

IMPACT OF TRAINING AND DEVELOPMENT PROGRAMS ON TEACHERS' PERFORMANCE

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ABSTRACT

Employee training and development programs are crucial initiatives that any company must carry out. This study sought to assess the impact of the various training and development courses provided by the DepEd-Gingoog City Division on teachers' performance. The researcher employed reliability-tested modified questionnaires and the teachers' Individual Performance Commitment and Review Form (IPCRF) assessment to gather information pertinent to the problems in question. The data was provided by three hundred and eleven teachers chosen through stratified random sampling from the Division of Gingoog City who agreed to participate in this descriptive-correlational research study. Based on the survey, teachers have a favorable view of the professional development programs the Gingoog City Department of Education offers. This paper acknowledges the value of offering all teachers access to good T and D programs to carry out their responsibility to educate students effectively and efficiently. Therefore, teachers tend to be more productive when they feel they are being cared for through the various training and development activities carried out by the department to which they belong.

Keywords: *Training and Development, Performance, Teachers*

INTRODUCTION

Every organization's lifeblood is its human resources. An organization can only fulfill its objectives if its personnel are well trained. Employees are the most precious asset since they may create or ruin a company's reputation and negatively impact organizational success. New and old employees do not get the knowledge or develop the skill sets required to do their duties to their total capacity without adequate training. Performance has become a buzzword in the twenty-first century, and everyone wants to enhance it. Every institution, whether public or

private, regardless of size, period, or location, aims to improve performance on both a qualitative and quantitative level (Punia & Garg, 2012). Employability is gradually evolving into one of the key goals in the workplace due to the expansion of globalization and rapid changes in the economic environment. Human resource development techniques can improve employee performance because the quality of an organization's human resources influences its efficiency. The main objective of every organization is to increase performance, but this is impossible without efficient and effective employee performance. Employee skills are, therefore, crucial in defining an institution's current state and future.

Investment in human resources is becoming increasingly common as a strategy for organizations to boost their competitiveness (Alagaraja, 2013). Institutions like the Department of Education, the highest-ranking government body, acknowledge that human resource development is crucial for increasing organizational effectiveness. According to the Department of Education, professional standards are essential for teachers' ongoing professional development because they support the principle of lifelong learning. It is dedicated to assisting teachers and acknowledges the mountains of evidence demonstrating how crucial excellent teachers are to increasing student achievement. Outstanding instruction is necessary for students to learn effectively. Raising teacher standards is, therefore, essential for the long-term, sustainable development of the country.

DepEd Order No. 42, or the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST), was mandated by DepEd in 2017. It ensures that educators are adequately trained to carry out the K-12 Program. The PPST, or Philippine Professional Standards for Teachers, will be the basis for all teacher learning and development initiatives. Teachers' performance will also be assessed using the PPST's standards.

Training and development are critical in attaining effective, productive, and qualified teachers in the field. Kuruppu et al. (2021) highlighted training programs as an effective weapon among other human resource strategies for developing and upgrading the knowledge and skills of employees. Similarly, Mahadevan and Yap (2019) determined that training is an essential human resource activity in an organization, owing to its potential to promote individual learning.

Performance can be enhanced via various training techniques, which enhances the organization's effectiveness. As a result, training methods attract investigation because they may significantly impact an institution's performance. Recent studies have been on the subject of human resource management and training methods for performance (Manning, 2015; Jayakumar & Sulthan, 2014; Treven et al., 2015).

The Human Resource Development Unit (HRDU), a branch of the Schools Governance and Operations Division (SGOD) in the Division of Gingoog City, organizes and manages numerous professional development programs for teachers at various school levels. The researcher is determined to examine the teachers who directly benefit from the different training and development initiatives in her capacity as an employee who also serves as a Senior Education Program Specialist at the HRDU. Through this, the Division will have a solid foundation for enhancing and changing the current framework for training and development and a channel for making policy suggestions to the appropriate authority.

Thus, this paper aimed to determine whether the different training and development activities provided by the Department of Education-Division of Gingoog City have a bearing on the teachers' work performance.

FRAMEWORK

George Homans created the Social Exchange Theory in the 1970s (Kim & Park, 2017), which states that individuals will demonstrate improved job performance if they feel rewarded and encouraged. Employees (teachers) and employers (DepEd) generate mutual responsibilities in which the employee (teachers) owes an employer (DepEd) specific contribution, and the employer (DepEd) owes inducements for labor (Cropanzano et al., 2016).

Three variables under study are intertwined with the Social Exchange Theory framework. The first variable serving the independent variable is the training and development provided by the Department of Education Division of Gingoog City.

Through training, uninformed employees become informed employees, and unskilled or semiskilled employees become employees who can complete their given responsibilities in the way their organization desires. Therefore, training and development may be thought of as a collection of actions targeted at boosting the performance of employees in an organization (Tharayil, 2013).

Training can be defined in several ways, depending on the reference context. Training is described as an organized process of learning information, skills, talents, and the appropriate attitudes and behaviors to satisfy job needs by Towler et al. (2014). In addition, Tharayil (2013) defines training as methods to give employees the skills they need to perform their jobs. As a result, training involves getting someone ready for a specific position or set of skills. This circumstance must have a particular objective and be for the task, not a personal advantage.

The policy guidelines for establishing training and development programs and performing activities for the capacity and capability building of DepEd

personnel and staff were reviewed in the context of the Department of Education (DepEd Order 32, s. 2011). These policies are implemented under the Civil Service Commission (CSC), National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Commission on Audit (COA), and this Department's policies and guidelines, among others.

The following are the T&D definitions and concepts: 1) Training and Development (T&D) is how an organization or institution delivers professional development activities to improve individuals' knowledge, abilities, and attitudes to execute their tasks effectively; and 2) Trainings, seminars, workshops, conferences, scholarships, and job-embedded learning are activities that fall under this category. These activities will entail systematically assessing competency and requirements, planning, designing, developing resources, and delivering the programs.

To operationalize training and development activities, this paper uses the definitions of the concepts enshrined in DepEd Order 32, s. 2011.

These are different types and delivery of T&D programs and activities: 1) All DepEd staff with plantilla appointments will access training, seminars, workshops, conferences, scholarships, and job-integrated learning. Their relevant offices must provide chances for job-embedded or workplace teaching to update the capabilities of workers under Contract of Service (COS) and other non-permanent employees, and 2) These training may be classified into long-term and short-term training.

Degree or Non-Degree Certificate Programs that may be completed in six (6) months to three (3) years are considered long-term training. These include credit courses and graduate degree programs offered by teacher education institutes (TEIs) or comparable institutions such as the Centers of Excellence (COES), SEAMEO INNOTECH, and others. These will be delivered through distance learning programs or other acceptable alternate delivery modes during the summers or throughout the year.

Short-term training focuses on competency development and enhancement in executing SPPDS and MPPDs based on the target personnel's recognized priority needs. Multi-grade, or multilingual education, training is one example of this. Such activities enhance access to training to meet the urgent requirements of Department of Education employees not enrolled in long-term training programs.

According to Sung and Choi (2014), reinvesting in training and development and implementing the results improves employee performance dramatically. Like this, organizational learning, education, and training can enhance creative performance.

This study promotes the idea that training and development opportunities and their perceived value can help to explain how much teachers can improve their effectiveness in the classroom. The study's central hypothesis is that teachers' performance is strongly impacted by the training and development initiatives undertaken by the DepEd Division of Gingoog City.

Work performance involves actions that fulfill the requirements specified in the job description, consisting of activities needed to convert materials into finished goods and services of an organization. It is a multidimensional construct comprising performance factors, including job proficiency, communication proficiency, supervision, and management/administration. It can be measured by various options such as rating scales, archival records, job knowledge tests, or hands-on samples. Performance ratings are taken to develop an assessment of employee job performance.

On the other hand, teacher performance is dependent on factors that include personal qualities, instructional competencies, classroom management, community involvement, exposure to seminars, and research. The study of Kamuri and Chamundeswari (2013) showed a gradual decrease in the quality of teaching due to factors such as lack of teachers' skills attributed to outdated preparation and stagnant compensation in educational institutions. These recent years' situations for teachers resulted in limited growth opportunities and an inadequate structure of teacher compensation. Furthermore, "performance" refers to completing a task or functioning efficiently. Performance in an organization is achieved at the levels of the organization, process, and persons, and the interrelationships between these will establish the organization's vantage points (Tahir et al., 2014).

The word "employee performance" is a broad one. In general, performance refers to completing the work assigned by the institution while adhering to the organization's standards. Every organization expects its workers to exhibit organizational performance that aids in achieving the organization's overall objectives. Effectiveness and efficiency are critical components of the version (Shah, 2018). The performance of an individual may be assessed by comparing it to the organization's performance standards (Shah, 2018).

The Department of Education uses the Individual Performance Commitment and Review Form (IPCRF) to rate teachers on their performance concerning a range of competencies. Each teacher must meet the commitments and performance standards listed in the IPCRF. A structured set of instructions is provided to help the rater (immediate superior) and the ratee (teacher) in rating the latter since the IPCRF rate represents the teachers' performance. As a result, coaching and performance monitoring will occur at the first semester's conclusion. A mid-year review and evaluation of teachers' performance will take place. The

principal will assess and determine the final grade for each teacher during the performance review and assessment after the academic year.

The preceding rating system is anchored on DepEd Order No. 2, s. 2015, entitled "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education," which propounded that the relationship between organizational thrusts and the performance management system must be clarified. By cascading institutional accountability to various levels, units, and individuals and establishing a reasonable and factual foundation for performance objectives and metrics, DepEd assures organizational effectiveness and tracks employees' progress and efficiency.

Employee performance and training and development have a beneficial association, according to earlier research (Amin et al., 2013). This result aligned with past research (Jagero, Komba, & Mlingi, 2012; Khan, 2012; Nadarasa, 2013; Tabiu & Nura, 2013; Tiwari, 2011).

In addition, Mahmood et al. (2021) discovered that perceived training possibilities explained the variation in contextual performance in their study. It was consistent with Rehman, Mansoor, Rafiq, and Rashid's (2011) research. As a result, it is believed that training and development significantly impact employee performance. Like this, subsequent studies by Falola et al. (2014) and Issahaku et al. (2014) discovered that employee performance was favorably benefited by training and development. In addition to the actual data, the Social Exchange Theory (SET) (Blau, 2017) asserted that when management gives employees the right opportunity for training and development, it conveys to those employees that the company values their development (Mahmood et al., 2021).

METHODOLOGY

The study utilized the descriptive-correlational research design, using a survey questionnaire specific for each independent and dependent variable. Signed and approved letters of permission were secured from the office of the school's division superintendent to conduct the study to the target teacher-respondents of the study. After the initial protocols were complied with, the questionnaires were distributed. They were then retrieved; data were tabulated and analyzed using SPSS 20.

This study used proportionate simple random sampling for the teacher-respondents. The study employed the simple random technique in the selection of the participants with the use of the Sloven formula:

$$n = \frac{N}{1 + Ne^2}$$

where n = Number of samples, N = Total population, and e = Error tolerance.

The study population constituted the 204 hired teachers from 2013-2017 to ensure that the teachers had undergone relevant training and development programs conducted by DepEd-Gingoog City Division.

The researcher used three instruments. Instrument 1 is a modified questionnaire from Tahir, et al. (2014). It is a survey of the perception of teachers on the different training and development programs conducted by the Schools Division of Gingoog City from 2015- 2022. Covered under this part of the questionnaire are (10) ten indicators. Instrument 2 is the IPCRF rating of teachers.

The researcher secured the approval of the Schools Division Superintendent to conduct the study to the target respondents, retrieved the data, and conducted focus group discussions. Once the approval from the Schools Division Superintendent was granted, the researcher met the respondents individually. Informed consent was distributed along with the survey forms. They were informed about the study's procedures, study risks, and benefits, and that all information they provided would be confidential. It was thoroughly explained that there were no risks in participating in this research study. After the survey questionnaires were completed, the instruments were retrieved.

The statistical treatments used were the frequency and percentages count, computation of means, and Pearson Product Moment Correlation to establish the relationship between the independent variables and the dependent variables.

RESULTS AND DISCUSSION

On the Teachers' Assessment of the Training and Development Programs Conducted by DepEd Gingoog City

Table 1 presents the teacher-respondents perception of the different training and development programs conducted by the Division of Gingoog City.

Per DepEd Order No. 32, s. 2011 "Policies and Guidelines on Training and Development (T&D) Programs and Activities," training and Development (T&D) is defined as the process through which an organization or institution delivers professional development activities to improve individuals' knowledge, abilities, and attitudes to execute their tasks effectively.

As seen in Table 1, the over-all mean ($M=3.59$) suggests that the teacher-respondents have *very high perception* regarding the training and development programs provided to them by DepEd-Division of Gingoog City. The small value of

the measure of the spread mean (SD=0.411) implies that the respondents' answers do not differ much from each other. Likewise, very high perception means a positive assessment and regard of teachers toward the different activities done by the Human Resource Development Unit of the Division.

Table 1. *Respondents' Perception of the Training and Development Programs*

	<i>Indicators</i>	\bar{x}	SD	QD	QI
1	Teachers' skill enhancement come through Training & Development programs conducted by the Division of Gingoog City.	3.56	.529	Strongly Agree	Very High
2	Training and Development programs of the Division bring positive attitude in me.	3.67	.492	Strongly Agree	Very High
3	With training and development programs, my job knowledge increases.	3.66	.508	Strongly Agree	Very High
4	Training and development programs teach me the technique of performing my teaching job.	3.64	.520	Strongly Agree	Very High
5	I consider the training and development programs vital for my teaching job.	3.72	.462	Strongly Agree	Very High
6	There are numerous training and development programs conducted by the Division that I participated.	3.35	.675	Strongly Agree	Very High
7	The training and development programs that the Division conducted are essential to me.	3.64	.513	Strongly Agree	Very High
8	I appreciate the training and development programs of the Division of Gingoog City.	3.74	.454	Strongly Agree	Very High
9	The training and development programs are done fairly and are availed of by all teachers.	3.22	.789	Agree	High
10	The training and development programs are worth participating.	3.65	.511	Strongly Agree	Very High

Overall Total	3.59	.411	Strongly Agree	Very High
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Looking closely at the descriptive table, the indicators that received the highest agreement by the respondents is indicator 8: *I appreciate the training and development programs of the Division of Gingoog City* (M=3.74; SD=0.454).

It means that teachers exhibit a sense of gratitude and see the value of the training and development programs and activities in their work. After each T and D program, Quality Assurance, Monitoring, and Evaluation forms are given to the participants to determine their perception of the activities. Results of the QAME support this finding as most respondents rate the activities very high.

Another indicator that received a high rating is indicator 5; *I consider the training and development programs vital for my teaching job* (M=3.72; SD=0.462). It means that teachers know the pivotal role of training and development programs in exercising their educator mandate. According to Iqbal et al. (2014), Padmanaban & Shakeel-Ul-Rehman, (2013), Elnaga and Imran (2013), the way an organization trains its employees can affect its success, which means that T and D programs are vital in the work of employees. With training and Development programs, employees acquire the skills they need to do their tasks. As a result, training entails preparing a person for a specific job or set of abilities. (Tharayil, 2013).

One notable finding is that indicator 9, *The training and development programs are done fairly and are availed of by all teachers* (M=3.22, SD=0.789), received the lowest rating. It implies that although the rating seems not alarming, it is a significant red flag that the Division of Gingoog City should be mindful of, i.e., to ensure that during the planning stage of the T and D programs, equity and fairness must always be a factor. The researcher, an Education Program Specialist in the Human Resource Development Unit, is acutely conscious of some feedback from the field concerning some teachers who are always tapped and recommended by the higher-ups to attend seminars and training. The finding allows the T and D planners to institute necessary steps so that all teachers are given equal chances to participate in such programs.

On the level of Teachers' Performance Measured through their IPCRF Rating

Another variable investigated by the researcher is the teachers' level of performance. This variable involves actions that fulfill the requirements specified in the job description, consisting of activities needed to convert materials into finished goods and services of an organization. Teachers' performance can be measured by various options such as rating scales, archival records, job knowledge tests, or

hands-on samples. Performance ratings are taken to develop an assessment of employee job performance.

In the context of this study, the teachers' level of performance is measured in terms of their rating from the Individual Performance Commitment and Review Form for 3 consecutive school years (SY 2018-2019, SY 2019-2020, and SY 2020-2021). The rating gleaned from the IPCRF is the teachers' overall work performance.

Table 2 shows the respondents' level of work performance.

As seen in Table 2, most of the teachers (70.4%) obtained a *very satisfactory performance* for 3 years, while 29.3% got an *outstanding performance*. Only one teacher got a *satisfactory* rating. It is noteworthy that teachers must earn at least a very satisfactory rating. A satisfactory rating for 3 consecutive years is subject to further performance appraisal by the Department.

Table 2. *Respondents' Level of Performance*

Teachers' Performance	Qualitative Description	F	%
4.500-5.000	Outstanding	91	29.3
3.500-4.499	Very Satisfactory	219	70.4
2.500-3.499	Satisfactory	1	0.3
1.500-2.199	Unsatisfactory	0	0
Below 1.499	Poor	0	0
	Mean	4.398	
	SD	.204	
	QD	Very Satisfactory	

Tahir's (2014) study confirms that "performance" relates to completing a task or functioning efficiently.

On the Significant Relationship Between Training and Development Programs and the Teachers' Performance of DepEd Gingoog City

One of the objectives of this study rests on determining whether a significant relationship exists between training and development programs and teachers' performance in DepEd Gingoog City. Table 3 presents the Pearson r values among the variables.

Table 3. *Pearson R-Values showing Relationship between Training and Development Programs and Teachers' Performance*

Variables	Mean	Pearson R-value	p-value
Training and Development Programs	3.585	.107	.060
Teachers' Performance	4.398		

**Correlation is significant at the 0.01 level (2-tailed)

Table 3 shows that Training and Development Programs are not significantly associated with Teachers' Performance ($r=.107$; $p=.060$). It means that statistically, T and D programs and Teachers' Performance are independent of each other.

CONCLUSIONS

This study concludes that teachers' participation in the T and D programs is not statistically correlated with any significant change in performance. However, the finding does not rule out other factors that might affect T and D programs and Teachers' Performance. There could be external factors that independently influence teachers' performance that are not accounted for in this paper.

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