Emerging Needs Of Teacher Education Instructors In Today's Rapidly Evolving Educational Landscape

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Abstract: The research examined the evolving requirements of teacher education educators in the context of the fast-changing educational environment. Various factors, including Personal Support, Task Assistance, Problem-related Support, Professional Development Support, and Instructional Supervision and Evaluation, were evaluated. Notable discrepancies were found in teacher education instructors' perceived needs regarding Problem-related Support and Instructional Supervision, with less importance placed on Problem-related Support, Professional Development Support, and Instructional Supervision and Evaluation. This suggests that a high demand for Problem-related Support correlates with an increased need for Professional Development Support and vice versa. Similarly, Professional Development Support relates to the oversight of instructional supervision and evaluation. Therefore, there is a significant connection between instructors' emerging needs and their job satisfaction.

Key Words: Emerging needs, Teacher Education Instructors, Educational Landscape

1. INTRODUCTION

The necessity for research highlights the critical role of professional development in boosting employee satisfaction, enhancing performance, and creating a positive work atmosphere in any organization where formal systems are applied and assessment tools are mandated. Consequently, variables such as Personal Support, Help with Tasks, Assistance with Problem-Solving, Support for Professional Development, Instructional Oversight, and Evaluation were included to assess the type of support that new instructors desire most. This aims to identify the notable differences in the perceived requirements of novice instructors, to ascertain any significant disparities in how beginning instructors and their immediate supervisors perceive their professional needs, and to simultaneously explore the meaningful relationship between instructors' professional requirements and job satisfaction.

Based on the Job Demands-Resources (JD-R) model discussed in the research by Hlado and Harvankova (2024), their work offered empirical evidence supporting the role of perceived work ability as an outcome affected by job demands within the JD-R framework. Additionally, they highlighted the importance of a holistic approach that accounts for both organizational and individual elements across work and non-work areas to thoroughly examine perceived work ability in teachers.

Organizations are shaped by the types of individuals they encompass (Walker, 2016). According to Schneider, this assertion is a result of the Attraction-Selection-Attrition theory, a three-component model that elucidates how the collective traits of individuals determine their compatibility with an organization (Schneider, 1987). The model referenced in Walker's blog (2016) involves three phases: attraction, selection, and attrition. It represents a cycle that elucidates why individuals are drawn to an organization, why they are typically chosen to join it, and how they might eventually leave if they feel it no longer meets their personal needs.

Schneider, Goldstein, and Smith (1995) introduced this individual-focused model of organizational behavior, which provides a framework for comprehending organizational dynamics that synthesizes both individual and organizational theories. The framework suggests that the results of three interconnected dynamic processes, attraction-selection-attrition (ASA), determine the types of individuals present in an organization, which in turn shapes the character, structure, processes, and culture of that organization.

By examining the professional development requirements and job satisfaction of novice instructors in the College of Education, a Strategic Development Plan focusing on these aspects will ultimately respond to the need for faculty retention in their selected professions.

2. LITERATURE REVIEW

In today's modern world, globalization, internationalization, and professional development activities serve as the foundations for enhancing an individual's skills, knowledge, and expertise, regardless of their organizational or institutional affiliation. Professional development is a crucial element for employees striving to become effective

educators. Consequently, workshops, seminars, programs, field visits, certifications, training sessions, and benchmarking, among other initiatives, contribute to professional growth.

In the context of education and development, various professional development needs can be addressed through various platforms in social media, teachers' soft-skills training, and participatory educational endeavors. In the same manner, effective leadership style for professional development needs a balance of pedagogical development, content-based, and specialized development programs, considering the individual needs of teachers. These should be personalized and can be integrated into instructional practices and knowledge required for teachers' specific needs, promoting a harmonious learning environment. A content-focused professional development incorporates active teaching and learning, thereby integrating learning theories, educational principles, and concepts in teaching, manifesting collaborative and integrative teaching. Incorporating timely teaching styles, models, and framework of professional standards for teachers paves opportunities to improve beginning teachers' craft upholding the high demand for modern teaching. Policymakers then can adopt standards for professional development, visit, address, and redesign the use of time, school schedules, and priority activities for teachers to increase opportunities for professional development. In addition, the conduct of needs assessments, peer evaluation and mentoring from seasoned teachers as mentors and coaches, and integration of relevant professional learning experiences are contributing to school improvement initiatives.

In the Philippine setting, Republic Act 10912, a series of 2016 mandates and strengthens the continuing professional development program for all regulated professions, creating the continuing professional development council, and appropriating funds therefor. The Continuing Professional Development programs include (a) Formal learning; (b) Nonformal learning; (c) Informal learning; (d) Self-directed learning; (e) Online learning activities; and (f) Professional work experience, (Hess, 2009).

In a worldwide setting, Plaisent and Bernard (2016) revealed that in Canada, newcomers often get the worst classes to teach. As observed, young teachers prefer to go to public schools for job security while today they go to private due to more strict behavior management.

The research conducted by Ansah–Hughes (2016) viewed teaching as the ideal career; however, many educators wish to transition to different professions due to feelings of dissatisfaction. Additionally, teachers expressed that their working conditions were inadequate, and a significant number in the Municipality reported feeling insecure in their profession.

The findings also indicated that teachers' professional attitudes influence their well-being but do not impact their personal growth, job satisfaction, or performance. Teacher well-being affects independent development but does not influence teacher performance. Therefore, while independent development does not enhance job satisfaction, it does impact teacher performance (Murwaningsih and Muna, 2023).

Alkar, Altintas, and Kaya (2023) reported that teachers largely held negative perceptions regarding their job satisfaction. Factors contributing to positive job satisfaction among teachers include intrinsic motivation, the physical environment of the school, communication with school administration, socio-economic status, and respect for the profession.

Furthermore, Paras (2010) discovered that the socio-demographic characteristics of respondents, such as age, gender, educational qualifications, and the number of training sessions attended, significantly affected their teaching performance.

Teachers' autonomy serves as an important predictor of job satisfaction. Their ability to manage classrooms, arrange independent learning activities, and utilize diverse assessment methods showcases their leadership capabilities. The study by Dilekçi (2022) demonstrated a positive and significant correlation between teachers' autonomy and their job satisfaction. Moreover, the autonomy exhibited by teachers is a significant predictor of their job satisfaction.

In addition, Kang (2023) highlighted the job satisfaction of Korean teachers in multicultural secondary schools by outlining various factors that create pathways explaining satisfaction with the profession and the work environment. The study offers implications and several recommendations aimed at enhancing teacher job satisfaction.

3. METHODOLOGY
3.1 Research Design
This research utilized a descriptive study approach to identify the prevalent emerging needs and levels

of satisfaction among teacher education instructors.

3.2 Data Instrumentation

The researcher utilized a questionnaire checklist as the primary method for collecting data. The variables included were Personal Support, Assistance with One's Tasks, Problem-Related Assistance, Professional Development Assistance, and Instructional Supervision and Evaluation, which are pertinent aspects of the study. Therefore, data was collected and analyzed to determine the significant differences in the extent of the emerging needs among teacher education instructors, ultimately leading to the creation of a validated Strategic Development Plan for their professional development.

3.3 Data Analysis

Descriptive statistics were utilized to identify the most significant emerging needs expressed by teacher education instructors. A Paired t-test was conducted using the Statistical Package for the Social Sciences (SPSS) at a significance level of $\alpha = 0.05$ to explore the differences in the degree of these emerging needs among the instructors. This analysis aimed to assess the level of satisfaction regarding the variables featured in the study. To examine the differences in perceptions between instructors who have worked in the past three years and their immediate supervisors' assessments of their emerging needs and job satisfaction, the same analytical approach was applied.

The interpretation scale for the variables measured to assess the types of assistance most desired by teacher education instructors ranged from one to five, with one representing the lowest and five the highest level of interest.

4. RESULTS AND DISCUSSION

4.1 Determine the Kind of Assistance Wanted Most by Beginning Instructors

As shown in Table 1, teacher education instructors identified the emerging needs they prioritized the most. All variables under Personal Support, such as Support for professional growth, Sharing of concepts to enhance teaching, Discussing current issues and concerns, Establishing standards for effective teaching, and Acknowledgment of my weaknesses were consistently rated as Always.

Similarly, teacher education instructors rated Assistance to One's Task as Always, which included Sharing of teaching resources, Classroom

observation to enhance the Teaching-Learning process, Performance tasks in the classroom, Availability of guest speakers for team teaching, and Regular lesson planning with objectives and activities.

This aligns with Bello's (2008) research that found most teachers were very satisfied with their job status and their interpersonal relationships. Many teachers indicated satisfaction with aspects like achievement, promotion, and professional development, while feeling unsatisfied with recognition.

In contrast, findings from the study by Jónsdóttir and Einarsdóttir (2023) show that the teachers involved frequently did not seek support or guidance from the municipality for their professional growth. Standardized reading assessments appear to have a significant impact in primary schools, even starting in the first grade, somewhat contradicting the principles of the official inclusive school policy in Iceland.

Regarding Problem-Related Assistance, only the Orientation of School and Classroom policies received a rating of Very Often, while Consultation on Classroom-related matters, Services and counseling regarding students' behavior, Tutorials and guidance sessions, and Regular consultations concerning students' performance were rated as Always.

For Instructors' Support for Professional Development Assistance, teacher education instructors consistently rated Active participation in webinars/seminars as Always, with Programs for new faculty members rated Very Often, Assistance from administration for webinars/seminars rated Very Often, and Strict adherence to the faculty development plan rated as Sometimes for Scholarships and fellowships available to faculty members.

Conversely, teacher instructors rated Regular classroom and field visits, Consistent monitoring of instructional materials, Clear classroom management evaluations, Regular classroom observations and post-conferences, and Strict adherence to the supervisory plans outlined by the program chair as Very Often.

Daub (2007) proposed that the Local Capability Building Program was designed to enhance both the quality and quantity of productivity, assist organizations in adapting to changes in the

environment, and improve employees' skills within their specific fields of expertise.

Additionally, Keyes (2022) discovered that teacher preferences vary based on their years of experience and the educational levels at which they teach. Recognizing these preferences in relation to teachers' career stages and their professional needs as adult learners can lead to more suitable and effective teacher professional development.

Table 1. Emerging Needs Wanted Most by Teacher Education Instructors

Professional Development Needs	Mean	Description
A. PERSONAL SUPPORT		
1. One's support for professional growth	4.80	Always
2. Sharing of concepts to improve teaching	4.73	Always
3. Sharing of current issues & concerns	4.73	Always
4. Imposing standards for effective teaching	4.80	Always
5. Sympathetic understanding of my weaknesses	4.87	Always
B. ASSISTANCE WITH ONE'S TASKS		
1. Sharing of resources in teaching	4.73	Always
2. Classroom observation to improve the Teaching-Learning process	4.67	Always
3. Classroom performance tasks	4.67	Always
4. Availability of resource speakers for team teaching	4.60	Always
5. Regular planning of lessons' objectives & activities	4.67	Always
C. PROBLEM-RELATED ASSISTANCE		
1. Consultation of classroom-related concerns	4.53	Always
2. Orientation of school and classroom policies	4.20	Very Often
3. Services & counseling on students' behavior	4.33	Always
4. Tutorials & guidance activities	4.47	Always
5. Regular consultation for students' performance	4.47	Always
D. PROFESSIONAL DEVELOPMENT ASSISTANCE		
1. Active participation in webinars/seminars	4.33	Always
2. Program for new faculty members	3.93	Very Often
3. Assistance of administration to webinars/seminars	4.20	Very Often
4. Scholarships and fellowships for faculty members	3.33	Sometimes
5. Strict implementation of the faculty development plan	3.73	Very Often
E. INSTRUCTIONAL SUPERVISION AND EVALUATION		
1. Regular classroom and field visits	4.00	Very Often
2. Regular monitoring of instructional materials	4.20	Very Often
3. Transparent classroom management evaluation	4.13	Very Often
4. Regular classroom observation & post conference	4.00	VeryOften
5. Strict compliance with the supervisory plans of the program chair	4.20	Very Often

Legend:

WEIGHT	SCALE	DESCRIPTION
5	4.21 – 5.00	Always
4	3.41 – 4.20	Very Often
3	2.61 – 3.40	Sometimes
2	1.81 – 2.60	Rarely
1	1.00 – 1.80	Never

4.2 Determine the Significant Difference in the Emerging Needs of Teacher Education Instructors

Table 2 indicates a notable difference in the emerging requirements of teacher education instructors. The emerging requirements of these instructors are significantly different, with $p=0.62 > \alpha$ and $p=0.326 < \alpha$ at $\alpha=0.05$. Therefore, the hypothesis is dismissed.

Nonetheless, Pair 8, Assistance with one's tasks-Professional Development Assistance, and Pair 10, Professional Development Assistance-Instructional Supervision and Evaluation, were found to be Not Significant. As a result, the perceptions in these pairs do not show significant differences.

Given that the difference is not significant, this will aid in forecasting the emerging needs of teacher education instructors. It is implied that if the demand for Problem-related Assistance is high, then the Support for Professional Growth is also elevated, and vice versa. Similarly, in the context of Support for Professional Growth and Monitoring and Evaluation in Teaching.

In this regard, Orejudos (2008) discovered that training/seminars significantly relate to workplace quality. Additionally, Postholm's (2018) findings suggest that further research is warranted to illustrate how external resource persons, such as researchers, can aid in school development by collaborating with teachers and school leaders at work.

Table 2. Significant Difference in the Emerging Needs of Teacher Education Instructors.

Pair	Emerging Needs	P-Value	Conclusion
Pair 1	Personal Support- Assistance with one's tasks	.024[*]	Significant
Pair 2	Personal Support- Assistance with one's tasks	.001[*]	Significant
Pair 3	Personal Support- Support for Professional Growth	.010[*]	Significant
Pair 4	Personal Support- Monitoring & Evaluation in Teaching	.000[*]	Significant
Pair 5	Assistance with one's tasks- Problem-related assistance	.012[*]	Significant
Pair 6	Assistance with one's tasks - Professional Development Assistance	.009[*]	Significant
Pair 7	Assistance with one's tasks - Instructional Supervision and Evaluation	.000[*]	Significant
Pair 8	Assistance with one's tasks - Professional Development Assistance	.062[ns]	Not Significant
Pair 9	Assistance with one's tasks - Instructional Supervision and Evaluation	.037[*]	Significant
Pair 10	Professional Development Asistance- Instructional Supervision and Evaluation	.326[ns]	Not Significant

[*] significant: $p= 0.62 > \alpha$ and $p = 0.326 < \alpha$ at $\alpha=0.05$
ns= Not Significant at $\alpha=0.05$

4.3 Determine any significant difference in the emerging needs of teacher education instructors and their immediate supervisors along with their identified professional needs

In regards to the notable difference in how teacher instructors and their direct supervisors perceive their roles, Table 3 indicates that both Problem-related Assistance and Instructional Supervision and Evaluation were significant, with p-values of 0.002 and 0.007 respectively, at the $\alpha=0.05$ significance

level. Therefore, it is essential to focus on improving these aspects.

Conversely, there is insufficient evidence to assert that the views of teacher education instructors and their immediate supervisors differ in terms of Personal Support, Task Assistance, and Professional Development Assistance. This suggests that these factors are recognized similarly by both groups. Thus, the hypothesis is accepted.

In the comparative study conducted by Maisyaroh et al. (2021), the findings revealed differences in the frequency of employing instructional supervision techniques and principles between Indonesia and

the Philippines, yet no significant difference was observed in their effectiveness. Among the twenty-six supervision techniques analyzed, the most commonly used in Indonesia included teachers' meetings, training, peer discussions, seminars, and upgrading programs; meanwhile, in the Philippines, seminars, lesson study, self-evaluation, peer discussions, and teachers' meetings were predominant. It was observed that the utilization of techniques, principles, and instructional supervision methods significantly influences the variations in teacher learning models, with the principle of instructional supervision having the most substantial impact on these variations.

Additionally, Mangansakan (2005) emphasized a significant relationship exists between teachers' performance and their valuation of work-related values, including independence, achievement, prestige, relationships with supervisors, and interactions with colleagues. These findings suggest that the more importance placed on these values, the greater the effort teachers invest in their job performance.

Furthermore, Saudi (2011) identified that secondary school teachers faced challenges in several areas, including subject matter knowledge, classroom management, preparation and use of instructional materials, human relations, and professional growth. The length of service and year of graduation from college were identified as predictors of teachers' levels of difficulties.

In relation to this, Adeja (2007) discovered that factors such as grievances, access to capital facilities and union activities, opportunities for advancement, recognition, relationships between leaders and members, and interactions among members were significantly correlated with the satisfaction level of Cotabato Government Employees (CotGEM) members.

On the contrary, differences were noted in the weaknesses and issues faced by faculty and staff between state-run and private Higher Education Institutions concerning instruction, research, and outreach, while no significant differences were found in production (Nisperos, 2000).

Table 3. A significant difference in the emerging needs of beginning instructors and their immediate supervisors along with their identified professional needs.

Perceive Needs	*P*-Value	Conclusion
A. Personal Support	0.501^{ns}	Not Significant
B. Assistance with One's Tasks	0.140^{ns}	Not Significant
C. Problem-related Assistance	0.002^{*}	Significant
D. Profess onal Development Assistance	0.052^{ns}	Not Significant
E. Instructional Supervision and Evaluation	0.007^{*}	Significant

* significant: p= 0.002 < α at α=0.05

* significant: p= 0.007 < α at α=0.05

ns= Not Significant at α=0.05

4.4 Determine the significant relationship between the teacher education instructors' professional needs and job satisfaction

Based on the analysis, Table 4 presents the calculated r value of 0.407 with a p-value of 0.043^{*}, indicating that the correlation is significant at the α=0.05 level, 2-tailed. Therefore, there exists a significant relationship between the professional needs of teacher education instructors and their job satisfaction, leading to the rejection of the hypothesis.

Nevertheless, job satisfaction was not influenced by the level of occupational placement, as graduates expressed high satisfaction irrespective of their respective occupations. The curriculum offerings are independent of job satisfaction, according to Villegas (2007).

Baanan's (2005) research also indicated that the findings suggested the Police Mobile Group (PMG) Directors are executing their duties effectively and demonstrate commitment as law enforcers, particularly due to their belief in their exceptional performance.

Using a content-focused analysis technique, four themes associated with teachers' job satisfaction were uncovered: workload and multiple responsibilities; intrinsic satisfaction; the conflict between personal and professional identities; and a disrupted routine. Furthermore, three themes regarding professional development emerged: imposed and limited; artificial and disconnected from the field; and workload inhibiting a meaningful

process. Considering all the themes, three teacher profiles were identified: the praising, the flowing, and the embittered (Yael Grinshtain, Orit Avidov Ungar & Eliza Barenboim, 2023).

Consequently, it is essential for policy-makers, educational planners, and novice teachers to adopt a collaborative approach. As suggested by Sogunro (2022), there should be a paradigm shift in policy from imposing mandates to allowing teachers the freedom to identify their genuine or perceived needs for professional development. The implications for practice, leadership, policy, and future research have also been discussed.

Table 4. The Significant relationship between the teacher education instructors' professional needs and job satisfaction.

Pearson Correlation	Professional Needs	Job Satisfaction
Professional Development Needs	1	.407[*]
Pearson-r Significance (2-tailed)	25	.043[*]
N		25
Employment Satisfaction		
Pearson-r Significance	.407[*]	1
(2-tailed)	.043[*]	
N	25	25

[*] Correlation is significant at α=0.05 level, 2-tailed

Computed r	p-value	Conclusion
0.407	0.043[*]	Significant

[*] Correlation is significant at α=0.05 level, 2-tailed, SPSS 21

5. CONCLUSION

All the variables related to Personal Support and Assistance with One's Tasks received ratings of Always. In the area of Problem-Related Assistance, only the Orientation of school and classroom policies was rated Very Often, while the Consultation of classroom-related concerns, Services and counseling on students' behavior, Tutorials and guidance activities, and Regular consultation for students' performance were rated Always. It was observed that information regarding scholarships and fellowships for faculty members under Professional Development Assistance was shared only Sometimes. Every indicator under Instructional Supervision and Evaluation was rated Very Often. The emerging needs of teacher education instructors show significant differences, except for Problem-Related Assistance, Professional Development Assistance, and Instructional Supervision and Evaluation, which remain consistent. Both Problem-Related Assistance and Instructional Supervision and Evaluation were found to be Significant. A significant connection exists between the emerging needs of teacher education instructors and their job satisfaction.

5.1 Research Implications: With these findings, the researcher outlines the following consequences for the comprehensive development of teacher education faculty. Their positive attitude, readiness, and eagerness to enhance their professional journey must be based on the college's strategic development program alongside the suggested action plan. The following initiatives and activities proposed for strategic improvement include: (1) Prioritizing support for the professional advancement of teacher education faculty; (2) Ensuring that information about scholarships and study leaves is consistently available, especially during regular meetings; (3) Incorporating the perceived needs of teacher education faculty into the college's Faculty Development Plan; (4) Clearly identifying the priority issues that need to be addressed by relevant authorities in conjunction with instruction, research, extension, and production among faculty members; (5) Establishing a well-defined Supervisory Plan for the faculty. (6) The university's Faculty Development Coordinator must be strictly enforced by the college. (7) The college needs to revise its Faculty Development Program to support and guide teacher education instructors in their professional journeys. (8) Positive reinforcements, including programs and seminars geared towards professional development and job satisfaction, should be incorporated into the activity calendar.
(9) There should be a serious commitment to a strategic development program focusing on team building, contingency planning, feedback mechanisms, and similar initiatives, along with a review of the faculty manual and impact assessments during administrative and academic council meetings.

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