IN-SERVICE TRAINING PROGRAMS: IMPACT ON TEACHERS' TEACHING COMPETENCIES

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Abstract: The study aimed to determine the impact of in-service training programs on teachers' teaching competencies at Candelaria West District. Specifically, it sought to answer on perceived level of engagement in in-service training programs such as Regular Courses, Conferences, Workshops, Seminars, Correspondence, and Exhibitions, the impact of in-service training programs on teachers based on their teaching competencies in terms of Content and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement and Personal Development and Professional Growth. This study is descriptive-correlational research with a researcher-made questionnaire employed to gather data from 150 teacher respondents. The statistical methods employed were frequency, Mean, standard deviation, and Pearson r. Findings revealed a significant relationship between in-service training programs and teachers' teaching competencies, however, regular courses is not related to diversity of learners. It is suggested to conduct a regular and continuous training programs by the district that will contain wide range of topics such as new teaching methodologies, classroom management techniques, and subject specified advancements. A Collaborative learning approach maybe best to use wherein teachers may share their best practices and experiences in making the school children learn. Mentoring is also one of the best approaches that can foster knowledge among the new teachers and for those seasoned teachers that loses their focus and forgotten their skills in teaching. The school head, on the other hand, may monitor whether the teacher uses the new knowledge gain from different in-service training programs so as to enhance the teaching competencies of their teachers. Through this, educational institutions may enhance the competencies of their teachers, ultimately leading to improved teaching quality and better student outcomes. For the future researcher, this study may serve as a reference and the information in this study may have some bearing on future research works.

Keywords: In-Service Training Programs, Teachers' Teaching Competencies, Engagement

INTRODUCTION

The learner should be involved in the learning process is an adage from the father of andragogy or adult learning Malcolm Knowles. Andragogy emphasizes the importance of self-directed learning, where learners take charge of their own quest for knowledge. In the realm of education, it's not just the students who should pursue knowledge; teachers should also seek wisdom and knowledge to meet their students' needs and their aspirations for a quality education. Learners utilize education to enhance their lives.

Synonymously, there is a maxim that says, "You cannot give what you do not have". Link in the responsibility of teachers it necessitates that they must have the skills and competencies to transpire adequate learnings to their clienteles. This serves as the reason why teachers continuously improving their professional Growth through attending various trainings and even attending graduate studies to sharpen their capabilities in providing relevant education to their learners.

In the Philippines setting specifically in the Department of education teachers are driven by in-service training. It is also a method of keeping teachers' knowledge and abilities updated to enhance teaching and learning, which improves work performance. Thus, for teachers to be prepared for the challenges and changes in the educational landscape, it is essential. It is believing that in-service trainings serve as the key component of enhancing teachers' professionalism. It's fundamental that in-service training must be effective so that teachers can put the knowledge they've learned in the classroom to use.

Moreover, a training regimen in an institution is a process by which individuals are taught the skills needed and provided with the knowledge or attitude to enable them to carry out their duties to the required standard in their current jobs as well as to take on more significant and more demanding roles for effective job performance. Organizations are dealing with several changes tied to economic, social, and technological needs. As a result, in-service training is crucial in resolving these issues and meeting organizational needs. Like other sectors or organizations, the education industry places a high value on in-service training. To improve the quality of education, there is a need for education training, especially for teachers. For many years, in-service training has been the primary factor of several improvements in the teaching and learning field. Teaching requires staying current with the most recent theories, research, and concepts like any other profession. As educators, professionals, and those who oversee the future generation's education, this helps their "lifelong learning." Teachers actively and crucially contribute to the creation of devoted and productive citizens. The advancement of a teacher's knowledge, concepts, abilities, and attitude must be integrated and organized.

Additionally, in-service teacher training improves a teacher's performance. A teacher feels empowered when new ideas, concepts, and activities are added. In-service training helps teachers become more likable people overall. INSET (in-service education and training) enhances a teacher's overall performance in several ways.

Based on the study of Osamwonyi (2016), in-service education aims to develop the educational system's human resources enterprise. Teachers must carry out their duties successfully and efficiently to transpire the need for instruction in cutting-edge methodology and new abilities that their job necessitates. The greater the educational level and attainment of educators, the higher the national educational standard.

Nonetheless, an in-service program is a type of professional development for teachers that helps them become better teachers. Additionally, it allows professionals to discuss their projects with their peers. In most cases, speakers or trainers for an in-service program often come from the same people who will be receiving the training. As a result, the program also allows participants to transfer information to peers in professional and personal development areas. One of the primary and foremost goals of the in-service training program is to promote the continuous professional development of the school system's personnel. It is pivotal that the welfare and well-being of the employees be supported over other matters because when people are in good health, their work output is also excellent. Eliminating deficiencies in the background preparation of teachers and other professional workers in education will result in a corresponding upgrade of the competencies of educators within academia who are highly competent, knowledgeable, and skilled. Achieving such a journey will eliminate the incompetence that impedes people's future Growth and development. Keeping professionals updated on new information will make them more influential to others, making them ideal.

According to the study of Maduabum (1992), cited by Osamwonyi (2016), there are six varieties of in-service training that teachers can engage in uplifting their teaching competencies such as regular courses, conferences, workshops, seminars, correspondence courses, and exhibitions. Meanwhile, in the DepEd, the teaching competencies of the teachers are measured concerning the Philippine Professional Standard for Teachers, comprised of seven domains, namely content and pedagogy, learning environment, diversity of learners, curriculum, and planning, assessing and reporting, community linkages and professional engagement and personal Growth and development. The basis of this is stipulated in the DepED Order No. 36, s. 2013 as it believes that to establish a nation, teachers are essential. The Philippines can develop holistic learners grounded in values, endowed with 21st-century skills, and capable of advancing the nation's development and advancement with the help of trained teachers. It is in line with the mission of the Department of Education, which is to create "Filipinos who passionately love their country and whose values and competencies enable them to fulfill their full potential and contribute effectively to the creation of the nation."

In lieu, teachers need to continuously strive quest for learnings as it is beneficial in improving their teaching competencies that yield them to provide quality and relevant education for their learners. Thus, engaging in in-service is a fundamental part of their work ethics as it helps teachers to face the new challenges of directing learners toward better standards of learning and self-development. It also acts as a bridge between aspiring and seasoned educators. The training program, such as in-service training, should not be neglected to upgrade the professional status of teachers.

OBJECTIVES OF THE STUDY

The primary objective of this study is to determine the impact of in-service training programs and the teachers' teaching competencies.

METHODOLOGY

Research Design

This study used the descriptive-correlational method of research. The term descriptive method pertains to the type of research question, design, and data analysis applied to a certain given topic. This study determined the relationship between in-service training programs and teacher-teaching competencies. The respondents of this study are Teachers I – III and Master Teachers I – II of the Candelaria West District, particularly the schools mentioned which were composed of 150 teachers.

Respondents of the Study

The study respondents of this study were public elementary school teachers of the Candelaria West District. Specifically, it includes 150 public elementary teaching personnel of the Candelaria West District designated Teachers I-III and Master Teachers I - III. The schools are Candelaria Elementary School-Main, Candelaria Elementary School 1 and 2, Masalukot 1 Elementary School, Masin Elementary School, and Mayapyap Elementary School.

Research Instruments

The researcher utilized a self-made research questionnaire intellectualized through readings of related literature and studies to determine the relationship between the in-service training program and its impact on teachers teaching competencies.

The questionnaires for this study are as follows:

PART I: In-Service Training Program. It was composed of thirty (30) statements intended to determine the respondents' perception of their engagement in the different types of in-service training program. It consists of six (6) sub-variables: regular courses, conferences, workshops, seminars, correspondence, and exhibitions. These sub-variables have five items and use the 4-Highly Engaged, 3-Engaged, 2-Slightly Engaged, and 1-Not Engaged.

PART III. Teacher Teaching Competencies. This part comprises thirty-five (35) statements intended to find out the extent of impact of in-service training program to teacher teaching competencies. It has seven (7) sub-variables: content and pedagogy, learning environment, diversity of learners, curriculum, and planning, assessing, and reporting, community linkages and professional engagement and personal Growth and professional development. The respondents were asked to choose from a scale of 4 as 4-Highly Competent, 3-Competentt, 2-Less Competent, and 1-Not Competent

Statistical Treatment of Data

Statistical tools were utilized to present, analyze, and interpret the collected data.

The mean and standard deviation was used to analyze the responses to the descriptive questions provided to respondents.

The Pearson-moment of correlation coefficient was utilized to analyze the respondents' responses to determine the relationship between variables in the inferential analysis.

Table 1. Summary of tables on the Respondents Perception on the Level of Engagement in In-Service Training Programs

In-Service Training Programs	Overall Mean Score	SD	Interpretation
Regular Courses	2.98	0.84	Engaged
Conferences	3.48	0.55	Engaged
Workshops	3.65	0.44	Highly Engaged
Seminars	3.65	0.44	Highly Engaged
Correspondence	3.64	0.48	Highly Engaged
Exhibitions	3.41	0.62	Engaged
Overall	3.46	0.56	Engaged

Legend: 3.5-4.0 Highly Engaged; 2.5-3.49 Engaged;   1.5-2.49 Less Engaged;   1.0-1.49 Not Engaged

The shows the summary of the respondents' perception on the level of engagement in in-service training programs. As shown on the table above, workshops, seminars and correspondence has the most number of respondents with a mean score of 3.65, 3.65 and 3.64 have SD of 0.44, 0.44 and 0.48, respectively which is interpreted as highly engaged. While regular courses, conferences and exhibitions received the least number of respondents with 2.98, 3.49 and 3.41 mean score, respectively. They received SD of 0.84, 0.55 and 0.62, respectively with an interpretation of engaged. Overall, the table received 3.46 mean score with an interpretation of engaged with SD of 0.56

The table reflects that in-service training programs are needed in order to upgrade the teachers' capacity to teach and the ability to make every pupils' learn. By using different in-service training programs teachers' will be equipped with the updated knowledge and skills needed in order to adapt to the changing needs of the learners nowadays. The in-service teacher training programs offer educators a simple practical way to learn about the most recent developments and trends in the educational field. Moreover, they offer the most recent information and facts regarding the brand-new difficulties, approaches and strategies in teaching paving the ways for career development.

According to Sigh (2017), the fundamentals of education are constantly changing, therefore it is crucial for teachers to keep abreast of these trends at all situations.

Table 2. Summary of Perception of Teachers on the Impact of In-Service Training Programs on their Teaching Competencies

Teaching Competencies	Mean	SD	Interpretation
Content and Pedagogy	3.71	0.49	Highly Competent
Learning Environment	3.73	0.41	Highly Competent
Diversity of Learners	3.73	0.42	Highly Competent
Curriculum and Planning	3.72	0.42	Highly Competent
Assessment and Reporting	3.72	0.43	Highly Competent
Community Linkages and Professional Engagement	3.71	0.43	Highly Competent
Personal Development and Professional Growth	3.72	0.41	Highly Competent
Overall	3.72	0.43	Highly Competent

Legend: 3.50-4.00 Highly Competent; 2.50-3.49 Competent; 1.50-2.49 Less Competent; 1.00-1.49 Incompetent

The table shows that all teaching competencies received highly competent interpretation with an overall mean of 3.72 and an overall SD of 0.43. This reveals that all the indicator above are the competencies needed by the teachers under the Department of Education because those competencies a teacher should have is the standard set of teaching competencies that define effective teaching.

In the RPMS (Results-Based Performance Management System), the main goal is to see to it that teachers focus quality performance that is needed by the teacher in order to promote learning which is aligned to the performance targets and accomplishment along with the PPST.

As stated in the DepEd Order no. 42, s.2017, the PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 programs.

Table 3. Test of Relationship between In-Service Training Programs and Teachers' Teaching Competencies

In-Service Training Programs	Teachers' Teaching Competencies						
	CPed	LE	DL	CPlan	AR	CLPE	PDPG
Regular Courses	.237**	.167*	0.142	.233**	.216**	.207*	.198*
Conferences	.395**	.392**	.425**	.471**	.437**	.458**	.484**
Workshops	.516**	.511**	.562**	.600**	.598**	.591**	.591**
Seminars	.516**	.511**	.562**	.600**	.598**	.591**	.591**
Correspondence	.393**	.379**	.540**	.527**	.537**	.500**	.527**
Exhibitions	.318**	.346**	.415**	.462**	.447**	.466**	.490**
. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).**				*Legend: Legend: (CPed- Content and Pedagogy; LE- Learning Environment; DL- Diversity of Learners; CPlan- Curriculum Planning; AR- Assessment and Reporting; CLPE- Community Linkages and Professional Engagement; PDPG- Personal Development and Professional Growth*			

Table 15 shows that all the indicators received significant relationships as perceived by the respondents except Regular Courses as to Diversity of Learners.

Regular Courses obtained a rating of 0.237 correlation which implies a significant relationship. Regular Courses has impacted the teachers teaching competencies as to content knowledge and pedagogy because this course contain effective teaching methods and materials to be used so that there will be deep understanding of the lessons to be discussed to the pupils. It also has an impact on the learning environment. Learning environment creates inclusive learning for diverse learners and understanding on how to adapt instruction to different environment which is covered in regular courses to help teachers create optimal learning environment for their pupils. Regular courses also impacted the curriculum and planning as it gained 0.233 correlation which is interpreted as significant. Content provides the "what" of education, pedagogy offers the "how", the curriculum combines these elements into a structured plan, and planning translates this plan into day-to-day instructional practice.

Conferences as part of the in-service training programs have impacted curriculum and planning. Conference has a 0.471 correlation. Conferences are vital in enhancing curriculum and planning by providing opportunities for professional development, exposure to new resources, staying informed about policy changes, gaining inspiration, and engaging in reflective practices. Community linkages and professional engagement also has great impact as to conferences with a correlation of 0.458. Through conferences as part of in-service training programs, community linkages and professional development is evident to new concepts and through fostering cultural competence, encouraging innovation, sharing best practices, offering professional development and enhancing community engagement strategies.

Seminars on the other hand also has an impact on the teachers' teaching competencies through the introduction to new concepts and trends. Teachers need seminars because this presents the latest research findings through research plenum presented through every school district finding ways and means on how to update the educational trends informing and updating the curriculum to ensure that it reflects current knowledge and practices. In this study, seminars obtained a rating of 0.600 correlation as to teachers' teaching competencies. Assessment and reporting have a correlation of 0.598 which is interpreted as significant. Seminars often introduce educators to the latest assessment techniques such as formative, performance-based, and other alternative assessments such as portfolio, peer assessment, and self-assessment can diversify how student learning is evaluated. Through seminars, teachers are provided with guidance on how to effectively communicate assessment result to students, parents and other stakeholders ensuring that reports are clear, concise, and meaningful.

Correspondence as part of in-service training programs also has impacted the teachers' teaching competencies. With a correlation of 0.540, correspondence has a significant impact on the diversity of learners. Correspondence allows non-physical interactions which will enable learners to communicate in platforms most convenient for them to use. More so, correspondence also has an impact on assessment and reporting. With a gained correlation of 0.537, correspondence allows teachers to provide detailed feedback on assessment. Assessing pupils is easier to use using non-verbal communication. Therefore, it is more likely to assess in a written form than on the opposite.

Exhibitions also have a vital role on the impact of in-service training programs to the teachers teaching competencies as to personal development and professional growth. With a correlation of 0.490, it can be perceived that there is significant relationship. Personal development and professional growth built enhanced communication skills. Participation in exhibitions requires individuals specially teachers to effectively communicate their ideas, research findings to diverse audiences enhancing their presentation and public speaking skills. Teachers, nowadays, exhibit their skills through research plenums in which they are able to present their findings about certain problems arising in their classrooms in particular. Exhibitions offer workshops, seminars and panel discussions on topics relevant to the participant's professional development, providing opportunities for skill building and knowledge acquisition. Career development in exhibition can lead to career advancement opportunities like promotions and other job offers. In addition, exhibitions also has an impact on the diversity on the diversity of learners. In every classroom setting, teachers offers diverse learning experience through visual displays, hands-on activities and multimedia presentations catering to different learning preferences and styles. Also group activities and discussions during exhibitions promotes collaboration and teamwork among learners from diverse backgrounds fostering a sense of community and mutual respect.

CONCLUSION AND RECOMMENDATION

In-service training programs have great impact on teachers teaching competencies as being tested in this study. It was revealed that there is a significant relationship between in-service training programs and teachers teaching competencies hence the hypothesis is not sustained, however, diversity of learners is not significantly related to in-service training programs therefore the hypothesis in this regard is sustained.

Based on the findings and conclusions the following recommendations were formulated It is suggested to conduct a regular and continuous training programs by the district that will contain wide range of topics such as new teaching methodologies, classroom management techniques, and subject specified advancements. A Collaborative learning approach maybe best to use wherein teachers may share their best practices and experiences in making the school children learn. Mentoring is also one of the best approaches that can foster knowledge among the new teachers and for those seasoned teachers that loses their focus and forgotten their skills in teaching. The school head, on the other hand may monitor whether the teacher uses the new knowledge gain from different in-service training programs so as to enhance the teaching competencies of their teachers. Through this, educational institutions may enhance the competencies of their teachers, ultimately leading to improved teaching quality and better student outcomes. For the future researcher, this study may serve as a reference and the information in this study may have some bearing on future research works.

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