



The Effectiveness of In-Service Training to the Professional Growth of Teachers in Sta. Cruz Elementary School

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Abstract:

Twice every academic year, In-Service trainings are conducted to be able to meet the needs and demands of the rapidly changing world of academe. This study aims to determine the extent of the impact of this program to the teachers in Sta. Cruz Elementary School. It gears to examine the effectiveness of INSET, whether topics and other forms of discussions are relevant in the professional growth of each teacher and are the learnings gained from these trainings are properly transferred in their respective classroom settings.

Index Terms: Academic year, classroom settings, effectiveness, in-service trainings, INSET, professional development, learnings, professional growth, trainings.

I. INTRODUCTION

In-Service trainings are mandatory in all schools in the Philippines in response to the need of improving and upgrading the professional growth of teachers which in return will take effect in the academic progress of the students. It is noteworthy that such trainings help in the development and improvement of teachers' competence in the field of teaching. This study intends to find out the effectiveness of INSET in the progressive development of teachers. This research article is conceived by the strong desire to investigate how participants of INSET programs channel their learnings into their actual classroom settings and be able to become cognizant of the benefits and advantages of taking up in- service trainings.

II. RESULTS

In an article published by Atay (2008), current in-service education and training programmes (INSET) are often found to be unsatisfactory due to the fact that they do not provide the teachers with opportunities to be actively involved in their development and to reflect on their teaching experiences. His study presented an INSET programme in which Turkish EFL teachers were provided with relevant theoretical knowledge along with guidance for research, reflection, and collaboration. Results of the study showed that although teachers faced difficulties in conducting and reporting their research, the programme had a positive impact on their professional development. Thus, a research-oriented programme of this kind may help to resolve the problems and difficulties associated with INSET programmes in general. Another study which was conducted by Kim Agatha Ramatlapana (2009) investigated the perceptions of mathematics and science teachers in Botswana towards in-service provision by the Department of Mathematics and Science Education In-service Training unit (DMSE-INSET), whose mandate is to improve the quality of teaching by supporting teachers through training programmes that enable

them to take ownership of their professional development. The findings show that teachers' concerns included the lack of impact of current in-service training programmes on the education system, no regular follow-up activities to support the one-off workshops and insufficient skills acquired to sustain the implementation of the strategies solicited by the workshops. According to Sabiha Odabasi Cimer, İlknur Çakır & Atila Çimer (2010) in their article entitled Teachers' Views on the Effectiveness of In-service Courses on the New Curriculum in Turkey, their study aimed to evaluate the effectiveness of in-service courses conducted by the Ministry of National Education in order to inform teachers about the changes introduced by the new primary and secondary school curricula. The study also aimed to reveal whether these changes have entered the classrooms based on the teachers' views of the INSET courses they attended. According to the findings, the INSET courses were found to be ineffective, mainly in terms of the quality of the instructors, teaching methods employed, duration of the courses and support after training. In an essay published by Dr. Che MohdZulkifli (2014), it discussed the need for in-service training for teachers and the effectiveness of in-service training in school. In-service training act as a catalyst for teacher's effectiveness. It is also a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. In-service training is important for teachers to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve teacher professionalism. The effectiveness of in-service training is important so that teachers can apply the knowledge acquired in teaching and learning. Few factors that contribute towards the effectiveness of in-service training are role of administrator, attitudes of teachers, training needs and strategies in conducting in-service training. In an article entitled Impact of In-Service Training on Performance of Teachers A Case of STEVTA Karachi Region written by Muhammad Imran Junejo, Samiullah Sarwar, Rizwan Raheem Ahmed in 2017, "Learning

which takes place in a classroom is significantly associated with teachers and their actions taken in the classroom. Therefore, quality of education can be improved by putting more focus on teaching methodologies and the way teachers spend time in classrooms. This study aimed at examining the impact of in-service training on the performance of the teachers. It is generally believed that with the implementation of certain in-service training programmes the performance of teachers regarding their professional skills, knowledge and experience can be significantly improved. The target population of the present study included the in-service teachers offering their services at Sindh Technical Education & Vocational Training Authority (STEVTA), Government of Sindh, Karaschi Region. Using close-ended questions, perception and experience of teachers (n=150, m=100, f=50), who availed the opportunity to get in-service training, were gained. Findings of the study revealed the positive impact of in-service training programmes on the performance of teachers. The study also revealed the positive perception of teachers regarding their professional growth. It recommended the in-service training programmes to be introduced in line with the subject rather than general". Another research study written and published by Ana Lelashvili (2014) entitled "Examining the Impact of In-service Training Module in Inclusive Education on Developing Positive Attitude and Awareness of Vocational Education Teachers Toward Inclusion, she investigated and compared vocational education college teachers' attitudes to inclusion and students with special needs. Moreover, study tested whether practical experience combined with training in awareness in inclusive education can result in more positive, long lasting attitudes about educational and social inclusion of people with special needs in VET system. This study used experimental sequential mix method design, as a relevant strategy to measure attitudes of large population. In mix method research both qualitative and quantitative research methods were used. According to the findings of the study the improvement of pre-service training and retraining of in-service Vocational education college teachers is required. In a word results have clearly supported the prediction that more information about inclusion and exposure to SNE students is accompanied by more positive attitude. A study conducted by Ekpenyong Essien Essien, OkonEdem Akpan and Imo Martin Obotin 2016 in their research article entitled "The Influence of In-Service Training, Seminars and Workshops Attendance by Social Studies Teachers on Academic Performance of Students in Junior Secondary Schools Incross River State, Nigeria", Another article written by Ju Youn Sim(2011), "The Impact of In-service Teacher Training: A Case Study of Teachers' Classroom Practice and Perception Change", the interviews explored a range of issues. These included their general expectations and outcomes of the INSET course, their perception changes and difficulties in putting new ideas into practice. Interviews also explored their perceptions of longer-term outcomes. The main finding in this study indicated that the two teachers faced some difficulties and challenges in implementing new ideas or knowledge obtained from the INSET course into their classroom practice, and did not do so to the same extent. The contextual differences between the INSET and real practice, the content of the INSET, and lack of school support were identified as constraining factors that limit implementation. The analysis also showed that the teachers' confidence and motivation resulting from the INSET led to

their better career prospects and affected their professional identity. Some important implications from the study for language teacher training are discussed to highlight how the potential impact of INSET could be optimized : (i) INSET should provide ongoing support to promote developmental continuity after the course; (ii) INSET should consider teaching contexts sensitively, especially large classes and limited materials; and (iii) trainees continue their professional development under their own initiative even after the INSET course. Based on the article written by Ghulam Dastgeer (2017) entitled Teachers' Attitude towards Professional Training for Teaching of English Writing through Problem Based Learning , the study aimed to measure the attitude of teachers who attended an in-service training (INSET) workshop for teaching English writing through Problem Based Learning (PBL) to secondary level students. The importance of INSET has been recognized as beneficial to teachers by many researchers. The findings showed that teachers were satisfied with the achievement of INSET objectives; the management of the workshop was effective with good quality of proceedings and services. Overall rating of the program was very good showing their intention to attend such programs in future too. Suggestions include that such workshops should be frequently conducted for teachers of all levels and subjects, and these should be made compulsory and attractive through incentives. Samupwa (2008), analysing the impact of teacher training on the performance of teachers in the classroom, declares that through teacher's training behaviour and performance of teachers can be changed positively. Based on a research conducted by Samiullah Sarwar and Rizwan Raheem Ahmed (2017) they cited that according to Sim (2011), the fundamental purpose of in-service teacher training programmes is to create an environment that enables the effective practice of teaching within a classroom. Essel, Badu, Owusu-Boateng, and Saah, (2009) explore the positive impact of in-service teacher training and thus figure out that such programmes provide the teachers with skill, knowledge, ability and confidence. Furthermore, Essel, Badu, Owusu-Boateng, and Saah, (2009) discuss, "Teachers must be provided with growth opportunities if they are to be encouraged to meet learning needs effectively. If teachers are to develop, attention must be paid to their thinking, moral purposes and skills as change agents as well as their pedagogical and management skills and the leadership and cultural contexts in which they work" (p. 61). They further mentioned that Kazmi, Pervez, and Mumtaz (2011) argue that in-service training programmes make teachers equipped with logical and systematic approaches to apply in classes. In the same way, the increased perception of in-service teachers brings attention towards demand for constantly modernising and updating the professional skills and knowledge of teachers because of the introduction of upgraded and new curricula, need-based learning of students, research of teaching with learning and performance of the teacher.

III. SUMMARY

In-service trainings are indeed of great advantage to teachers for the improvement of their teaching career. The development of professionalism does not happen overnight but rather a long and continuous process to achieve success. It is but fitting and proper that activities and topics which are to be included during INSET

programs be appropriate and useful so that these will contribute positive outcomes in the teaching and learning process. Such programs must be planned with utmost care to be able to achieve the target of becoming relevant in aiming for advancement and breakthrough when participants most especially the members of the teaching force go back and proceed to their respective work destinations and transfer to the learners what they have gained in trainings they have attended.

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