



DETERMINING THE EFFECTIVENESS OF PROFESSIONAL TRAININGS OF TEACHERS IN A LOCAL COLLEGE

Domer P. Regisⁱ,
John Paul C. Tupas,
Fhaila Donn Soniedo,
Ma. Regine M. Lauzon
Abuyog Community College (ACC),
Philippines

Abstract:

Using the quantitative research method, the effectiveness of professional trainings that have been undertaken by teachers as well as the impact on teachers' teaching practices were determined. It likewise explored whether teachers' assessment scores were significantly associated with their profile characteristics. The common professional trainings undertaken include in-service trainings (100%), education conferences (97.1%), informal dialogue with colleagues (97.1%), and individual or group research (91.2%). Of all the professional training activities, only getting involved with teachers on how to improve teaching practice was assessed to be highly effective in developing their competence, knowledge, and expertise. However, benchmarking visits to other colleges or universities and faculty participation in a professional organization that are helpful to their teaching profession was determined to be only moderately effective. The respondents reported significant improvements in their teaching practices in connection with content and pedagogy, diversity of learners, community linkages, and professional engagement. A positive relationship was found between the variable age and respondents' assessment scores on benchmarking visits to other colleges or universities and individual or group research on the field of interest. However, a negative relationship exists between respondents' highest educational attainment and assessment scores on professional links with colleagues such as mentoring, and coaching among others as part of the institutional policy. Thus, a teacher's training that encourages collaboration and sharing of knowledge should be promoted.

Keywords: professional training, teaching practice, teaching performance, teachers' professional

ⁱ Correspondence: email siger_remod@yahoo.com, johnpaultupas547@gmail.com, fhailadonsoniedo992@gmail.com, reginelauzon2@gmail.com

1. Introduction

As the Philippines underwent changes brought about by globalization, teachers play the most crucial role in the implementation of curriculum reform. It needs to develop learners holistically imbued with knowledge, skills, and good character (Philippine Professional Standards for Teachers Manual, 2017). Hence, the teacher's qualifications, commitment, mastery of the subject content, and competence in teaching skills have a positive impact on learning (Rahman et al., 2011).

Speaking of professional qualities, effective teachers possess the following characteristics such as collaboration with other professionals in sharing expertise, constantly seeking ways to grow professionally, using appropriate instructional methods, mastery of content, and being decisive. Moreover, effective teachers should continue to update themselves with knowledge and skills for the benefit of the learners. (Pawilen et al., 2020).

The study conducted by An, Laguado, and Portugal (2015) revealed that in service training, and workshop in outcome-based education give valuable information in the process of paradigm shift from teacher-centered to learner-centered. The faculty members considered the learning and professional development activities that they have attended to be impactful as they understand the application of learning experience to improve the skills and knowledge in performing the tasks of a classroom teacher. However, the study conducted by Wei and Raja (2014) on the effectiveness of teacher training program in Pakistan revealed that training programs were unsuccessful in the development of skills for experienced teachers. It was also revealed that most learned skills were not applied in the classroom and the same traditional practices were applied by the trained teachers. The teacher training program was only advantageous for teachers who personally wanted to get academic benefits from such programs. Similarly, the study conducted by Kennedy, M. M. (2016) mentioned that program duration, intensity and even the specific technique used do not enlighten the professional development purpose of teacher teaching and learning. Likewise, another study of teachers' professional goals found different objectives at each level of their careers. Beginning and proficient teachers are particularly interested in understanding instructions and curriculum in order to be efficient and effective in their own field of teaching however teachers in the late stage of their career were uninterested to improve teaching skills but rather interested in technology and classroom innovations (Louws et al., 2017).

There is a need for teachers to set quality teaching to our students due to rapid changes in the educational system and at the same time in engaging professional trainings for the growth of teaching career that will somehow translate into quality learning for our learners. Is, therefore, within these arguments and related studies compiled, the researchers want to determine the effectiveness of the various professional trainings being offered to and attended by teachers in Abuyog Community College (ACC).

This study focused on determining the effectiveness of professional trainings of teachers in a local college. It answered the following questions:

- 1) What is the demographic profile of the respondents in terms of age, sex, years of teaching, and educational attainment?
- 2) What is the level of effectiveness of professional training as determined by the respondents?
- 3) What is the level of improvements as assessed by the respondents in terms of content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional engagement?
- 4) Is there a significant relationship between the assessment of the teachers on the effectiveness of training when grouped by profile variables?

2. Methodology

A descriptive correlational research design was employed. According to Atmowardoyo (2018), descriptive research is defined as a research method used to describe existing phenomena as accurately as possible. The researchers acquired the necessary permission from the college president and vice-president of the local institution. After seeking of permission, the researchers respectfully asked for the total population of teachers in four (4) head offices in Abuyog Community College (ACC). The sample size yielded a total of thirty-four (34) teachers using the purposive sampling technique. Further, the research tool was adapted to the research study of Cendana (2016). The objective of the research was discussed comprehensively with the teachers with the utmost confidentiality. The survey forms were personally administered to the teachers. After the data was gathered, percentages, mean, point-biserial, Pearson’s *r*, and Spearman Rho were used and it underwent statistical treatment, tallied, tabulated, analyzed, and interpreted.

3. Results and Discussion

Table 1: Profile of the Respondents

Profile	Frequency (n = 34)	Percent (%)
Sex		
Male	13	38.2
Female	21	61.8
Age		
21 to 30 years old	15	44.1
31 to 40 years old	14	41.2
41 to 50 years old	5	14.7
Teaching Experience		
1 to 5 years	21	61.8
6 to 10 years	10	29.4
11 to 15 years	3	8.8
Highest Educational Attainment		
Baccalaureate Degree	3	8.8
Baccalaureate Degree with Master’s Units	18	52.9
Masteral Degree	10	29.4
Master’s Degree with PhD	1	2.9
Doctorate Degree	2	5.7

As shown in the table, the majority of the respondents are female (61.8%) while male respondents account for 38.2% of the sample. The wide gap between the indicated percentages can be attributed to the widely known fact that teaching is a female-dominated profession. In terms of the distribution of ages, it can be observed that a large proportion of respondents are not older than 40. In particular, the age groups 21 to 30 and 31 to 40 years old account for 44.1% and 41.2% of the respondents, respectively. Only 14.7% are in the age bracket 41 to 50 years old. As to teaching experience, the majority (61.8%) has at most 5 years of teaching experience. Meanwhile, a sizable proportion of respondents (29.4%) were reported to have 6 to 10 years of teaching experience. On the other hand, only 8.8% of the respondents indicated having 11 to 15 years of teaching experience.

Concerning the highest educational attainment of the respondents, slightly above half of them (52.9%) have completed master's units in addition to their baccalaureate degrees, while 29.4% have already obtained their master's degrees. A small proportion of the respondents (8.8%) have yet to pursue a master's degree. The rest of the respondents (8.6%) are currently pursuing or have already completed their doctoral degrees.

Table 2: Professional Trainings Undertaken
 by Respondents and Determined Effectiveness of Each

Professional Trainings Activities	Involvement in the Professional Trainings		Determined Effectiveness of the Professional Trainings Activities	
	Frequency (n = 34)	Percentage	Mean	Interpretation
In-service trainings, workshops	34	100.0	3.97	Effective
Education conferences or seminars	33	97.1	3.79	Effective
Qualification program	27	79.4	3.65	Effective
Benchmarking visits to other colleges or universities	15	44.1	2.62	Moderately Effective
Participation in a professional organization that is helpful to the teaching profession.	25	73.5	3.38	Moderately Effective
Individual or group research on the field of interest.	31	91.2	3.56	Effective
Professional links with co-workers (mentoring, coaching, etc.) as part of institutional policy.	27	79.4	3.97	Effective
Reading professional literature	25	73.5	3.53	Effective
Getting involved with teachers on how to improve teaching practice.	33	97.1	4.62	Highly Effective

As indicated in Table 2, courses, workshops, and in-service trainings are the most common professional development activity undertaken by thirty-four (34) respondents. This was closely followed by education conferences or seminars (97.1%), getting involved with teachers on how to improve teaching practice (97.1%), and individual or group

research in their field of interest (91.2%). Between 70 and 80 percent of the respondents have undertaken alternative professional development activities, namely; professional links with co-workers as part of institutional policy, reading professional literature, and network of faculty participation. On the other hand, observation visits to other colleges or universities have been undertaken the least.

Based on the assessment of the respondents, getting involved with teachers on how to improve teaching practice was the only professional trainings activities determined to have been highly effective in developing their skills, knowledge, expertise, and other characteristics as teachers. The rest of the professional trainings' activities, excluding benchmarking visits to other colleges or universities and participation in a network of faculty, were determined to be effective.

Table 3: Determined Improvement in Respondents' Teaching Practices owing to Professional Trainings Activities

Domains and Teaching Practices	Mean	Interpretation
Content and Pedagogy	4.09	SI
Using appropriate information and technology in delivering lessons.	4.18	SI
Applying differentiated strategies for the 21 st learners	4.12	SI
Updating knowledge through conducting research and teaching principles.	4.15	SI
Developing contextualized and localized instructional materials	4.41	HSI
Conducting and writing research papers	3.62	SI
Learning Environment	4.46	HSI
Maintaining learners' proper discipline in the class	4.35	HSI
Increasing learners' participation through motivational activities	4.59	HSI
Promoting fairness, respect, and care among learners	4.76	HSI
Handling learners' misbehaviors	4.29	HSI
Building a harmonious relationship among learners	4.29	HSI
Diversity of Learners	4.11	SI
Using varied strategies suited to the different types of learners	4.44	HSI
Assisting appropriate approach to the learners-at-risk and gifted.	4.32	HSI
Handling the need with student-at-risk.	3.91	SI
Developing inclusive strategies with low economic status.	3.94	SI
Showing compassion to learners who are victims of disaster, illness, etc.	3.91	SI
Curriculum and Planning	4.41	HSI
Using technology/ other resources to achieve the curriculum objectives	4.44	HSI
Knowing updates with the current direction of curriculum.	4.44	HSI
Linking with teachers on how to improve teaching	4.32	HSI
Linking methods and assessment to the intended learning outcomes	4.50	HSI
Developing effective instructional plans	4.32	HSI
Assessment and Reporting	4.42	HSI
Using a variety of appropriate tools to evaluate and monitor learners	4.53	HSI
Constructing a valid and reliable test	4.32	HSI
Updated learner's progress	4.44	HSI
Using evaluation tools to improve classroom practice and learning	4.41	HSI
Effective feed-backing on learners' performance	4.41	HSI
Community Linkages and Professional Engagement	4.06	SI
Involving parents in learners	3.47	SI
Joining with government/ non-government to benefit learners	3.26	MI

Using a contextualized lesson plan	4.50	HSI
Involving the community to build a harmonious relationship	4.53	HSI
Understanding the Code of Ethics of a licensed teachers	4.53	HSI

Legend: HIS – Highly Significant Improvement, SI – Significant Improvement, MI – Moderate Improvement, S – Slight Improvement, NI – No Improvement.

As shown in Table 3, the respondents perceived that they gained highly significant improvements in their teaching practices under three domains, namely; learning environment, curriculum and planning, and assessment and reporting, averaging 4.46, 4.41, and 4.42, respectively, overall.

On the other hand, significant improvements were reported for the domains content and pedagogy, diversity of learners, and community linkages and professional engagement, with average scores of 4.09, 4.11, and 4.06, respectively. Meanwhile, some examples of notable teaching practices across domains that were greatly augmented by the professional development activities or those having average scores of 4.50 or higher – include: promoting fairness, respect, and care among learners, increasing learners’ participation through motivational activities such as using a variety of appropriate tools to evaluate and monitor learners, involving the community to build a harmonious relationship, understanding the Code of Ethics of a licensed teacher, and using a contextualized lesson plan, and developing effective instructional plans.

As indicated, the different professional trainings activities that were undertaken by the respondents had comprehensively targeted their teaching practices although the collective impact of such activities, as shown, slightly differed. It was also suggestive of the crucial and indispensable role of professional trainings activities in the continuous professional growth of teachers.

Table 4: Correlation Coefficients for the Relationship between the Profile Variables and Determined Effectiveness of Professional Trainings Activities

Professional Training Activities	Profile Variables			
	Sex ^a	Age ^b	Teaching Experience ^b	Highest Educational Attainment ^c
In-service trainings, workshops	0.028 (p = 0.874)	-0.003 (p = 0.988)	0.110 (p = 0.534)	-0.038 (p = 0.831)
Education conferences or seminars	0.163 (p = 0.357)	0.084 (p = 0.638)	0.232 (p = 0.186)	0.060 (p = 0.734)
Qualification program	0.067 (p = 0.706)	0.298 (p = 0.086)	0.012 (p = 0.948)	-0.310 (p = 0.074)
Benchmarking visits to other colleges or universities	-0.071 (p = 0.690)	0.407* (p = 0.017)	0.214 (p = 0.224)	0.122 (p = 0.490)
Participation in professional organization that are helpful to teaching profession.	0.045 (p = 0.799)	0.231 (p = 0.188)	0.224 (p = 0.203)	-0.025 (p = 0.887)
Individual or group research on the field of interest.	0.129 (p = 0.469)	0.393* (p = 0.021)	0.335 (p = 0.053)	-0.034 (p = 0.848)

Professional links with co-workers (mentoring, coaching, etc.) as part of institutional policy.	0.167 (p = 0.345)	0.325 (p = 0.061)	0.107 (p = 0.546)	-0.369* (p = 0.032)
Reading professional literature	-0.071 (p = 0.691)	-0.028 (p = 0.876)	-0.116 (p = 0.514)	-0.072 (p = 0.685)
Getting involved with teachers on how to improve teaching practice.	-0.239 (p = -0.239)	-0.032 (p = 0.856)	-0.256 (p = 0.144)	-0.125 (p = 0.482)

Note: The letters indicate the statistical tests used: a – Point-biserial, b – Pearson’s r, c – Spearman Rho.

Table 4 showed the 36 pairs of variables, and only 3 pairs showed significant relationships: age and observation visits to other universities or colleges ($r = 0.407$, $p = 0.017$), age individual or group research on the field of interest ($r = 0.393$, $p = 0.021$), and highest educational attainment and professional links with co-workers (mentoring, coaching, etc.) as part of institutional policy. ($r = -0.369$, $p = 0.032$).

The results suggest that compared to younger teachers, older teachers tend to determine more than benchmarking visits to other universities or colleges, and individual or group research on a topic of interest was effective professional training activities. On the contrary, there is a negative association between the highest educational attainment and assessment scores on professional links with co-workers (mentoring, coaching, etc.) as part of institutional policy. This indicates that teachers with higher educational attainments tend to determine less on the professional links with co-workers (mentoring, coaching, etc.) as part of institutional policy were effective professional training activities. For instance, this was more common among those who have completed a master’s degree or beyond than those who only have a baccalaureate degree or are currently pursuing a master’s degree.

4. Conclusion and Recommendation

In view of the findings, it can be concluded that the local college where the respondents are teaching provides them with a wide range of moderately to highly effective trainings and professional development activities that target the different facets of their teaching practice. As demonstrated in this study, the different forms of professional development activities undertaken by the respondents brought about substantial improvements in most of their teaching practices relating to content and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional engagement. This is indicative of their augmented knowledge and skills in relation to addressing the needs of the learners and facilitating a better instructional process. Further, this shows the crucial role of professional development activities in facilitating continuous improvement of teachers’ knowledge, skills, and expertise. The study puts forward the following recommendations:

- 1) Considering that different forms of professional trainings activities provide different experiences that improve their knowledge and skills, emphasis should not only be placed upon a few training activities such as in-service trainings,

conferences, and seminars. The school should also augment the implementation of alternative professional training activities to provide multiple modes of continuous learning to teachers.

- 2) The school should ensure that a particular professional training activity for teachers accurately targets their needs to optimize expected outcomes.
- 3) The school should promote professional training activities that encourage collaboration and sharing of knowledge and practices among teachers, including mentoring and coaching, and participation in a network of faculty.
- 4) Further investigations as regards the effectiveness of each form of professional training activity can be conducted. It can be noted that this study determines the effectiveness of the different forms of professional training activities on the basis of the teachers' assessment or perception. More robust methods can be applied for this purpose.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Dr. Domer P. Regis is currently the College Dean of Arts, Sciences, and Education. He holds a PhD degree from the Eastern Visayas State University, Tacloban, Phillipines. He has published articles both from local and international journals. Email: siger_remod@yahoo.com

John Paul C. Tupas (corresponding author) is a former College Dean of Management and Entrepreneurship. He is currently the Program Head of Bachelor of Hospitality Management. He earned Master in Management Degree at Asian Development Foundation College, Tacloban City, Philippines. He is taking doctorate degree in Developmental Education at Cebu Technological University Cebu City, Philippines. Email: johnpaultupas547@gmail.com

Fhaila Donn Soniedo (corresponding author) is a Sports and Athletics Coordinator of Abuyog Community College (ACC). She earned Master of Arts in Education with specialization in Music, Arts, Health, and Physical Education. Currently, She is earning doctorate degree in Ethnomusicology at Phillipine Women's University, Manila City, Phillipine. Email: fhailadonsoniedo992@gmail.com.

Ma. Regine M. Lauzon (corresponding author) is a research coordinator in Criminal Justice Education of Abuyog Community College (ACC). She is currently earning master degree in Criminal Justice at University of Cebu, Cebu City, Phillipines. Email: reginelauzon2@gmail.com.

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