

IMPACT OF FACULTY DEVELOPMENT PROGRAMS TO THE INSTRUCTIONAL PERFORMANCE OF TEACHERS IN GOVERNOR FELICIANO LEVISTE MEMORIAL NATIONAL HIGH SCHOOL

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ABSTRACT

Teachers serve as the sole dispenser of knowledge in the schools. They need to be equipped with the skills in teaching using appropriate methodologies, strategies and approaches in dealing with various types of learners. In the Philippines, the Department of Education is determined to provide the teachers the best enhancement programs to achieve its vision for the Filipino people. Localized teacher training programs are being conducted in school levels to upgrade teachers' level of competency in their needed instructional skills. Several teachers' development programs are offered to teachers which are usually conducted monthly, quarterly or at least once a year to sustain their needs. This study aimed to determine the impact of faculty development programs to the instructional performance of teachers in Governor Feliciano Leviste Memorial National High School. This also sought to answer how effective were teachers with regard to instructional skills as assessed by teachers themselves and by their respective department heads in relation to the faculty development programs. It also evaluated the faculty development programs offered in GFLMNHS namely, Gender and Development (GAD) Program, In-service trainings (INSET) and Learning Action Cell (LAC). Descriptive method of research was applied to figure out the impact of those enhancement programs in the teacher's instructional performance. It involved the 203 secondary school teachers and seven department heads of the said school. The researcher utilized the questionnaire as the main data-gathering tool which consisted of two parts. Part one dealt with the instructional performance of teachers and part two was about the evaluation of faculty development programs as assessed by department heads and teachers themselves. The responses were interpreted using the appropriate statistical tools such as Percentage, Weighted Mean, Ranking and t-test based from the obtained answers. Furthermore, the study reveals the significant impact of faculty development programs specifically the GAD, INSET and LAC sessions to the instructional performance of teachers.

Keywords: Instructional performance, Faculty development programs Gender and Development Program, In-service Training, Learning Action Cell

INTRODUCTION

The end product of teaching is to make someone learn. Instruction is the primary means for educating a person inside the four corners of the classroom. The kind of instruction reflects the kind of learner that could be developed in every school year that goes by. Teachers, who are also

called instructors, are tasked to deliver quality instruction based on standards to meet the needs of the learners. Instruction which refers to teaching is the application of how to make the learners gain knowledge based on what teachers do in various means either through his post graduate studies, researches or the most common is through attending seminar and

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training workshops. Meanwhile, teachers learn many new things which link them for promotion through training. (Aftab et.al, 2017)

With regard to this, the Department of Education (DepEd) is committed to provide quality education. Aside from making improvements in terms of physical facilities and the curriculum itself, DepEd is also striving to develop effective teachers. A quality teacher is always viewed to produce a quality learner. The quality performance of teachers is equated to great result for the achievement of the Department's vision for the Filipino people. As such, striving for excellence of their learners is always the goal of every teacher which is manifested in the quality of instructional performance they provide for them. For teachers, nothing can be more challenging than the task of facing the learners. Usually, school superiors, either principals or department heads, monitor the instructional performance of their teachers through classroom observations.

As instructional leaders, they are directed to check teacher's quality of instruction, execute and provide assistance by means of having post conference to the teachers and suggesting the ways on the areas which need improvement.

Other than classroom observations, teachers are filled with various trainings and seminar workshops to make themselves abreast of new strategies and methodologies in teaching. It is really true that once a teacher always a learner. They are being developed in one to three days or sometimes for a whole week to be more equipped based on the teaching standards. Attending professional development programs is very much needed for them especially that the Continuing Professional Development or the CPD law of the Professional Regulation Commission was already adopted as requirement for renewal of professional license. Under this law, as a mandatory requirement, it aims to improve professionals according to international standards for economic growth or the country (R.A. 10912). In support for the law, several training seminars and workshops accredited by the PRC are being offered by private training providers but costly for the teachers to attend.

Assessment of teacher's instructional performance is not new, as it also serves as basis for promotion. Documents like certificates of seminars attended serves as an evidence that a teacher is being well-equipped with skills. It is usually regarded that the more trainings attended, the more certificates received and may be considerably mean they be more effective than others.

The programs and activities by such agencies will be accredited by the CPD Council. It includes seminars, workshops, technical lectures and other programs which create equipped professionals with advanced knowledge, skills and values in specialized career work (PRC Res. No. 1032 s.2017).

Gender and Development, In-service trainings and Learning Action Cell programs are some enhancement programs conducted by the Department of Education in every school through the initiative of the school heads and training and development coordinators. Those programs which are usually conducted during semestral breaks lead teachers to cope up with the difficulties and problems met in the previous grading periods. However, such development programs shall be done in consultation with relevant DepEd units and stakeholders, towards aim for professional development (DepEd Advisory No.147 s.2017).

Moreover, this was the reason that awakened the interest of the researcher to conduct the study. He looked into the outcome of enhancement programs to the instructional performance of teachers as well as how well or organize does the faculty development programs conducted in GFLMNHS. This is the end view of proposing a plan of action to improve the teacher's enhancement programs of the school.

OBJECTIVES OF THE STUDY

This study was created to 1) evaluate the instructional skills of teachers as assessed by department heads and teachers in relation to the faculty development programs namely gender and development program, In-service training program and learning action cell; 2) evaluate the faculty development programs; 3) identify the



significant differences in the assessment among the group of teachers and department heads; 4) assess the impact of enhancement programs being offered to the teachers; and 5) propose a plan of action to enhance the faculty development programs being offered at Governor Feliciano Leviste Memorial National High School.

METHODOLOGY

The descriptive method of research was used in this study to figure out the importance of training programs to the instructional performance of teachers in Governor Feliciano Leviste Memorial National High School. The respondents of the study were the 203 teachers and seven department heads of the said school. Questionnaire was used as the main data-gathering instrument which consisted of two parts. Part one dealt with the instructional performance of teachers and part two was about evaluation of faculty development programs.

The researcher started the study with a survey on how to construct a valid and reliable questionnaire through visiting libraries and surfing the internet. After gathering the important concepts and ideas needed, the researcher made the first draft of questionnaire taken from the references used. Two sets of questionnaires were prepared, one for the department heads and the other one was for the teachers. The contents were almost the same except the point of view used in the statements presented in the questionnaire. The questionnaire underwent validation process. The questions were checked item-by-item until the final draft was completed. Some of the items were modified and some were added. All suggestions were incorporated in the final copy of the questionnaire.

As legal basis for the distribution of questionnaires, a request letter was sent to the Schools Division Superintendent of Batangas. After the permission granted, the researcher requested the School Principal for the distribution. Questionnaires were sent to the eight departments of the GFLMNHS based on its number of teachers excluding those new teachers who have not yet attended any of those

enhancement programs. The data gathering was done for almost a week and 100 percent of the instruments were retrieved with the assistance of the department heads. The responses, with regard to the level of instructional performance of teachers and the evaluation of development programs were interpreted using the appropriate statistical tools. These were analyzed, tabulated and interpreted based on the responses of two groups of respondents. The statistical tools used were Percentage, Weighted Mean, Ranking and t-test based from the obtained answers of the respondents.

RESULTS AND DISCUSSION

1. Effectiveness of Teachers’ Instructional Skills as Assessed by Teachers and Department Heads in relation to the Faculty Development Programs

Table 1 shows the summary instructional performance of teachers in relation to enhancement programs. The average weighted mean of 4.1 came from teachers themselves and 4.14 from the department heads were solid evidence that teachers have performed effectively in teaching.

Table 1
Instructional Performance of Teachers in Relation to Faculty Development Programs

Development Programs	Teachers			Head Teachers			Composite	
	AWM	VI	R	AWM	VI	R	CWM	VI
Learning Action Cell Programs	3.75	E	3	4.27	E	2	4.40	E
Gender and Development Program	4.32	E	1	3.81	E	3	4.33	E
In-Service Training Programs	4.23	E	2	4.34	E	1	4.26	E
Composite Weighted Mean	4.1	E		4.14	E		4.33	E

Foremost in rank was the performance related to Learning Action Cell which obtained a composite mean of 4.40. The findings clearly showed that LAC sessions proved its



effectiveness in improving teacher’s level of instructional performance. Prior to that, LAC sessions were conducted in the school by the Department to support teachers in their respective field or specialization being taught. With regard to the implementation of Republic Act 10533 or the Enhanced Basic Education Act of 2013, the Department of Education issued the order for the Learning Action Cell (LAC) as a K-12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (DepEd Order no. 35 s. 2016). This leads to improving teachers’ quality of instructional performance which contributes excellent outcomes to the students. Through this program of DepEd, teachers mark this as their avenue to achieve its main goal of teaching for a lifelong learning.

Next was the Gender and Development (GAD) Program as it got a composite mean of 4.33. The GAD program ranked effectively in relation to the level of instructional performance of teachers. The findings say that GFLMNHS as an institution of DepEd supports the government in conducting GAD Program for its personnel. All agencies of the government shall formulate a Gender and Development (GAD) Plan designed to address gender issues within their concerned sectors or mandate and implement applicable provisions under Republic Act No. 9710 and other laws, and that the GAD Plan shall be integrated in the regular activities of the agencies (Memorandum Circular No. 48, s. 2013).

The crafted GAD Plan of the school was incorporated in the annual activities of GAD program to fulfill the practice of gender-responsive community. It also makes good attitude of teachers in dealing others with regard to gender differences in the classroom setting.

Also, handling learners’ differences and gender biases in teaching greatly affected the student’s behavior making them invigorated with the lesson because of teachers’ behavior.

The last in rank was the in-service training program with a composite mean of 4.26. The data reveal that teachers knew their duties and responsibilities when it comes to their teaching performance. They were well-prepared

enough in teaching like in choosing appropriate strategies to ensure the best instruction for their learners. Over-all, the average weighted mean from the combined responses of teachers and head teachers got 4.33 which were assessed as effective. Results supported what was in Rule VIII of Omnibus Rules Implementing Book V of Executive Order No. 292 which states that every department or agency shall therefore establish a continuing program for career and personnel at all levels and shall create an environment or work climate conducive to the development of personnel skills, talents and values for better public service (Executive Order No. 292).

2. Evaluation of the Faculty Development Programs

Table 2 clearly shows the evaluation of faculty development programs conducted in Governor Feliciano Leviste Memorial National High School. An average weighted mean of 3.79 was gathered from the combined responses of both teachers and Head Teachers.

Table 2.
Evaluation of Faculty Development Programs

	Teachers			Head Teachers			Composite	
	AWM	VI	R	AWM	VI	R	CWM	VI
Learning Action Cell Programs	4.05	VS	1	4.33	VS	1	4.07	VS
In-Service Training Programs	3.66	VS	2	4.27	VS	2	3.69	VS
Gender and Development Program	3.59	VS	3	3.99	VS	3	3.61	VS
Composite Weighted Mean	3.77	VS		4.18	VS		3.79	VS

Both teachers and head teachers ranked the faculty development programs in same order. The table revealed that the Learning Action Cell Program ranked first with the average weighted mean of 4.07. As stated by Dizon, Orge, & De Guzman (2019), Learning Action Cell (LAC) session contents such as Learners Diversity and Student Inclusion were the main reasons for all education process. Teachers, as the dispenser



of knowledge know the content and pedagogy in the present education program in the country, just like in lesson planning and more importantly their capability to make an effective delivering mode in teaching.

Second in rank was the In-service training program with an average weighted mean of 3.69. Most of the respondents agreed that materials needed for the training were not provided (e.g. copy of training matrix, copy of trainer’s presentations, handouts) for the teachers. One of the most difficult tasks in conducting every training activity is finding the budget for each material mentioned. It is a big challenge for the training committee to find resources to overcome the demand of participants. The findings agreed to that of Uysal’s (2012), who finds that teachers should be allowed to participate and reflect on what they learn, must be provided by rich resources and materials to support and monitored in their own contexts. Materials used were one of the factors that contributed to make in-service training more effective and worthy for teacher as it guides them during the flow of the program.

The last in the rank was the Gender and Development Program with average weighted mean of 3.61. To note, an act in the Philippines says that “all agencies of the government shall formulate GAD Plan and shall be integrated in the regular activities of the agencies, which shall be at least five percent of their budget for the purpose of activities being undertaken by agencies which relate to GAD (Memorandum Circular No. 48, s. 2013). Sustainability of the GAD program should be ensured and the authorities should give full support to GAD-initiated activities (Sumadsad & Tuazon, 2016). With this, public schools also have the allocated budget to be used in conducting the GAD program. Over all, the average weighted mean of each program obtained a very satisfactory rating.

3. Significant differences between the assessment of Teachers and Head Teachers on the Evaluation of Faculty Development Programs.

Table 3
Significant Differences between the Assessment of Teachers and Head Teachers regarding the Evaluation of Faculty Development Programs.

	AWM		Df	Ct	Tv	Level	Decision on Ho
	Teachers	Head Teachers					
						Not Significant	
GAD	3.59	3.99	9	-2.25	2.26	Significant	Accepted
INSET	3.67	4.27	9	-5.71	2.26	Significant	Rejected
LAC	4.05	4.33	9	-1.56	2.26	Not Significant	Accepted

No significant difference was shown between the assessment on Gender and Development Program and Learning Action Cell Programs. This was reflected in the computed *t* value (Ct) of -2.25 and -1.56 respectively which was much lower than the tabular value of 2.26 at the level of 0.05 by means of 9 degrees of freedom. Thru this, the null hypothesis in the comparison was accepted. This finding implied that the groups of teachers and head teacher had similar assessment.

With regard to In-service training, significant difference existed because the *t*-value of -5.71 exceeded the tabular value of 2.26 on the level of 0.05 using nine degrees of freedom. The two groups of respondents performed different functions, hence difference in their assessment was noted.

4. Significant Relationship between the Faculty Development Program and the Instructional Performance of the Teachers

Table 4 reflects the results on the significant relationship between the faculty development programs employed by the school and the instructional performance of the teachers. The computed *r* value of 0.77 is in between 0.71 to 0.90 at the 0.05 level of significance using two degrees of freedom.



Table 4
Relationship between the Faculty Development Program and the Instructional Performance of the Teachers

	Faculty Development Programs	Instructional Performance of the Teachers
AWM	3.79	4.33
df		2
r		0.77
Tv		0.71-0.90 High Correlation, Marked Relationship
Level		Significant
Decision on Ho		Rejected

This proved that there was significant relationship between the teacher’s level of instructional performance and the enhancement programs being conducted intended for them; hence the posited null hypothesis on the areas of relationship was rejected.

Quality education requires quality teachers. They are ideal companions of learners. With the advances in communication technology, good teachers need to sort out the information from the data that surround the learners (Bilbao, 2008). These teachers should be given support for their continuing development in order to keep abreast with the changing demands of a learning society. The effectiveness of enhancement programs like GAD, INSET and LAC sessions is manifested on the level of effectiveness of teaching. Meanwhile, teaching is viewed as the application of what teachers understood after the trainings they have attended.

Implementers of training and development programs as well as school heads in every school shall be provided capability building workshops to support them for effective execution of the training programs in their respective schools. It is vital to have good and well-equipped training coordinators who are capable to organize an effective school-based training activity on competency needs assessment, planning, designing, resource development; and actual conduct of trainings,

seminars, workshops, conferences, scholarships and job-embedded learning (Deped Order No. 21, series of 2018).

5. Plan of Action Proposed for Faculty Development Programs at Governor Feliciano Leviste Memorial National High School to Enhance Teachers Instructional Performance

To enhance teacher’s instructional performance, a proposed action plan was crafted for the faculty development programs at Governor Feliciano Leviste Memorial National High School. The proposed plan of action aimed to enhance the future activities in each enhancement programs. This includes the assessment of teachers with regard to their weaknesses and strengths; acquisition of training materials and equipment’s; training of trainers for school-based trainings, and training analysis every after the conduct of each program to find out what does the training committee needs to improve for the next implementation of same program.

With the use of media platforms, an online training may also be adopted to lessen the hassle for teachers as well for the training organizers. This will also serve as an alternative mode to comply to the needs for trainings of teachers especially vacation days. This mode of training, if this will be used and supported suitably, teacher training programs conducted on line can significantly improve teacher competence and teaching skills even out of the physical and actual presence in one training area (Orleans, 2008).

The school learning and development coordinators will have every enhancement activity well-prepared and organized to make the participants, the teachers be satisfied in the conduct of each activity they are joining. Among the suggested ways to improve the quality of development programs in schools are, conducting evaluations of the previous professional development programs, identifying

issues to scale up the programs and strategies, and creating access to follow-up data on teacher knowledge, instruction, and student learning. (Hightower, Delgado, Lloyd, Wittenstein, Sellers, Swanson, 2011).

CONCLUSIONS

In light of the findings revealed in this study, the following conclusions were drawn.

1. Teachers in GFLMNHS perform their instructional tasks effectively based on the skills acquired from faculty development programs as assessed by head teachers and teachers themselves.
2. Both group of respondents evaluated the conduct of faculty development programs offered as very satisfactory.
3. The faculty development programs specifically the GAD programs, In-service trainings and LAC sessions have significant impact to the instructional performance of teachers
4. A plan of action was proposed to further enhance the implementation of faculty development programs being offered for teachers in Governor Feliciano Leviste Memorial National High School

RECOMMENDATIONS

The findings from the study give way to formulated following recommendations:

1. School training and Development group may find other topics which will address the needs and weakness of teachers in teaching.
2. School principal, department heads as well as the school training and development coordinator may exert extra effort for the improvement, monitoring and evaluation of the faculty development programs conducted in the school.

3. The content of the enhancement programs may be made based on the training needs analysis to compliment the needs of teachers in improving teaching skills.
4. School heads and department heads may send participants to the training of trainers' seminars and workshops in the district or to the national level and discuss to the group through re-echo discussions.
5. Online training may also be adapted by the school to lessen the difficulties for teachers as well for the training organizers.
6. Future research may be conducted as follow-up on learner's ability based on the instructional skills that teachers gained in the development programs attended.

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