

In-Service Training and Teaching Performance of K-12 Teachers

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Abstract: *This study aimed to describe the performance and skills of the teachers who attended in-service training. The descriptive research method used in this study with a devised survey questionnaire as source instrument. The respondents of the study were one hundred (100) elementary school teachers in seven (7) selected private schools in Valenzuela City. As a result of the data gathered, with regard to the assessment of teaching performance and skills of the teacher-respondents who attended in-service training, the following were drawn: Teacher respondents were young, most of them were female, have five (5) years teaching experience, Bachelor of Elementary Education and all the teacher-respondents attended in-service training. Their teaching performance in terms of teaching-learning process, teaching strategies/methodologies and classroom management were above average. Teachers' skills in terms of conceptual skills were above average because they showed adequate knowledge of up-to-date and relevant subject matter, technical skills were also above average since they prepare formative summative tests in line with the curriculum and human relation skills were outstanding as they are open-minded towards constructive comments, suggestions, and recommendation. It is highly recommended that the school administrators should continue conducting in-service training for teachers to improve their lesson planning, teaching strategies, and classroom management and they should provide trainings that will enhance teacher's conceptual skills, technical skills, and human-relation skills..*

Keywords—Teaching Performance, In-service Training, Skills

1. INTRODUCTION

In today's educational landscape, teachers need to think globally. As teachers we need to develop new generation of students who think and act globally. A good K-12 educator is one who is cognizant of the rapidly changing technology trends; one in tune with the direction of the economy, and future projected needs for business and industry; one who is in aware of the career opportunities for children in the coming years, and all of the required educational skills necessary to allow students to position themselves to compete. In the K-12 curriculum, teachers play a major role in preparing children for the future. In addition to teaching specific subjects, teachers often provide guidance, encouragement, and a positive environment for children to learn and mature into responsible adults. K-12 In-service Professional Development for Teachers which aims to educate and train teachers should meet the demand for quality teachers and school leaders. The DepEd and the CHED in collaboration with relevant partners in government, academe, industry and non-government organizations shall conduct teacher education and training as specified in-service training on content and pedagogy to meet the objectives and performance standards of the K- to 12 teachers. They must be attentive to fresh pedagogical techniques, student learning theories, and technological advances. Even the best teachers must continue learning in order to remain the best [1].

The teacher's commitment to the academic profession comes a measure of how in-service training to effect teachers' professional growth meets their objectives. A 'skewed to the right response' on the improvements in the teachers ability to prepare curricular programs and instructional materials as well as the resulting relevant research outputs become a reinforcement of the teachers' commitment to the teaching profession. Hence, a direct variability should always be exhibited and between in-service

training accorded to the teaching staff and dedication to the academe.

In effect, students' academic achievements lie in the hands of quality teachers who know very well the subject they are teaching. Teachers with repertoire of knowledge, skills and academic qualifications can influence academic performance of students. They should be professionally trained to develop skills and expertise in the subject they are teaching. Therefore, it is imperative that an educational institution must provide teachers with the opportunity to grow, not only as individual persons more so, as professionals, charged to uphold the education of the next generation.

2. RELATED WORKS

The Philippines has a long list of policies concerning teaching standards. Some of them served a milestone policy in developing the national-competency based teaching performance standards such as the 1994 Republic Act 7784, Section 2b, which states "Teacher education shall mean the pre-service education, in-service education, and graduate education of teachers, in various areas of specialization." This acts aims to provide quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education. In Section 2 of Republic Act 7686 the policy of the state which aims to strengthen manpower education and training in the country so that the latter may be assured of an even growing supply of an educated and skilled manpower equipped with appropriate skills and desirable work habits and attitudes.

The need for professional advancement is mentioned in Section 4 of the 2010 Revised Manual of Regulations for Private Schools in Basic Education, which cites the right of teachers to professional advancement as one of the fundamental state policies.

Republic Act 10533, Section 7 states about teacher education and training, to enhance basic education program to meet the demand quality for teachers and school leaders, the DepEd and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organization, shall conduct education and training programs. In-service training on content and pedagogy, current DepEd teachers shall be retrained to meet the content and performance standards of the new K-12 Curriculum.

It is hoped that in-service training, for teachers all over the country will help them to learn to become learning facilitators who are able to teach using information and communication technology to enhance pupil learning outcomes. Moreover, they can harness new learning and appropriate strategies to improve access to enhance equity in and promote the quality of basic education [2].

In-service training is a program accompanied with systematized activities promoted or directed by the school system. This training definitely contributes to the professional growth and competence of the staff members during the time of their service to the school system as stated by the United States Department of Health Education and Welfare (2002).

The Organization for Economic Co-operation and Development (OECD) recorded Finland as the leading country in educational achievement. Research shows that one of their key elements behind their success is the professional development through in-service training programs among their teachers.

In Latin America, investments in teacher training have been one of the outstanding priorities. Support of teacher training particularly in service, has become routine component of major investment packages for educator sector, with or without support of multilateral organization [3].

Salandanan (2009) believes that all professionals, more so teachers, must continue to grow. According to her, administrators need to fully equip their teachers with adequate and up-to-date knowledge of subject content to hone their skills in a wide repertoire of instructional methodologies and foster desirable values and attitude. All these are possible only through the realization of a faculty development plan in the form of in-service training. In service-training is education for teachers to help them develop their teaching performance. It is a program designed to strengthen their competencies while they are in the field.

This training is about developing them as individuals and helping them to become more confident and competent in their lives and in their jobs. In-service training is a problem centered, learner-oriented, and time-bound series of activities, which provide the opportunity to develop sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery techniques.

In a study conducted on the in-service training needs of the faculty of results showed that the faculty of the college gave more importance to the training needs that enhance their growth towards becoming more effective teachers and having better organization. It is also recommended that the

management of the Teachers' College forms a committee to develop a Faculty In-Service Training Program based on the identified training needs of the teachers [4].

It is an important commitment of any teacher is to continue to grow professionally. No matter how superior a teacher's pre-service education has been his preparation for teaching is never complete. He has to keep abreast with all that is happening in his profession. This involves keeping up with the changes and newer developments in his subject field, in the theory and practice of teaching, in current experimentations in education and in other areas of knowledge relevant to his teaching. In-service teacher training is defined as all activities and set of trainings that is required for quality improvement and professional development of teacher. It is a set of organized efforts for performance improvement of the teachers or for building of their capacity to implement any new program in already set environment [5].

3. STATEMENT OF THE PROBLEM

This study aimed to describe the performance and skills of teachers who attended in- service training.

Specifically, it sought to answer the following questions:

1. What is the profile of the K-12 teachers as to:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Years in teaching;
 - 1.4 Highest educational attainment; and
 - 1.5 Attendance in In-service Training?
2. How may the performance of the K-12 teachers be described in terms of the following Key Results Areas (KRA):
 - 2.1 Teaching-Learning Process;
 - 2.2 Teaching Strategies/Methodologies; and
 - 2.3 Classroom Management?
3. How may the following skills of teachers who attended INSET be described in terms of the following:
 - 3.1 Conceptual Skills;
 - 3.2 Technical Skills; and
 - 3.3 Human Relation Skills?
4. Is there a significant difference in the performance of teachers who attended INSET when grouped according to teacher profile?
5. Is there a significant difference in the skills of the teachers who attended INSET when grouped according to teacher profile?

4. METHODOLOGY

This research utilized the descriptive method. Descriptive research method includes observation, surveys, conduct of interviews, the use of standardized test and case studies. The aim is to describe the strength of relationship between two or more events or characteristics.

According to a study, descriptive research is defined as the study which is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are

developing. This type of research method involves analyzing and tabulating facts which include proper analysis, interpretations, comparisons, and identifications of records and relationship.

The respondents of the study were one hundred (100) elementary school teachers from seven (7) selected private schools in Valenzuela City namely: (1) Academia De San Gabriel of Valenzuela Inc., (2) San Diego Parochial School, (3) Emmaus Christian School, (4) Mother Shepherd Academy of Valenzuela, (5) St. Joseph of Lawang Bato, (6) Nuestra Señora De Guia Academy, and (7) St. Loui College of Valenzuela.

The researcher used a devised survey questionnaire regarding teaching performance and skills of the teachers who attended in-service training. The structured survey questionnaire consisted of three parts: Part I dealt with the profile of the respondents; Part II described teacher's performance divided into three (3) parts with five (5) indicators, five in each subscale; and Part III described the skills of teachers who attended INSET with fifteen (15) indicators in each sub scale: conceptual skills, technical skills, and human relation skills. The thesis adviser and dean were consulted for comments and suggestions on statements that appeared vague and were revised. Other experts in the field were also consulted to be assured that the questionnaire would yield valid answer to the problem of study.

To test the validity and reliability of the questionnaire, the devised questionnaire was validated by non-respondents teachers in selected private school in Valenzuela City and executed test- retest reliability.

Before the questionnaires were distributed, the researcher sought permission from the administrators of the selected private schools in Valenzuela City to allow her to administer the survey questionnaires to the one hundred (100) elementary school teachers, who were chosen as respondents for the study. Upon the approval of the request, the researcher personally distributed the questionnaires to the teacher-respondents. Then after, said questionnaires were retrieved through the help of the school heads. The data obtained from the survey were tallied and encoded.

The study employed statistical tools such as the frequency and percentage to describe the profile of the teacher-respondents, the weighted mean and standard deviation to describe the performance and skills of the teachers through attending in-service training. The weighted mean is computed by dividing the sum of the products of the values and their weights by total weighted score. The ANOVA was used to determine the significance difference on the impact of in-service training on teaching performance and skills when grouped according to teacher profile.

6. RESULTS

Profile of K-12 Teachers

More than fifty percent (50%) of the teacher respondents are aged 21-30 years old, female, Bachelor of Elementary Education (BEED). The teacher respondents have 1-5 years

of teaching experience. One-hundred percent (100%) of the teacher population attended in-service training.

Performance of K-12 Teachers

Teachers performance with regard to teaching-learning process were above average because teachers ensure the quality of learning by proper lesson planning. They applied appropriate strategies/methodologies through giving lesson that is meaningful to the learner. Teachers' classroom management was also above average as they employ effective classroom discipline and they make sure that the classroom is conducive and motivates learning environment.

Skills of Teachers who Attended INSET

Teachers' conceptual skills are above average because they show adequate knowledge of up-to-date and relevant subject matter. Their technical skills were also above average since they prepare formative summative tests in line with the curriculum. Their human relation skills were outstanding as they are open-minded towards constructive comments, suggestions, and recommendation.

Significant Difference of Teachers Performance when Grouped According to Their Profile

Table 1. Test of Significance Difference in the Performance of Teachers Who Attended In-Service Training When Grouped According to Teacher Profile

Profile	Computed t-value	Tabular t-Value	Decision	Interpretation
Age	0.24	2.20	Do Not Reject the Null Ho	Not Significant
Gender	2.07	4.50	Reject the Null Ho	Significant
Education al Attainment	1.69	2.31	Do Not Reject the Null Ho	Not Significant
Years in Teaching	0.36	2.31	Do Not Reject the Null Ho	Not Significant
Attendance in In-service Training	0.94	2.20	Do Not Reject the Null Ho	Not Significant

Table 1 shows that there is no significant difference in the performance of K -12 teachers when grouped according to teachers' profile except gender. It implies that the performance of the teachers have the same level of competencies regardless of their demographic profile.

Significant Difference of Skills of Teachers who Attended INSET when Group According to Their Profile

Table 2. Test of Significance Difference on the Skills of the Teachers Who Attended In-Service Training When Grouped According to Teacher Profile

Profile	Computed t-value	Tabular t-Value	Decision	Interpretation
Age	0.37	2.04	Do Not Reject the Null Ho	Not Significant
Gender	2.73	2.13	Reject the null Ho	Significant
Education Attainment	0.64	2.47	Do Not Reject the Null Ho	Not Significant
Years in Teaching	1.00	2.31	Do Not Reject the Null Ho	Not Significant
Attendance in In-service Training	1.33	2.20	Do Not Reject the Null Ho	Not Significant

Table 2 shows the test of significant difference among skills of the teachers after attending in-service training. Based on the computation, skills and the profile of the teachers have no significant difference, except gender. It illuminates that upon attending in-service training no matter what the teacher's status is, it will not affect the skills itself.

7. DISCUSSION

The findings presented were supported by a study which states that there is no significant difference on the performance of K-12 teachers when grouped according to their profile except gender since this is due to the fact that they have the same profession and common goal which is to bring their pupils to achieve their educational potentials.

Additionally, previous studies examined the effects of teacher training on the administrative work and teacher's behavior in the classroom. There was a significant change in behavior of the teachers in classroom and on the administrative work. In the modern world, in service training plays a crucial and pivotal role in improvement of education. To provide quality education, awareness about the role of a teacher is critical and is likely to be measured through different techniques as author supported the claim that there was no significant difference on the skills of K-12 teachers who attended the In-service training when grouped according to their profile. This means to say that training for teachers are really important in the teaching and learning process regardless of their profile and skills acquired.

8. CONCLUSIONS

All one hundred (100) teacher-respondents from seven (7) private schools in Valenzuela City are actively involved in in-service training to make sure that they adhere to the mandate of the K-12 curriculum. Most of the teacher-respondents were young, new in service and attended in-service training for the SY 2017-2018. The teacher-respondents are competent enough to perform their duties and responsibilities to teaching-learning process, teaching strategies/methodologies, and effective classroom management. Teacher-respondents have grown professionally. As such, they are nearly to meet the needs of the learners and the demands of K-12 curriculum. Lastly, hypothesis on significant difference were not significant (HO, accepted) except demographic profile (gender), (Ho;rejected).

9. RECOMMENDATIONS

School administrator should continue conducting in-service training for teachers to improve their lesson planning, teaching strategies, and classroom management. They should also enhance teacher's conceptual skills, technical skills, and human-relation skills through monitoring and assessing in-service training.

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