Disciplined Based Training Needs Assessment

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Abstract— The study determined the priority training needs of the KSULHS adopted school. Specifically, it sought to answer the following objectives: to determine the training needs of the basic education teachers along with the different disciplines and to determine the priority needs among the different disciplines. To answer the following objectives, a descriptive type of research was used by the researchers. In which the responses were gathered through a questionnaire that was administered to twenty-five (25) basic education teachers in Balawag National High School and Balawag Elementary School, Balawag, Tabuk City, Kalinga. After which the responses were measured through the Five-Point Likert Scale. The frequency counts, percentage, mean, and rank were used to compute the responses. As been revealed that the training needs by the basic education teachers were the needed priority in all of the disciplines. The computer skill with a mean of 3.92 ranked first as one of the priority training of the teachers. The Technology and Livelihood Education follow it, with a mean of 3.80. The three Disciplines of Language, Mathematics, Music, Arts & Physical Education, ranked third, were considered the needed priorities with 3.76. Social Science and Science Discipline ranked fourth and fifth with a mean of 3.68 and 3.52 respectively. These findings of the study serve as an input for the most needed priority training by the teachers for improvement in their professional endeavors.

Keywords— Disciplined Based Training, Assessment, basic education teachers.

I. INTRODUCTION

There have been many changes in the education system today because of the pandemic. New expectations appeared in our schools, and a new model of delivering learning to students went through relevant changes (Babu & Dhanaraju, 2016) through flexible or blended learning. However, teachers must stand strong to carry out their oath of the profession teaching. As to Balaji (2016), teaching is a noble profession ensembled with traits of various qualities. It is a profession of enchanting nature placed on the hierarchy ladder of higher-order professions.

With the changes and the impact of this pandemic, teachers are affected, and their roles change. Nowadays, teachers provide information and thought facilitators in the learning process. They are supporters rather than educators and advisors to parents (Babu & Dhanaraju, 2016). Another is that teachers are represented by the technical knowledge required to utilize and handle modern-day equipment and gadgets like cellphones, computers, printers, projectors, and many others.

With all the changes mentioned above and challenges in the new normal setting, teachers must show that they are the master of their profession. With this, continuous education, training, seminar-workshop participated by the teachers is one way to upgrade their performance and competencies to meet the demands of the new set-up of education.

Approximately 264 million children and adolescents are not in school (UNESCO, 2017), and this pandemic made this situation further worst. As the COVID-19 pandemic spreads, there has been an increasing move toward teaching online because shutting down schools, colleges, and universities for an indefinite time is the only option left (Martinez, 2020). Therefore, this is the time to

gravely rethink, revamp and redesign our education system in the much-demanding need of an unprecedented current situation. (L Mishra, 2020) For this challenge, the key is training and workshop opportunities for teachers that may help them support the quick creation and execution of adaptive responses to emergent educational issues, as well as protect young people's educational prospects during and after the pandemic'.

According to Merriam-Webster, training is something done repeatedly to develop a skill in imparting knowledge to another. Training is essential for teachers/educators in an educational institution to create and enhance a teaching-learning situation that provides teachers with an active, central role in taking their responsibilities in delivering learning. Also, ensure that teachers develop their opportunities to make decisions, make choices and act creatively. Moreover, training can reduce the gap by equipping the teachers with knowledge and skills and encouraging them to build and enhance their capabilities. Training is a means to ensure that teachers have the knowledge and right skills to do their work effectively and competently. Thus, this process called Training Needs is essential to understand and implement (Manual on Training Needs Assessment, 2009)

For any situation, training to be conducted ensures a continuous learning process that supports students across spatial and temporal boundaries. Educators need to be "fluent users of technology; creative and collaborative problem solvers; and adaptive, socially aware experts throughout their careers" (U.S. Department of Education, 2016).

This study would help address the training need priority of basic education teachers in Balawag as an adopted school of the Kalinga State University for its extension services. It is the vision of the Laboratory High School to provide the utmost services in helping the teachers in delivering quality education with confidence, professional aims, and community contracts.

Barangay Balawag was chosen as the University adopted community for it recorded the highest proportion of crime victims, and belongs to the top 10 unemployment rates, as written in the Community Based Monitoring System (CBMS) Poverty Map: Tabuk City for the year 2015.

According to Palani, Monisugithar& O.S.Thirunavukkarsu (2016), things are changing around us very quickly. The world is becoming more interconnected, the environment is becoming less stable, and technology is continuously altering our relationship to information and is trying to develop in every possible way. As a result, education with aims to develop a child holistically is less likely not possible this time of the pandemic. Also, the complex situation and growing effect of the virus in the community affects most of the activities of the teachers and school in delivering their utmost services and quality education to learners. With this, the overwhelming problem of performance status and the learners' academic and social development are the overriding concerns among the educational policy, educational manager, teacher, and parents.

Because of these challenges, schools are doing their best to see the different aspects with regards to education. Schools and teachers should emphasize skills and personal development that have important implications in their lives and professions. Thus, training is the best way to help them address these issues. For creating a high-quality professional teaching force, it is necessary to have a high-quality professional development program. Training is needed to help educators heighten and increase their self-confidence level and put more zap into their presentations and delivery of quality education (Arifullah, 2016). Thus, training needs assessment of the teachers is required. The training needs indicators are based on the different programs and disciplines offered by the Department of Education and anchored with the extension program of the cooperating agencies.

Therefore, cooperating agencies like the Kalinga State University Laboratory High School play a pivotal role in helping and guiding the basic education teachers to enhance their competencies effectively and elevate and improve teachers' professional abilities in teaching. Personal growth is a prerequisite for either pre-service teacher or in-service teacher to teach effectively according to the demand of time and change of principles or theories to survive and impart the ideas or knowledge by motivating the learners. So, in this modern-day, teachers can change to meet the changing demands of a changing society, economy, and world (Palani, Monisugithar & O.S.Thirunavukkarsu, 2016).

The new normal set-up of education is acknowledged globally, and the technological revolution paved the challenges for the teacher's survival and advancement in creating new knowledge, capturing new ideas, and promoting information. With these quick changes, teachers encounter complex problems in delivering knowledge and skills in their discipline. Thus, training is relevant to providing creative and innovative learning.

This study is important for teachers as an essential human resource of education because it will give them a venue to grow, upgrade and excel in their fields of discipline/specializations. Through this, they will provide

the most meaningful contribution to educational development and the life of their learners; thus, the Department of Education, private agencies, and other government institutions/linkages search for ways and means to assist them in this endeavor.

This research study focused on the basic education teachers of Balawag National High School and Balawag Elementary School, located at Balawag, Tabuk City, Kalinga, the adopted school, and community of Kalinga State University, for its extension activities. The training needs assessment of the respondents is limited to their needs in the different disciplines for the school year 2021-2022. To the school, this training would help them upgrade their strategies in the teaching-learning process and help them design and implement programs appropriate for their learners.

As its mandate to deliver its extension services to its adopted school and address the National Goals of development, Kalinga State University Laboratory High School needs to provide quality extension programs. Through this training, a needs assessment of the basic education teachers in Balawag is necessary. It will help the agency identify the most priority training to implement that would help them bring quality education to their learners in different disciplines.

The study aimed to find out the training needs priority of the KSULHS adopted school. Specifically, it aims to determine the training needs of the basic education teachers along with the different disciplines and to determine the priority needs among the different disciplines.

II.   METHODOLOGY

The study employed qualitative and quantitative research since this study gives descriptive information in the responses regarding priority as characterized by the number. In this study, the training needs assessment was categorized into different disciplines of the teachers and it used the Five-point Likert Scale to quantify the training needs in different disciplines.

This study was conducted at the Balawag National High School and Balawag Elementary School in Balawag, Tabuk City, Kalinga. The respondents of this study were the basic education teachers of Balawag National High School and Balawag Elementary School comprising a total of 25 teachers, 15 from secondary and 10 from elementary. The schools were the adopted school of Kalinga State University Laboratory High School, for its extension activities.

A survey questionnaire was used as a tool for gathering data. The questionnaires were developed through informal interviews with the teachers during the initial visits. The questionnaires were accomplished by filling up the needed information and checking the appropriate columns for the answers. A discussion was made with the principal and the extension team of the Laboratory High School. This is to help determine the validity and objectivity of the items in the questionnaire.

The statistical tool used was mean, frequency counts, percentage, and rank. This tool was used to determine the information about the data gathered in the study.

III.   RESULT AND DISCUSSION

This chapter presents analyses and interprets the findings of the study. Table presentations are available to render more significant results to determine the training needs of the basic education teachers in Balawag.

It was identified in the survey that the training in Language Discipline was considered one of the priority training of the basic education teachers as demonstrated by the Total Mean of 3.76. In comparison, Enhancing the Writing Abilities of Students through Basic Campus Journalism, ranked first as the most needed priority of the 5 identified training needs in the study with a mean of 4.60. It was followed by the Teaching Reading in the New Normal with an obtained mean of 4.20 as one of the priorities. The need of having trainings on Pagpapaunlad ng mga Kasanayan sa Panitikan: Pagpigkas ng Tula, Talumpati, Deklamasyon at iba pa was likewise considered as one of the priorities among teachers with a mean of 3.60 followed by the Pagpapayabong ng Iba't-ibang Kaalaman sa Pagpaplano ng Action Research with a mean of 3.40 and lastly, Pamahayagang Pangkampus: Paglinang at Pagsulat rank 5, one of the priorities with a mean of 3.00 in the training needs of Language Discipline. It only shows that having training would be of great help to them. It was explained by Vogt et al., (2020) that language training assessment-literate should be addressed.

As to the identified training in Science Discipline, it is considered one of the priorities training with a total mean of 3.52 of the basic education teachers. From the data, it was Environmental Awareness and Conservation obtained a mean of 4.00 which means training is one of the teachers' priorities. This was followed by the Science Investigatory Project with an accepted mean of 3.80 as one of the priorities. The need to have training on Saving Lives: First Aid Training was likewise considered one of the priorities among teachers with a mean of 3.60, followed by the Remedial Science Program with a mean of 3.20. Enhancement of DaMath Skills was the slight priority need of the teachers with obtained mean of 3.00. The finding indicates that thorough training is still needed. As it was

stated by Cruz and Tantengco (2017) environmental awareness should be focused on when we conducted environmental education. Thus, giving training with these indicators may be of great help.

Along with the Mathematics Discipline, the teachers generally consider all the identified topics as one of the priority training, as shown by the Total Mean of 3.76. However, it is shown in Table 4 by the ranking that training on Strategic Teaching Intervention in Solving Problem was the most needed with a mean of 4.60, followed by Enhancement of Damath Skills with 4.20 and Addressing the Common Errors of Students in Math: An intervention Activity and with a means of 4.00 as one of the priorities training. The findings also revealed that the Mathematics Investigatory Project with a mean of 3.20 and Remedial Mathematics Program with a mean of 2.80 was slightly priorities by the teachers, respectively. It was stated by Williams et. al. (2014) that learning technologies to introduce, reinforce, supplement and extend skills is a part and parcel of the educational system for the effectiveness of the teaching and learning process.

Like Science Discipline, the teachers considered the identified topics in Technology and Livelihood Education Discipline as their one of the priority training as shown by the Total mean of 3.80. However, of the five topics identified, one was selected by the teachers as their most needed priority needs: Nutrition and Health Awareness with a mean of 4.80, followed by the Training-Workshop on Healthy Snack Preparation with a mean of 4.40 as the most needed priorities and Sewing Craft: Fabric Face Mask Production as one of the priorities with a mean of 4.00. Slight priority by teachers was the Sewing Craft: Training in Dressmaking training and Skills Enhancement in Technology Olympics, with a means of 3.00 and 2.80 respectively. The findings indicate that they need to take this training.

Along with the Social Science Discipline, five training topics for discussion were provided. As a result, the teachers considered this one of the priorities as manifested by the Total Mean of 3.68. In comparison, it was Personality Development that ranked first as one of the priorities of the 5 identified training needs in the study with a mean of 4.20. This was followed by 4.00, Leadership Training and Career

Coaching with a mean of 3.80. Mental Health and Well Being and Values Reorientation with 3.40 and with a mean of 3.60, respectively which were considered Slight priorities among teachers. The results need to address for the benefit of the teachers, especially in their chosen profession.

As to Computer Skills, the training topics were considered as one of the priorities of the teacher respondents as supported by the Total Mean of 3.92. It was found that ranks one and two were the most needed priorities was the Formula and Computations in Excel with a mean of 5.00 and the Application and Software for Teaching in the New Normal with a mean of 4.60 in the study. Followed by Training in Microsoft Word (Basic Encoding) and Basic Designing using Microsoft Publisher as one of the priorities training needs with a mean of 4.00 and 3.40 respectively. It was also noticed that were slightly needed priority of the teachers with the mean of 2.60 was the Enhancing Presentations through PowerPoint training. With these results, it is a need to enhance the computer skills of the teachers. As cited by Daling, (2017) the computer skills of teachers may be further enhanced when they undergo further and several computer training for effective ICT utilization, especially in an e-learning setting.

It was identified that for the training in Music; Arts & Physical Education Discipline which is considered one of the priority training with a total mean of 3.76 of the basic education teachers. From the data, it was Zumba and Aerobic Exercises: Staying Fit in the New Normal obtained a mean of 4.60 which means the training is the most needed priority of the teachers. This was followed by Dance Education and Basic Music Education with an obtained mean of 4.20 and 3.80 as one of the training priorities. The need of having training in Sports Education and Craft Making as Coping Stress Mechanism was considered a slight priority among teachers with a means of 3.20 and 3.00. These results only show how important training in Physical Education, Music, Arts, and Health as a part of the curriculum should be developed. This result may be supported by the statements made in the study of Toledo (2004) that learning healthy habits and lifestyles through gamification of educational activities were highly recommended.

Summary of the Training Needs of the Teachers

Table 9: Summary of the Training Needs of the Teachers

Disciplines	Mean	Description	Rank
Language	3.76	One of the Priority	3
Science	3.52	One of the Priority	5
Mathematics	3.76	One of the Priority	3

Technology and Livelihood Education	3.80	One of the Priority	2
Social Science	3.68	One of the Priority	4
Computer Skill	3.92	One of the Priority	1
Music, Arts & Physical Education	3.76	One of the Priority	3

The table revealed that the training needs of the basic education teachers were all one of the priorities. The computer skill with a mean of 3.92 ranked first as one of the needed priority training of the teachers. The Technology and Livelihood Education follow it, with a mean of 3.80. The three Disciplines of Language, Mathematics, Music, Arts & Physical Education, ranked third, were considered as one of the priorities needed with 3.76 as their means. Social Science and Science Discipline ranked fourth and fifth with a mean of 3.68 and 3.52 respectively.

It shows that the teachers are generally optimistic that this training will help them in their professional endeavors as well as improved their school performance. A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value-added outcomes (Armstrong, 2007). The past view that basic teacher training is sufficient during the whole teaching career of teachers has given place to the view that teacher training should continue during the whole career of teachers (Garuba, 2004).

IV. CONCLUSIONS

Based on the findings, it was concluded that the teacher respondents show that all the training indicated in the different disciplines was the priority need. The training identified needs to be implemented as soon as possible for the whole school year to be participated by the teachers.

V. RECOMMENDATIONS

Continuous training, seminar-workshop should be given to the teachers to strengthen their competencies and professional development. The stronger they have the better performance they can give to their learners. A comprehensive study on the identified training needs of the teachers is important to develop a strategy and program appropriate for their learners. Department of Education is also encouraged to actively support the training needs of the teachers by allowing them to participate in any training conducted. The KSULHS an implementing agency should work hard to conduct the training most needed priority that was identified by the teachers. This may lead the agency in achieving its institution mandate for the extension. This notion is supported by whose study indicated that employees that were more involved in their job were good performers as compared to the employees whose attitude towards work is not good.

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