

SOCRATES'S LEARNED IGNORANCE IN THE TEACHING PROFESSION

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Abstract:

Teachers should learn how to improve themselves and be an expert of their field because teachers could not teach what they didn't know. They are the model of knowledge and that is why there is a need to develop their profession every now and then. The study finds-out the importance of professional growth and development of teachers towards themselves and their individual work. The study aims to link Socrates' learned ignorance to the professional growth of teachers as it presents the effects of professional growth and development of teachers to their co-teachers, students and even to their community. Guadalupe Elementary School is the research locale, and the respondents of the study are the DepEd elementary teachers with an interview sheet that describes their professional growth as a teacher and how it helps develop themselves and others. With the use of qualitative descriptive methods, the result showed that teachers should learn how to develop themselves and to grow as professionals in relation to Socrates' knowledge. The more teachers have learned, the more they discover what they haven't known so continuity of learning happens.

Keywords: *Philosophy of Socrates, Bandura's Self-efficacy Theory, Efficient and Effective Teacher, Professional Growth*

Introduction:

Rationale of the Study

Teachers should learn how to improve themselves and be an expert in their field because teachers could not teach what they haven't known. They are the model of knowledge and that is why there is a need to develop their profession every now and then. As Socrates' knowledge stated, "The more we know the little we know". The eagerness to discover and learn things, the

more we discovered and learned the things we haven't met before. Great teachers create great students. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students' achievement in which there's a need to pay attention to how we train and support both new and experienced teachers (Edutopia, March 16, 2008).

As Glossary Education Reform defines, professional development in education may be used as a reference to a wide variety of specialized training, formal education, or advanced professional learning in order to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. In practice to education, professional development encompasses an extremely broad range of topics and formats. Professional growth and development of teachers gives an impact to students' achievement and much needs to be supported effectively from the administrators to acquire an efficient result which they may successfully apply in their field of teaching.

The researcher chose this study for there are still a number of teachers who refuse to learn and are involved in any circumstances of learning and even comparing their learnings from before. As leader, I would like to lead a school that seeks enhancement and development particularly to teachers. The only permanent thing in this world is change, especially teachers who need to accept change and be involved. The learner changes as teachers should be updated and ready on those various changes among learners especially when it comes to their learning styles and behavior. The researcher observed that mostly teachers who refused to learn were the experienced teachers and retired teachers for they think that they have already learned such things and these things are just the same. For how many years in service they

are still the teachers who remained in the same position, growth and development does not happen.

In recent years, state and national policies focused on the issue of "teacher quality" in which it is the ability of the teachers to teach to improve students' learning to achieve the standards of performance. The No Child Left Behind Act is an example that constitutes high quality professional development and requires schools to report the percentage of their teaching faculty which define a "highly qualified teacher". The law maintains the form of comprehensive, sustained, and intensive approach in improving teachers' and principals' effectiveness in raising student achievement as part of professional development. Similar policies about professional growth expectation in which it requires teachers to meet such expectations at the state, district, and school levels across the country, although the design and purpose of these policies may vary widely from place to place. Professional development is considered the primary tool for the schools to help teachers to continuously learn and improve their skills over time. But there are failures to be considered in this professional growth and development of teachers. For example, one-day workshops or conferences that are not directly connected to a school's academic program, or to what teachers are teaching, are generally considered to be less effective than training and learning opportunities that are sustained over longer periods of time and directly connected to what schools and teachers are doing daily.

There is such an argument especially if the professional development is poorly designed, executed, scheduled, or facilitated, or if teachers feel that it is irrelevant to their teaching needs and day-to-day professional responsibilities, among many other possible causes (Glossary Education Reform, August 29, 2013).

Theoretical Background

This study is anchored from Bandura's Self-Efficacy theory which states that self-efficacy reflects cognitive capacities and underlying skills that also incorporates affective components such as confidence, motivation, and willingness to innovate (Bandura, 1997). It is the belief of giving an effect of change in their environment.

Self-efficacy is the belief that a person has the capabilities to give an effect of change towards the environment (Bandura, 1993). Teachers with high self-efficacy have higher goals for themselves (Bandura, 1993), give higher reinforcement, spend more time on academic instruction, provides students support those having difficulties (Gibson & Dembo, 1984), and let the students feel that they can achieve their goals whatever the circumstances (Woolfolk & Hoy, 1990). Teachers with high self-efficacy have great contributions to the learning outcomes of students.

Socrates is one of the few individuals whom one could say has so-shaped the cultural and intellectual development of the world that, without him, history would be profoundly different. He is best known for his association with the Socratic method of question and answer, his claim that he was ignorant (or aware of his own absence of knowledge), and his claim that the unexamined life is not worth living, for human beings. There is no definite answer to a question.

Socrates's philosophy and Bandura's Self-efficacy theory helps to understand the essence of professional growth and development of teachers which let teachers think that the absence of knowledge will motivate them to acquire more learning. By gathering their responses on the personal information sheet and researcher-made questionnaire we can create a teacher's professional development program. A program that would address the professional growth and development of the teaching personnel.

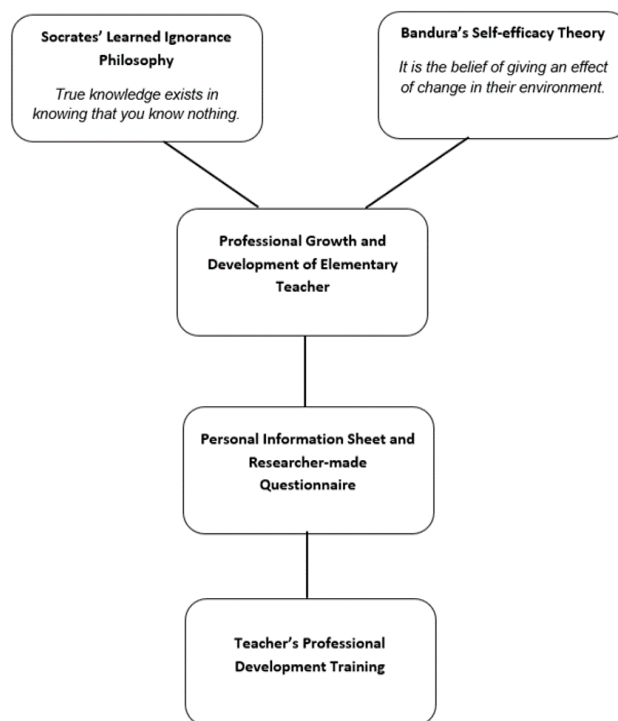


Fig 1: A Schematic Presentation of the Theoretical Background of the Study

Great teachers create great students. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students' achievement in which there's a need to pay attention to how we train and support both new and experienced teachers (Edutopia, March 16, 2008).

Statement of the Problem

The study aims to explore the importance of the professional growth and development of teachers in Guadalupe Elementary School S.Y. 2021-2022. Specifically, it seeks to answer the following:

1. What are some teachers' contributions in the field of teaching?
2. How do teachers grow and develop professionally?
3. Why is it needed to grow and develop as a professional teacher?
4. How do teachers make their profession efficient and effective?

Scope and Delimitation

The scope of the study explores the importance of professional growth and development of teachers and to find out the involvement of Socrates's philosophy behind this study. The study was delimited to the preparation and information about the professional growth and development of teachers in their teaching career. The study involves the DepEd elementary teacher at the school.

Significance of the Study

The study would like to find out how teachers develop themselves as professionals, the importance of professional growth and development on themselves and their work especially to the achievement of their pupils. Growth and development is a responsibility to be acquired and accomplished by a professional to help themselves as well their relationship with others. Most especially with teachers who are dealing with children who considered our future generation that would help our country in the years to come. Teachers are the molder of the builder of this future, and it would be done through studying, attending seminars and conferences that enriches their minds and being able to grow and develop professionally not just for themselves but also for their students. This growth and development are an aspect of the teacher that is needed in education which is being neglected and not being prioritized. Even if it is recommended by the Professional Regulation Commission (PRC), the units to be accomplished to have renewal of license would also be part of teachers' growth and development. It is not an assurance that teachers are really growing in their career. This aspect should be open to the mind and heart of teachers, the willingness to accept change to be better in the future, new knowledge and success after hardships. With this study, professional growth and development would be emphasized by the teachers to become self-efficient and effective teachers to their pupils' success.

Definition of Terms

To ensure a better understanding of the concepts used in the study, the following terms are defined operationally:

Socrates's Learned Ignorance. It is a philosophy of Socrates that people have the absence of knowledge. There is unending learning because there is no definite answer to a question. True knowledge happens when a person knows that he knows nothing.

Self-efficacy. It is the belief that a person has the capabilities to give an effect of change towards the environment.

Professional Growth and Development. It is teachers' training, conferences and seminars to improve one's ability, skills and effectiveness in their profession as teachers.

Efficient. It is the capability of the teacher to change the environment in a better way without time wasted.

Effective. It is an ability of the teachers to produce pupils with desired results. It is achieving the main goal of learning for the fulfillment of the students.

Students' Achievement. It is the success of the students' learning. It is the output of learning and the outcome of their chosen path of work.

Research Methodology

This section includes research methodology and procedures. This also entails area of the study, population and sample, sampling technique and sample size as well as the ethical considerations of the study.

Research Design

A qualitative research design was used in this study to collect data about Socrates' learned ignorance in the teaching profession. According to Tomaszewski et al., (2020) qualitative research values people's lived experiences that helps answer important questions about people and their lives. The use of a qualitative research design helps researchers in collecting information directly from those who are experiencing the phenomena under study. For Taylor and Francis (2013) qualitative research is based on methods of observation and enquiry; qualitative research "explores the meaning of human experiences and creates the possibilities of change through raised awareness and purposeful action. Qualitative research focuses on life experiences; it is more concerned with the "why" and "how" than the "how many" or "how frequently."

Sampling Technique and Sample Size

The data in this study was collected from the selected teachers of Guadalupe Elementary School, Cebu City Philippines through purposive sampling. According to Palinkas et al., (2015) purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. The researchers purposely chose 15 potential teachers as participants in this study. The questionnaires have been distributed to the teachers through an online platform to follow IATF's safety protocols due to the rising case of COVID – 19.

Research Environment

The study was conducted at Guadalupe Elementary School situated at V. Rama Avenue, Guadalupe, Cebu City, Philippines. It is one of the biggest public schools in the Department of Education-Cebu City Division offering kindergarten, grade one to six, special education and Alternative Learning System. During the conduct of the study, protocols were strictly implemented in lieu of the COVID-19 pandemic and the survey was conducted through an online platform for the safety of both the researchers and the respondents.

Research Instrument

In the gathering of data, the researchers used a survey questionnaire that consists of 5 essential questions and a reflection about their growth and development as teachers on the field from the beginning of their teaching until present. The survey questionnaire aimed at hauling relevant information on Socrates learned ignorance in the teaching profession. A letter of consent was given before the survey questionnaires are distributed to the respective respondents and they have also received copies of their responses after they have answered.

Treatment of Data

Braun and Clarke, 2006 stated, "Thematic analysis is a qualitative analytic method for identifying, analyzing and reporting patterns/ themes within the data in a rich detail way and minimally organizing the set. However, it goes further than this which interprets the different aspects of the

research topic. Thematic analysis was used in the study to find the themes of the answers of the key informants and discuss the idea with the help from the literature review.

Research Key Informants

The participants of this study were (15) teachers from Guadalupe Elementary School, Cebu City, Philippines. Selection of participants was obtained through purposive sampling. The inclusion criteria for this study includes the following: informed consent signed by the participants; and have shown willingness to participate and share their experiences. The teachers who answered the questionnaire come from different grade levels who willingly participated and shared their lived experiences as teachers. The key informants involved in the study have been informed about the nature and scope of the research.

To maintain confidentiality and privacy of the data, only the researchers are allowed access to the responses, utmost care and respect was also established during the process of the data gathering. A copy of their responses was also given to the respondents. Fictitious names were used in the presentation of results. The table below shows the profile of the participants.

Table 1: Demographic Profile of Teachers

Teacher	Age	Gender	Marital Status	Teaching Experience	Achievements
A		Female	Married	30 years	Produce good readers and serve as one of the editors of English 3 Self Learning Modules.
B	36	Female	Married	12 years	My learners learn to read and write.
C	30	Female	Married	3 years	Helping each child build his/her strong educational foundation.
D	44	Female	Married	21 years	I achieved as a Teacher III.
E	40	Female	Married	17 years	Able to promote students and developed their performance.
F	39	Female	Married	11 years	When I see progress in the performance of my students.
G	24	Female	Single	5 years	Made a good progress and development of my SPED learner.
H	31	Female	Married	11 years	I finished my doctorate and able to perform the guidance work as the same time as teacher.
I	24	Female	Married	2 years	Remarkable student progress.
J	28	Male	Single	4 years	Making change, inspire and educate young minds.
K	53	Female	Married	22 years	When they understand my lessons.
L	29	Female	Married	8 years	Serving my learners learn not only the lessons taught but life skills and good manners.
M	35	Female	Married	14 years	Acquired soft skills, earned MA units, students' progress and appreciation of parents.
N	30	Female	Single	6 years	Remarkable pupils progress.
O	31	Female	Married	10 years	When I am able to perform my planned activities for my students.

Ethical Considerations

The key informants that have participated in this study experience minimal risk and the study did not pose any harmful threat to the respondents' credibility. The participants were informed beforehand and signed consent were distributed before the actual data gathering which provided them a quick orientation on the nature and purpose of the said study. There were no violent actions or force that was present all throughout the process of the study. Clarifications about the process were also handled with care and

discretion, so as privacy and respect of one's intellectual rights.

Rigor of the study

To ensure reliability of the data gathered and interpreted, the researchers kept the record of the responses from the key informants. Answers with almost the same message were linked together and the researchers seek help from experts in the field of research. Throughout the data analysis, the researchers hoped to gain wonderful insights from the experiences of the key informants and thus, used the results to support the claim of the study.

Review of Related Literature and Studies

This chapter reviews the related literature and studies by other researchers that are the same and related to the current study. The related review examines relevant studies showing Socrates's Learned Ignorance and the Professional Growth and Development of Teachers.

THE PHILOSOPHY OF SOCRATES

Philosophy as understood as wisdom (Sophia) and the person who studied wisdom are called the wise man. In search of wisdom, investigation takes place to seek for truth. It is true that we could have an investigation to find the truth, but we could never find the thing we call "totality of knowledge". As Socrates stated, "The more we know, the more we realize how little we know".

Plato would present a myth-like character of his favorite subject: "Philosophy is like the Son of the God of

Plenty and the Goddess of Want ". We have the eagerness to find the truth and in finding the truth, there are lots of questions to be answered and we just have to know that there are too many questions but there are only too few for answers. In seeking for truth, the more we realize the things we haven't learned before and thought we have already the full knowledge about it. With this philosophy, it made humans realize to strive for knowledge to learn and continue to gather more.

THE PROFESSIONAL GROWTH OF TEACHERS

Teachers' preparation provides learners with tools, mentors and hands-on activity related to their experiences and even building experiences that they need to begin their career. Therefore, teachers should be ready and prepared in leading their students.

Policy makers are setting goals for the achievement of the students that depend on the heavy work of teachers inside and outside of the classroom. In the last two decades, research has created a new paradigm for professional development, the one that rejects the ineffective "drive by" workshop model from the past and now opens for more powerful opportunities (Stein, Smith, & Silver, 1999). These opportunities deal with the growth and development of teachers in the field. Professional growth and development focus on students' learning and teachers' development on pedagogical skills to teach specific content and has a strong positive effect on practice (Blank, de las Alas, &

Smith, 2007; Wenglinsky, 2000). Teachers' growth that develops efficiently would result in effective learners that would bring impact to its society. With this focus, teachers need a great deal of learning, support, and guidance in order to achieve students' learning for building learning communities. (Ball & Cohen, 1999; Putnam & Borko, 1997). Teachers should give support to carry out varied activities to achieve the main goal for students' learning.

"Teaching at Risk: A Call to Action" – a report released by The Teaching Commission (2004) reminds us of the important role of the teachers and calls for provision of "ongoing and target professional development" to help teachers meet the new demands. Time changes and there's a need for new strategies, methods, and techniques to be addressed in order to meet the new demands in our society especially in dealing with the millennial who are now our learners in which teachers need to cope up and be updated. The design of professional development allows teachers to transform new strategies on top of the old for active learning opportunities. These opportunities enable teachers to construct ideas for practice and reflection (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., 2000). Duncan, Lee, Scarloss, and Shapley (2007) found that sustained and intensive professional development was related to student achievement.

The three studies of professional development last 14 or fewer hours showed no effects on student learning, while other

studies of programs that offer more than 14 hours of sustained teacher learning opportunities showed significant positive effects. The largest effects were found for programs offering between 30 and 100 hours spread out over 6–12 months. More time on teaching results to learning compared to a few hours of exposure. The more exposure of students to learning, the more they engage to learn. In order to have a mastery of learning, longer and enough time is needed.

In many years, we are facing different issues and challenges about “teachers’ quality”. Teachers need to grow and develop their learning to be updated with the changes as well as with the skills needed that would be imparted to the learners. But still there are still challenges faces about the professional growth of teachers such as the inadequate attention being paid to the quality of these programs, more responsibility for curriculum, assessment, outreach and collaboration on teachers, balance on the professional interest and priorities in individual schools and school system in which were divided if they could pursue their studies as they wanted against the demands of the school they belong. Current systems of professional development are lacking and need to have follow-up. The quality of teachers’ performance is being examined on how to improve teachers in their field. The amount of funding allocated for professional development by states, districts, and schools may also vary widely—some schools could afford more professional-development funding than they can reasonably use each

year, while other schools and teachers may be expected to fund most or all of their professional development on their own. The seminars and lectures which are few are applicable for the learners and others are not something new to the knowledge of the teachers. The “No Child Left Behind” Policy is one challenge of the teachers on how to make students learn with their capacity and capability to teach which undergo new strategies to make students learn (Glossary Education Reform, August 29, 2013). Other common challenges include insufficient support for professional development from the administrative leadership, a lack of faculty interest or motivation, or overburdened teacher workloads.

APPLICATION OF THE PHILOSOPHY TO THE SOCIAL ISSUE

Teachers should learn how to improve themselves and be an expert in their field because teachers could not teach what they haven’t known. They are the model of knowledge and that is why there is a need to develop their profession every now and then. As Socrates’ knowledge stated, “The more we know the little we know”. The eagerness to discover and learn things, the more we discovered and learned the things we haven’t met before. Great teachers create great students. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students’ achievement in which there’s a need to pay attention to how we train and support both

new and experienced teachers (Edutopia, March 16, 2008).

Teachers engage themselves in different studies to finish a degree and be updated with the new trends and techniques on teaching and ways of helping the learners. The millennial learners are the learners who would like to be involved in varied activities in which the teachers should know. Seminars, conferences, and meetings help the teachers to gain knowledge from each other's experiences. Teachers shouldn't know enough if he is not open to learning. Teachers should update themselves and never stop learning. Teachers are for the students. We could teach a little about what we don't know. But that little we know should give a great contribution to our learners.

Results and Discussions

This part of the paper presents the result of the qualitative thematic analysis of the survey questionnaire which was conducted. In this part, the researchers adhere to the questions about Socrates' learned ignorance in the teaching profession which are presented along with its discussion.

Teachers' preparation provides learners with tools, mentors and hands-on activity related to their experiences and even building experiences that they need to begin their career. Therefore, teachers should be ready and prepared in leading their students.

Teachers Contribution to the Field of Teaching

Teachers' contributions to the school are critical in ensuring that all aspects of the

school's services are delivered effectively. Professional growth and development focus on students' learning and teachers' development on pedagogical skills to teach specific content and has a strong positive effect on practice (Blank, de las Alas, & Smith, 2007; Wenglinsky, 2000)

One teacher said, "Giving technical assistance to new teachers and those who need assistance in teaching strategies and others Serving as Resource speakers in school, district, division, and regional level."

Another teacher said,

"My contributions in the field of teaching are my knowledge and skills in delivering the lessons to the learners effectively."

Teacher creates and implements plans that will help achieve the learner's competencies. Teachers should give support in order to carry out varied activities to achieve the main goal for students' learning. The design of professional development allows teachers to transform new strategies on top of the old for active learning opportunities. These opportunities enabled teachers to construct ideas for practice and reflection (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., 2000).

Some teachers said,

"Implemented projects and programs for SPED"

"Creating programs and plans that benefited the learners and teachers."

"I made worksheets".

“I share with my co-teachers’ whatever strategies I use in my class also with technical stuff.”

Teachers must continue to study and grow in order to keep up with changes in the field as well as the skills that will be taught to students.

Learners can discover their full potential and unleash their skills with the help of a teacher. Duncan, Lee, Scarloss, and Shapley (2007) found that sustained and intensive professional development was related to student achievement.

One teacher said, “My contributions in my field of teaching, I touch the lives of my students through passing my knowledge to them. Helping them to be independent even though they have disabilities. Encouraging them to nurture their hidden talents and develop their skills holistically.”

Teachers do their best to teach and impart knowledge to their learners. The “No Child Left Behind” Policy is one challenge of the teachers on how to make students learn with their capacity and capability to teach which undergo new strategies to make students learn (Glossary Education Reform, August 29, 2013). Teaching is not an easy profession but the teachers are making ways and means to reach out and make a difference in the life of each learner.

Some teachers stated,

“I make sure that no pupil is left behind. Pupils who are slow in the class do not necessarily mean they are stupid.”

“Sharing my knowledge, molding the character of students.”

“The encouragement and nurturing help students do their best and reach their goals in life.”

“To help students learn how to read and write.”

“Dedication towards my work in facilitating my pupils and parents.”

“Applying my learnings from my graduate studies lessons in improving my planning and teaching strategies.”

“Act as a good model/ Teacher to my learners.”

The learners need an expert of the lesson to teach, and it opens an opportunity for them.

Teachers grows and develop professionally

In the teaching profession, professional growth and development prepares teachers to learn new skills and get updates that are beneficial to the teaching process. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students’ achievement in which there’s a need to pay attention to how we train and support both new and experienced teachers (Edutopia, March 16, 2008).

Two teachers said, “I grow and develop professionally through enrolling in a graduate study to further my learning and add new knowledge in teaching. I attended

seminars and training and faced and provided solutions to every problem that may come in my field of work.

To be able to have a high caliber teacher, we need to continue to learn and find opportunities to acquire new skills through enrolling in graduate school.

“Teaching at Risk: A Call to Action” – a report released by The Teaching Commission (2004) reminds us of the important role of the teachers and calls for provision of “ongoing and target professional development” to help teachers meet the new demands. Time changes and there’s a need for new strategies, methods and techniques to be addressed in order to meet the new demands in our society especially in dealing with the millennial who are now our learners in which teachers need to cope up and be updated.

One teacher said,
“Attending professional enhancements/training would promote professional growth.”

There are some other self-learning and other sources that teachers used in order to grow and develop professionally.

Some teachers stated,
“Read magazines, educational journals, browse the internet for new trends in education, read memos and ordinances.”
“I grow and develop professionally by learning with my co teachers, especially now that we are in the 21st century.”

“I grow and develop personally by learning from my mistakes and improving them.”

Teachers engage themselves in different studies to finish a degree and be updated with the new trends and techniques on teaching and ways of helping the learners. Seminars, conferences, and meetings help the teachers to gain knowledge from each other’s experiences. Teachers should update themselves and never stop learning.

Importance of Teachers’ Growth and Development

As Socrates stated, “The more we know, the more we realize how little we know”. With this philosophy, it made humans realize to strive for knowledge to learn and continue to gather more.

One teacher said,
“As teachers, we will not stop gaining knowledge and acquiring skills for us to grow and develop professionally. In this way, we remain effective and efficient.”

Another teacher said,
“I must innovate and create and develop my skills as a teacher for the betterment of my SPED Learners to teach them well.”

Some teachers said,
“There is a need to grow and develop as a professional teacher because we need to improve ourselves every day to cope up with our diverse learners effectively.”

Teachers are for the students. The millennial learners are the learners who would like to

be involved in varied activities in which the teachers should know. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students' achievement in which there's a need to pay attention to how we train and support both new and experienced teachers (Edutopia, March 16, 2008).

One teacher said,
"Learning never stops and every year the needs of our students are also stepping up. We need to equip ourselves with the new trends in handling transformative culture in teaching."

Some teachers said,
"I am a teacher who purveys truth and light to our learners, making them productive citizens of the country. We are responsible for integrating the child into the world of learning. As time travels, a lot of individuals need us teachers. For me, I cannot give and share if I don't have to, I need to grow and develop as a professional teacher to fulfill my responsibilities and to help especially those in need. I need to keep up with the demands of the new generation, the digital native children, and we know for a fact that education is a never-ending process."

Teachers should learn how to improve themselves and be an expert in their field because teachers could not teach what they didn't know. They are the model of knowledge and that is why there is a need to develop their profession every now and then. Great teachers create great students.

Teachers' Efficiency and Effectivity in Teaching Profession

Professional growth and development focus on students' learning and teachers' development on pedagogical skills to teach specific content and has a strong positive effect on practice (Blank, de las Alas, & Smith, 2007; Wenglinsky, 2000). Teachers perform different and varied strategies to grow and develop in their profession.

Two teachers said,
"I used strategies according to the needs of the learners by discovering and embracing new techniques in teaching.
"I can make my profession effective and efficient by attending seminars and training."

Other teachers stated,
"To make my teaching profession effective and efficient is to use them beyond the classroom. Continue to do the best that I can, dedicated to my work, share my knowledge and skills, uplift others, support quality education and encourage others that poverty is not a hindrance to success."
"I can make my profession effective and efficient by applying all the skills that I have learned, and I have gained from my undergraduate and graduate studies as well as my personal experiences in teaching from my SPED learners. Make time to grow professionally and learn how to balance the complexities in life."

Teachers' growth that develops efficiently would result in effective learners that would

bring impact to its society. With this focus, teachers need a great deal of learning, support and guidance in order to achieve students' learning for building learning communities. (Ball &Cohen, 1999; Putanm&Borko, 1997). Teachers should give support in order to carry out varied activities to achieve the main goal for students' learning.

Summary of findings, Conclusion and Recommendation

Summary of Findings

Teachers always do their best for the welfare of their students. They teach not only the subject areas but also the basic skills (self-help skill) as well as values to be a better person. They play a significant role in the lives of the learners by helping and inspiring them to become a responsible individual. They make students ready for the next level. Teachers share their insights, learnings, and most of all to give value to their education. They conduct remedial classes for those at risk of failing and being punctual of submitting school reports. They provide themselves multimedia technology to impart better learning to students. They make sure that they teach well with the DepEd competencies and give effort, hard work, patience, and dedication to their work. Teachers give their best in their profession.

Teachers must also grow and develop professionally. It's not enough to finish a college degree but there's a need to continue learning. Teachers attend seminars, workshops and even read books to enhance

learning. Pursuing their studies would be a help to develop and master the specific skills in teaching. The design of professional development allows teachers to transform new strategies on top of the old for active learning opportunities. These opportunities enable teachers to construct ideas for practice and reflection (Garet et al.,2001; Saxe et al,2001; Supovitz et al.,2000). Teachers keep on track of the current technology by browsing on the internet as references and even to find ways of teaching that would motivate students to learn such as educational videos, clips, articles and readings that could be used as instructional materials which enhance teachers' discussion.

Great teachers create great students. Research shows that a teacher who is inspired to teach and expert of what he teaches is the most important school-related factor for students' achievement in which there's a need to pay attention to how we train and support both new and experienced teachers (Edutopia, March 16, 2008). There's a need to grow and develop professionally with the following reasons:

- To upgrade his/her knowledge and cope up with the needs of the millennial students to avoid stagnation
- To keep current with the changing trends in teaching profession
- To become a better and responsible person that could decide confidently in every decision in life

- To learn more and have something to share to the learners
- To strengthen and improve teaching skills
- To apply new teaching techniques and strategies

Teachers grow in the profession efficiently and effectively by helping the learners to be successful in all undertakings and teach with passion, dedication, and commitment in the field of teaching. They continue learning and evolving and apply varied teaching strategies to cater the needs of the learners and their learning styles. To keep updated in using multimedia technology and providing more exercises to perform for the retention process. Teachers applied the skills and techniques that they have learned from the seminars and workshops. To know how to balance time, set goals in achieving great expectations and well-planned objectives.

Conclusion

There's a need for teachers to grow and develop as professionals. It is part of our responsibility and service to be updated of the new trends and to share it with our pupils. Teachers should embrace technology as part of learning and be optimistic of change as our learners' changes. Going to studies and reading articles are another way of refreshing our mind and adding new knowledge to our system. Teachers should challenge themselves to grow as professionals. Teachers should learn new things and ideas as learners do. The heart of

teaching is the capacity of learners to apply what they have learned. The main goal of teaching is the possible outcomes of learners. The path that they are passing is the path we are leading. Teaching is a noble profession therefore it entails mastery and knowledge of content, passion, dedication, commitment, time, optimism, understanding of differences, technology oriented, guidance and service and never-ending learning. Professional growth of teachers should be given more importance to address quality teachers and to produce effective learners and workers for our country which serve the best for Filipinos and others.

Recommendation

Professional growth of teachers is recommended and needed. This study emphasizes the importance of teachers' growth in the profession and addresses the idea that teachers should embrace changes and develop professionally. To help motivate others to conduct further research about the view of Socrates' learned ignorance and the professional growth of teachers, the following are suggested:

- Larger sample to give more support on the study.
- Conduct research about the urban and rural teachers' situation and experience.
- Add instruments of study to identify more issues and challenges in professional growth of teachers.
- Another research about the impact of Socrates' learned ignorance to teachers.

- Study deeply the essence of professional growth to teachers.

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