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**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH
TECHNOLOGY****INSTRUCTIONAL PLANNING AND ASSESSMENT TRAINING NEEDS IN THE
SENIOR HIGH SCHOOLS: ADDRESSING THE 'NEW NORMAL' IN THE BASIC
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PhilippinesDOI: <https://doi.org/10.29121/ijesrt.v10.i6.2021.14>**ABSTRACT**

The present study determined the in-service training needs of teachers in the Senior High Schools of Zone 2 (Iba, Palauig and Botolan Districts), Department of Education, Division of Zambales, Philippines for the school year 2020-2021 considering the present situation or the “new normal” in the basic education. The training needs aspects include (a) Planning Most Essential Learning Competencies; and (b) Assessing of Learner’s Outputs/Outcomes. The respondents are Senior High School teachers. The research study was conducted during the 1st quarter of the school year 2020-2021. The study employed a descriptive research design and used a survey questionnaire as main instrument for data gathering. Descriptive and inferential statistics are the statistical tools employed. Findings revealed that majority of the senior high school teachers specialize in Academic Track and are Teacher 2 in their academic position. The training on Planning Most Essential Learning Competencies (MELCs) was very much needed by the senior high school teacher – respondents primarily on the formulation of deeper learning objectives based on MELCs and in identifying what educational activities be accomplished and pursued during the period of social distancing in order to satisfy the curriculum. Moreover, the training on Assessment of Learner’s Output/Outcomes was perceived to be very much needed by the same group of respondents mainly on the monitoring, evaluation and reporting assessment activities during the COVID19 pandemic and in the preparation and utilization of alternative & authentic assessment tools. The analysis of variance computation found a significant difference on the perceived extent of in-service training needs on Planning Most Essential Learning Competencies and Assessing of Learner’s Output/Outcomes when grouped according to teachers’ teaching position.

KEYWORDS: Instructional Planning, Most Essential Learning Competencies (MELCs), Assessment, Training Needs, Senior High School, New Normal.**1. INTRODUCTION**

Teachers need to be supported in their professional knowledge, skills, and development. Teachers therefore constitute a great percentage of the working population and are in the forefront of the battle for national development (Almelweth & Alkahtani, 2018). The UNESCO (2006 in the study of Postholm, 2018) 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. Because of the world’s rapid change, the continuing technological advance, and health crisis, educationalists are obliged to search for ways to overcome the challenges of the twenty-first century (Essien, Akpan & Obot, 2016).

In the Philippines, the Covid-19 crisis has affected about 27 million learners, 1 million teachers and non-teaching staff, as well as the families of learners. To ensure the effective implementation of the Kto12 Basic Education Curriculum for every learner to acquire, accessible, relevant basic education, every school head should/must provide the opportunity for learners to acquire and master lifelong learning skills in the 21st century, experience learning beyond the classroom and continuity of quality education amidst the challenges of this crisis (COVID19 pandemic). Hence, abovementioned research was conducted. In the first step of this process, it is required to



analyze the training needs of the participants regarding the (a) Planning the Most Essential Learning Competencies, (b) Assessment of Learner's Output/Outcomes in a holistic approach and objective manner.

Obana (2020) discussed further that the Department of Education (DepEd) recently announced that classes for the next school year would begin on August 24, 2020. Classes may start earlier, but there will be no physical return to school. DepEd is offering schools a menu of alternative learning methods that includes online learning and offline methods, such as take-home readings and activities. The disruption caused by Covid-19 has forced the adoption of different learning modalities (e.g., online learning) in schools. 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. With the result of the study, school administrator (principals and department heads) will give immediate attention for the implementation of the in-service training needs of the senior high school teachers under their respective supervision/department primarily on the aspects of planning of the most essential learning competencies, different learning delivery modalities, and assessment of learner's output/outcomes. The Senior High School Teachers would be more aware and knowledgeable of their specific and most important needs as educators and professionals in the 'new normal' which can be addressed through in-service activities, projects and programs. Identified and improved planning of the most essential learning competencies, and assessment of learner's output/outcomes. The study results would contribute to the improvement of quality education (in the senior high school level) that the learners receive even amidst of crisis (pandemic) by encouraging concerned bodies and individuals in school improvement program which ultimately ends with students' achievement. The study would add to the existing literature pertaining to the responses and experiences of educators in terms of in-service training needs and continuous professional development with the foremost aim to cope with the effects of the pandemic and the new normal. Educator researchers should be encouraged to take part in a range of activities, projects and programs to further enhance their teaching performance and professional competence.

2. OBJECTIVES OF THE STUDY

The research study determined the training needs on Instructional Planning and Assessment of teachers in the senior high school of Zone 2, Division of Zambales, Philippines for the school year 2020-2021 aims to address the 'new normal' in the Basic Education. The following specific questions are were answered:

1. How may the profile of the teacher-respondents be described as to field of specialization; and academic position?
2. How may the teacher-respondents perceive their need for in-service training in terms of Planning Most Essential Learning Competencies and Assessing of Learner's Output/Outcomes?
3. Is there a significant difference on the perceived extent of in-service training needs of Senior High School teachers when grouped according to teachers' profile?

3. MATERIALS AND METHODS

In this research study, the researcher used descriptive design of research. According to Casadevall & Fang (2018), descriptive research involves and employs the process of inquiry, interpretation and attempts to develop knowledge. In this research study titled: Instructional Planning and Assessment Training Needs in the Senior High School teachers of Zone 2, Division of Zambales, Philippines conducted during the first quarter of the school year 2020-2021 aims to address the needs of the senior high school teachers in the 'new normal' in the Basic Education follows logical and careful classification and description of data such as behaviors and attributes that are observed and measured. This study included all the senior high school teachers of Zone 2, Division of Zambales with a total population of one hundred and forty three (143). The senior high school teacher-respondents were from National High Schools and Integrated Schools at Zone 2, Division of Zambales. Zone 2 is composed of three districts - Botolan District/Municipality with five schools, Iba District/District with four schools and Palauig District/Municipality with three schools.

A survey questionnaire was the main tool in gathering the necessary data for the research study. In the preparation of the survey questionnaire, the researcher conducted literature reviews to gain more insights about the research study and the items/indicators of the instrument. The items/indicators of the questionnaire were based and

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patterned from the questionnaires of Reimers (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020; and Sinha & Basu (2020). Educational landscape during and after the COVID-19 Pandemic: Strategies and Adaptations to Quality Teaching and Learning. The survey questionnaire has two (2) parts. First part gathered the profile of the respondents. Second part assessed the extent of in-service training needs with a total of 45 items distributed on aspects: (a) Planning Most Essential Learning Competencies; (b) Assessing of Learner's Output/Outcomes. The respondents assessed using a four-point scale from 4 (Very Much Needed/Very Important), 3 (Moderately Needed/Important), 2 (Fairly Needed/Less Important), and 1 (Not Needed/Not Important at all). The research instrument was standardized, therefore a test of validity and reliability are no longer employed. The data gathered were treated and analysed using descriptive (percentage, frequency counts and weighted mean) and inferential statistics (ANOVA).

The researcher secured a written permit from the Schools Division Superintendent of the Department of Education, Division of Zambales for the distribution of survey questionnaire to the school-respondents. The researcher also sought the assistance of the School Principals of the school-respondents to allow the distribution of the survey questionnaires to the Social Studies teacher. Survey questionnaires were administered by the researcher to the respondents personally. The objectives of the study were explained to the participants and the confidentiality of their responses were assured. The administration of the research instruments was conducted on the second week of July, 2020 and the retrieval was done after a week.

4. RESULTS AND DISCUSSION

4.1 Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the teacher-respondents as to their age, field of specialization, highest educational attainment, and teaching position.

Table 1 Frequency and Percentage Distribution of the Teacher-Respondents' Profile

Field of Specification	Frequency	Percent
Academic	100	69.90
Technical Vocational-Livelihood	40	28.00
Sports	1	0.70
Arts & Designs	2	1.40
Total	143	100.00
Teaching Position	Frequency	Percent
Teacher 1	33	23.10
Teacher 2	59	41.30
Teacher 3	40	28.00
Master Teacher	11	7.70
Total	143	100.00

Area of Specialization. Out of the 143 total Senior High School-teacher respondents, 100 (69.90%) are teaching the Academic Track; followed by 40 (28.00%) specializes in Technical Vocational-Livelihood Track; 2 (.40%) teachers are in the Arts & Designs Track; and 1 (0.70%) teacher in Sports Track. As for the result on teachers' area of specialization, an overwhelming majority of the teacher participants in the present study belong and teaching under Academic Track of the Senior High School Program of Zone 2, DepEd Division of Zambales. There are 40 (28.00%) teachers grouped under Technical Vocational-Livelihood Track of the Senior High School Program. Secondary Schools in Zone 2 Division of Zambales also offers Sports and Arts & Designs. This result signifies that the respondents are teaching in the Senior High School Program aligned with their specialization. This particular result is consistent with Garcia & de Guzman's (2020) study with regards to variable field of specialization, indicating that the respondents' field of specialization/major is in Academics.

Teaching Position. Fifty nine (59) 41.30% are Teacher 2; 40 or 28.00% are Teacher 3; while 33 or 23.10% are Teacher 1, and 11 or 7.70% are Master Teachers. As for the result on teachers' present academic position, almost half (59 or 41.30%) are Teacher 2, followed by Teacher 3, Teacher 1 and Master Teachers respectively. Teacher 2 academic rank/position in the study of Dizon & Ecle (2020) and Deliquina & de Guzman (2020) constituted the largest percentage of their teacher-respondents.

4.2 Perceived Extent of In-Service Training Needs of Senior High School Teachers

Planning Most Essential Learning Competencies

The Perceived Extent of In-Service Training Needs on Planning Most Essential Learning Competencies was presented in Table 2.

Table 2 Perceived Extent of In-Service Training Needs on Planning Most Essential Learning Competencies

Planning Most Essential Learning Competencies	WM	Qualitative Rating	Rank
1. Training on Identifying the Most Essential Learning Competencies (MELCs) for different fields of specialization	3.59	Very Much Needed	5
2. Training on New and Best Instructional Planning Practices in the Senior High Program	3.62	Very Much Needed	2
3. Training on the Formulation of Deeper Learning Objectives based on MELCs	3.62	Very Much Needed	2
4. Training on Appropriately Stating Short-term Measurable Objectives based on MELCs	3.57	Very Much Needed	8.5
5. Identifying what Educational Activities be Accomplished and Pursued during the Period of Social Distancing.	3.62	Very Much Needed	2
6. Discussions on the Changes in Education Delivery during the 'New Normal'	3.58	Very Much Needed	6.5
7. Training on Designing Activities to allow the use of Various Teaching Strategies and Modalities	3.61	Very Much Needed	4
8. Discussions for Empowering and Activating Students to Lead their Own Learning	3.58	Very Much Needed	6.5
9. Training on Designing Lesson Exemplar/Learning Resources	3.57	Very Much Needed	8.5
10. Training on the Effective and Efficient Use of Teachers' Guide Books and Modules	3.53	Very Much Needed	11.5
11. Searching for Extra Sources that help to draw Different Lesson Guides (Lesson Plan, Budget of Work, Unit Plan)	3.55	Very Much Needed	10
12. Training on the Utilization of Differentiated Instruction and Contemporary Approaches to Senior High Program	3.52	Very Much Needed	13
13. Providing Course Materials to Students in a Timely Manner	3.51	Very Much Needed	14
14. Revising Course/Subject Documents/Materials to keep them Up-to-date and Accurate	3.48	Very Much Needed	15
15. Enhancing the Communication and Collaboration among Students to Foster Mutual Learning	3.53	Very Much Needed	11.5
Overall Weighted Mean	3.57	Very Much Needed	

Very much needed in-service training on aspect Planning Most Essential Learning Competencies (MELCs) by the Senior High School Program of Zone 2, DepEd Division of Zambales were indicator 2, training on new and best instructional planning practices in the Senior High Program; indicator 3, training on the formulation of deeper learning objectives based on MELCs; and indicator 5, identifying what educational activities be accomplished and pursued during the period of social distancing (WM=3.62, rank 2 respectively). Teacher-respondents in the SHS are very willing to be reinforced of their knowledge on best instructional planning practices. The instructional process according to Postholm (2018) involves three interdependent steps planning, delivering, and assessing. The best instructional planning practices according to Bordoh, et al. (2015) would allow teachers to use student learning data to guide planning; plans time realistically for pacing, content mastery, and transitions; and develops appropriate long- and short-range plans, and adapts plans when needed. Singh & Thurman (2019) concludes that teachers consider students' thinking in order to assess the success of the lesson plan and then modify their instructional plans/guide promptly.

Most Essential Learning Competencies (MELCs) identified in Kinder, Grades 1 to 12 should be taught to help the learner acquire the necessary Knowledge, Skills and Values (Department of Education, 2020b). Moreover, knowledge and understanding of 'deeper learning' can help educators reimagine teaching and learning, (Martinez,

2020). The SHS teachers of the present study showed their interest in this improved Curriculum Guide. Training should focus on understanding and application of domains of learning, performance objectives competency statements and outcomes, description of what a student must know and be able to do as a result of instruction. As for educational activities, teachers are better to be trained and to be knowledgeable on alignment of the objectives to all learning process, done to promote learning and retention (Brush & Saye, 2018).

The training on designing activities to allow the use of various teaching strategies and modalities (Indicator 7, WM=3.61, rank 4) and on identifying the Most Essential Learning Competencies (MELCs) for different fields of specialization (Indicator 1, WM=3.59, rank 5) were also very much needed by the teacher respondents. The SHS teachers opted to be part of a training/seminar/conferences that would further improve their pedagogical competence and utilization of MELCs. Training in designing learning activities should allow the SHS teachers the utilization of teaching strategies and modalities that would stimulate the learners to self – activity, utilize the laws of learning in all types of teaching and learning, take into consideration individual differences of learners in physical and mental maturity, needs and interest. In the ‘new normal’ the online Education, Popular Video Conferencing Platforms, Google Tools for teachers, Self-Learning module and Blended Learning were the teaching and learning modalities recommended by Department of Education (2020a) for perusal and consideration of public and private schools in the country. The Regional Memorandum No. 2b3 s.2016, Implementation of the Pedagogical Approaches Mandated by R.A.10533 July 18, 2016, Department of Education Region IV-A, presented thinking skills, activity-based, online collaborative, integrated process, project management, scaffold-knowledge integration, content-based instruction, thematic teaching, learning by design, and self-reflective/self-evaluation are the suggested strategies to better implement the Enhanced Basic Education. For, Andrews-Larson, Wilson & Larbi-Scerif (2017), instructional planning for learning contents should involve teacher personal experiences, student understanding, use activities which create student involvement.

The teacher respondents also needed training on the utilization of differentiated instruction and contemporary approaches to Senior High Program (Indicator 12, WM=3.52, rank 13); providing course materials to students in a timely manner (Indicator 13, WM=3.51, rank 14); revising course/subject documents/materials to keep them up-to-date and accurate (Indicator 14, WM=3.48, rank 15). However, these indicators obtained the least computed weighted mean. The training on the utilization of differentiated instruction and contemporary approaches to Senior High Program, providing appropriate and updated instructional resources/materials to their students and making the contents accurate are vital for the respondents to address many demands of the ‘new normal’ in education. The study of Deliquiña & de Guzman (2020) recommended that teachers may explore and utilize more student-centered and teacher-directed teaching methods to further the effectiveness of utilization of differentiated instruction in teaching. Deliquiña & de Guzman (2020) further suggested that teachers should have the skills in designing, planning and employing situations/settings inside the classroom where the components of differentiated instruction are advanced further. Regional Memorandum No. 23 s.2016 of DepEd Region IV-A, reiterates the use of Constructivist Approach, Collaborative Approach, Integrative Approach, Inquiry-Base Approach, and Reflective Approach for better implement the Enhanced Basic Education Curriculum in all grade levels. These approaches are also best if utilized in teaching in the Senior High School Program.

The Overall Weighted Mean of In-service training needs on Planning Most Essential Learning Competencies was 3.57 with descriptive equivalent of Very Much Needed.

4.3 Assessing of Learner’s Output/Outcomes

The Perceived Extent of In-Service Training Needs on Assessing Learner’s Output/Outcomes was presented in Table 3.

Table 3 Perceived Extent of In-Service Training Needs on Assessing Learner’s Output/Outcomes

Assessing of Learner’s Output/Outcomes	WM	Qualitative Rating	Rank
1. Training in Learning Assessment Challenges and Priorities in the Current Education Condition	3.45	Very Much Needed	3
2. Training in Monitoring, Evaluation and Reporting during the COVID-19 Pandemic	3.46	Very Much Needed	1

3. Reviewing Changes in Formative and Summative Assessment Tools and Techniques	3.41	Very Much Needed	12
4. Administration of Formative and Summative Assessments through Synchronous and Asynchronous Forms	3.43	Very Much Needed	7
5. Evaluating and Measuring Students' Progress Systematically	3.41	Very Much Needed	12
6. Assessment of Products (Processes and Performances) of Students through Synchronous and Asynchronous Forms	3.39	Very Much Needed	14.5
7. Training in Designing Appropriate Self-Assessment Methods	3.39	Very Much Needed	14.5
8. Defining Appropriate Mechanisms of Student Assessment during the Exigency	3.42	Very Much Needed	9.5
9. Making Specific Feedback and Recommendations for Student's Improvement	3.41	Very Much Needed	12
10. Training on the Appropriateness of and Giving Timely Feedback to Students	3.42	Very Much Needed	9.5
11. Training in Designing and Preparing Alternative Assessment Tools/Materials	3.44	Very Much Needed	5
12. Training in Designing and Preparing Authentic Assessment Tools/Materials	3.43	Very Much Needed	7
13. Training in the Utilization of Alternative & Authentic Assessment Tools/Materials	3.45	Very Much Needed	3
14. Training in the Application/Utilization of Accumulated Assessment Process to Students	3.45	Very Much Needed	3
15. Training on the Appropriateness of Assessment Methods and Techniques	3.43	Very Much Needed	7
Overall Weighted Mean	3.43	Very Much Needed	

The monitoring, evaluation and reporting during the covid-19 pandemic was very much needed training (Indicator 2 WM=3.46, rank 1) under the Assessing Learner's Output/Outcomes aspect of in-service training need of the Senior High School Program of Zone 2, DepEd Division of Zambales. With the current health crisis and education condition of no FacetoFace, the respondents are also concerned with one of the most important teaching process, the assessment. According to Liberman, Levin & Luna-Bazaldua, (2020), as schools around the world have closed due to coronavirus (COVID-19) pandemic, students, teachers, and parents are settling into the 'new reality' for the foreseeable future. What are the learning assessment challenges and priorities in the current context? How can formative and summative assessment support learning in the context of school closures? The new normal does not lend itself to methods of evaluation like final exams (Kamalludeen, 2020). Therefore, alternative means of evaluating learning have to be used to monitor student achievement or more desirable means of gauging a student's learning progress (Kamalludeen, 2020). To respond with this issues and challenge, the SHS teachers wanted to be trained and skilled more on the processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting.

Assessment and Reporting is actually Domain 5 of the Philippine Professional Standards for Teachers (PPST) of the DepEd Order Number 42 s. 2017. To be able to be considered as 'Distinguished Teacher', one can and/or is capable of monitoring and evaluation of learner progress and achievement, provide feedback to improve learning, communication of learner needs, progress and achievement to key stakeholders, and use of assessment data to enhance teaching and learning practices and programs (Philippine Professional Standards for Teachers-DO No. 42, 2017). Additionally, Gulikers, Kester, Kirschner & Bastiaens (2016) stressed that teachers should have the ability to communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

The respondents also perceived that indicator 1, training in learning assessment challenges and priorities in the current education condition, indicator 13, the utilization of alternative & authentic assessment tools/materials, indicator 14, the application/utilization of accumulated assessment process to students (WM=3.45, rank 3 respectively); and indicator 11, designing and preparing alternative assessment tools/materials (WM=3.44, rank 5) are also very much needed in-service training. The training needs for the current education condition revolve around different assessment activities and priorities such as designing, preparing and appropriate utilization of alternative & authentic assessment tools/materials; and the application of accumulated assessment process to

students. Wiggins (1998 as cited in Bordoh, Eshun, Quarshie, Bassaw & Kwarteng, 2015) argued that instructors must change their way of thinking about how assessment is not relevant to learning and therefore is to be best done advantageously. Bordoh, et al. (2015) further stated that assessment is of no value unless it is educative; that is, instructive to students, teachers, and school clients and overseers. Jorge (2020) stressed that the challenge in assessment and evaluation activities focused on whether the intended learning outcomes have been achieved by the students or whether they need extra work to help them master a certain topic.

In designing authentic assessment task, teachers should know and be to effectively utilize alternative & authentic assessment tools/materials. These include assessment task, physical context, social context, assessment result and assessment criteria. According to Gulikers, Kester & Bastiaens (2018) teachers should be trained to plan and execute authentic tasks and activities that would challenge students to produce or perform at high standards and instruction with assessment seamlessly integrated in order to foster a mastery type learning environment. For Liberman, Levin & Luna-Bazaldua (2020), teachers can provide feedback to students' performances and outputs through mailed or emailed instructions and tasks. Messaging platforms (such as Messenger and WhatsApp) can also be used.

Indicator 6, assessment of products (processes and performances) of students through synchronous and asynchronous forms and indicator 7, the training in designing appropriate self-assessment methods were also very much needed respectively but obtained the least weighted mean (WM=3.39, rank 14.5). To be able to be considered as 'Distinguished Teacher', one can and/or is capable to design, select, organize and utilize of assessment strategies (Philippine Professional Standards for Teachers -DO 42, 2017). For Kamalludeen (2020), before the actual instruction starts, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and judge the success of the instructional plan. Formative assessment according to Liberman, Levin & Luna-Bazaldua (2020) can be administered in synchronous and asynchronous forms. In the synchronous form, where the teacher and the student are working together at the same time (via online platforms like Zoom and Microsoft Teams). In the asynchronous form, according to Liberman, Levin & Luna-Bazaldua (2020), students and teachers are separated by both space and time, online tools such as Google Classrooms can help teachers to provide feedback to students through questions, tasks, activities, and quizzes. Overall Weighted Mean of in-service training needs on Assessing Learner's Output/Outcomes was 3.43 with descriptive equivalent of Very Much Needed.

4.3 Analysis of Variance on the Difference in the Perceived Extent of In-Service Training Needs when Grouped according to Senior High School Teachers' Profile

Planning Most Essential Learning Competencies

Table 4 shows that the significant value for field of specialization (0.78) was higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceived extent of in-service training needs on planning most essential learning competencies when grouped according to teachers' field of specialization.

Table 4 Test of Difference on Perceived Extent of In-Service Training Needs on Planning Most Essential Learning Competencies when Grouped according to Senior High School Teachers' Profile

Profile Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Field of Specialization	Between Groups	0.237	3	0.079	0.36	0.78	Ho is accepted Not Significant
	Within Groups	30.563	139	0.220			
	Total	30.801	142				
Teaching Position	Between Groups	1.857	3	0.619	2.98	0.03	Ho is rejected Significant
	Within Groups	28.944	139	0.208			
	Total	30.801	142				

Findings revealed that the teachers' who are holders of either bachelor, masters, with masters' units, with EdD. units and EdD, manifested no significant difference in their perceptions towards specific training they need on aspect planning most essential learning competencies. Attributed to this result could be the similarity of their orientations and understanding of the aims of the senior high school program, and objectives of its different tracks.

For Martinez (2020) teachers' planning influences deeper learning. This incorporates all of these outcomes in recognition that all students must have the opportunity to succeed. A solid planning process is integral to a teacher's efforts in identifying appropriate curriculum, instructional strategies, and resources to address the needs of all students (Department of Education, 2020b).

The significant value for teaching position (0.03), was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perceived extent of In-service training needs on planning most essential learning competencies when grouped according to Senior High School teachers' profile specifically teaching position. The senior high school teachers who earned different teaching position (Teachers 1, Teacher 2, Teacher 3 and Master Teacher) and employed in different public secondary schools in Zone 2, DepEd Division of Zambales differ significantly in their perceived training needs for improvement of whatever practices on planning most essential learning competencies to be efficient and effective in their teaching and for their students' learning this school year amidst the present health crisis or the COVID 19 Pandemic. The teacher respondents of the study of Singh & Thurman (2019) distinguished planning to be an essential tool for effective teaching. They differ however on the understanding that teaching is a complex activity that involves careful preparation, both for long-term, short-term and deeper learning. Almelweth & Alkahtani's (2018) study concludes that teachers have different needs, concerns and priorities too towards planning, ongoing review, and continuous adjustment, and, finally, reflection on what worked, what didn't, and how to improve. Sinha & Basu (2020) revealed that the educator participants manifest different expectation in in-service training on instructional planning and thought that effective instruction begins with careful, thorough, and organized planning on the part of the teacher.

Assessing of Learner's Output/Outcomes

Table 5 Test of Difference on Perceived Extent of In-Service Training Needs on Assessing of Learner's Output/Outcomes when Grouped according to Senior High School Teachers' Profile

Profile Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Field of Specialization	Between Groups	0.236	3	0.079	0.26	0.85	Ho is accepted Not Significant
	Within Groups	41.633	139	0.300			
	Total	41.870	142				
Teaching Position	Between Groups	4.666	3	1.555	5.80	0.03	Ho is rejected Significant
	Within Groups	37.204	139	0.268			
	Total	41.870	142				

Table 5 shows that the significant value for field of specialization (0.85) was higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceived extent of in-service training needs on assessing of learner's output/outcomes when grouped according to Senior High School Teachers' Profile specifically field of specialization. Whether the respondents specializes in Academic, Technical Vocational-Livelihood, Sports, and Arts & Designs the teachers' need for training in aspect assessing of learner's output/outcomes during the so-called "new normal" in education are the same. Assessment of student learning is a key professional skill (Kõldan & Temel, 2018), therefore teachers must be monitored after the in-service training concerning the assessment practices related to the education they have received.

The significant value for teaching position (0.03), was lower than (0.01) and (0.05) alpha levels of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perceived extent of in-service training needs on assessing of learner's output/outcomes when grouped according to respondents' teaching position. Respondents differ significantly in their perceptions on the in-service training needs on assessing of learner's output/outcomes when attributed to respondents' teaching position. They have different degree of responses in the training on aspect assessing of learner's output/outcomes in the 'new normal'. According to Trucano (2017), assessment techniques and tools during face-to-face instruction and distance learning opportunities should be directly relevant to teacher needs. The study of Liberman, Levin & Luna-Bazaldua (2020) revealed that the participants differ in their insights on the need for on-going formal and informal pedagogical and technical support. Training according to (Meissel, Parr, & Timperley, 2016) should enable the teachers, targeting daily needs and challenges towards dimensions of assessment whether conventional or alternative.

5. CONCLUSIONS

Based on the findings, the researcher formulated the following conclusions. Majority of the senior high school teachers specialize in Academic Track and are Teacher 2 in their academic position. The training on Planning Most Essential Learning Competencies (MELCs) was very much needed by the senior high school teacher – respondents primarily on the formulation of deeper learning objectives based on MELCs and in identifying what educational activities be accomplished and pursued during the period of social distancing. Moreover, the training on Assessing of Learner’s Output/Outcomes was perceived to be very much need by the same group of respondents which focused particularly on the monitoring, evaluation and reporting assessment activities during the covid-19 pandemic and in the preparation and utilization of alternative & authentic assessment tools/materials in their respective classroom. The analysis of variance computation found a no significant difference on the perceived extent of in-service training needs on Planning Most Essential Learning Competencies and Assessing of Learner’s Output/Outcomes when grouped according to teachers’ field of specialization. However, there was significant difference on the perceived extent of in-service training needs on Planning Most Essential Learning Competencies and Assessing of Learner’s Output/Outcomes when grouped according to teachers’ teaching position.

6. RECOMMENDATIONS

Based from the abovementioned conclusions of the study, the following recommendations were advanced. The training need for planning Essential Learning Competencies, Most Department Heads, School Heads/Principals, and Education Specialist/Curriculum Planners of the Division of Zambales, they may prioritize and highlight new and best instructional planning practices in the senior high school program appropriate for the distance learning (no FacetoFace). Moreover, a training, seminar or fora to improve skill in the formulation of deeper learning objectives based on Most Essential Learning Competencies, and planning appropriate learning activities during the period of social distancing be prioritized and initiated. In the training needs for Assessing of Learner’s Output/Outcomes, Department Heads, School Heads/Principals, and Education Specialist/Curriculum Planners of the Division of Zambales may prioritize the manner/process of monitoring, evaluation and reporting of students’ progress and performances during the implementation of distance teaching and learning (no FacetoFace) and the utilization of alternative & authentic assessment tools/materials. The training needs on planning Essential Learning competencies and assessment of learner’s outputs/outcomes may incorporate the abovementioned specific needs or maybe reflected in a development plan or program for faculty for further review, critiquing, funding, and future implementation. Lastly, the researcher suggests a conduct of a follow up study in other Zones in the Department of Education, Division of Zambales for validation purpose.

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