

TRAINING NEEDS ASSESSMENT OF GRADES 1 AND 2 TEACHERS UNDER THE K-12 BASIC EDUCATION PROGRAM

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Abstract: The study focused on determining the training needs of Grade 1 and 2 Teachers teaching K-12 Basic Education Program (BEP) in DepEd Olongapo City, Philippines. Majority of the respondents were female, married, with MA Units, have taken Philippine Board Exam for Teachers (PBET) and the Licensure Examination for Teacher (LET) as their eligibilities, with at least 1 to 10 years in the service and have attended at least 1 to 3 trainings on K-12 BEP. The indicators and statements to describe the training needs assessment of teachers of Grades 1 and 2 as far as teaching strategies, classroom discipline and management and the assessment of learning outcomes were moderately satisfactory as revealed by the mean result of the survey. However, the teaching strategies registered the lowest mean among the three factors, hence, an interventions to address this concern should be proposed later on. It was revealed that there was no significant relationship as to the training needs of teachers when the respondents were grouped according to their gender, civil status, educational attainment, eligibility, length of service and trainings attended. To improve the instructional qualities of teachers, a strengthened and intensified in-service training using Learning Action Cell (LAC) method was recommended to focus teaching strategies Hence, the matrix of the said In-set has been proposed for implementation.

Keywords: Training Needs Assessment, Learning Action Cell, K-12, Elementary Education, Action Research, Intervention, Elementary Grade School Teacher, Primary School Teacher.

1. INTRODUCTION

The K-12 Basic Education Curriculum has been implemented by virtue of Republic Act 10533, otherwise known as the K-12 Law of the Philippines. Prior to the enactment of the law, Grade 1 teachers have been trained in the initial implementation of K-12 Program. A year after that, Grades 2 teachers have been trained as well.

The training of teachers provided them with a concrete understanding of the curriculum frameworks, learning standards and competencies, assessment and teaching plans. It also provided the teachers opportunities to acquire and demonstrate the values that will guide the teachers in the effective delivery of the curriculum and their role as teachers and facilitators of learning.

Couple of years after the implementation of the curriculum, there were issues and concerns that Grades 1 and 2 teachers have encountered along their course of doing the challenging tasks in the teaching learning process. There have also been considerable reasons for teacher's professional development on the kind of training and education teachers are exposed to and the various tasks and activities they are involved in to contribute to their total development to facilitate better teaching-learning process.

The exposure of teachers in other areas of concerns related to the implementation of K-12 Basic Education Curriculum such as mentoring other teachers, analyzing of curriculum and learner's manual, learning assessment tools, engaging themselves to associations, are seen potent avenues to upgrade their competence as educators.

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Training needs can be described as “the acquisition of skills, concepts or attitudes that result in improved performance within the job environment”. Analysis of the training looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified.

Hence, this action research attempted to find it imperative to look into the training needs of teachers with the objective of strengthening the teaching force in the field equipped with knowledge, skills and attitude towards work.

Statement of the Problem:

The study focused on determining the training needs of Grades 1 and 2 Teachers teaching K-12 Basic Education Program in Olongapo District IV, Division of Olongapo City, Philippines. Specifically, the study sought to answer the following questions, to wit:

1. What is the profile of the Grades 1 and 2 Teachers in terms of gender, civil status, educational attainment, eligibility, length of service, and trainings attended under the K-12 BEP?
2. How may the training needs of Grades 1 and 2 Teachers be described in terms of strategies in teaching, classroom discipline and management and assessment of learning outcomes?
3. Is there a significant relationship as to the training needs of teachers when the respondents grouped according to their gender, civil status, educational attainment, eligibility, length of service and trainings attended?
4. What interventions are/should be in place at the school level to promote effectiveness in the implementation of K to 12 Program?

Hypothesis:

This study will test the hypothesis: “There is no significant relationship as to the training needs of teachers when the respondents grouped according to their gender, civil status, educational attainment, eligibility, length of service and trainings attended.”

Significance of the Study:

The findings of the study would benefit the school administrators as this could provide insight on how to improve level of teaching strategies of Grades 1 and 2. It could also further provide identification of problems encountered in the implementation of Grades 1 and 2 K-12 Curriculum and recommend doable solutions to address these concerns.

The Education Program Supervisors and Public Schools District Supervisors may also benefit from the study as the results may be of use for innovations and educational planning in terms of curriculum change, teachers’ training for such purpose, and the like.

Grades 1 and 2 teachers themselves would benefit from the study as the findings will urge them to devise better techniques on how to approach learners and motivate them to capacitate themselves to attend various training keeping in mind the desired goals and objectives of the implementation of the K-12 Curriculum.

Definitions of Terms:

Assessment of pupils - In planning instruction, teachers often use methods known as ecological assessments to consider environmental factors that influence learning, such as school, home, and community environments. This is a form of evaluation to measure student’s progress, teachers often rely on a method known as curriculum based assessment, which monitors progress within the student’s own curriculum rather than against the educational programs for other students.

Classroom management. This is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether

K to 12 BEP – K means kindergarten, 12 means 6 years in elementary, 4 years in junior high school and 2 years in senior high school under the Basic Education Program (DepEd Primer). As used in the study, it pertains to the existing curriculum as stipulated in R.A. 10533.

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Motivational aspects. This refers to the driving force which causes man to achieve goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well.

Training needs. This can be described as “the acquisition of skills, concepts or attitudes that result in improved performance within the job environment”. Training analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified.

2. METHODS

Research Design:

The action research used the descriptive research method in order to determine the present condition of teachers in Grades 1 and 2. It focused on the conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

Sampling Technique:

The universal population sampling was used in the study. This means that all Grades 1 and 2 teachers in the seven (7) schools of Olongapo District IV have been the respondents of the study. The schools are as follows: Tapinac Elementary School; Kalalake Elementary School; Asinan Elementary School; Ilalim Elementary School; East Bajac-Bajac Elementary School; Banicain Elementary School; and Special Education Center for the Gifted.

Instrument:

The researcher used survey questionnaire divided into two sections. The first section provided the personal profile of the Grades 1 and 2 Teachers as to gender, civil status, educational attainment, eligibility, length of service and number of trainings attended under the K-12 Basic Education Program. The second section focused on the Training Needs Assessment on strategies in teaching, classroom discipline and management and assessment of learning outcomes.

Data Gathering Procedure:

Before the conduct of the study, the researcher sought permission from the Schools Division Superintendent regarding the approval of the proposed study. The instrument was validated by group of teachers at Tapinac Elementary School who are not teaching Grades 1 and 2. The researcher personally administered the distribution and retrieval of the questionnaire.

The data gathered from the participants were tallied and tabulated in the order of the sub-problems. A follow-up Informal interview was conducted with some respondents who were randomly chosen to verify their answers on the questionnaire.

Statistical Treatment of Data:

The data gathered will be organized and processed through the Statistical Package for Social Sciences (SPSS).

The data gathered will be tabulated. Variables will be grouped accordingly. Frequency distribution and percentage will employ to quantify the profile. The researcher will also use weighted means and adopted Likert nominal scale with five-point descriptive scale.

To determine the training needs of the teachers, the following indices will be used:

Quality Description	Nominal Scale	Point Scale
Very Satisfactory	5	4.21 – 5.00
Moderately Satisfactory	4	3.41 – 4.20
Average	3	2.61 – 3.40
Moderately Unsatisfactory	2	1.81 – 2.60
Unsatisfactory	1	1.00 – 1.80

The following are the statistical techniques were employed to answer the specific questions raised in the study: frequency and percentage, mean, Pearson Product Moment Correlation Coefficient or Pearson-r to test the significant relationships of the variables.

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The rejection or acceptance of a null hypothesis is based on some level of significance as a criterion. The 5% level of significance was used as a standard for rejection. Rejecting a null hypothesis at the .05 level indicates that a difference in means as large as that found between the two groups would have resulted from sampling error.

The data was tabulated and presented in such a manner that uniformity or variability is easily noted. Then using the statistical treatment, the Pearson product moment correlation coefficient, the presented data was analyzed by considering the computed values. Here, Pearson-r could imply relationship between two variable.

3. RESULTS AND DISCUSSIONS

The profile of respondents were female, married, with MA Units, have taken PBET and LET as their eligibilities, with at least 1 to 10 years in the service and have attended at least 1 – 3 trainings in K-12.

Table 1: Correlations on Profile variables and Strategies in Teaching

	Pearson r	P value	Significance
Gender	0.13	0.36	Not Significant
Civil Status	-0.42	0.00	Significant
Educational Attainment	-0.82	0.00	Significant
Eligibility	0.43	0.00	Significant
Length of Service	-0.17	0.260	Not Significant
Number of Trainings Attended	-0.10	0.51	Not Significant
School	-0.40	0.01	Significant

Reflected in Table 1 shows the correlations between the profile variables to Strategies in Teaching. It can be seen from the table that Civil status with $r(44)=-0.42$, $p<0.05$; Educational Attainment with $r(44)=-0.82$, $p<0.05$; Eligibility with $r(44)=0.43$, $p<0.05$; and School with $r(44)=-0.41$, $p<0.05$ have significant correlations to Strategies of Teaching.

It is also noticed that civil status, educational attainment and school have a negative correlations which means that the respondents who are single, with lower educational attainment and with a baccalaureate degree tend to have a higher perceptions on strategies in teaching, while respondents with LET and magna carta have lower perceptions than those with PBET. On the other hand, gender, length of service and number of trainings attended has no significant correlation to Strategies of teaching.

Table 2 presents the correlations between the profile variables to Classroom Discipline and Management. It could be deduced from the table that Gender with $r(44) = 0.36$, $p<0.05$; Civil Status with $r(44) = -0.44$, $p<0.05$; Educational Attainment with $r(44) = 0.0$, $p<0.05$; Eligibility with $r(44) = 0.423$, $p<0.05$; and School with $r(44) = -0.33$, $p<0.05$ have significant correlations to Classroom Discipline and Management.

Further on the table, Length of Service and Number of Trainings Attended have no significant correlations to Classroom Discipline and Management. It could be inferred that civil status, educational attainment and school does not in any way affect the management of classroom discipline of Grades 1 and 2 teachers.

Table 2: Correlations on Profile variables and Classroom Discipline and Management

	Pearson r	P value	Significance
Gender	0.36	0.01	Significant
Civil Status	-0.44	0.00	Significant
Educational Attainment	-0.75	0.00	Significant
Eligibility	0.423	0.00	Significant
Length of Service	-0.08	0.60	Not Significant
Number of Trainings Attended	-0.09	0.54	Not Significant
School	-0.33	0.03	Significant

Table 3 presents the correlations between the profile variables to Assessment of Learning Outcomes. It could be gleaned from the table that Gender with $r(44) = -0.47$, $p<0.05$; Civil Status with $r(44) = -0.51$, $p<0.05$; Educational Attainment with $r(44) = -0.73$, $p<0.05$; Eligibility with $r(44) = 0.35$, $p<0.05$; and School with $r(44) = -0.32$, $p<0.05$ have significant correlations to Assessment of Learning Outcomes.

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Table further revealed that Length of Service and Number of Trainings Attended have no significant correlations to Classroom Discipline and Management. It could be inferred that gender, civil status, educational attainment and school does not in any way affect the assessment of learning outcomes of Grades 1 and 2 teachers.

Table 3: Correlations on Profile variables and Assessment of Learning Outcomes

	Pearson r	P value	Significan
Gender	-0.47	0.00	Significant
Civil Status	-0.51	0.00	Significant
Educational Attainment	-0.73	0.00	Significant
Eligibility	0.35	0.02	Significant
Length of Service	-0.17	0.27	Not Significant
Number of Trainings Attended	-0.11	0.46	Not Significant
School	-0.32	0.03	Significant

Table 4 presents the correlations between the profile variables and the Training Needs Assessment. It could be gleaned from the table that Gender with $r(44) = 0.32, p < 0.05$; Civil Status with $r(44) = -0.51, p < 0.05$; Educational Attainment with $r(44) = -0.79, p < 0.05$; Eligibility with $r(44) = 0.42, p < 0.05$; and School with $r(44) = -0.36, p < 0.05$ have significant correlations to Training Needs Assessment.

It also revealed that Length of Service and Number of Trainings Attended have no significant correlations to Training Needs Assessment. It could be inferred that civil status, educational attainment and school does not in any way affect the training needs assessment of Grades 1 and 2 teachers.

Table 4: Correlations on Profile variables and Training Needs Assessment

	Pearson r	P value	Significance
Gender	0.32	0.03	Significant
Civil Status	-0.51	0.00	Significant
Educational Attainment	-0.79	0.00	Significant
Eligibility	0.42	0.00	Significant
Length of Service	-0.14	0.36	Not Significant
Number of Trainings Attended	-0.10	0.49	Not Significant
School	-0.36	0.01	Significant

4. CONCLUSIONS

Based on the findings, it could be said that the profile of respondents were female, married, with MA Units, have taken PBET and LET as their eligibilities, with at least 1 to 10 years in the service and have attended at least 1 – 3 trainings in K-12. The indicators and statements to describe the training needs assessment of teachers of Grades 1 and 2 as far as teaching strategies, classroom discipline and management and the assessment of learning outcomes were moderately satisfactory as revealed by the mean result of the survey. However, the teaching strategies registered the lowest mean among the three factors, hence, an interventions to address this concern should be proposed later on. Further, it could also be stated that there is no significant relationship as to the training needs of teachers when the respondents grouped according to their gender, civil status, educational attainment, eligibility, length of service and trainings attended.

5. RECOMMENDATIONS

In view of the conclusions, it is recommended that a strengthened and intensified Learning Action Cell (LAC) Session shall be regularly conducted in the school with focus on the varied teaching strategies to improve the instructional qualities of teachers in the areas of Differentiated Teaching and Learning, Effective Classroom Discipline and Management, Tools on the effective use of Assessment of Learning Outcome, and an in-depth Teaching Strategies in Filipino, Araling Panlipunan, MTB-MLE, Mathematics, Music, Arts, Physical Education and Health and Educations sa Pagpapakatao. The proposed school LAC session should be held during Friday and Saturday and the school administrators should allocate funds to sustain the program.

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