Research Paper   Open Access

In-Service Training Needs for the Professional Development of the Secondary Social Studies Teachers of Zone 2, Division of Zambales

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ABSTRACT : The study determined the importance of in-service training needs for the professional development of secondary school teachers in Zone 2, Division of Zambales SY 2019-2020. The descriptive research design with survey questionnaire as the main instrument was utilized to one hundred and ten (110) teachers as population respondents who were randomly selected. The researcher concluded that the teacher-respondent is a Teacher-2, Social Studies major, and attained BS degree with masteral units of education. The teacher-respondents assessed "Very Important" on the level of extent on the need for in-service training needs as to systematic planning in teaching, pedagogical competence, assessment of learning outcomes, effective management of classroom, use of Information and Communication Technology (ICT) and Professional development skills. There is no significant differences when grouped according to profile variables towards systematic planning in teaching, pedagogical competence, assessment of learning outcomes, and the use of Information and Communication Technology (ICT) however, significant on field of specialization towards effective management of classroom and significant on academic position towards Professional development skills. There is no significant difference on the dimensions towards level of extent on in-service training needs of teacher-respondents as to systematic planning in teaching, pedagogical competence, assessment of learning outcomes, use of information and communication technology (ICT), effective management of classroom and professional development skills.

Keywords –*In-service training Professional Development, Secondary Teachers, Social Studies About five key words in alphabetical order, separated by comma*

I.   INTRODUCTION

The quality of education depends on the ability, hard work and dedication of the teacher. They are required to bring about the knowledge, skills, and trends working in the organization to modify their behaviour, develop the desired behavior that ensure their access to the productivity of performance, and eliminate the deficiencies in performance. The teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process (The report of Commission on National Education (1959)as cited in Teaching and Learning International Survey, 2018).

Teachers are expected to know and utilize latest innovations in teaching, effectively manage instruction that would provide better learning atmosphere in classroom setting. Article V, Section 2 of the Code of Ethics of Professional Teachers adopted in 1997 states that 'every teacher shall uphold the highest standards of quality education, shall make essential preparations for teaching, and shall be at his best at all times in the practice of his profession.' Because of the world's rapid change and the continuing technological advance, educationalists are obliged to search for ways to overcome the challenges of the twenty-first century. One way to reach this end is to examine the educational systems and remedy the elements that suffer defects.

The UNESCO discussed that in-service training of teachers are given so much attention that identifying their training needs becomes the major worry of so many countries, that the effectiveness of the training programs depends on identifying the training needs by recognizing the current and required levels of performance, identifying the training policies, and setting the training programs to achieve such policies. Hammond, Hyler& Gardner (2017) stated that one method employed globally is the 'workshop' which in recent years has been broadened to include 'reflective action' and 'learning networks' so that teachers themselves become more effective learners. According to Desta, Chalchisa& Lemma (2014), the knowledge and skills

obtained from teacher in-service trainings play an instrumental role in mitigating problems encountered in the day-to-day professional life of teachers. These aspects of teacher professional development feed each other and are triggering forces to bring change and development in their profession. Teachers constitute a great percentage of the working population and are in the forefront of the battle for national development.

Social Studies teachers are encouraged not only to be a guide post in making decisions about teaching and learning in the school. Social Studies teachers should be open to take risks in trying new techniques and make an effort to learn more and understand new concepts. This can lead to being more reflective and deepening of teacher's learning. But little is known about a scientific investigation of the perceived status of in-service training needs for professional development of Social Studies teachers in the division of Zambales. Research also shows that many schools and teacher educators struggle to foster constructive interactions. Leaders must take on the role of ensuring that proper conditions are in place at the school in order to create a culture of learning .This study therefore, is intended for teachers who wish their needs in-service training and development can be addressed appropriately and adequately. Sometimes teachers are torn between their school needs, their own development needs and those professional development activities suggested (or required) by their school management or the local education authority. Whatever the case, teachers may need some direction as to what their options are when it comes to their professional development.

The results of related studies show that Social Studies teachers need to improve their knowledge and skills that form a basis for project processes, and need to gain an insight that aims to transfer these knowledge and skills into other education environments. In the first step of this process, it is required to analyze the training needs of the teacher-respondents regarding the systemic planning in teaching, pedagogical competence, assessment of learning outcomes, effective management of classroom, use of information and communication technology and professional development skills in a holistic approach. The study proposal would be carried out in the light of said points.

II.   OBJECTIVES

The study determinedthe in-service training needs for the professional development of the secondary school teachers of Zone 2, Division of Zambales this academic year 2019-2020.

III.   MATERIALS AND METHOD

The descriptive method of research was used in this study .According to Riel (2015), descriptive method of research is a purposive process of gathering, analysing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause effect relationships. To gather more information about the topic before designing an experiment or correlational study to address a specific hypothesis. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study (Bedard, 2016).

In this study titled 'In-service training needs of the Secondary Social Studies teachers of Zone 2, Division of Zambales follows logical and careful classification and description of data. Moreover, a development program is proposed and would be formulated for the advancement of Social Studies teachers' performance and professional development.

The researcher investigated Social Studies (*Araling Panlipunan*) teachers from National High Schools and Integrated Schools at Zone 2, Division of Zambales.

A survey questionnaire was the main tool in gathering the necessary data for the research study.

The items/indicators of the questionnaire were based and patterned from the questionnaires of Öztaskin (2018), 'Identifying the In-Service Training Needs of the Social Studies Teachers within the Context of Lifelong Learning'; Almarshad (2017), 'Training Needs for the Professional Development of Social-Studies Teachers at the Intermediate Stage in Al-Jouf in Light of Modern Teaching Trends: A Field Study'; and SEAMEO INNOTECH Teaching Competency Standards in Southeast Asian Countries, Eleven Country Audit (2010).

The survey questionnaire has three (3) parts. First part would gather the information of the respondents' profile. Second part would assess the extent of in-service training needs with a total of 60 items distributed on aspects: (a) Systemic Planning In Teaching, (b) Pedagogical Competence, (c) Assessment of Learning Outcomes, (d) Effective Management of Classroom, (e) Use of Information and Communication Technology, and (d) Professional Development Skills.

The researcher had secured a written permit from the Schools Division Superintendent of the Division of Zambales for the conduct of the study and the distribution of survey questionnaire to the school-respondents.Data which was collected from the survey questionnaire was tabulated analyzed, interpreted and summarized accordingly with the aid of: (1) descriptive statistical techniques such as: frequency counts, simple percentage and mean and (2) inferential statistics - Analysis of Variance (ANOVA).

IV.   RESULTS AND DISCUSSION

1.   Personal Profile of the Teacher-Respondents

Table 1 reflects the profile of the social studies teacher-respondents in terms of age, sex, civil status, educational qualification, position and length of service.

Table 1
Distribution of Teacher- Respondents as to age, sex, civil status, educational attainment, position and length of service

Profile Variables		Frequency (f)	Percentage (%)
Field Specialization	History	8	7.30
	Political Science	4	3.60
	Social Science	18	16.40
	Social Studies	79	71.80
	Others	1	0.90
	Total	**110**	**100.00**
Highest Educational Attainment	Bachelor Degree	35	31.80
	Bachelor Degree w/ Master's Unit	62	56.40
	Masters' w/ Doctoral units	13	11.80
	Total	**110**	**100.00**
Academic Rank/Position	Teacher 1	30	27.30
	Teacher 2	66	60.00
	Teacher 3	13	11.80
	Master Teacher	1	0.90
	Total	**110**	**100.00**

Field Of Specialization. Majority of the one hundred and ten (110) teacher-respondents are specialized in Social Studies with 79 or 71.80%; Social Sciences, 18 or 16.40%; History, 8 or 7.30% ; with majors in Political Science, there were 4 or 3.60 and only 1 or 0.90% is specialized in other major like English. In a qualitative case study conducted by Ermeling & Yarbo (2016) The teachers represented a range of subjects, including Mathematics, Science, English, Social Studies, and Technology education.

Highest Educational Attainment. Majority with 62 or 56.40% have attained Bachelor's degree with masteral units; 35 or 31.80%, are Bachelor's Degree and 136 or 11.80% have attained masteral degree with doctoral units of education. These findings and similar reported evidences point at the impact of developing teachers' competencies (Meissel, Parr, &Timperley, 2016). Quality professional development can lead to important qualitative outcomes such as the creation of a positive school culture, citizenship, improvement in individual teacher skills, and development of opportunities for peer learning (Wouldemse, Dam, Geijsel, van Wessum, &Volman, 2015).

Academic rank/position. Majority of the teacher-respondents were occupying Teacher 2 with 66 or 60.00% followed by 30 or 27.30% who are Teacher 1, 13 or 11.80% are Teacher 3 and only 1 or 0.90% who occupying a Master Teacher in academic rank.

2.   Perception of the teacher-respondents towards the extent of the need for in-service training

Systematic Planning in Teaching The perception of the teacher-respondents towards the extent of the need for in-service training as to systematic planning in teaching is shown in Table 2.

Table 2 Perception of the teacher-respondents towards the extent of the need for in-service training as to Systematic Planning in Teaching
N=110

	Systematic Planning in Teaching	Weighted Mean	Qualitative Interpretation	Rank
1.	Standards of the Social Knowledge Content	2.75	Important	10
2.	New Instructional Planning Practices in Social Studies Education	3.75	Very Important	1
3.	Selects long-term goals based on a prescribed national and/or school curriculum	3.68	Very Important	4.5
4.	States short-term measurable objectives based on a prescribed national and/or school curriculum	3.61	Very Important	8
5.	Designing Activities that allow the use of various teaching strategies	3.59	Very Important	9
6.	Effective and Productive Social Studies Education	3.72	Very Important	2
7.	Searching for extra sources that help to draw the lesson plan	3.63	Very Important	7
8.	Effective Use of the Teachers' Guide Books and Modules	3.68	Very Important	4.5
9.	Searching for Extra Sources that help to draw the Lesson Plan	3.69	Very Important	3
10.	Social Activity Planning and Practicing	3.66	Very Important	6
	Overall Weighted Mean	**3.58**	**Very Important**	

The teacher-respondents assessed "very important" on the issue towards the "New Instructional Planning Practices in Social Studies Education", manifested on the high mean value of 3.75 and ranked 1st while least on the issue towards "Standards of the Social Knowledge Content" with mean of 2.75 interpreted as "Important" and ranked 10th. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to systematic planning in teaching was 3.58 with qualitative interpretation of "Very Important".

Pedagogical Competence. The perception of the teacher-respondents towards the extent of the need for in-service training as to pedagogical competence is shown in Table 3.

Table 3 Perception of the teacher-respondents towards the extent of the need for in-service training as to Pedagogical Competence

N=110

	Pedagogical Competence	Weighted Mean	Qualitative Interpretation	Rank
1.	Contextualization, Localization and Indigenization	3.65	Very Important	6
2.	Foster Diversity, Inclusion and Culture Awareness	3.63	Very Important	7.5
3.	Utilization of Thematic Instruction	3.57	Very Important	10
4.	Innovative Enrichment Activities	3.63	Very Important	7.5
5.	Guided and Independent Instruction	3.68	Very Important	2
6.	Education Circles Strategy	3.61	Very Important	9
7.	Cooperative Competitive Learning	3.67	Very Important	3.5
8.	Differentiated Instruction	3.66	Very Important	5
9.	Contemporary Approaches to Social Studies Education	3.77	Very Important	1
10.	Linking Social Studies with the Daily Issues of Students	3.67	Very Important	3.5
	Overall Weighted Mean	**3.66**	**Very Important**	

The teacher-respondents assessed "very important" on the issue towards pedagogical competence as to "Contemporary Approaches to Social Studies Education", manifested on the high mean value of 3.77 and ranked 1st while least on the issue towards "Utilization of Thematic Instruction" with mean of 3.57 and ranked

10th. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to pedagogical competence in teaching was 3.66 with qualitative interpretation of "Very Important". **Assessment of Learning Outcomes.** The perception of the teacher-respondents towards the extent of the need for in-service training as to assessment of learning outcomes is shown in Table 4

Table 5 Perception of the teacher-respondents towards the extent of the need for in-service training as to Assessment of Learning Outcomes
N=110

	Assessment of Learning Outcomes	Weighted Mean	Qualitative Interpretation	Rank
1.	Designing Alternative Assessment Tools	3.65	Very Important	5.5
2.	Designing Authentic Assessment Tools	3.66	Very Important	3.5
3.	Utilization Alternative & Authentic Assessment Tools	3.62	Very Important	7
4.	Assessment of Product, Process and Performances of Students	3.65	Very Important	5.5
5.	Evaluating and Measuring Students' Progress Systematically	3.60	Very Important	9.5
6.	Making Specific Feedback and Recommendations for Improvement	3.61	Very Important	8
7.	Designing Self-Assessment Methods	3.60	Very Important	9.5
8.	Evaluation of Cooperative and Collaborative Work/s	3.71	Very Important	1
9.	Applying the Accumulated Assessment Process to students	3.67	Very Important	2
10.	Applying the Analytic Assessment Process to Teaching Social Studies	3.66	Very Important	3.5
	Overall Weighted Mean	**3.64**	**Very Important**	

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The teacher-respondents assessed "very important" on the issue towards assessment of learning outcomes as to "Evaluation of Cooperative and Collaborative Work/s", manifested on the high mean value of 3.71 and ranked 1st while least on the issue towards "Evaluating and Measuring Students' Progress Systematically" and "Designing Self-Assessment Methods" with equal with mean of 3.60 and ranked 9.5[th] respectively. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to assessment of learning outcomes was 3.64 with qualitative interpretation of "Very Important".
Effective Management of Classroom. The perception of the teacher-respondents towards the extent of the need for in-service training as to effective management of classroom is shown in Table 5.

Table 5 Perception of the teacher-respondents towards the extent of the need for in-service training as to Effective Management of Classroom
N=110

	Effective Management of Classroom	Weighted Mean	Qualitative Interpretation	Rank
1.	Managing Students to obey Classroom Rules and Procedures	3.67	Very Important	10
2.	Helping Students to take Decisions and Mange Time	3.70	Very Important	5.5
3.	Putting Regulations inside the Classroom	3.71	Very Important	4
4.	Creating the Democratic Atmosphere for a Well-organized Dialogue	3.69	Very Important	7
5.	Completing Instructional and other Duties following Instruction Time	3.74	Very Important	2
6.	Treating Deviant Behaviours Wisely during the Lesson	3.68	Very Important	8.5
7.	Establishing and Maintains Timelines for Task Completion	3.75	Very Important	1
8.	Ensuring Active and Equitable	3.73	Very Important	3

	Student Participation			
9.	Managing the Class Behavior Effectively during the Lesson	3.70	Very Important	5.5
10.	Providing Opportunities for Independent and Cooperative Learning	3.68	Very Important	8.5
	Overall Weighted Mean	**3.70**	**Very Important**	

The teacher-respondents assessed "very important" on the issue towards effective management of classroom as to "Establishing and Maintains Timelines for Task Completion", manifested on the high mean value of 3.75 and ranked 1st while least on the issue towards "Managing Students to obey Classroom Rules and Procedures with mean of 3.67 and ranked 10th. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to effective classroom management was 3.70 with qualitative interpretation of "Very Important".

Use of Information Communication Technology. The perception of the teacher-respondents towards the extent of the need for in-service training as to the Use of Information Communication Technology is shown in Table 6.

Table 6 Perception of the teacher-respondents towards the extent of the need for in-service training as to Use of Information Communication Technology

	Use of Information Communication Technology	Weighted Mean	Qualitative Interpretation	Rank
1.	Browsing the Internet in Teaching Social Studies	3.69	Very Important	2.5
2.	Using Interactive Video in Teaching Social Studies	3.67	Very Important	6
3.	Using the Prezi and PowerPoint in Displaying the Lesson	3.68	Very Important	4.5
4.	Using Computer Programs in Teaching Social Studies	3.62	Very Important	8.5
5.	The Concept and Choice of Educational Technology	3.69	Very Important	2.5
6.	Using Computer Programs in the Process of Assessment at all Stages of Education	3.68	Very Important	4.5
7.	Using Audio and Video Methods in Teaching Social Studies	3.62	Very Important	8.5
8.	Using Pictures and Posters in Teaching Social Studies	3.70	Very Important	1
9.	Using Models and Samples in Teaching Social Studies	3.66	Very Important	7
10.	Using the Email in Teaching Social Studies	3.57	Very Important	10
	Overall Weighted Mean	**3.66**	**Very Important**	

The teacher-respondents assessed "very important" on the issue towards the use of information and communication technology as to "Using Pictures and Posters in Teaching Social Studies", manifested on the high mean value of 3.70 and ranked 1st while least on the issue towards "Using the Email in Teaching Social Studies" with mean of 3.57 and ranked 10th. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to the use of information communication technology was 3.66 with qualitative interpretation of "Very Important".

Professional Development Skills. The perception of the teacher-respondents towards the extent of the need for in-service training as to Professional Development Skills is shown in Table 7.

Table 7 Perception of the teacher-respondents towards the extent of the need for in-service training as to Professional Development Skills
N=110

	Professional Development Skills	Weighted Mean	Qualitative Interpretation	Rank
1.	Methods of Conflict Resolving	3.62	Very Important	10
2.	Practicing the Problem Solving-based	3.65	Very Important	9

	Programmed Models			
3.	Interdisciplinary and Multi-Disciplinary Thinking Systems in Social Studies	3.69	Very Important	5
4.	Provides Leadership in Identifying and Resolving Issues Facing Education	3.70	Very Important	3.5
5.	Education on Intercultural Respect, Tolerance and Understanding	3.70	Very Important	3.5
6.	Facilitating an Understanding of Society, Theory and Perspective	3.69	Very Important	6
7.	Education on Citizenship and Citizen Awareness	3.68	Very Important	7.5
8.	Human Rights Education	3.71	Very Important	2
9.	Professional Ethics and Morality	3.74	Very Important	1
10.	Social and Human Dimension Competencies	3.68	Very Important	7.5
	Overall Weighted Mean	**3.69**	**Very Important**	

The teacher-respondents assessed "very important" on the issue towards the professional development skills as to "Professional Ethics and Morality", manifested on the high mean value of 3.74 and ranked 1st while least on the issue towards "Methods of Conflict Resolving" with mean of 3.62 and ranked 10th. The computed overall weighted mean on the responses towards the extent of the need for in-service training as to professional development skills was 3.69 with qualitative interpretation of "Very Important".

3. Test of difference on the perceived extent of in-service training needs of teacher-respondents when grouped according to profile variable.
Systemic Planning In Teaching. Table 8 shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Systemic Planning in teaching when grouped according to profile variables.

Table 8 Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Systemic Planning in teaching when grouped according to profile variable

Sources of Variations		SS	df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	1.018	4	0.255	2.119	0.084	Accept Ho Not Significant
	Within Groups	12.615	105	0.120			
	Total	13.633	109				
Academic Position	Between Groups	0.499	2	0.250	2.033	0.136	Accept Ho Not Significant
	Within Groups	13.134	107	0.123			
	Total	13.633	109				
Highest Educational Attainment	Between Groups	0.061	3	0.020	0.158	0.925	Accept Ho Not Significant
	Within Groups	13.573	106	0.128			
	Total	13.633	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to Systemic Planning in teaching when grouped according to field of specialization, academic position and highest educational attainment profile variable respectively manifested on the computed P-values of 0.084, 0.136 and 0.925 all of which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.
Pedagogical Competence. Table 9shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Pedagogical Competence when grouped according to profile variable.

Table 9 Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Pedagogical Competence when grouped according to profile variable

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	1.025	4	0.256	1.914	0.114	Accept Ho Not Significant
	Within Groups	14.066	105	0.134			
	Total	15.092	109				

Academic Position	Between Groups	0.761	2	0.380	2.841	0.063	Accept Ho Not Significant
	Within Groups	14.331	107	0.134			
	Total	15.092	109				
Highest Educational Attainment	Between Groups	0.633	3	0.211	1.546	0.207	Accept Ho Not Significant
	Within Groups	14.459	106	0.136			
	Total	15.092	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to Pedagogical Competence when grouped according to field of specialization, academic position and highest educational attainment profile variable respectively manifested on the computed P-values of 0.114, 0.063 and 0.207 all of which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Assessment of Learning Outcomes. Table 10 shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Assessment of Learning Outcomes when grouped according to profile variable.

Table 10
Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Assessment of Learning Outcomes when grouped according to profile variable

Sources of Variations		SS	df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	0.554	4	0.139	1.005	0.409	Accept Ho Not Significant
	Within Groups	14.476	105	0.138			
	Total	15.031	109				
Academic Position	Between Groups	0.364	2	0.182	1.327	0.270	Accept Ho Not Significant
	Within Groups	14.667	107	0.137			
	Total	15.031	109				
Highest Educational Attainment	Between Groups	0.518	3	0.173	1.261	0.292	Accept Ho Not Significant
	Within Groups	14.513	106	0.137			
	Total	15.031	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to Assessment of Learning Outcomes when grouped according to field of specialization, academic position and highest educational attainment profile variable respectively manifested on the computed P-values of 0.409, 0.270 and 0.292 all of which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Effective Management of Classroom. Table 11 shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Effective Management of Classroom when grouped according to profile variable.

Table 11
Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Effective Management of Classroom when grouped according to profile variable

Sources of Variations		SS	df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	1.201	4	0.300	2.726	0.033	**Reject Ho Significant**
	Within Groups	11.567	105	0.110			
	Total	12.768	109				
Academic Position	Between Groups	0.362	2	0.181	1.561	0.215	Accept Ho Not Significant
	Within Groups	12.406	107	0.116			
	Total	12.768	109				
Highest Educational Attainment	Between Groups	0.446	3	0.149	1.280	0.285	Accept Ho Not Significant
	Within Groups	12.321	106	0.116			
	Total	12.768	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to Effective Management of Classroom when grouped according to academic position and highest educational attainment profile variable respectively manifested on the computed P-values of 0.215, and 0.285 of which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted. On the other hand, the P-value of 0.033 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference when grouped according to field of specialization.

Use of Information and Communication Technology. Table 12 shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Use of Information and Communication Technology when grouped according to profile variable.

Table 12 Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Use of Information and Communication Technology when grouped according to profile variable

Sources of Variations		SS	df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	1.215	4	0.304	2.012	0.098	Accept Ho Not Significant
	Within Groups	15.851	105	0.151			
	Total	17.066	109				
Academic Position	Between Groups	0.781	2	0.391	2.566	0.082	Accept Ho Not Significant
	Within Groups	16.285	107	0.152			
	Total	17.066	109				
Highest Educational Attainment	Between Groups	0.229	3	0.076	0.481	0.696	Accept Ho Not Significant
	Within Groups	16.837	106	0.159			
	Total	17.066	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to Use of Information and Communication Technology when grouped according to field of specialization, academic position and highest educational attainment profile variable respectively manifested on the computed P-values of 0.098, 0.082 and 0.696 all of which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Professional Development Skills. Table 13 shows the Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Professional Development Skillswhen grouped according to profile variable.

Table 15 Analysis of Variance to test difference on the perceived extent of in-service training needs of teacher-respondents as to Professional Development Skills when grouped according to profile variable

Sources of Variations		SS	df	MS	F	Sig.	Decision
Field of Specialization	Between Groups	1.530	4	0.383	2.330	0.061	Accept Ho Not Significant
	Within Groups	17.239	105	0.164			
	Total	18.770	109				
Academic Position	Between Groups	1.453	2	0.727	4.490	0.013	**Reject Ho Significant**
	Within Groups	17.316	107	0.162			
	Total	18.770	109				
Highest Educational Attainment	Between Groups	0.310	3	0.103	0.593	0.621	Accept Ho Not Significant
	Within Groups	18.460	106	0.174			
	Total	18.770	109				

There is no significant difference on the perceived extent of in-service training needs of teacher-respondents as to **Professional Development Skills** when grouped according to field of specialization and highest educational attainment profile variable respectively manifested on the computed P-values of 0.061 and 0.621 which are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted. On the other hand, the P-value of 0.013 which is lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference when grouped according to the profile of academic position.

Test of difference on the perceived dimensions on the extent in-service training needs of teacher-respondents. Table 16 shows the Analysis of Variance to Test of Significance Difference on the on the perceived dimensions on the extent of in-service training needs of teacher-respondents.

Table 16 Analysis of Variance to Test of Significance Difference on the on the perceived dimensions on the extent of in-service training needs of teacher-respondents

Groups	Count	Sum	Average	Variance
Systemic Planning in Teaching	10	35.76	3.576	0.086582
Pedagogical Competence	10	36.54	3.654	0.00276
Assessment of Learning Outcomes	10	36.43	3.643	0.001246
Effective Management of Classroom	10	37.05	3.705	0.000739

Use of Information and Communication Technology	10	36.58	3.658	0.001729
Professional Development Skills	10	36.86	3.686	0.001071

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.098453	5	0.019691	1.25516	0.296724	2.38607
Within Groups	0.84714	54	0.015688			
Total	0.945593	59				

There is no significant difference on the perceived dimensions on the extent of in-service training needs of teacher-respondents as to Systemic Planning in Teaching, Pedagogical Competence, Assessment of Learning Outcomes, Effective Management of Classroom, Use of Information and Communication Technology and Professional Development Skills respectively manifested on the computed P-values of 00.296724 which is higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted.

Proposed Program Aimed to Further Social Studies Teachers' Performance and Professional Development

Presented below (Table/Matrix 17) is the proposed and Development Program/Plan aimed to enhance Social Studies teachers' performance and professional development. Contents of the proposed Program were based form the findings of the present study specifically from the theme/variable with highest to the least focused in-service training need from Effective Management of Classroom (OWM=3.70, ranked 1st), Professional Development Skills (OWM=3.69, ranked 2nd), Pedagogical Competence (OWM=3.66, ranked 3.5th), Use of Information and Communication Technology (OWM=3.66, ranked 3.5th), Assessment of Learning Outcomes (OWM=3.64, ranked 5th) and Systemic Planning in Teaching (OWM=3.58, ranked 6th). Also please see Table 9 for the summary of teachers' perception on the in-service training needs of Social Studies teachers. The Proposed Program composed of Key Area, Objective/s Methodology and Activities, Person(s) Involved and Time Frame. To help complete the contents of the Proposed Program, literature and related studies reviews were also conducted by the researcher on Social Studies Skills development and conditions among students.

Table/Matrix 17 PROGRAM TO FURTHER SOCIAL STUDIES TEACHERS' PERFORMANCE AND PROFESSIONAL DEVELOPMENT

KEY AREA	OBJECTIVE/S	METHODOLOGY & ACTIVITIES	PERSON(S) INVOLVED	TIME FRAME
Effective Management of Classroom	Recognize one's own cultural lens and biases, students' cultural backgrounds and broader, social, economic and political context Manifest commitment to building caring classroom communities Ensure that classroom lessons run smoothly despite disruptive student behavior Show ability and willingness to use culturally appropriate management strategies Show sensitivity to cultural differences in communication styles with students Teach rules and expected behaviors within a culture of	**Activities:** ▪ Conduct and/or participation in in-service trainings, seminars, workshops. ▪ Conduct of Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Suggested Topics/Themes:** " Managing Students to obey Classroom Rules and Procedures, take Decisions and Mange Time" Create a "critical/social justice classroom" grounded in the lives of children that involves dialogue, questioning/problem-posing, critiquing bias and attitudes and teaching activism for social justice" "Culturally Responsive Teaching and Culturally Responsive	School Head Department Head Lecturers/ Resource Persons Teacher/s Students	Sept – Nov 2020

| | care explicitly | Classroom"

"Treating Deviant Behaviors Wisely during the Lesson and Managing the Class Behavior Effectively"

"Providing Opportunities for Independent and Cooperative Learning, and Maintains Timelines for Task Completion"

Conduct of Research (Action or Case Study) teaching and classroom management best practices.

Outputs:
▪ Reflections
▪ Best Practices
▪ Classroom Rules and Regulations
▪ Module
▪ Research Output | | |

Effective Managementof Classroom	Recognize one's own cultural lens and biases, students' cultural backgrounds and broader, social, economic and political context Manifest commitment to building caring classroom communities Ensure that classroom lessons run smoothly despite disruptive student behavior Show ability and willingness to use culturally appropriate management strategies Show sensitivity to cultural differences in communication styles with students Teach rules and expected behaviors within a culture of care explicitly	**Activities:** ▪ Conduct and/or participation in in-service trainings, seminars, workshops. ▪ Conduct of Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Suggested Topics/Themes:** " Managing Students to obey Classroom Rules and Procedures, take Decisions and Mange Time" Create a "critical/social justice classroom" grounded in the lives of children that involves dialogue, questioning/problem-posing, critiquing bias and attitudes and teaching activism for social justice" "Culturally Responsive Teaching and Culturally Responsive Classroom" "Treating Deviant Behaviors Wisely during the Lesson and Managing the Class Behavior Effectively" "Providing Opportunities for Independent and Cooperative Learning, and Maintains Timelines for Task Completion" Conduct of Research (Action or Case Study) teaching and classroom management best practices. **Outputs:** ▪ Reflections		

		▪ Best Practices ▪ Classroom Rules and Regulations ▪ Module ▪ Research Output
KEY AREA	**OBJECTIVE/S**	**METHODOLOGY & ACTIVITIES**
Professional Development Skills	Provide an important tactic for improving schools, increasing teacher quality, and improving student learning. Provide evidence based results to show that professional development is significantly linked to student achievement. Provide an in-service training to staff (teachers and associate staff) focused on planned, differentiated and collaborative learning opportunities for continuous professional growth.	**Conduct and/or Participation in:** ▪ Seminar/ Training –Workshop ▪ In-Service Training ▪ Learning Action Cell (LAC) Sessions ▪ Continuous Professional Development Activities **Topics:** "National Council for the Social Studies (NCSS) Curriculum Standards for Social Studies" "Content and Performance Standards in Social Studies 2020" "Problem Solving-based Programme Models and Leadership in Identifying and Resolving Issues" "Interdisciplinary and Multi-Disciplinary Thinking Systems in Social Studies" "Education on Citizenship and Citizen Awareness, Human Rights Education, and Professional Ethics and Morality" "Peace Education, Global Education, Intercultural Respect, Tolerance and Understanding" **Outputs:** ▪ Action Plan ▪ Module ▪ Simple Handout or Handbook ▪ Worksheets ▪ Research Output
KEY AREA	**OBJECTIVE/S**	**Methodology & Activities**
Pedagogical Competence	Acquaint with the philosophical, theoretical, and practical approaches, sets of events, activities, processes, practices, teaching strategies and methodologies that guide teaching and learning Social Studies. Distinguish and apply methods, strategies and techniques expected to be utilized with mastery by Social Studies teachers for Individual setting, Small Group setting, Creative setting, Contemporary setting,	**Activities:** ▪ Conduct and/or participation in in-service trainings, seminars, workshops. ▪ Conduct of Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Topics**: "Utilization of Instructional setting - Individual setting, Small Group

KEY AREA	OBJECTIVE/S	Methodology & Activities
	Community Involvement and Problem setting. Present and apply teaching pedagogies needed to help students think critically, create, and solve complex problems as well as master subject matter content.	setting, Creative setting, Contemporary setting, Community Involvement and Problem setting efficiently and effectively" "Application of Contextualization, Localization and Indigenization in Social Studies Lessons" "Differentiated Instruction, Thematic Instruction, Cooperative Competitive Learning, and Guided and Independent Instruction in Social Studies Program" "Diversity, Inclusion and Culture Awareness through Innovative Enrichment Activities" **Outputs:** ▪ Action Plan ▪ Module ▪ Simple Handout or Handbook ▪ Worksheets ▪ Research Output
Use of Information and Communication Technology .	Enhance knowledge of the operation and utilization Information and Communication Technology (ICT) in teaching Social Studies Utilize resources perceived to be purely cooperate orientated such as computers, interactive board, internet, audio, digital video, internet etc. for academic purpose. Identify data, information and content to operate the digital technology. Physical operation of digital technology. Browse, search and filter data, information and digital content. Evaluate accuracy of data, information and digital content. Operate, store, manipulate, and retrieve information.	**Conduct and/or Participation in:** ▪ Seminar/ Training –Workshop ▪ In-Service Training ▪ Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Topics:** **Introduce Digital Literacy into Social Studies Lessons Aimed to:** ▪ Teach teachers about online safety ▪ Encourage teachers to think ethically ▪ Create "Modern" Classrooms ▪ Making Lessons Digital ▪ Prezi and PowerPoint in Displaying the Lesson ▪ Models, Pictures and Posters in Teaching ▪ Use of Email in Teaching Social Studies "Use of Computer Programs, Applications, and other Platforms in Teaching Social Studies" "Use of Computer Programs in the Process of Assessment at all Stages of Education" "Using Audio and Video Methods in Teaching Social Studies" **Presentation & Submission of**

		Outputs: (e.g.,) ▪ Reflections ▪ Best Practices ▪ Module ▪ Sample Projects/ Output of Students ▪ Research Output
KEY AREA	**OBJECTIVE/S**	**Methodology & Activities**
Assessment of Learning Outcomes	Master the process of collection, interpretation of information to help educators make better decisions and how teachers and students benefit from feedback and reporting processes. Distinguish the different learning assessment challenges and priorities in the current Social Studies context. Acquaint with the processes of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision about the next steps in the educational process.	**Activities:** ▪ Conduct and/or participation in in-service trainings, seminars, workshops. ▪ Conduct of Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Topics**: "Assessment, Evaluating and Measuring Students' Progress in the New Normal" "Designing and Utilization of Alternative Assessment Tools (Performance-Based and Authentic)" "Assessment of Knowledge, Product, Process and Performances of Students" "Evaluating and Measuring Students' Progress Systematically and Making Specific Feedback, Reporting and Recommendations for Improvement" "Designing Appropriate and Realistic Self-Assessment Methods and Techniques" **Outputs:** ▪ Action Plan ▪ Module ▪ Simple Handout or Handbook ▪ Worksheets ▪ Research Output
KEY AREA	**OBJECTIVE/S**	**Methodology & Activities**
Systemic Planning In Teaching	Distinguish, master and apply the key questions for effective instructional planning such as What should be taught? How should it be taught? and How should instruction and student learning be assessed? Planning of specific expectations or learning outcomes, selecting materials to foster expectations/ outcomes, and organizing learning experiences into a coherent and reinforcing sequence of the most essential learning competencies. Deliberate the concept of planning deeper learning which incorporates all outcomes in	**Activities:** ▪ Conduct and/or participation in in-service trainings, seminars, workshops. ▪ Conduct of Learning Action Cell (LAC) Sessions ▪ Participation in Project Group **Topics**: "Application and Utilization of key Questions for Effective Instructional Planning" "New Trends in Instructional Planning Practices in Social Studies

	recognition that all students must have the opportunity to succeed in a rapidly changing and complex world.	Education" "Appropriate Practices Prior to Instructional Planning in Social Studies is Anticipation and Understanding of the Learners' Needs and Characteristics" "Designing Learning Activities in Social Studies that allow the Use of Various Teaching Strategies" "Searching, Designing, Preparing Instructional Resources for Effective and Productive Teaching in Social Studies" "Stating Long-Term Goals and Short-Term Measurable Objectives Based on a Prescribed National and/or School Curriculum" **Outputs:** ▪ Action Plan ▪ Module ▪ Simple Handout or Handbook ▪ Worksheets ▪ Research Output

V.   CONCLUSION

Based on the summary of the investigations conducted, the researcher have concluded that the teacher-respondent is a Teacher -2 Social Studies major, and BS degree with masteral units of education and assessed "Very Important" on the level of extent on the need for in-service training needs as to systematic planning in teaching, pedagogical competence, assessment of learning outcomes, effective management of classroom, use of Information and Communication Technology (ICT) and Professional development skills. There is no significant differences when grouped according to profile variables towards systematic planning in teaching, pedagogical competence, assessment of learning outcomes, and the use of Information and Communication Technology (ICT) however, significant on field of specialization towards effective management of classroom and significant on academic position towards Professional development skills. There is no significant difference on the dimensions towards level of extent on in-service training needs of teacher-respondents as to systematic planning in teaching, pedagogical competence, assessment of learning outcomes, use of information and communication technology (ICT), effective management of classroom and professional development skills. Proposed Program Aimed to Further Social Studies Teachers' Performance and Professional Development. The proposed and Development Program/Plan aimed to enhance Social Studies teachers' performance and professional development in Zone II, Division of Zambales.

VI.   RECOMMENDATION

The following are the recommendations as a result of the findings: Provision of in-service training need programs for all teachers is highly recommended to ensure high level of teaching competence as to: Systematic planning in teaching (lesson planning, New Instructional Planning Practices, Designing Activities that allow the use of various teaching strategies, and Social Activity Planning and Practicing), Pedagogical competence (Updates and new trends on learning contents, Contextualization, Localization and Indigenization, Utilization of Thematic Instruction, Cooperative Competitive Learning, Linking Social Studies with the Daily Issues of Students, Differentiated Instruction and Contemporary Approaches to Social Studies Education), Assessment of learning outcomes (traditional and authentic assessment, rubric design, Product, Process and Performances of Students), Effective classroom management (Student Behavior, New pertinent laws on child protection etc..), Use of Information and Communication Technology (ICT); and Professional development skills. (Conflicts Resolution, Problem solving method, Institutional Leadership, Human Rights, Professional Ethics and Morality, Management Styles). Allocation of appropriate budget for teachers' participation and attendance to in-service training program and To conduct a similar or parallel study with in-depth and wider in scope is encourage in order to validate and confirm the findings obtained in the study.

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