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Virtual In-Service Training: Its Impact to Teaching and Learning Process in the New Normal School Setting

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ABSTRACT

This study was undertaken by the researcher to assess how effective the Virtual In-Service Training (INSET) in the teaching-learning process in the New Normal School Setting. Specifically, this sought to answer the teacher's perception on the teaching and learning process in the New Normal, how the respondents assess Virtual In-Service Training (INSET) in terms of training management, content, delivery of learning, relevance and expertise of the speakers and the effects of Virtual In-Service Training (INSET) in teaching and learning in the New Normal. In this study, descriptive research was used. Google online survey questionnaire was the main instrument used to generate the needed information. Results showed that in terms of teacher's perception of the teaching and learning process in the New Normal strongly agreed on the learning concepts and skills were more reflective, content was appealing and interesting, it promoted students independent learning and enhanced mutual understanding between teachers and students. The Virtual In-Service Training was very good as reflected on the Google survey and as an essential need for all the teachers to grow more professionally and to learn new concepts and styles relative to teaching. It was attested effectively in terms of relevance, content, expertise of the speakers, training management and delivery of learning. Results of the effects of Virtual In-Service Training (INSET) in teaching and learning process in the new normal school setting gained positive remarks focusing on improving teacher's computer literacy, quality of teacher training, enhanced self-directed learning skills and developed sense of perfect behavior in working strategies. It is recommended that teachers need to find ways on looking a stable internet connection for the smooth flow of the Virtual In-Service Training.

CONTEXT AND RATIONALE

Training program in an organization is needed by the people to learn necessary knowledge, attitude, and skills to perform the duties and responsibilities according to an effective job performance. As such, it plays an important part to overcome the encountered problems and to cater the needs of the organization he belongs.

School curriculum is successful if it meets the required standards for effective implementation. Teachers need to be aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, goals, and objectives.

As such, the need for In-Service Training (INSET) for teachers plays an essential role in successful educational reform.

As cited by Oman (2014), In-Service Training (INSET) serves as a bridge between prospective and experienced educators to meet the new challenges of guiding the students towards higher standards of learning and self- development.

The need for In- Service Training (INSET) helps the teachers to equip with new knowledge and skills to face new challenges and reformation in education.

It enhances the professionalism of teachers to meet one's goal and objectives. It helps the teachers to improve efficiency, ability, and motivation in their professional work. It focuses on creating learning environment which helps the teachers to develop their effectiveness in the classroom.

As mandated in the Department of Education (DepEd) Order No. 007, s.2019, the DepEd planned and proposed twice a year of professional development activity called In- Service Training (INSET). The five (5) days annual and semestral break training approved by the DepEd, talks about current trends and issues in the Philippine education system.

In- Service Training (INSET) aims to orient teachers about national and regional programs and to improve the professional growth of teaching force abreast of current trends and knowledge.

Continuous learning of teachers in times of pandemic is a must. Teachers should not stop learning. Learning acquired from the trainings is essential for the learner's despite of the current situation. Using the different learning modalities adopted by the school, teachers need to adopt and embrace the challenges in this New Normal of Education. With the goal of equipping teachers in their best field, In-Service Training (INSET) is appropriate pursuant to the DepEd Memorandum from the Office of Undersecretary for Curriculum and Instruction entitled "Suggested Measures to Foster Academic Ease during the COVID 19 Pandemic.

REVIEW OF RELATED LITERATURE
Literature

In- Service Training (INSET) training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process, and the context.

According to Ong (1993), In-Service Training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of In-Service Training (INSET) is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environment which enable teachers to develop their effectiveness in the classroom.

In this aspect, In-Service Training (INSET) for teachers is the driving force behind much change that has occurred in teaching and learning. It is vital that teachers keep up to-date on the most current concepts, thinking and research in their field and promote professional growth among teachers to promote excellent and effective teaching and learning environment for students.

As cited by Kazmi, et.al (2016), In- Service Training (INSET) for teachers enables the teachers to be more systematic and logical in their teaching style. It is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances to improve, directly or indirectly the quality of pupil's education.

According to Rashid (1996), In- Service Training (INSET) comprises two main elements, that the fulfillment of pupils learning needs and ensuring personal and career development of the academic staff.

As the country continues to confront different issues brought about by the corona virus disease 2019 (COVID-19) pandemic, the Department of Education (DepED) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. Verily, the learning environment amidst the COVID-19 pandemic will be very different. Yet, the DepED is optimistic that despite the various socio- economic situations of families which affect the provision of learning support in the home, and the peculiar needs of different learners, the BE-LCP could be the key to providing quality basic education which is accessible and responsive in the new normal. (Tibon, 2020)

According to Tria (2020), the education sector is one of the highly affected by the COVID 19 pandemic. In the Philippines, where there is still a growing COVID-19 infection. Schools at all levels, therefore, need to address issues and concerns and carefully evaluate plans and procedures on the implementation of the teaching and learning in the new normal. Collaboration is the most important at the difficult times. The challenge herewith is on how to provide and deliver quality education amidst exceptional times, like the COVID-19 pandemic, and on what extent educators are going to become prepared when another crisis comes.

To help teachers adjust while teaching in the New Normal, public school teachers continue to receive and undergo training on various topics. This will also help teachers keep up with the demands of the New Normal through professional development

training designed to provide teachers with essential knowledge and skills on digital literacy, blended learning and 21st century learning methods. (Malipot, 2020).

Additionally, based on the article of Gamiao (2020), teachers should innovate to teach online by tapping legitimate online tools and resources. By using online learning, resources on topics and creating learning playlist or menus, students would be up for an exciting learning process. Educators need to design assessment and grading sytems and think on their purposes and priorities. Encouraging student learning is the best and not just let students accountable for their own learning. Mentors must think that in times of remote learning, continuous feedback from students on their learning can help them reflect on their strengths. These skills of the teachers are enhanced through nline training such as Virtual In- Service Training (INSET) set by the Department of Education (DepEd) on the school calendar.

This Virtual In-Service Training (INSET) serves as the teacher's continuing professional development to upgrade and to adopt to the new New Normal of teaching and learning process and improve themselves.

According to Hirstwood (2020), the virtual In-Service Training (INSET) should compromise self- guided learning, reflective practice activities and staff discussion which is facilitated by curriculum leaders. The use of various online applications and software can be used such as Microsoft Teams, Zoom, Skype and Google Meet. Planning has built in time to accommodate technical glitches, extra discussion time, time for questions and extra debriefing time.

Training program in an organization is a process by which people are taught with skills and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance. Organizations are facing many changes which are related to economic needs, social needs, and technology needs. As such, training program plays an important part to overcome these problems and to cater the needs of the organizations. (Zulkifli, 2020).

Moreover, Virtual In-Service Training (INSET) boosts up the efficiency and effectiveness of the teachers in the new normal. It develops a sense of perfect behavior in working strategies of educator in terms of knowledge, skills, improvement in instructions, updating the mentors, work-culture, performance of students, environment, and communication. (Chowhadhary,2016).

Studies

In- Service Training (INSET) is a fundamental aspect for the enhancement of teacher's professionalism related to the teacher's vision to improve the quality of their work. Through In-Service Training (INSET), teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture.

Studies conducted by Ekpoh, et.al (2016), shows that teachers who attend In- Service Training (INSET) perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students.

As cited by Jahangir, et al (2016), In-Service Training (INSET) plays a major role to improve the teachers performance in school. It also provides the teachers with ample opportunities to learn new concepts, methods, and approaches through professional development. It is deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for their job satisfaction and career prospects and of the institution for supporting its academic work and plans and the implementation of program of staff activities for the harmonious satisfaction of the needs.

According to Frederick and Stephen (2010), during the In-Service Training, teachers management skills, evaluation techniques can wider the content areas of the subject. Teachers and educational experts should increase their effort in fostering and implementing In-Service Training (INSET) in schools to improve the effectiveness of development in schools.

Synthesis

The studies of Ekpoh, Jahanger, et.al, and Frederick and Stephen are closely related to each other in the sense that In-Service Training (INSET) enables teachers to acquire new understanding and instructional skills to develop effectiveness in the classroom. It gives positive change in teachers attitude, increase self- confidence and follow-up with teacher's readiness in facing any various resistance situation that will give a positive effect on students, teachers, and schools.

RESEARCH QUESTIONS

This study aims to answer the following:
1. 1.What are the teacher's perception of the teaching and learning process in the New Normal School setting?
2. How do the respondents assess virtual In-Service Training (INSET) in terms of?
    a. content
    b. delivery of learning

c. relevance

d. expertise of the speakers

e. training management

f. over-all rating

3. What are the effects of virtual In-Service Training (INSET) in teaching and learning process in the New Normal School Setting?

4. 4. What plan of action maybe proposed on the implementation of Virtual In-Service Training (INSET)?

SCOPE AND LIMITATION

The general focus of the study is on the Virtual In-Service Training (INSET): Its Impact to teaching and Learning in the New Normal School setting. The respondents of the study were the fifty- two (52) teachers of Bilaran National High School.

RESEARCH DESIGN AND METHODOLOGY

Research Design/ Methods of Collecting Data

In this study, the descriptive research was used. The questionnaires via Google Forms were the main instrument to generate the needed information in determining the impact of teaching and learning process in the New Normal using Virtual In-Service Training (INSET).

Respondents of the Study

The respondents of the study were the fifty-two (52) teachers of Bilaran National High School. No sampling was used since all teachers were all involved.

Data Gathering Instrument Used

The researcher prepared a questionnaire via Google Forms which included how respondents assess Virtual In-Service Training (INSET) in terms of content, delivery of learning, relevance, expertise of the speakers, training management and the over-all ratings.

Data Gathering Procedure

To gather pertinent data, the researcher sought the permission of the Principal to conduct the study on Virtual In-Service Training (INSET): Its Impact to Teaching and Learning in the New Normal School Setting and asked the teachers to answer the Google Online Prepared Questionnaire. A week allotted for the retrieval of online survey questionnaire and the responses were tabulated, analyzed, and interpreted.

Statistical Treatment of Data

To interpret the data that was gathered, the following statistical measures were used. Frequency, percentage, and ranking were used to analyze the responses of the subjects in the questionnaire.

Weighted mean was used in interpreting the responses of Bilaran National High School Teachers in terms of teacher's perception of the teaching and learning process in the New Normal School Setting and the effects of virtual In-Service Training (INSET) in teaching and learning process in the New Normal School setting.

The statistics that were used in this study were the following:

Weighted Mean

WM = Fx F

Where:

WM denotes weighted mean.

FX = the sum of the product of the WM

F= the total number of respondents

The obtained weighted average was interpreted in terms of the criteria set which was based on the:

Option	Scale Range	Verbal Interpretation
5	4.5-5.0	Strongly agree
4	3.5-4.49	Agree
3	2.5-3.49	Uncertain
2	1.5-2.49	Disagree

1	1.0-1.49	Strongly Disagree

On the assessment on Virtual In-Service Training (INSET), the researcher also used the following criteria based on the obtained percentage on each criterion.

Scale Range	Description
70-75	Poor
76-80	Fair
81-90	Good
91-95	Very Good
96-100	Excellent

Rank: This is the highest position in a group of scores based on weighted mean.

PRESENTATION, ANALYSIS, AND INTERPRETATION
The gathered data were presented and analyzed in this chapter. The interpretation of the findings is likewise shown.

Table 1. Teachers Perception of the Teaching and Learning Process in the New Normal School Setting.

Perception	Weighted Mean	Rank	Verbal Interpretation
Learning concepts and skills are more reflective	5.0	2.5	Strongly Agree
Content is more appealing and interesting	5.0	2.5	Strongly Agree
Develop more universal skills and abilities	4.89	5	Strongly Agree
Improve student's information literacy	4.78	6	Strongly Agree
Promotes students independent learning	5.0	2.5	Strongly Agree
Enhance mutual understanding between teachers and students	5.0	2.5	Strongly Agree
Total	4.978		Strongly Agree

As can be seen in the Table1, teachers strongly agreed that teaching and learning process in the New Normal contributed a lot on learner's concern in a way that concepts and skills were more reflective, content was appealing and interesting, it promoted students independent learning and enhanced mutual understanding between teachers and students.

Table 2. Assessment on Virtual In-Service Training (INSET).

Criteria	Percentage	Rank	Verbal Interpretation
Content	95.0	2	Excellent
Delivery of Learning	90.9	6	Very Good
Relevance	96.4	1	Excellent
Expertise of Speakers	94.5	4	Excellent
Training Management	92.7	5	Very Good
Over-all Rating	94.4	3	Very Good
Total	94		Very Good

The Table 2 shows the percentage gained on the assessment on Virtual In-Service Training (INSET). The table also revealed that the training was very good. It was excellently relevant, an essential need for the teachers to maintain the efficiency, ability, and knowledge in the professional work.

Table 3. Effects of Virtual In-Service Training in Teaching and Learning Process in the New Normal School Setting.

Effects	Weighted Mean	Rank	Verbal Interpretation
Improves teacher's literacy	5.0	2.5	Strongly Agree
Improves quality of teacher training	5.0	2.5	Strongly Agree
Enhance self-directed learning skills	5.0	2.5	Strongly Agree
Compromise self- guided learning	4.89	4.89	Strongly Agree
Develops sense of perfect behavior in working strategies	5.0	5.0	Strongly Agree
Total	4.978		Strongly Agree

It can be gleaned from the table that majority of the Bilaran National High School Teachers strongly agreed that effects of Virtual In- Service Training (INSET) in teaching and learning process in the new normal school setting contributed a lot in the improvement of teacher's computer literacy, quality of teacher training, enhanced self-directed learning skills and developed sense of perfect behavior in working strategies with the over-all weighted mean of 5.0. Then, it was followed in the survey that it compromised self- guided learning with the average mean of 4.89.

Table 4. Action Plan on the Implementation of Virtual In-Service Training.

Program	Objectives	Strategies	Target Date	Resources Needed	Persons Involved	Success Indicator
Project I- Care: Aalalayan Kita Teacher	To implement teaching techniques and strategies in teaching using pedagogical approach	-Virtual Demo Teaching -LAC Teaching -Coaching and Mentoring	Year Round	-Weekly Home Learning Plan -Video Lessons	-Head Teacher -Teacher -Students	Effective Teachers as reflected on actual observation
Project DIS (Direct Instructional Supervision)	To assess progress towards achieving goals established for students and teachers	Virtual Observation	Year Round	Weekly Home Learning Plan -Video Lessons	Head Teacher -Teacher -Students	Interactive Classroom Engagement