

Assessment of In-Service Training and Teachers' Performance among Secondary School Teachers

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ABSTRACT

In-service training as defined in the Collins English Dictionary is training given to employees during employment. It is the process by which teachers engage in further education or training to refresh or upgrade their professional knowledge, skills, and practices, UNESCO 2019. Teachers need to undergo training for professional development. It is an opportunity for teachers to discuss work-related problems and innovations necessary in the field. It is usually done with unified objectives every semester and varies according to teachers' needs.

This study aimed to determine the relationship between teachers' assessment of in-service training and teachers' performance ratings among secondary school teachers in San Fernando, Bukidnon. One Hundred Fifty-Seven (157) public school teachers participated in the study. The instrument used was an adapted and modified questionnaire composed of two parts: An Assessment of the Effects of In-Service Training Attended and Teachers' Individual Performance Commitment and Review Form (IPCRF). It was tested and yielded a Cronbach's Alpha of .701.

The study revealed that the extent of the assessment on in-service training concerning various teaching skills is rated as having a high extent of improvement on all indicators. Communication skills revealed a high extent of improvement across all indicators. All indicators of guidance skills demonstrated a high extent of improvement. Management skills indicated a very high extent of improvement across all indicators and evaluation skills demonstrated a high extent of improvement across all indicators.

Based on the 2023-2024 Teachers' Individual Performance Commitment and Review Form (IPCRF), the performance rating among secondary school teachers in San Fernando, Bukidnon is Very Satisfactory. The test of a significant relationship between teachers' assessment of in-service training and their performance rating does not show a significant relationship, thus, the null hypothesis there is no significant relationship between teachers' assessment of in-service training and their performance level is accepted.

The result of this study declared that though in-service training brings a high extent of improvement to teachers and their performance rating is rated as Very Satisfactory, there is no remarkable relationship between the two variables.

Keywords: In-service Training, Teachers' Training, Teaching Skills, Teachers' Performance

INTRODUCTION

In-service training, as defined in the Collins English Dictionary, is employee training during employment. It is the process by which teachers engage in further education or training to refresh or upgrade their professional knowledge, skills, and practices (UNESCO, 2019). Teachers need to undergo training for professional development. In-service training is essential for improving work performance and motivating teachers in the field. Teachers' professional development will be enhanced if in-service training is provided, and there will be gaps between demands and actual achievement levels (Osamwonyi, 2016).

The Enhanced Basic Education Act of 2013 has established a system that addresses the needs of present education. According to Section 7 of this law, the Department of Education (DepEd) and the Commission on Higher Education (CHED), in collaboration with government agencies and organizations, will conduct teacher training to ensure the implementation of the programs.

In-service training, therefore, is vital to improving teachers' performance because it provides them with avenues for professional development. Despite the occasional criticism of in-service training as a time waster and a potential disruption to teachers' classroom presence, its benefits far surpass their brief absence. The knowledge and skills they learn from it affect teachers' performance and students' achievement. Participating in efficient in-service training improves teachers' practices and students' achievement. However, this could only be possible if the training leads to a change in teachers' practice. This can only occur if in-service training significantly changes teachers' skills, attitudes, and beliefs (*Msamba et al., 2023*).

Although the Department of Education has designed in-service training for teachers twice a year, it must acknowledge the challenges faced by the Philippine Basic Education System. Filipino students aged fifteen scored lower than most other countries, as the 2018 Program for International Student Assessment (PISA) revealed.

Concerning whether in-service training has a positive impact on teachers' performance, the researcher was challenged to investigate the effect of in-service training on secondary school teachers in San Fernando, Bukidnon.

CONCEPTUAL FRAMEWORK

This study is anchored on the assumption that in-service training impacts teachers' performance.

Human Capital Theory, initially formulated by Becker (1962) and Rosen (1976), states that individual workers have skills or abilities to improve or accumulate through training and education. The Human Capital Theory, which focuses on developing employers' skills and knowledge through training, increases their productivity and value to the organization. Additionally, social exchange theory suggests that in-service training creates a positive work environment by investing in employees' professional growth, resulting in increased commitment and loyalty toward the organization (Bridges et al., 2017).

Furthermore, the Medley theory has been the most common theory about teacher competence. Medley (1977) viewed teacher competence as any knowledge, skill, or professional value position relevant to the successful teaching practice.

On the other hand, the Marzano Teacher Evaluation Model, initially introduced in 2007, is a well-known theory. This model emphasizes the importance of using multiple sources of evidence to evaluate teacher performance, including student achievement, classroom observations, and student feedback.

Scope

The study evaluates the impact of in-service training on the performance of secondary school teachers in San Fernando, Bukidnon. This study considers in-service training activities conducted by the Department of Education, including LAC sessions. This study involves all secondary school teachers who have received in-service training. Substitute teachers and teachers on leave are omitted. Likewise, provisional and regular teachers teaching for less than a year are excluded since most have yet to attend in-service training. The major areas of professional competence that have resulted from in-service training to be assessed by the teachers are as follows: teaching skills, communication skills, management skills, guidance skills, and evaluation skills. Data will be gathered using research instruments in the form of adapted and modified questionnaires.

METHODOLOGY

This study used a descriptive correlational research design to analyze the relationship between variables and address the identified problems. Such design is appropriate for attaining the research objectives of assessing the

effects of in-service training on teachers' performance among secondary school teachers in San Fernando, Bukidnon.

This study adapted and modified a survey questionnaire to collect consistent and reliable data on teacher responses across all presented variables.

This study was conducted at four public high schools located in the municipality of San Fernando, Bukidnon.

FINDINGS

Based on the data gathered the major findings are the following:

There was a large extent of improvement in teaching skills, communication skills, guidance skills, and evaluation skills, while management skills have improved to a very large extent.

The 2023–2024 Teachers' Individual Performance Commitment and Review Form (IPCRF) calculates that secondary school teachers in San Fernando, Bukidnon, have very satisfactory performance ratings.

The test to determine if there is a significant relationship between teachers' assessment of in-service training and their performance rating does not show one.

CONCLUSIONS

Based on the results of this study, it was established that:

There was a very large extent of improvement in teachers' management skills. Teachers acquired various management skills through in-service training, such as planning and organizing activities for learners, as well as lesson preparation.

Teaching skills, communication skills, guidance skills, and evaluation skills demonstrate a very large extent of improvement. This suggests that teachers who undergo in-service training learn various skills that are essential for improving the learning process.

Based on the 2023–2024 Teachers' Individual Performance Commitment and Review Form (IPCRF), secondary school teachers demonstrate a very satisfactory performance rating.

The test of a significant relationship between teachers' assessment of in-service training and their performance rating does not show a significant relationship. So, the null hypothesis is accepted, which states that there is no significant relationship between teachers' assessment of in-service training and their performance rating. This indicates that teachers' performance is not only a reflection of in-service training.

RECOMMENDATIONS

Based on the findings and conclusions presented in the study, the following recommendations are offered to the following:

The Department of Education may consider designing and implementing in-service training that enhances teachers' teaching skills, communication skills, guidance skills, management skills, and evaluation skills. The department should meet the needs of teachers in their field and recognize teachers' exceptional achievements by giving recognition to teachers with exemplary performance to boost their performance.

School administrators are encouraged to be advocates for teachers' professional development by sending them to training and workshops. Teachers must be given platforms to grow for themselves.

Teachers are recommended to seek professional growth to cope with the changing needs of learners and society. They must collaborate with their colleagues to enhance their teaching skills.

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