


**THE IMPACT OF THE DEPARTMENT OF EDUCATION'S IN-SERVICE  
TRAINING PROGRAM TO ENGLISH, SCIENCE AND  
MATHEMATICS (ENSCIMA) TEACHERS IN THE  
DIVISION OF CAVITE: BASIS FOR  
CONTINUOUS DEVELOPMENT**



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## ABSTRACT

Title of the Research: **THE IMPACT OF THE DEPARTMENT OF EDUCATION'S IN-SERVICE TRAINING PROGRAM TO ENGLISH, SCIENCE AND MATHEMATICS (ENSCIMA) TEACHERS IN THE DIVISION OF CAVITE: BASIS FOR CONTINUOUS DEVELOPMENT**

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This descriptive study assessed the impact of DepEd's INSET programs to selected ENSCIMA teachers in the Division of Cavite which could serve as basis for continuous development of teachers. The conceptual framework evolved from the systems approach of Input (Teachers' Profile), Output (Analysis of Teachers' Profile and the results of survey questionnaires) and output (Proposed Strategic Teacher Training Program). This study was conceived and anchored on the legal mandates of Republic of the Philippines, Civil Service Law and Rules, and

Department of Education programs such as Republic Act 9155, Senate Bill No. 335 or the National Accrediting Agency for Teacher Education Institution Act of 2007, and Basic Education Reform Agenda (BESRA), whose primary concern is to render continuous professional growth and personal development for teachers. This research used random sampling and purposive non- sampling techniques for teacher-respondents and complete enumeration for school heads. The respondents composed of 70 school heads and 298 teachers who belonged to the academically challenged schools with 70 per cent and below Mean Percentage Score (MPS) in the areas of English, Science and Mathematics (ENSCIMA) in the National Achievement Test (NAT) in school year 2007-2008.

DepEd conducted sixteen (16) ENSCIMA In-Service Training programs in the Division of Cavite from 2006-2008. Respondents perceived that the impact of DepED INSET on professional development is to a fair extent only in the areas of lesson planning, delivery of instruction and assessment/ evaluation. Likewise, the impact of DepEd INSET on teachers' personal development is satisfactory in the areas of honesty, integrity, leadership, stress tolerance, dedication/commitment and decisiveness.

In the light of the findings and conclusions, the study recommends that in designing a DepEd INSET for teachers there is a need to focus on delivery of instructions, lesson planning and assessment/ evaluation for

the new teachers, and refresher courses to those 51 and above age bracket to refresh and update themselves with the modern teaching strategies and methodologies. There is also a need for teachers to attend values reorientation seminar-workshop with emphasis on honesty/integrity, dedication and commitment, leadership, fairness and justice and decision making approaches. Attendance to stress management seminars and graduate studies is also recommended.



## TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGEMENT	6
TABLE OF CONTENTS	7
LIST OF TABLES	10
LIST OF FIGURE	14
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	15
Conceptual Framework	20
Statement of the Problems	22
Hypothesis	23
Scope and Delimitation of the Study	24
Significance of the Study	25
Definition of Terms	26
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	28
Research Literature	40
Synthesis	51

3	METHODOLOGY	
	Research Method	53
	Population and Sampling	53
	Respondents of the Study	54
	Research Instrument	56
	Validation of the Instrument	57
	Data Gathering Procedure	58
	Statistical Treatment of Data	58
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Problem No. 1	60
	Problem No. 2	64
	Problem No. 3	70
	Problem No. 4	118
	Problem No. 5	125
	Problem No. 6	129
	Problem No. 7	132
5	SUMMARY, CONCLUSION AND RECOMMENDATIONS	
	Summary	165
	Findings	168
	Conclusions	179

Recommendations	181
REFERENCES	183
APPENDICES	
A Questionnaires	190
B DepEd Memorandum of ENSCIMA INSET	200
C List of Academically Challenged Schools	201
D Letter of Request for the List of Teachers in the Division	203
E Letter of Request for the List of ENSCIMA INSET	204
F Letter of Request to Administer the Questionnaire	205
G Letter of Endorsement	207
H Curriculum Vitae	208

### LIST OF TABLES

TABLE		PAGE
1	Distribution of Population/Respondents	55
2	Profile of ENSCIMA Teacher- Respondents as to Age	61
3	Profile of ENSCIMA Teacher- Respondents as to Subjects Taught	62
4	Profile of ENSCIMA Teacher- Respondents as to Years in Service	63
5	Profile of ENSCIMA Teacher- Respondents as to Educational Attainment	64
6	DepEd INSET Programs (2006, 2007, 2008)	69
7	Perceptions of School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Lesson Planning	74
8	Perceptions of School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Delivery of Instruction	78
9	Perceptions of School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Assessment/Evaluation	82
10	Perceptions of School Head-Respondents and	



	Teacher- Respondents on the Impact of DepEd INSET as to Management of Time and Environment	86
11	Summary of the Perceptions of School Head- Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Professional Development	88
12	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Decisiveness	91
13	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Honesty/Integrity	94
14	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Dedication/Commitment	97
15	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Initiative/Resourcefulness	99
16	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Courtesy	102

17	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Human Relations	104
18	Perceptions of School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Leadership	107
19	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Stress Tolerance	110
20	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Fairness and Justice	112
21	Perceptions of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Proper Attire/Good Grooming	114
22	Summary of the School Head-Respondents and Teacher- Respondents on the Impact of DepEd INSET as to Personal Development	117
23	Comparison of the Impact of DepEd INSET as to Professional Development in terms of Age	119
24	Comparison of the Impact of DepEd INSET as to Professional Development in terms of	

	Subject Taught	120
25	Comparison of the Impact of DepEd INSET as to Professional Development in terms of Years in Service	121
26	Comparison of the Impact of DepEd INSET as to Professional Development in terms of Educational Attainment	121
27	Comparison of the Impact of DepEd INSET as to Personal Development in terms of Age, Subject Taught, Years in Service, and Educational Attainment	125
28	Comparison of the Perceptions of the School Head-Respondents and Teacher- Respondents in Terms of Professional Development	128
29	Comparison of the Perceptions of the School Head-Respondents and Teacher- Respondents in Terms of Personal Development	129
30	Training Needs of the Teacher-Respondents on Professional Development	130
31	Training Needs of the Teacher-Respondents on Personal Development	132

**LIST OF FIGURE**

FIGURE		PAGE
1	Research Paradigm	21

