

THE RELEVANCE OF IN-SERVICE TRAINING TO THE PROFESSIONAL DEVELOPMENT OF EDUCATORS

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Abstract: Educational and training institutions are considered the instruments of improvement and progress in each society. One of the pillars of these institutions is experienced and knowledgeable teachers who are through their own knowledge and practice lead the youth of their society to high objectives. To possess such teachers in societies, it is necessary to provide them with classes of training, retraining, internship and in-service training.

This study determined the most effective methods of in-service trainings. Significant results revealed that consistent learning as well periodic general assemblies are imperative in order to constantly upgrade the educators' knowledge and fluency.

Keywords: In-Service Training, Professional Development, Knowledge and Fluency

RESEARCH RATIONALE

Training is the most effective and strongest process available to convey knowledge and skill to employees and to strengthen them for their jobs. In other words, nowadays, most of the developed countries spend a great deal of their gross national income in various ways on the education and training of human resources to survive, develop, and progress. They believe that education and training are very much effective in social development because if human resources are sufficiently trained, they are able to solve all existing problems of developing the society and will remove all the obstacles in front of the society's economic and social progress and development. (Kurt, 2018)

Today, teacher training and professional development are seen as central mechanisms for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards. Year after year, demands quality in teaching and learning increase in higher education to meet academic standards, and this calls for attention to be directed to the provision of effective professional development on the part of teachers, researchers, educational institutions, and so forth. (Ossler, 1997). In light of the numerous and rapid changes which transpire in the 21st century, teacher in-service training programs, like other professions such as engineering and medicine, have become more difficult and complicated. (Garcia, 2013)

In the Philippines, Education Secretary Leonor M. Briones recently noted the importance of relevant trainings to teachers. For Briones, relevant pieces of training will equip educators with proper knowledge and expertise in honing the minds of the Filipino learners. The improvement of the capacity of teachers, education leaders, and other DepEd personnel is one of the major items in the 2017 DepEd budget. Professional training and development is indeed a major component of updating teachers' pedagogical knowledge and skills. However, transferring such knowledge and skill may not always be successful.

Given this backdrop, this paper then tried to determine the relevance of In-Service training to Professional Development to selected Public High School teachers of the nation's capital. The results will be used to identify some future needs and bridge the gap and enhanced teacher's professional capacity through the implementation of effective in- service training. After all, what attracts the teacher to the profession is the innate disposition to impart knowledge, inspire, and to continue to learn for themselves.

RESEARCH METHODOLOGY

The descriptive method was of utmost help specifically in the discussion of theories, concepts and ideas collected, analyzed and integrated by the researcher throughout the span of the study. Descriptive to assess the respondent's status and to determine the relationship between/other variables; and to compare the different demographic profile of the respondents in terms of their perceptions in the different variables.

From a total population of nine hundred fifteen (915), four hundred (400) respondents were identified. The researchers use the formula below to get the sample size of each section. The researcher used the stratified random sampling technique in the study. The simple random sampling is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of individuals has the same probability of being chosen for the sample as any other subset of individuals. (Fernandez et al., 2018)

The primary source of gathering data was the researcher -made survey questionnaire. Sources like books, articles, unpublished thesis and other materials supported and enriched the questionnaire used. The questionnaire was composed of three sections. Section one discussed the profile of the respondents which include age, gender, civil status, and position. They were used to determine the demographic profile of the respondents. The second part which is the actual survey questionnaire dealt with the indicators of professional development. The researcher arrived at four (4) indicators. The indicators considered were personal growth, instructional practice, professional development, and social development. To describe the respondent's insights statistically, this survey questionnaire utilized Likert's Five-Point Scale with the following verbal interpretation. The second part of the questionnaire asked the respondents to rate to what extent the In-service training relevant to their professional development. The third part of the questionnaire was asked the respondent identify their concerns when undergoing in – service training. The researcher also interviewed the respondents from 10 Schools to determine other concerns.

The researcher asked permission from the school authorities before the distribution of the questionnaires to the selected number of public school teachers. Through the school authority's approval, the researcher started to administer the set of questionnaires to the respondents. Through the notice coming from the school authority, the researcher conducted data gathering during their vacant time. The researcher personally administered the test for the certainty as well as to clarify inquiries among the respondents. The directions in the questionnaire were explained clearly by the researcher for the respondents to avoid any misinterpretation. After answering, the test questionnaires were gathered from the respondents and then will be subjected to statistical treatment.

This study adhered to ethical considerations that are imperative in this study. First, permission was sought from the different school authorities through a formal letter. It should be noted, however, that ever after the permission was sought, the researcher still considered the availability of the respondents. Likewise, respondents who expressed their non-participation were respected.

Moreover, respondents were assured that names would be treated with utmost confidentiality. That is, the name would be changed into pseudonyms, and that they're negative responses would not put them in bad light. Most importantly, they were assured that the results of the survey in no way shall affect their employment status in the school. The results shall be used solely for academic purposes, that is, the completion of the degree in MAED-Educational Management.

SIGNIFICANT FINDINGS AND RECOMMENDATIONS

This part presented the findings, the analysis and interpretation of data. Results and quantitative analyses are also supported by related studies and literatures. Descriptive and inferential statistics are also presented in order to make sense of the findings.

Based on the findings, the following were derived:

1. The educators were mostly between 40-55 years old and 30 – 39 years old. The group was commonly dominated by the female. They were mostly married and have been serving their respective school 10 years and below followed by 11 – 20 years. Majority of them were the subject teacher and class adviser.
2. In terms of the extent of the relevance of in-service training programs to the professional development of respondents, when ranked, the indicator with the highest weighted mean is personal growth, followed by social development, instructional practice, and professional growth. As a whole, the study showed that in-service training is of great extent to the professional development of the public high school teachers of District IV in Quezon City based on Personal Growth, Instructional Practice, Professional Growth, and Social Development.
3. With regard to the significant difference of the ratings of the respondents to extent of the relevance of in-service training programs, personal growth has implied that there is a significant difference in the views given by the respondents which reflected in their given ratings with respect to the personal growth. However, in the other topics like instructional practice, professional growth, and social development showed that there was no significant difference in the views of the respondents in the mentioned topics as manifested in their given ratings.
4. In terms of the concerns encountered by the respondents on in-service training, it has shown that time management has ranked as the first common concern of the respondents followed by insufficient time and availability of qualified lecturers. Meanwhile, the least three among the rank were lack of planning and coordination, followed by inadequate facilities and family commitments equivalent of 7.03%.

Ergo, the following recommendations can be implemented:

1. A more consistent schedule of trainings and development among the educators may be suggested in order to make them be compelled to learn all the time.
2. A higher budget must be allotted to acquire the services of a top-tier trainer so as for the educators to learn accordingly.
3. Better paradigm of performance evaluations must be crafted by the respective school administration in order to develop a better understanding of the educators' competencies and areas for improvement

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