

ISSN 0119-5107



**Philippine Normal University
CENTER FOR RESEARCH AND
DEVELOPMENT IN EDUCATION
Manila**



RESEARCH SERIES

No. 122

March 16-31, 2010

EFFECTIVENESS OF THE PNU TRAINING PROGRAM FOR NON-SPECIALIST TEACHERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF REGION IV-MIMAROPA: AN ASSESSMENT

ERNESTO R. CALLO

LEONORA D. BASBAS

Faculty, Department of Allied Sciences

Effectiveness of the PNU Training Program for Non-Specialist Teachers in Technology and Livelihood Education of Region IV-MIMAROPA: An Assessment

Ernesto R. Callo
Leonora D. Basbas
Faculty, Department of Allied Sciences

BACKGROUND

The quality of education is gauged by the quality of educators. Given the quality of teachers, the quality of education can only be so much.

Undoubtedly, teacher quality is a school-related factor that influences student achievement. It is an essential educational resource in addition to the teachers' total dedication to the profession and commitment to the goals of education. It towers like a giant in influencing quality education.

It is in this context that this study derives its significance and purpose of determining whether training teachers to upgrade their competence via enhanced knowledge and skills, pedagogical versatility, improved student learning and improved relationship with students, peers and school heads can impact on their effectiveness as teachers.

The Philippine Normal University (PNU), with its visible leadership in teacher education for over a hundred years, has established partnership with the Department of Education (DepEd) in providing training to in-service teachers to upgrade their skills and knowledge, making them specialists, which ultimately redound to quality education for the youth.

In summers of 2008 and 2009, DepEd Region IV-MIMAROPA (Mindoro, Marinduque, Romblon and Palawan) sent 77 teachers for training in Technology and Livelihood Education (TLE) at PNU. Participants were non-specialists in Home Economics (HE) but were handling HE courses integrated in TLE. Basically, the training was to equip the teacher-participants with knowledge and skills to strengthen their competence in teaching TLE.

The training program was to be credited as a Certificate Program in Home Economics. A certificate program requires 24 units for completion. Hence, Summer I (2008) included four (4) courses of three (3) units each namely: Basic Foods, Basic Clothing, Industrial Arts, Agriculture and Basic Nutrition. Summer II (2009) included another four (4) courses of three (3) units each namely: Food Service Management, Clothing II and Related Crafts, Industrial Arts (Handicrafts, Electronics, Carpentry, Masonry, and Plumbing), Home Management (with Home Nursing) and Cosmetology. Thus the training covering summers 2008 and 2009 gives a total of 24 units.

SIGNIFICANCE OF THE STUDY

The findings in this study will reveal whether the training program achieves its purpose and to what extent. The training program shall provide DepEd MIMAROPA with a concrete bases (may it be positive or negative) for reviewing and perhaps for revising the policies, training contents and guidelines of operation. Furthermore, the results can serve as bases for formulating curricular measures to enhance subject matter content and readiness among teachers who are responsible for effecting positive change in their students. Finally, the findings of the study can also help determine whether, based on their perception, the teacher-participants' knowledge and skills, personal and

professional relationships and more importantly, the learning outcomes or their students have improved.

RESEARCH QUESTIONS

The study sought to assess the effectiveness of the training program for non-specialists in TLE in Region IV-MIMAROPA as it was perceived by the teacher-participants. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following?
 - 1.1. age
 - 1.2. gender
 - 1.3. civil status
 - 1.4. teaching experience
 - 1.5. educational attainment
2. What is the respondents' perception on the following?
 - 2.1. level of satisfaction on the training program
 - 2.2. level of professional participation
 - 2.3. coverage of the program
 - 2.4. supervision of the program
 - 2.5. materials used as learning aid of the program
3. How do the respondents perceive the level of the effectiveness of the training program?
 - 3.1. during the training program
 - 3.2. in terms of content
 - 3.3. in terms of knowledge and skills
 - 3.4. after the training program
 - 3.5. personal improvement
 - 3.6. student improvement
 - 3.7. peer relationship
 - 3.8. school head relationship

METHODOLOGY

A total of 77 teachers handling TLE from the provinces of Mindoro, Marinduque, Romblon and Palawan were given training at PNU in summers of 2008 and 2009. All participants were selected by their TLE supervisors in their respective districts and were endorsed by the DepEd for the upgrading program.

For the training to be credited as a Certificate Program in Home Economics eight (8) courses of three (3) units each were drawn out from the BSE-HE curricular program of the University. The eight (8) courses were scheduled as follows:

Summer 2008 – April to May

Basic Foods	3 units
Basic Clothing	3 units
Industrial Arts and Agriculture	3 units
Basic Nutrition	3 units
Total	12 units

(equivalent to 216 hrs.)

Summer 2009 – April to May

Industrial Arts II	3 units
Food Service Management	3 units
Home Management	
(with Home Nursing)	3 units
Advanced Clothing & Related Crafts	3 units
Total	12 units

(equivalent to 216 hrs.)

Some adjustments in the courses and in the number of units were done (e.g. Basic Foods was made 3 units instead of 4 units; Home Nursing was collapsed with Home Management) in an attempt to maximize the training contents to the participants due to limited number of hours required for the Certificate Program.

The survey instrument was adopted from the study “The Effectiveness of the Certificate Program for Non-Specialists Teaching Science and Mathematics” by Martinez in 2009. A slight modification of the instrument was made to focus only on the teacher-participants’ assessment of the training program (based on their perception) during and after the program’s implementation.

The administration of the instrument was done immediately after the second phase of training in 2009. The level of effectiveness of the training program was assessed after the two (2) summer trainings while the data on the level of effectiveness were gathered right after the first phase of the training in 2008.

Descriptive statistics were used on the data.

RESULTS AND DISCUSSIONS

The results of the study were presented following the order of the research questions.

Research Question No. 1. What is the profile of the respondents in terms of the following?

- 1.1 Age
- 1.2 civil gender
- 1.3 status
- 1.4 teaching experience
- 1.5 degree in education – major/minor

Table 1 presents the summary of data on the age of the teacher-participants. The Teacher-participants’ ages ranged from 21 to 60. Eighteen (18) or 23.4% of the teacher-participants were 30 years and below. Thirty (30) or 39% were in the 31-40 age bracket, the bracket that had the highest rate. Only two (2) or 2.6% of the teacher-participants belonged to 51-60 age bracket.

Table 1. Frequency and Percentage Distribution of Teacher-Participants according to Age

Age	f	%
21-30	18	23.4
31-40	30	39.0
41-50	27	35.1
51-60	2	2.6
Total	77	100.0

Table 2 shows the distribution of the teacher-participants according to gender. Of the 77 teacher-participants, 22 were males and 55 (or 71.4%) were females.

Table 2. Frequency and Percentage Distribution of Teacher-Participants according to Gender

Gender	f	%
Male	22	28.6
Female	55	71.4
Total	77	100.0

Table 3 presents the distribution of respondents according to civil status. Of the 77 teacher-participants in the study, 13 or 16.9% were single and 64 or 83.1% were married.

Table 3. Frequency and Percentage Distribution of Respondents according to Civil Status

Civil Status	f	%
Single	13	16.9
Married	64	83.1
Total	77	100.0

The data (Table 4) reveal that 23 or 29.9% of the teacher-participants were within the range of 1-5 years in service while 22 or 28.6% were within 11-15 years. Seventeen (17) or 22.1% of the

teacher-participants had 6-10 years, seven (7) or 9.1% had 21-25 years, while only two (2) participants had 26 years of teaching experience.

Table 4. Frequency and Percentage Distribution of Respondents according to Number of Years of Teaching Experience

Number of Years of Teaching Experience	f	%
1-5	23	29.9
6-10	17	22.1
11-15	22	28.6
16-20	7	9.1
21-25	6	7.8
26 above	2	2.6
Total	77	100.0

The teacher-participants were clustered according to majorship or specialization in their bachelor's degree. Shown in the Table 5 is the frequency and percentage distribution of teacher-participants, who handled academic subjects and TLE related-subjects, according to majorship or specialization in their undergraduate courses. The highest number of the teacher-participants finished BSE English (20 or 26%). This was followed by BS Mathematics (15 or 19%), BSE Social Science/History (9 or 11.7 %), BSE Biology/Chemistry/General Science (3 or 3.9%), BSE Values Education (3 or 3.9%), and BS Pharmacy (1 or 1.3%). Only two (2) of the teacher-participants finished a masters degree; one in MA Developmental Education and the other in MA Agriculture.

Table 5. Frequency and Percentage Distribution of Respondents according to Their Majorship or Specialization in Bachelor's Degree

Majorship/Specialization in Bachelor's Degree	f	%
BSE English	20	26.0
BSE Mathematics	15	19.5
BSE Agriculture/Agronomy	14	18.1
BSE Social Science/History	9	11.7
BSE HE/TLE/FOOD/HOTL/REST Degree	6	7.8
BSE Biology/Chemistry Gen Science	3	3.9
BSE Values Education	3	3.9
BS BUS ADM/COM	2	2.6
BSBA/BSC	2	2.6
BS PHARMACY	1	1.3
MA DEV ED	1	1.3
MA AGRI	1	1.3
Total	77	100.0

Research Question No. 2: What are the respondents' perceptions of the following:

- 2.1. level of satisfaction on the training program
- 2.2. level of professional participation
- 2.3. coverage of the program
- 2.4. supervision of the program
- 2.5. materials used as learning aid of the program

Table 6 reveals the level of satisfaction of the 77 teacher-participants. Fifty-two (52) or 67.5% were very satisfied, six (6) or 7.8% were extremely satisfied, 18 or 23.4% were satisfied and only one (1) or 1.3% was slightly satisfied.

Over all, the level of satisfaction of the teacher-participants was relatively high.

Table 6. Frequency and Percentage Distribution of Respondents according to Satisfaction with the Training Program

Respondent's Satisfaction with the Training Program	f	%
Slightly satisfied	1	1.3
Satisfied	18	23.4
Very Satisfied	52	67.5
Extremely Satisfied	6	7.8
Total	77	100.0

On the question on how respondents regarded the training program from a professional perspective, majority (44) or 57.1% of the teacher-participants considered the training program relevant and informative. A good number (29 or 37.7%) viewed the training program was highly relevant and very informative. On the other hand, a scanty number of the teacher-participants (3 or 3.9%) viewed the training program either as slightly relevant and informative or of little use to them professionally.

Table 7. Frequency and Percentage Distribution of Respondents according to Their Professional View of the Training Program

Respondents' Professional View of the Training Program	f	%
of little use	1	1.3
quite relevant and quite informative	3	3.9
relevant and informative	44	57.1
highly relevant and very informative	29	37.7
Total	77	100.0

On the question on how the teacher-participants regarded the coverage of the training program, again, majority of them (50 or 64.9%) felt the training program was well-balanced and

comprehensive. However, since training program was a crash course which ran only for about three (3) weeks, the same respondents felt that there was a need for more time to cover all that was expected. Fourteen (14) felt the training program was well-programmed. Again, only one (1) felt it was not balanced and it lacked some topics (Table 8).

Table 8. Frequency and Percentage Distribution of the Respondents according to Their View of the Coverage of the Program

Respondents' View of the Coverage of the Training Program	f	%
not balanced and lacking in some areas/topics	1	1.3
balanced	1	1.3
sufficient balanced, but should be improve	11	14.3
well-balanced and comprehensive, but more time is needed	50	64.9
Well-programmed	14	18.2
Total	77	100.0

Table 9 exhibits the data relative to the quality of supervision given to the program. Although limited time was considered a persistent problem (see Table 8), majority of the teacher-participants (54 or 70.1%) still believed the training program was well supervised. Admittedly, this was the shortcoming of the entire program thus the bulk of activities could not be squeezed in within the allotted time.

Table 9. Frequency and Percentage Distribution of the Respondents according to Their View of the Supervision of the Training Program

Respondents' View of the Supervision of the Training Program	f	%
It is fairly supervised, but the schedule of activities is enough guidance.	3	3.9
well supervised, but there is lack of time for some activities or lectures	54	70.1
Very well supervised	20	26.0
Total	77	100.0

The data in Table 10 reveal that of the 77 teacher-participants, 50 or 64.9% rated the instructional materials *informative, relevant* and *necessary*. Only 27 teacher-participants or 33.8% felt the training program was very informative and very relevant. It would seem from these data that there is still a need for a more selective choice of materials – materials that are more appropriate, realistic, functional, easily and available.

Table 10. Frequency and Percentage Distribution of the Respondents according to Their Ratings of the Materials Used in the Training Program

The Respondents' Ratings of the Materials Used in the Training Program	f	%
informative, relevant and necessary	50	64.9
very informative and relevant	27	33.8
Total	77	100.0

Research Question No. 3: How do the respondents perceive the level of the effectiveness of the training program?

3.1. During the training program

3.1.1. in terms of content

3.1.2. in terms of knowledge and skills

3.2. After the training program

3.2.1. in terms of personal improvement

3.2.2. in terms of student improvement

3.2.3. in terms of peer relationship

3.2.4. in terms of school head relation

Table 11 presents the four (4) criteria used by the teacher-participants to measure the level of effectiveness of the training program. It can be noted that statement 4 (*The training content is directly useful to me*) got the highest weighted mean (3.519) followed by statement 2 (*The training content is based on learning competencies*) with a weighted mean of 3.454 then by statement 5 (*The training helped me plan how to teach well*) with a weighted mean of 3.246. It can be noted further that the means from statements 1 to 5 are almost the same.

Despite the differences in the mean values, the five (5) statements were all interpreted as *much*. In summary, respondents felt that the content of the training program was substantial or enough to meet their expectations.

Table 11. Mean Ratings on the Training Programs' Level of Effectiveness in Terms of Content

Respondents' Statements on the Effectiveness of The Training Program in Terms of Content	Mean	Interpretation
The training content meets my expectation.	3.220	Much
The training content is based on the learning competencies.	3.454	Much
The training content is well-balanced.	3.142	Much
The training content is directly useful to me as I returned to my school station.	3.519	Much
The training helped me plan how to teach well.	3.246	Much
Total	3.334	Much

It can be noted in Table 12 that statements 1 and 2 are similar and they share almost the same mean values, $X_w=3.649$ and $X_w= 3.636$, respectively. On the other hand, statement 3 which focuses on teaching methodology has a weighted mean of 3.402. This is followed by statement 4 which focuses on planning with a weighted mean of 3.337 and statement 5 which focuses on student assessment with a weighted mean of 3.675.

Again, despite the differences in mean values, all gains in terms of knowledge and skills are interpreted as *much*. Over all, the participants-respondents felt that substantial gain in knowledge and skills helped them specifically in planning lessons, in improving teaching strategies and in accurate assessing of student performance.

Table 12. Mean Ratings on the Training Program's Level of Effectiveness of the Training Program in Terms of Knowledge and Skills Improved among Respondents

Respondents' Statements on the Improvement of Their Knowledge and Skills after the Training Program	Mean	Interpretation
The training improved my level of initial skills and knowledge	3.649	Very Much
The training helped me gain so much in terms of additional skills and knowledge	3.636	Very Much
The training improved my teaching methodology	3.402	Much
The training helped me plan how to teach well	3.337	Much
The training guided me to use specific criteria for accurate assessment of students' performance	3.675	Very Much
Total	3.539	Much

Interval Scale	Interpretation
3.6 – 4.0	Very Much
2.6 – 3.5	Much
1.6 – 2.5	Fairly much
1.0 – 1.5	Not Much

Table 13 shows the data obtained after the training program. Here, the effectiveness after the training programs is measured in terms of personal improvement. Subsequent tables would show the effectiveness in other concerns like students' improvement, peer and school head relationship.

On effectiveness in terms of personal improvement, statements 4 and 5 got the highest weighted means—3.493 and 3.450, respectively. Coming close was statement 3 with a weighted mean of 3.467. Statements 1 and 2 got the same

weighted means (3.116). Data translate as *much* in so far as personal improvement of respondents is concerned.

Table 13. Mean Ratings on the Training Programs' Level of Effectiveness in Terms of Personal Improvement among Respondents

Respondents' Statements on How the Training Program Improved Them Personally	Mean	Interpretation
I make efforts to improve on tasks assigned to me	3.116	Much
I learn to be creative and innovative	3.116	Much
I work hard to keep abreast with advancement in my career	3.467	Much
I recognize the need for tact and diplomacy	3.493	Much
I show evidence of mastery of the subject matter	3.480	Much
Total	3.493	Much

The critical measure of assessing effectiveness of teachers' training is the students' improvement.

It can be noted in Table 14 that the overall effectiveness of the training in terms of students' improvement is *very much* ($X_w=3.594$). A closer look at the statements reveals that statement 3 (*I encourage my students to cooperatively*) has the highest mean (3.714) followed by statement 1 (*I provide varied learning experiences ...*) with a weighted mean of 3.636 and by statement 5 (*I guide my students ...*) with a weighted mean of 3.571. The first three statements got *very much* responses, while the last two (statements 2 and 4) got *much*.

Table 14. Mean Ratings on the Training Programs' Level of Effectiveness in Terms of Students' Improvement

Respondents' Statements on Their Students' Improvement after the Training Program	Mean	Interpretation
I provide varied learning experiences to my students	3.636	Very Much
I show interest in my students' problems and needs	3.506	Much
I encourage my students to work cooperatively	3.714	Very Much
I make efforts to understand the weaknesses of my students and help them	3.545	Much
I guide my students to be creative and purposeful in their studies	3.571	Very Much
Total	3.594	Very Much

While professional relationship with other teachers may not be the basic goal of a training program, it is definitely a concomitant gain that can indirectly help one to be effective where cooperation and teamwork, knowledge sharing and better relationship are encouraged and developed, thus contributing to improve personal, social and professional satisfaction which can redound to sustained interest and enthusiasm in the delivery of instruction.

The data in Table 15 validate the above assumption with an overall mean of 3.612 which is interpreted as *very much*.

It can be noted that all the statements regardless of their rank got means interpreted as *very much*. This simply suggests that the level of effectiveness of the training program in terms of peer relationship as perceived by the respondent is high.

Table 15. Mean Ratings on the Training Programs' Level of Effectiveness in Terms of Peers Relationship

Respondents' Statements on Their Peer Relationship after the Training Program	Mean	Interpretation
I actively share my knowledge and experience with my peers	3.584	Very Much
I appreciate the value of my peers' cooperation and teamwork	3.584	Very Much
I relate with my peers honestly and eliminate professional jealousy	3.662	Very Much
I enhance my relationship with my peers	3.636	Very Much
I explore the possibilities of working with my peers	3.597	Very Much
Total	3.612	Very Much

The training program may have made the teacher-participants more self-confident. As a result, the teacher-participants had as well improved their relationship with others especially with their school heads.

The overall mean of the responses in Table 16 is 3.685 and is interpreted as *very much*. This indicates that the teacher-participants had a very good relationship with their school heads.

Table 16. Mean Ratings on the Training Programs' Level of Effectiveness in Terms of School Head Relationship

Respondent's Responses on Their Relationship with the School Head after the Training Program	Mean	Interpretation
I understand my school head's concern for good performance	3.636	Very Much
I recognize the importance of wholesome teacher-school head relationship	3.701	Very Much
I recognize the value/importance of communication with my school head	3.610	Very Much
I respect the authority of my school head	3.727	Very Much
I appreciate my school head concern for improved students' learning outcomes.	3.753	Very Much
Total	3.685	Very Much

Interval Scale

3.6 – 4.0

2.6 – 3.5

1.6 – 2.5

1.0 – 1.5

Interpretation

Very Much

Much

Fairly much

Not Much

CONCLUSION

In the light of the findings of the study, it can be concluded that the training program for the MIMAROPA TLE teachers is very effective. The knowledge and skills developed during the training program are very relevant and useful to the participants.

The training program is well-supervised and well-balanced in terms of the contents and the instructional materials used. It has a very substantial impact on the student improvement, personal improvement as well as on peer and school head relationship.

The highly positive results of evaluation on the training program by the teacher-participants are a proof of the University's excellent programs or training for in-service teachers. The Philippine Normal University's reputation and prestige as the National Center for Teacher Education in the Philippines remain unwavering and uncompromising.

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