



IMPACT OF TRAINING AND DEVELOPMENT PROGRAMS ON TEACHERS' PERFORMANCE

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Completed 2023



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


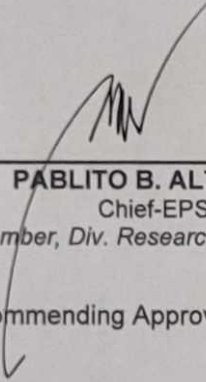
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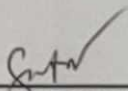
APPROVAL SHEET

This research entitled "IMPACT OF TRAINING AND DEVELOPMENT PROGRAMS ON TEACHERS' PERFORMANCE" prepared and submitted by **CARMILA J. LAUZON** to the Schools Division Research Committee of DepEd-Gingoog City has been examined and is recommended for presentation to the Regional Office X as BERF-funded research.

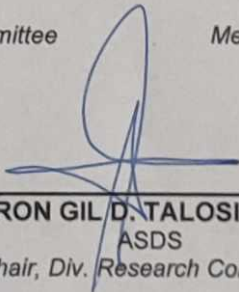
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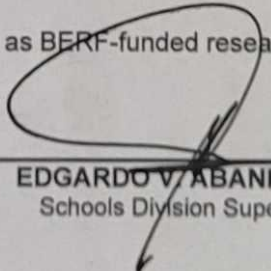

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Abstract

Programs for employee training and development are crucial initiatives that any company must carry out. This study sought to assess the impact of the various training and development courses provided by the DepEd-Gingoog City Division on teachers' performance. The researcher employed reliability-tested modified questionnaires and the teachers' Individual Performance Commitment and Review Form (IPCRF) assessment to gather information pertinent to the problems in question. The data was provided by three hundred and eleven teachers chosen through stratified random sampling from the Division of Gingoog City who agreed to participate in this descriptive-correlational research study. Based on the survey, teachers have a favorable view of the professional development programs the Gingoog City Department of Education offers. This paper acknowledges the value of offering all teachers access to good T and D programs to carry out their responsibility to educate students in the most effective and efficient ways. Therefore, teachers tend to be more productive when they feel they are being cared for through the various training and development activities carried out by the department to which they belong.

***Keywords:* Training and Development, Performance, Teachers**

I. Introduction and Rationale

Every organization's lifeblood is its human resources. An organization can only fulfill its objectives if its personnel are well trained. Employees are the most precious asset since they may create or ruin a company's reputation and negatively impact organizational success. New and old employees do not get the knowledge or develop the skill sets required to do their duties to their total capacity without adequate training.

Performance has become a buzzword in the twenty-first century, and everyone wants to enhance it. Every institution, whether public or private, regardless of size, period, or location, aims to improve performance on both a qualitative and quantitative level (Punia & Garg, 2012). Employability is gradually evolving into one of the key goals in the workplace due to the expansion of globalization and rapid changes in the economic environment. Human resource development techniques can improve employee performance because an organization's human resources quality influences its efficiency. The main objective of every organization is to increase performance, but this is impossible without efficient and effective employee performance. Employee skills are therefore crucial in defining an institution's current state and future.

Investment in human resources is becoming increasingly common as a strategy for organizations to boost their competitiveness (Alagaraja, 2013). Institutions like the Department of Education, the highest-ranking government body, acknowledge that human resource development is crucial for boosting organizational effectiveness. According to the Department of Education, professional standards are essential for teachers' ongoing professional development because they support the principle of lifelong learning. It is dedicated to assisting teachers and acknowledges the mountains of evidence demonstrating how crucial excellent teachers are to increase student

achievement. Outstanding instruction is necessary for students to learn effectively. Raising teacher standards is therefore essential for the long-term, sustainable development of the country.

DepEd Order No. 42, or the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST), was mandated by DepEd in 2017. It ensures that educators are properly trained to carry out the K–12 Program. The PPST, or Philippine Professional Standards for Teachers, will serve as the basis for all teacher learning and development initiatives. Teachers' performance will also be assessed using the PPST's standards.

Training and development are critical in attaining effective, productive, and qualified teachers in the field. Kuruppu et al. (2021) highlighted training programs as an effective weapon among other human resource strategies for developing and upgrading the knowledge and skills of employees. Similarly, Mahadevan and Yap (2019) determined that training is an important human resource activity in an organization, owing to its potential to promote individual learning.

Performance can be enhanced via a variety of training techniques, which enhances the effectiveness of the organization. As a result, training methods attract investigation because they may significantly impact an institution's performance. Recent studies have been the subject of human resource management and training methods for performance (Manning, 2015; Jayakumar & Sulthan, 2014; Treven et al., 2015).

The Human Resource Development Unit (HRDU), a branch of the Schools Governance and Operations Division (SGOD) in the Division of Gingoog City, organizes and manages numerous professional development programs for teachers at various school levels. The researcher is determined to examine the teachers who directly benefit

from the different training and development initiatives in her capacity as an employee who also serves as a Senior Education Program Specialist at the HRDU. Through this, the Division will have a solid foundation for enhancing and changing the current framework for training and development and a channel for making policy suggestions to the appropriate authority.

Thus, this paper aims to determine whether the different training and development activities provided by the Department of Education-Division of Gingoog City have a bearing on the teachers' work performance.

Literature Review

George Homans created the Social Exchange Theory in the 1970s (Kim & Park, 2017), which states that individuals will demonstrate improved job performance if they feel rewarded and encouraged. Employees (teachers) and employers (DepEd) generate mutual responsibilities in which the employee (teachers) owes an employer (DepEd) specific contribution, and the employer (DepEd) owes inducements for labor (Cropanzano et al., 2016).

Three variables under study are intertwined with the Social Exchange Theory as a framework. The first variable serving the independent variable is the training and development provided by the Department of Education-Division of Gingoog City.

Through training, uninformed employees become informed employees, and unskilled or semiskilled employees become employees who can complete their given responsibilities in the way their organization desires. Therefore, training and development may be thought of as a collection of actions targeted at boosting the performance of employees in an organization (Tharayil, 2013).

Training can be defined in several ways, depending on the reference context. Training is described as an organized process of learning information, skills, talents, and the appropriate attitudes and behaviors to satisfy job needs by Towler et al. (2014). In addition, Tharayil (2013) defines training as methods to give employees the skills they need to perform their jobs. As a result, training involves getting someone ready for a specific position or set of skills. This circumstance must have a particular objective and be for the task, not a personal advantage.

The policy guidelines for establishing training and development programs and performing activities for the capacity and capability building of DepEd personnel and staff were reviewed in the context of the Department of Education (DepEd Order 32, s. 2011). These policies are implemented under the Civil Service Commission (CSC), National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Commission on Audit (COA), and this Department's policies and guidelines, among others.

The following are the T&D definitions and concepts: 1) Training and Development (T&D) is how an organization or institution delivers professional development activities to improve individuals' knowledge, abilities, and attitudes to execute their tasks effectively; and 2) Trainings, seminars, workshops, conferences, scholarships, and job-embedded learning are activities that fall under this category. These activities will entail assessing competency and requirements systematically, planning, designing, developing resources, and delivering the programs.

To operationalize training and development activities, this paper uses the definitions of the concepts enshrined in DepEd Order 32, s. 2011.

These are different types and delivery of T&D programs and activities: 1) All DepEd staff with plantilla appointments will access training, seminars, workshops, conferences, scholarships, and job integrated learning. Their relevant offices must provide chances for job-embedded or workplace teaching to update the capabilities of workers under Contract of Service (COS) and other non-permanent employees; and 2) These training may be classified into long-term and short-term training.

Degree or Non-Degree Certificate Programs that may be completed in six (6) months to three (3) years are considered long-term training. These include credit courses and graduate degree programs offered by teacher education institutes (TEIs) or comparable institutions such as the Centers of Excellence (COES), SEAMEO INNOTECH, and others. These will be delivered through distance learning programs or other acceptable alternate delivery modes during the summers or throughout the year.

Short-term training focuses on competency development and enhancement as part of executing SPPDS and MPPDs based on the target personnel's recognized priority needs. Multi-grade, or multilingual education, training is one example of this. Such activities enhance access to training to meet the urgent requirements of Department of Education employees who are not enrolled in long-term training programs.

According to Sung and Choi (2014), reinvesting into training and development and putting the results into practice improves employee performance dramatically. Like this, organizational learning, education, and training can enhance creative performance.

This study promotes the idea that training and development opportunities and their perceived value can help to explain how much teachers can improve their effectiveness in the classroom. The study's central hypothesis is that teachers'

performance is strongly impacted by the training and development initiatives undertaken by the DepEd-Division of Gingoog City.

Work performance involves actions that fulfill the requirements specified in the job description, consisting of activities needed to convert materials into finished goods and services of an organization. It is a multidimensional construct comprising performance factors, including job proficiency, communication proficiency, supervision, and management/administration. It can be measured by various options such as rating scales, archival records, job knowledge tests, or hands-on samples. Performance ratings are taken to develop an assessment of employee job performance.

On the other hand, teacher performance is dependent on factors that will include personal qualities, instructional competencies, classroom management, community involvement, exposure to seminars, and research. The study of Kamuri and Chamundeswari (2013) showed a gradual decrease in the quality of teaching due to factors such as lack of teachers' skills attributed to outdated preparation and stagnant compensation in educational institutions. These recent years' situations for teachers resulted in limited growth opportunities and an inadequate structure of teacher compensation. Furthermore, "performance" refers to completing a task or functioning efficiently. Performance in an organization is achieved at the levels of the organization, process, and persons, and the interrelationships between these will establish the organization's vantage points (Tahir et al., 2014).

The word "employee performance" is a broad one. In general, performance refers to completing the work assigned by the institution while adhering to the organization's standards. Every organization expects its workers to exhibit organizational performance that aids in achieving the organization's overall objectives. Effectiveness and efficiency

are critical components of the version (Shah, 2018). The performance of an individual may be assessed by comparing it to the organization's performance standards (Shah, 2018).

The Department of Education uses the Individual Performance Commitment and Review Form (IPCRF) to rate teachers on their performance concerning a range of competencies. Each teacher must meet the commitments and performance standards listed in the IPCRF. A structured set of instructions is provided to help the rater (immediate superior) and the ratee (teacher) in rating the latter since the IPCRF rate represents the teachers' performance. As a result, coaching and performance monitoring will occur at the first semester's conclusion. A mid-year review and evaluation of teachers' performance will take place. The principal will assess and determine the final grade for each teacher during the performance review and assessment after the academic year.

The preceding rating system is anchored on DepEd Order No. 2, s. 2015, entitled "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education," which propounded that the relationship between organizational thrusts and the performance management system must be clarified. By cascading institutional accountability to various levels, units, and individuals and establishing a reasonable and factual foundation for performance objectives and metrics, DepEd assures organizational effectiveness and tracks employees' progress and efficiency.

Employee performance and training and development have a beneficial association, according to earlier research (Amin et al., 2013). This result was in line with

past research (Jagero, Komba, & Mlingi, 2012; Khan, 2012; Nadarasa, 2013; Tabiu & Nura, 2013; Tiwari, 2011).

In addition, Mahmood et al. (2021) discovered that perceived training possibilities explained the variation in contextual performance in their study. It was consistent with the research by Rehman, Mansoor, Rafiq, and Rashid (2011). As a result, it is believed that training and development have a significant positive impact on employee performance. Like this, subsequent studies by Falola et al. (2014) and Issahaku et al. (2014) discovered that employee performance was favorably benefited by training and development. In addition to the actual data, the Social Exchange Theory (SET) (Blau, 2017) asserted that when management gives employees the right opportunity for training and development, it conveys to those employees that the company values their development (Mahmood et al., 2021).

III. Research Questions

This study aimed to determine the impact of training and development programs on teachers' performance. It also sought to answer the following questions:

1. What is the teachers' assessment of the training and development programs conducted by DepEd Gingoog City?
2. What is the level of teachers' performance measured through their IPCRF rating?
3. Is there a significant relationship between training and development programs and the teachers' performance of DepEd Gingoog City?

IV. Scope and Delimitation

This study focused on quantitatively analyzing the training and development programs provided by the Department of Education-Division of Gingoog City. The variable described above is taken as the independent or predictor variable. Likewise, an evaluation of the teachers' performance shall be concurrently done. The goal of the researcher sprang from the determination of the impact of the training and development programs on the teachers' performance.

The study's respondents were randomly chosen teachers at the public schools in the Schools Division Office of Gingoog City.

The correlational research design was used in the study with a quantitative component, and questionnaires were used based on measuring the variable elements.

V. Research Methodology

The study utilized the descriptive-correlational research design, using survey questionnaire specific for each of the independent and dependent variables. Signed and approved letters of permission were secured from the office of the school's division superintendent to conduct the study to the target teacher-respondents of the study. After the initial protocols were complied with, the questionnaires were distributed. They were then retrieved; data were tabulated and analyzed using SPSS 20. The statistical treatments used were the frequency and percentages count, computation of means, and Pearson Product Moment Correlation to establish the relationship between the independent variables and the dependent variables.

a. Sampling

This study used proportionate simple random sampling for the teacher-respondents. The study employed the simple random technique in the selection of the participants with the use of the Sloven formula:

$$n = \frac{N}{1 + Ne^2}$$

where n = Number of samples, N = Total population and e = Error tolerance.

The population of the study constituted the hired teachers from 2013-2017, to ensure that the teachers have undergone relevant training and development programs conducted by DepEd-Gingoog City Division.

Table 1

Distribution of Teacher - Respondents

School Year	Population	Sample Size
2013	100	49
2014	43	22
2015	59	29
2016	86	42
2017	128	62
Total	416	204

b. Data Gathering Method

The researcher upheld the following procedures to obtain the desired data of this study.

Preparation of the instrument. The researcher prepared in advance the survey questionnaires for the teacher-respondents. Each questionnaire had an identification number written on the upper left corner of the paper.

The first phase of the data gathering mainly involved the preliminary activities prior to the administration of the survey questionnaires.

It was explained that each one of them was randomly selected as a possible participant in this study and that they are part of the 1,382 teachers from this Division determined through probability sampling, specifically stratified random sampling. Their honesty and participation are requested as one of the respondents to answer the questionnaires to avoid biases. Their participation is important, and the researcher hopes that they will take this opportunity to share their views and opinions.

The target respondents were apprised that the survey questionnaire that they are going to answer is divided into two parts: Part 1 is their assessment of the training and development programs provided by DepEd Gingoog City that they participated. Part 2 is their Individual Performance and Commitment Review rating for the last 3 years.

The respondents' participation in this research study was to answer the prepared survey questionnaire. It will only take 10 to 15 minutes of their time to answer the said questionnaire and it will be done.

Lastly, an interpretation and analysis of the data followed.

c. Ethical Issues

The researcher *secured the approval of the Schools Division Superintendent* to conduct the study to the target respondents, retrieved the data, and conducted focus group discussions.

Once the approval from the Schools Division Superintendent was granted, the researcher met the respondents individually. Informed consent was distributed along with

the survey forms. They were informed about the study's procedures, study risks, benefits, and that all information they provided would be confidential. It was thoroughly explained that there were no risks in participating in this research study.

After the survey questionnaires were accomplished, the instruments were retrieved. The answer in the questionnaire is considered confidential and will be used solely for academic purposes.

d. Data Analysis Method

To facilitate the analysis of the interpretation of data, the following statistical tools were employed:

For problem number 1, the researcher used the descriptive statistics analysis such as the mean, frequency and percentage, and standard deviation distribution to determine the respondents' perception on the different training and development programs conducted by the Division of Gingoog City.

For problem number 2, the researcher employed the descriptive statistics analysis such as the mean, frequency and percentage, and standard deviation distribution to determine the teachers' work performance.

For problem number 3, the researcher used inferential statistics, specifically Pearson Product Moment Correlation Analysis, to determine the connection between performance of the teachers and the training and development programs.

VI. Discussion of Results and Recommendations

Problem 1. What is the teachers' assessment of the training and development programs conducted by DepEd Gingoog City?

Table 2 presents the teacher-respondents perception of the different training and development programs conducted by the Division of Gingoog City.

Per DepEd Order No. 32, s. 2011 "Policies and Guidelines on Training and Development (T&D) Programs and Activities," training and Development (T&D) is defined as the process through which an organization or institution delivers professional development activities to improve individuals' knowledge, abilities, and attitudes to execute their tasks effectively.

As seen in the table 2, the over-all mean ($M=3.59$) suggests that the teacher-respondents have *very high perception* regarding the training and development programs provided to them by DepEd-Division of Gingoog City. The small value of the measure of the spread mean ($SD=0.411$) implies that the respondents' answers do not differ much from each other. Likewise, very high perception means a positive assessment and regard of teachers toward the different activities done by the Human Resource Development Unit of the Division.

Looking closely at the descriptive table, the indicators that received the highest agreement by the respondents is indicator 8: *I appreciate the training and development programs of the Division of Gingoog City* ($M=3.74$; $SD=0.454$).

Table 2*Respondents' Perception of the Training and Development Programs*

<i>Indicators</i>		\bar{x}	SD	QD	QI
1	Teachers' skill enhancement come through Training & Development programs conducted by the Division of Gingoog City.	3.56	.529	Strongly Agree	Very High
2	Training and Development programs of the Division bring positive attitude in me.	3.67	.492	Strongly Agree	Very High
3	With training and development programs, my job knowledge increases.	3.66	.508	Strongly Agree	Very High
4	Training and development programs teach me the technique of performing my teaching job.	3.64	.520	Strongly Agree	Very High
5	I consider the training and development programs vital for my teaching job.	3.72	.462	Strongly Agree	Very High
6	There are numerous training and development programs conducted by the Division that I participated.	3.35	.675	Strongly Agree	Very High
7	The training and development programs that the Division conducted are essential to me.	3.64	.513	Strongly Agree	Very High
8	I appreciate the training and development programs of the Division of Gingoog City.	3.74	.454	Strongly Agree	Very High
9	The training and development programs are done fairly and are availed of by all teachers.	3.22	.789	Agree	High
10	The training and development programs are worth participating.	3.65	.511	Strongly Agree	Very High
Overall Total		3.59	.411	Strongly Agree	Very High

Scale	Range	Description	Interpretation
4	3.26-4.00	Strongly Agree	Very High
3	2.51-3.25	Agree	High
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very Low

It means that teachers exhibit a sense of gratitude and see the value of the training and development programs and activities in their work. Every after each T and D program, a Quality Assurance, Monitoring and Evaluation forms are given to the participants to determine their perception about the activities. Results of the QAME support this finding as most respondents rate the activities very high.

Another indicator that received a high rating is indicator 5, *I consider the training and development programs vital for my teaching job* (M=3.72; SD=0.462). It means that

teachers are cognizant of the pivotal role of training and development programs in the exercise of their mandate as educators. According to Iqbal et al. (2014), Padmanaban & Shakeel-Ul-Rehman, (2013), Elnaga and Imran (2013), the way an organization trains its employees can affect its success, which means that T and D programs are vital in the work of employees. With training and Development programs, employees acquire skills they need to do their tasks. As a result, training entails preparing a person for a specific job or set of abilities. (Tharayil, 2013).

One notable finding is that indicator 9, *The training and development programs are done fairly and are availed of by all teachers* ($M=3.22$, $SD=0.789$), received the lowest rating. It implies that although the rating seems not alarming, it is a significant red flag that the Division of Gingoog City should be mindful about, i.e., to ensure that during the planning stage of the T and D programs, equity and fairness must always be a factor. The researcher, who is an Education Program Specialist in the Human Resource Development Unit, is acutely conscious of some feedback from the field concerning some teachers who are always tapped and recommended by the higher-ups to attend seminars and training. The finding gives an opportunity for the T and D planners to institute necessary steps so that all teachers are given equal chances to participate in such programs.

Problem 2. What is the level of teachers' performance measured through their IPCRF rating?

Another variable looked into by the researcher is teachers' level of performance. This variable involves actions that fulfill the requirements specified in the job description, consisting of activities needed to convert materials into finished goods and services of an organization. Teachers' performance can be measured by various options

such as rating scales, archival records, job knowledge tests, or hands-on samples. Performance ratings are taken to develop an assessment of employee job performance.

In the context of this study, the teachers' level of performance is measured in terms of their rating from the Individual Performance Commitment and Review Form for 3 consecutive school years (SY 2018-2019, SY 2019-2020, and SY 2020-2021). The rating gleaned from the IPCRF is considered to be the teachers' overall work performance.

Table 3 shows the respondents' level of work performance.

Table 3

Respondents' Level of Performance (n=311)

Teachers' Performance	Qualitative Description	F	%
4.500-5.000	Outstanding	91	29.3
3.500-4.499	Very Satisfactory	219	70.4
2.500-3.499	Satisfactory	1	0.3
1.500-2.199	Unsatisfactory	0	0
Below 1.499	Poor	0	0
Mean		4.398	
SD		.204	
QD		Very Satisfactory	

As seen in Table 3, majority of the teachers (70.4%) obtained a *very satisfactory performance* for 3 years, while 29.3% got an *outstanding performance*. Only one teacher got a *satisfactory* rating. It is noteworthy that teachers must get at least a very satisfactory rating. A rating of satisfactory for 3 consecutive years is subject to further performance appraisal by the Department.

The study of Tahir (2014) confirms that the term "performance" relates to completing a task or just functioning efficiently.

Problem 3. Is there a significant relationship between training and development programs and the teachers' performance of DepEd Gingoog City?

One of the objectives of this study rests on determining whether significant relationship exists training and development programs and teachers' performance of DepEd Gingoog City. Table 5 presents the Pearson r values among the aforementioned variables.

Table 4

Pearson R-Values showing Relationship between Training and Development Programs and Teachers' Performance

Variables	Mean	Pearson R-value	p
Training and Development Programs	3.585	.107	.060 NS
Teachers' Performance	4.398		

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4 shows that Training and Development Programs are not significantly associated with Teachers' Performance ($r=.107$; $p=.060$). It means that statistically, T and D programs and Teachers' Performance are independent of each other.

The following are the recommendations based on the findings of this study:

1. The Department of Education through the Human Resource Development Unit should sustain the conduct of appropriate training and development programs that are not only effective but fair to all teachers. Considering the result as a significant red flag as to fairness of the availment of the T&D programs, the Division of Gingoog City should be mindful about ensuring that during the planning stage of the T&D programs equity and fairness must always be a factor.

2. The Department of Education should continuously provide teacher support, such as implementation of planned training and development programs or scholarship grants, for them to maintain and improve their performance at work.
3. The Human Resource Development Unit of the Division of Gingoog City should continually anchor the select training and development to the identified teachers' needs based on the assessed learning needs assessment that will contribute to teachers' improved performance.

VII. Plans for Dissemination and Advocacy

The results of this study will be relayed to the rest of the members of the Executive Committee during the EXECOM Meeting. Also, the same findings will also be communicated to the school heads during the Management Committee Meeting.

A dissemination plan will be conceptualized to test the veracity of the findings of the research. The plan will be carried out through Division-based presentation during the Division Research Congress with the permission of the Schools Division Research Committee (SDRC).

VIII. References

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Survey Questionnaire

This questionnaire is part of a study, which seeks to determine the impact of the training and development programs on the teachers' level of performance in the Schools Division of Gingoog City

Please be assured that your responses will be dealt with utmost confidentiality and will be solely used as part of the data needed to realize the objective of this study.

Thank you very much.

- Carmila J. Lauzon

PART 1. Training and Development Programs (Modified from Tahir et al., 2014)

Instructions:

The following survey items will measure your perception of the different training and development programs conducted in the Division of Gingoog City from 2015-2022. Please indicate the extent of your agreement or disagreement on the following indicators using the provided scale.

1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree		
Indicators (Think of the training and development programs conducted by the Division of Gingoog City from 2015-2021 that you participated)		1	2	3	4
1. Teachers' skill enhancement come through Training & Development programs conducted by the Division of Gingoog City.					
2. Training and Development programs of the Division bring positive attitude in me.					
3. With training and development programs, my job knowledge increases.					
4. Training and development programs teach me the technique of performing my teaching job.					
5. I consider the training and development programs vital for my teaching job.					
6. There were numerous training and development programs conducted by the Division that I participated.					
7. The training and development programs that the Division conducted are essential to me.					
8. I appreciate the training and development programs of the Division of Gingoog City.					
9. The training and development programs are done fairly and are availed of by all teachers.					
10. The training and development programs are worth participating.					

PART II. Work Performance

Please give me your IPCRF rating for the last 3 years.

- | | | |
|-------------------------------|---------------------------|----------------------------------|
| <i>A. SY 2021-2022</i> | <i>Rate:</i> _____ | <i>Description:</i> _____ |
| <i>B. SY 2020-2021</i> | <i>Rate:</i> _____ | <i>Description:</i> _____ |
| <i>C. SY 2019-2020</i> | <i>Rate:</i> _____ | <i>Description:</i> _____ |