

# TEACHERS' IN-SERVICE TRAINING AND TEACHING PERFORMANCE IN THE NEW NORMAL AT OLONGAPO CITY NATIONAL HIGH SCHOOL

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## ABSTRACT

This study assessed the In-Service Training on Teachers Teaching Performance in the New Normal at Olongapo City National High School during the School Year 2020-2021. The respondents of this study were composed of ninety-three (93) teacher respondents from the same school, during the School Year 2020-2021. The main data collection tool is the online survey questionnaire. Majority of the respondents are 48 – 53 years old and female. The highest educational attainment of most of the respondents is BS with MA/MS units with 5-9 years in service and has attended to about 25 – and above trainings. In terms of specialty, most respondents say that INSET is provided by their school principal. Most of respondents regularly attend training lectures. TEACH's presence in school motivates teachers to join. INSETs help students understand the program's aims and objectives. Professional growth programs benefit participants. INSET is a space for educators to collaborate. In INSET, supervision is crucial because it fosters a professional connection between an expert and a novice educator. INSET helps colleagues identify and use school-based evaluation tools tied to state and local standards, including IPCRF. Majority of responders received a level of performance between 4.5 and 5.00, or an Outstanding descriptive grade. Specialization, orientation, and career advancement were positively correlated with level of performance. The frequency of involvement in a training program, connection with or membership in a professional organization, academic and professional communication and mentorship, preparation and assessments, and engagement in a professional group all influence teacher-respondent performance.

**KEYWORDS:** In-Service Training, Individual Performance Review Commitment and Review Form, Teachers and Employees Association Committed to Humanity

## 1. RESEARCH METHODOLOGY

This chapter contains the research design, the participants and the locale of the study, the instrument, the data gathering procedure and data analysis.

### Research Design

The research design used in this study is a descriptive research quantitative method of research. This design is suited in this study since it attempted to assess the In-Service Training on Teachers Teaching Performance in the New Normal at Olongapo City National High School which could serve as basis for a proposed faculty performance management training design for schoolteacher respondents under the Schools Division of Olongapo City. The three data gathering techniques of this study are: the online survey instrument consisted of 45 questions or items developed by the researcher for the purpose of this study, online interviews, and document analysis.

### Respondents and Location

The sources of data in this study are the (93) teachers of all learning areas at Olongapo City National High School, Schools Division Office City of Olongapo City for the School Year 2020-2021.

**Frequency and Percentage Distribution of the Teacher Respondents**

Departments	Total Frequency	Percentage of Respondents (%)
AP, Values Education	31	33.33
English, Filipino, Math & Science	31	33.33
TLE & MAPEH	31	33.33
<b>Total (N)</b>	<b>93</b>	<b>100.00</b>



**Fig.2 Map of Research Location**

The respondents were equally taken from the three clusters or combination of subject departments namely: AP, Values Education Departments; English, Filipino, Math and Science Departments; and TLE and MAPEH.

**Instruments/Data Collection**

The researcher used a quantitative research instrument which are explained as follows: The primary research instrument of this study is the survey questionnaire. This study was utilized the survey checklist type (with a Likert Scaling Technique of 1-5) of questionnaire to gather data. This questionnaire is divided into three parts: Part 1 is the In-Service Training professional updates of the teacher-respondents. Part 2 is the areas/dimensions of In-Service Training/professional development of the teacher-respondents and Part 3 is the continuing professional development program can be proposed for the continuing professional service of the educator participants. The content of the questionnaire was validated by the research experts, research committee panel adviser and the adviser.

Pilot testing was done by the researcher for reliability. To pilot the questionnaire, the researcher chose a representative sample of a larger survey group and have them take the questionnaire. Then the researcher made improvements where necessary based on their feedback. The questionnaire was divided into 3 parts.

**2. RESULTS AND DISCUSSION**

This section of the study covers the presentation and analysis of the survey-questionnaire findings provided to the respondents. Tables were used to demonstrate data analysis and interpretation of the results provided in response to the study questions.

**Table 1 Distribution of Respondents According to their Demographic Profile**

	<b>All Participants</b> (n=120)	
	<b>f</b>	<b>%</b>
<b>Age</b>		
18 – 23 years old	2	2.00
30 – 35 years old	9	10.00
36 – 41 years old	13	14.00
42 – 47 years old	17	18.00
48 – 53 years old	16	17.00
54 – 59 years old	21	23.00
60 – 65 years old	12	13.00
<b>Gender</b>		
Male	73	78.00
Female	20	22.00
<b>Highest Educational Attainment</b>		
Bachelor's Degree	18	19.00
BS with MA/MS units	43	46.00
Masterate	13	14.00
MA/MS with Doctorate units	15	16.00
Ed.D. / Ph.D	4	4.00
<b>Length of Service</b>		
0-4 years	8	9.00
5-9 years	25	27.00
10-14 years	24	26.00
15-19 years	6	6.00
20-24 years	7	8.00
25-29 years	23	25.00
	<b>All Participants</b>	
<b>Number of Trainings Attended</b>	<b>f</b>	<b>%</b>
0 - 4	5	5.00
5 – 9	22	24.00
10 – 14	25	27.00
15 – 19	7	8.00
20 – 24	8	9.00
25 – and above	26	28.00

**Age.** Table 1 shows the distribution of the respondents in terms of age. Majority of the respondents are under the age bracket of 48 – 53 years old with a frequency of twenty-one (21) or twenty-three percent (23%). The mean age for this age bracket is 42 – 47 years old. The age bracket of 18 – 23 years old got the lowest frequency of two (2) or two percent (2%). This means that the respondents are experienced in the field of teaching. Zafer and Aslihan (2012) found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school.

**Gender.** Table 1 shows the distribution of the respondents in terms of their gender. Majority of the respondents are female with a frequency of seventy-three (73%) or seventy-eight percent (78%). While male only got a frequency of twenty (20) or twenty-two percent (22%) of the respondents. In the Philippines, according to the Philippine Commission on Women (2014), as of 2008–2009, 89.58% of the teachers in public elementary schools and 77.06% of the teachers in public secondary schools are females (Abenes & Bongco, 2019). This means that teaching profession is a female dominated profession.

**Highest Educational Attainment.** Table 1 presents the distribution of the respondents in terms of their highest educational attainment. Majority of the respondents have BS with MA/MS units. It gathered a frequency of

forty-three (43) or forty-six percent (46%) of the respondents. Teachers with graduate degrees generally, earn a higher salary or receive an annual stipend (Miller & Roza, 2012). Advocates have argued that graduate education may improve teacher effectiveness (e.g., Harris & Sass, 2011) and raise the status of the teaching profession (e.g., Sahlberg, 2015).

**Length of Service.** Table 1 shows the distribution of the respondents in terms of their length of service. Most of the respondents have rendered a service of 5-9 years. It got a frequency of twenty-five (25) or twenty-seven percent (27%) of the respondents. At a political level and within public discourse, there is a tendency to presume a straightforward linear relationship between teachers' years of experience and the quality of teaching (Brandenburg, McDonough, Burke, & White, 2016). By contrast, research demonstrates a complex relationship between a range of factors that is non-linear and cyclical, whereby experience is one of many factors influencing the quality of teaching (Brandenburg et al., 2016; Klassen & Chiu, 2010). The mean length of service is 17 years.

**Number of Training Attended.** Table 2 shows the distribution of the respondents in terms of their number of trainings attended. Majority of the respondents attended about 25 and above number of trainings. It got a frequency of twenty-six (26) or twenty-eight percent (28%) of the respondents. Like employees in any organization teachers also need training to enhance their teaching skills (Noah & Olusola, 2015; Schroeder & Adesope, 2015). Training not only helps teacher performance but also the students' learning outcomes. Training framework is designed in educational institutions to facilitate the teachers' skill (Navarro et al., 2016). Deficiency among teachers' skill leads towards the deficiency among students learning behavior and outcomes. Subsequently, it leads towards the shortcomings in overall organizational Performance (Chen-Chung, Kuan-Hsien, Leon Yufeng, & Chin-Chung, 2016). This denotes those trainings can affect teacher's performance. There is an average of 13 numbers of trainings attended by the respondents.

**Table 2**

**In-Service Trainings Teacher-respondents Attended in terms of Specialization**

	Mean	DR
Specialization	3.15	Often
Attendance and participation in seminar/workshop	3.26	Often
Professional organization affiliation or membership	2.73	Often
Orientation activities	3.51	Always
Career development	3.31	Often
Academic and professional communication and mentoring	3.57	Always
Supervision	3.55	Always
Preparations and evaluations on teaching	3.51	Always
<b>Overall Total</b>	<b>3.32</b>	<b>Often</b>

**Specialization** Table 3 shows the in-service trainings teacher-respondents attended in terms of specialization. The overall total for this dimension is 3.15 or a descriptive rating of Often. The item "INSET is given by the school principal (school level) based on the specializations of the teachers" got the highest weighted mean of 3.7 or a descriptive rating of Always. This means that majority of the respondents claim that their INSET is given in school level provided by their school principal. The item "Professional development programs cater for the needs of the teachers related to their specializations" got the lowest weighted mean of 2.5 or a descriptive rating of seldom. This means that the INSET given is more of general than catering for specialization of teachers. It can be due to the fact that Olongapo City National High School is a Mega School and the wide range of diversity of teacher's specialization. Professional qualifications, area of specialization and years of teaching experience have been found to influence many outcomes including academic achievements (Koledoye, 2011).

**Regularity of training program.** Table 3 shows the in-service trainings teacher-respondents attended in terms of regularity of training program. The overall total for this dimension is 3.26 or a descriptive rating of Often. The item "I am attending or participating departmentalized service training seminar workshop at least three times in a school year", got the highest weighted mean of 3.8 or a descriptive rating of Always. This means that most of the respondents are attending training seminar regularly. On the other hand, the item "The national level is providing once a month regular training/seminar" got the lowest weighted mean of 2.2 or a descriptive rating of seldom. This can be due to the difficulty of conducting national level trainings and also the expenses it entails. Teachers' will be regularly exposed to innovations in their profession. In-service training will be developed as an integral part of continuing teacher education (National Policy on Education, 2014, revised edition).

**Professional organization affiliation or membership.** Table 3 presents the In-Service Trainings Teacher-respondents Attended in terms of Professional organization affiliation or membership. The overall total for this dimension is 2.73 with a descriptive rating of Often. The item "I am an active member of TEACH (schoolteachers' organization)" got the highest weighted mean of 3.2 or a descriptive rating of Often. This could be due to the availability of TEACH in the school. Professional organizations are a healthy source of information and curricular and instructional materials. They are a source of advice and networking with other educators through their conferences and interest groups – and they are sources for job openings (National Assessment of Educational Progress, 2017).

**Orientation activities.** Table 3 presents the in-service trainings teacher-respondents attended in terms of orientation activities. The overall total of this dimension is 3.51 with a descriptive rating of Always. The item "Professional development programs assist teachers in understanding the goals, objectives, the flow, etc. of the whole program" got the highest weighted mean of 3.56 or a descriptive rating of Always. This means that the respondents agreed that INSETs provide them assistances in understanding the goals, objectives and the whole program.

**Career development.** Table 3 shows the in-service trainings teacher-respondents attended in terms of career development. Its overall total is 3.31 with a descriptive rating of Often. The item "Professional development programs give edge for the participants" got the highest weighted mean of 3.55 with a descriptive rating of Always. Educators likewise need to refresh their insight and abilities on educational module, brain science, and instructional method of the students and new research on instructing and learnings; henceforth they require suitable in benefit and timely trainings also (Whitby, 2010).

**Academic and professional communication and mentoring.** Table 3 shows the in-service trainings teacher-respondents attended in terms of academic and professional communication and mentoring. The overall total for this dimension is 3.57 with a descriptive rating of Always. The item "Professional development programs encourage professional communication among teachers who are engaged in efforts to reform their teaching in similar ways" got the highest weighted mean of 3.62 or a descriptive rating of Always. Effective team collaboration and communication is a vital ingredient in the overall success of a co-teaching team. Planned collaboration gives co-teachers equal opportunities to share ideas, better understand and respect each other, and make informed and focused decisions for success in the classroom (Whitten et. al, 2019).

**Supervision.** Table 3 presents the In-Service Trainings Teacher-respondents Attended in terms of Supervision. The overall total for this dimension is 3.55 or a descriptive rating of Always. The item "Professional development programs build harmonious professional relationship by involving an expert working with a novice teacher". This item got a weighted mean of 3.57 or a descriptive rating of Always. According to Adams and Dickey, "Supervision is a planned programmed for the improvement." It exists in their opinion for one reason only to improve teaching and learning. Consequently, it is mainly concerned with "development of teachers and pupils." Quiroz (2015) indicated that in any organization there are several interdependent departments filled with individuals knowledgeable in the use of tools, equipment, human and material resources. The efforts of these individuals must be coordinated and supervised by constituted authority or supervisor so that the organization can achieve its mission or goals. Likewise, the school system which comprises of several stakeholders including the head teacher and teachers can only achieve its goals when there are effective supervision and administration of daily activities in the school. Agih (2015) refers to these twin concepts, school administration and supervision, as very important for quality education.

**Preparations and evaluations on teaching.** Table 3 presents the in-service trainings teacher-respondents attended in terms of preparations and evaluations on teaching. The overall total for this dimension is 3.51 or a descriptive rating of Always. The item “Professional development programs increase the capacity of colleagues to identify and use multiple assessment tools in the school aligned to state and local standards, e.g., IPCRF, etc.”. This item got a weighted mean of 3.62 or a descriptive rating of Always. Certificates from INSET and other trainings are also used for other purpose such as IPCRF. Cambridge Professional Development Qualifications (2014) recognize the importance of teacher training and professional development by stating that, “The most important factor in the quality of students’ learning is the quality of teaching and school leadership. Teachers and leaders need to develop their professional thinking and practice continuously throughout their careers.”

### 3. Level of Performance of the Teacher-Respondents during the SY 2020-2021

**Table 5**

Level of Performance	DR	f	%
2.50-3.49	Satisfactory	1	1.00
3.50-4.49	Very Satisfactory	30	32.00
4.50-5.00	Outstanding	62	67.00
<b>Total</b>		<b>93</b>	<b>100.00</b>

#### Level of Performance of the Teacher-Respondents During the SY 2020-2021

Table 4 shows the level of performance of the teacher-respondents during the SY 2020-2021. More than half of the respondents got a level of performance of 4.50-5.00 or a descriptive rating of Outstanding. Only one (1) of the respondents got a 2.50-3.49 level of performance or a descriptive rating of Satisfactory. As stated in DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd), it aims to provide comprehensive guidelines for the adoption of the Civil Service Commission’s (CSC) Strategic Performance Management System (SPMS) in DepEd. According to Canoma (2017), the objectives indicated are actually the duties and responsibilities that each teacher must do in service. This is a tool to check and balance if one is doing his duties diligently with quality, efficiency and on time. It is shown in the table that the overall total of the mean score of the respondents in each objective is 0.344. This is the satisfactory average rate for a teacher’s performance. This verifies the level of performance of the respondents whose majority got an outstanding level of performance. This implies that INSET and other trainings provided by the institution is helping the teachers improve their performance in one way or another. Hence, it is recommended to have relevant and timely trainings for teachers.

**Relationship Between Teacher-respondents' Level of Performance and Their In-Service Training Professional Attended Table 6**  
**Correlation Between Teacher-respondents' Level of Performance and Their In-Service Training Professional Attended**

	Computed r	P - Value	Interpretation	Decision ( $\alpha = 0.05$ )
Specialization and level of performance	+ 0.0428	.683749	Positive Low Correlation	Accept Ho (Not Significant)
Regularity of training program and level of performance	+0.589	0.00001	Positive High Correlation	Reject Ho (Significant)
Professional organization affiliation or membership and level of performance	+0.350	0.000584	Positive High Correlation	Reject Ho (Significant)
Orientation activities and level of performance	+0.0202	0.847596	Positive Low Correlation	Accept Ho (Not Significant)
Career development and level of performance	+0.3289	0.145453	Positive Low Correlation	Accept Ho (Not Significant)
Academic and professional communication and mentoring and level of performance	+0.462	0.00001	Positive High Correlation	Reject Ho (Significant)
Supervision and level of performance	+0.262	0.011182	Positive Low Correlation	Reject Ho (Significant)
Preparations and evaluations on teaching and level of performance	+0.52	0.00001	Positive High Correlation	Reject Ho (Significant)

Table 5 shows the correlation between teacher-respondents' level of performance and their in-service training professional attended. It presents that specialization, orientation activities, and Career development got a positive low correlation with level of performance. This means that the having specialization and the orientation activities of INSET do not have significant relationship with teacher-respondents' level of performance. This could be due to the fact that INSET seldom caters for specialization while orientation activities are seen as preliminaries only and INSET are just certificate generating activities for career development. On the other hand, Regularity of training program, Professional organization affiliation or membership, Academic and professional communication and mentoring, Academic and professional communication and mentoring, Preparations and evaluations are significantly correlated with teacher-respondents' level of performance. (include supporting literature)

### Conclusions and Recommendations

The researcher established the following conclusions and recommendations:

*First*, the majority of those who answered the survey questions are between the ages of 48 and 53 years old and are female. The greatest educational attainment of most responders is a BS with MA/MS units and 5-9 years of service, with an average of 25 – and above – trainings attended. It is recommended to look further into other demographic profile of the respondents and find its correlation to the level of performance of the teachers.

*Second*, in terms of specialization, most respondents indicate that their INSET is offered by their school principal at the school level. Most responders attend training seminars on a regular basis. TEACH's presence at the school encourages instructors to join up for this kind of membership. INSETs aid students in comprehending the program's goals, objectives, and overall structure. Professional development programs provide participants an advantage. INSET is a place where instructors may collaborate with one another. In performing INSET, supervision is critical because it creates a healthy professional relationship by engaging an expert working with

a beginner instructor. INSET increases colleagues' ability to recognize and apply numerous assessment instruments in the school that are linked to state and local standards, such as IPCRF. It is recommended to conduct INSET that are based on the specialization of the teachers and to further enhance the scope of the topic. It is also suggested to conduct national level of INSET more frequently and to allow teachers to have collaborations and affiliations with other schools and universities.

**Third**, most responders received a level of performance between 4.5 and 5.00, or an Outstanding descriptive grade. It is recommended to assist the teacher with a Satisfactory level and to help those in Very Satisfactory level to improve their performance to move up to Outstanding level.

**Fourth**, the degree to which specialization, orientation activities, and career development were pursued had a positive but weak correlation with level of performance. Teacher-respondents' levels of performance are significantly correlated with the frequency with which they participate in a training program, their affiliation with or membership in a professional organization, their academic and professional communication and mentoring, their preparation and evaluations, and their participation in a professional organization. It is recommended to look further into other variables that might affect the level of performance of the teachers.

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