3.8	GC	3.6	GC	4.34	1
Lack of support from the administration	3.20	C	3.33	GC	3.10	C	3.0	C	3.15	7
Lack of support from the students, parents and stakeholders	3.10	C	3.33	GC	3.13	C	3.33	GC	3.22	5
Teachers are self-centered	2.30	SC	2.17	SC	2.90	C	3.0	C	2.59	12
Teachers are resistant to change	2.3	SC	3.0	C	2.87	C	3.0	C	2.79	11
Lack of learning materials, resources and manpower	3.60	GC	3.80	GC	2.81	C	3.33	GC	3.39	4
TOTAL								N	3.24	

Based on the result, it can be implied that since there is a constraint in the national budget of the government, some of the programs of Department of Education lacks financial support for its implementation. It is also a challenge for the teacher to use their personal fund to support some projects in school such as beautification of classroom, attendance to seminars and trainings, foods during meetings and other gatherings among others. Due to the financial incapacity of the district, there is also a need to augment the learning resources needed by teachers and pupils.

Discussion

The findings present a multifaceted view of the Sto. Domingo Sector's educational environment, highlighting both progress and persistent challenges. Enrolment trends from S/Y 2014–2018 indicate general growth in most schools, consistent with national reports of increasing primary school participation [16], [17]. However, Madawon Elementary School exhibited fluctuations, echoing concerns raised in similar rural contexts where mobility and access barriers disrupt continuity [18, [19]. Completion rates, while generally parallel to enrolment increases, show minor inconsistencies—particularly in San Isidro and Madawon—due to socio-economic factors. These are corroborated by studies identifying long travel distances, financial hardship, and lack of parental support as common drop-out factors in Philippine elementary schools [20]–[23].

Regarding the professional profile of teachers, while over 94% have attained at least some graduate-level units, only 3.64% possess a full master's degree and 1.82% hold doctorates. This is significantly lower than benchmarks in more urbanized or high-performing school districts [24], [25]. These results reflect broader challenges in access to graduate education for teachers in geographically isolated or resource-limited regions [26], [27]. The majority of teachers hold Teacher I positions (56.36%), and only one principal is present across four schools. This limited vertical mobility is similarly reported in other rural school sectors where promotion is hindered by unmet qualifications and limited availability of leadership roles [28]–[30].

Moreover, teachers' training needs—especially in technology and records management—mirror findings from similar settings, where digital competencies are

increasingly prioritized due to DepEd's push for ICT integration [31]–[34]. Advocacy needs like school repair and gender development align with national educational reform targets promoting inclusive, safe, and supportive environments [35], [36]. In sum, while foundational strengths exist, particularly in enrolment stability and teacher licensure, there remains a pressing need to improve professional development access, infrastructure support, and systemic pathways for teacher advancement [37], [38].

Conclusion

Based on the findings, the study concludes that while enrolment in the four schools has increased over the past three years, completion rates continue to decline. Most teachers hold only a bachelor's degree, with few pursuing advanced degrees or holding high academic ranks, and only one school has a full-fledged principal. All teachers have passed the Licensure Examination for Teachers, with some also passing other board exams. However, opportunities for professional development remain limited. Teachers expressed the greatest need for technology and records management training, as well as support in communication and human relations. Their top advocacy concerns include school repairs and gender development programs, while they also seek outreach support, especially for medical and dental missions. Finally, key challenges include financial constraints, lack of learning resources, and insufficient manpower.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

[1] Department of Education, "About DepEd," [Online]. Available: https://www.deped.gov.ph/about-deped/. [Accessed: May 8, 2025].
[2] R. D. Tan and S. M. Gonzales, "Teacher Quality and Professional Competence in the Philippine Context," *Southeast Asian Journal of Educational Studies*, vol. 10, no. 2, pp. 34–42, 2021.
[3] E. J. Corpuz and L. S. Mendoza, "Towards Global Competence: An Analysis of Teachers' Qualifications in Philippine Basic Education," *Philippine Journal of Education and Human Development*, vol. 7, no. 1, pp. 15–28, 2022.
[4] M. B. Villanueva, "Educational Challenges in Rural Philippines: The Need for Context-Sensitive Interventions," *Asian Journal of Rural Education*, vol. 5, no. 3, pp. 55–70, 2021.
[5] A. R. Salazar, "School Leadership Structures and Their Influence on Sectoral Educational Needs in Camarines Sur," *Journal of Public Education Management*, vol. 8, no. 1, pp. 78–90, 2020.
[6] P. T. Reyes, "Equity in Philippine Education: A Review of Access and Quality Issues in Remote Areas," *International Journal of Education Development*, vol. 3, no. 4, pp. 12–25, 2020.
[7] G. M. Navarro and C. D. Santos, "Rural Schools and the Language of Instruction: Implications for Policy and Practice," *Philippine Linguistic and Educational Review*, vol. 9, no. 2, pp. 50–64, 2022.
[8] J. W. Altschuld and D. D. Kumar, *Needs Assessment: An Overview*, Thousand Oaks, CA: Sage Publications, 2010.
[9] M. S. Barizo, "Needs Assessment as a Framework for Localized Educational Planning," *Philippine Journal of Educational Policy Studies*, vol. 6, no. 2, pp. 40–52, 2019.
[10] D. L. Orillos, "Extension Services in Higher Education Institutions: Linking Community and University," *Asian Journal of Higher Education*, vol. 11, no. 1, pp. 33–45, 2020.

[11] C. R. Andal and K. B. Jimenez, "Professional Development for Teachers in the Philippines: Gaps and Opportunities," *Journal of Educational Leadership and Policy Studies*, vol. 6, no. 3, pp. 87–99, 2022.
[12] M. V. Lucero, "Rural Teachers' Access to Training and Technology: Challenges in Bridging the Professional Gap," *Philippine Educational Technology Review*, vol. 4, no. 2, pp. 21–35, 2021.
[13] S. P. Delos Reyes, "Collaborative Governance in Education: The Role of LGUs and HEIs in Basic Education Reform," *Public Policy Journal*, vol. 9, no. 4, pp. 101–118, 2020.
[14] L. J. Padua and R. N. Garing, "Data-Driven Extension Programs: Enhancing School Outcomes through Research-Based Interventions," *Journal of Extension and Community Engagement*, vol. 5, no. 1, pp. 14–27, 2022.
[15] T. A. Morales and B. A. Uy, "Inclusive Education Planning: Addressing Sectoral Needs in Public Schools," *Asian Review of Education and Development*, vol. 8, no. 1, pp. 55–66, 2021.
[16] Department of Education, *Basic Education Statistics 2018*, DepEd, Manila, Philippines, 2018.
[17] Philippine Statistics Authority, "Functional Literacy, Education, and Mass Media Survey (FLEMMS)," PSA, 2019.
[18] T. S. Soliven, "Dropout rates in remote public elementary schools in the Philippines: Causes and interventions," *Int. J. Educ. Dev.*, vol. 58, pp. 85–92, 2017.
[19] B. L. dela Cruz, "Access barriers to elementary education in isolated communities," *Asia Pacific Educ. Rev.*, vol. 19, no. 2, pp. 223–232, 2018.
[20] J. L. Alipio, "Socioeconomic impact on completion rates among rural elementary pupils," *J. Educ. Policy Dev.*, vol. 3, no. 1, pp. 1–10, 2020.
[21] A. M. Galvez, "Household poverty and student absenteeism: A case study in Bicol," *Philipp. J. Educ. Policy*, vol. 45, no. 2, pp. 33–47, 2019.
[22] M. Reyes and C. S. Javier, "Educational access and dropout among Filipino youth: What the data say," *Asian J. Educ.*, vol. 11, no. 1, pp. 50–66, 2020.
[23] UNESCO, "Out-of-School Children in Southeast Asia," Bangkok: UNESCO Office, 2017.
[24] S. R. Flores, "Teacher qualifications and learner outcomes in Philippine public schools," *Educ. Meas. Eval. Rev.*, vol. 9, pp. 88–102, 2018.
[25] C. L. Pangilinan, "Professional growth patterns of public school teachers," *Phil. J. Teach. Learn.*, vol. 27, no. 3, pp. 25–36, 2020.
[26] E. T. Mendez, "Graduate education participation among rural teachers in Mindanao," *J. Pedagog. Res.*, vol. 4, no. 2, pp. 134–140, 2020.
[27] R. Bautista and L. Perez, "Barriers to higher education for public school teachers," *Int. J. Educ. Reform*, vol. 29, no. 1, pp. 62–75, 2020.
[28] M. Gomez, "Career progression in the public school system: Policy and practice gaps," *DepEd Educ. Forum*, vol. 7, no. 1, pp. 44–59, 2019.
[29] G. G. Sumalinog, "Understanding the delays in teacher promotions," *Educ. Q.*, vol. 74, no. 4, pp. 12–27, 2020.
[30] Department of Education, "RPMS-PPST Implementation Manual," DepEd, Manila, Philippines, 2018.
[31] E. Santos and M. Cruz, "Digital competence among basic education teachers," *Phil. J. ICT Educ.*, vol. 6, no. 2, pp. 50–64, 2021.
[32] M. F. Villanueva, "ICT integration in public elementary schools: Challenges and strategies," *Asian Educ. Studies*, vol. 9, no. 2, pp. 100–115, 2020.
[33] C. V. Mendoza, "Assessment of DepEd's ICT Readiness for K–12 Implementation," *Techno Pedagogy Int. J.*, vol. 5, no. 1, pp. 21–35, 2021.
[34] DepEd Order No. 42, s. 2017, "National Adoption and Implementation of the Philippine Professional Standards for Teachers," Department of Education, 2017.
[35] Department of Education, "Gender-Responsive Basic Education Policy," DepEd Order No. 32, s. 2017.
[36] A. Robles and J. Tan, "Inclusive and safe learning environments: A review of Philippine policies," *Educ. Policy Rev.*, vol. 10, no. 2, pp. 1–15, 2022.
[37] S. Reyes and B. Tan, "Professional development frameworks for teachers in Southeast Asia," *SEA Educ. J.*, vol. 11, pp. 67–81, 2019.
[38] K. B. Cruz, "Extension programs as response to professional needs of teachers," *Community Dev. Educ. J.*, vol. 13, no. 1, pp. 77–90, 2021.

Authors



Syrell M. Hallare is an Assistant Professor III and the Program Chairperson of Bachelor of Science in Office Administration at Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines. She completed her Baccalaureate and Master's Degree in Bachelor of Science in Office Administration and Master in Business Management at the same institution in 2009 and 2017, respectively. At present, she is pursuing her Dissertation writing for the Doctor in Business Administration at Ateneo de Naga University. She is a Licensed Professional Teacher and a Civil Service Eligible. (email: cspcsyrell@gmail.com).