

Evaluation and Analysis of Training Effectiveness using NEAP Evaluation Forms in Dep-Ed Bislig City Division

Christopher O. Kimilat and Adelfa C. Dua

Abstract—Evaluation is a fundamental aspect of good program management at all levels. Evaluated Training is measured in determining the efficiency and effectiveness of an organization which depends upon the capability of its front liners, the teachers. Evaluating various training creates a culture of transparency, openness, and sense of responsibility. In general, training is a method of ensuring that teachers/ employees are capacitated in achieving the vision, mission, and goals of an institution. The purpose of this paper is to provide information as to the effectiveness of the training using the NEAP Evaluation Forms in determining its result efficacy. The evaluation process helps the organization in benchmarking as to its quality of training and validate if the training objectives are met.

Keywords— Evaluation, Training

I. INTRODUCTION

THE Department of Education (DepEd) has been conducting several pieces of training, workshops, and seminars to ensure quality education to teachers in the teaching-learning process of their pupils/students. In DepEd Bislig City Division, trainings play a vital role in equipping teachers and enhancing teaching strategies for learners. One important part in the conduct of trainings is the evaluation. Evaluation allows the management to picture out the quality of training conducted in the division; also, it helps the organization understand where it presently stands when it comes to the quality of training given to the teachers.

Evaluation of trainings enables the process of analysis which allows the organization to understand its strengths, weakness and the areas for improvement for the institution. Finally, the conduct of evaluation will map-out an improvement plan through policies for the division to which direction it desires.

The National Educators Academy of the Philippines which is the training arm of DepEd formulated the Quality Assurance Monitoring and Evaluation Forms for training

evaluation. These QAME Evaluation Forms help in the daily progress of trainings. These forms serve as the tool used by the proponent in the evaluation of trainings in DepEd- Bislig.

This Research aims to provide data on the effectiveness of QAME Evaluation forms on the quality of trainings conducted in DepEd Bislig City Division. It also gives data both on the efficacy of the facilitators and the training management operations which contribute to the improvement of the training.

II. REVIEW OF RELATED LITERATURE

Training and Evaluation correlate to the development of skills and strategies of its participants. Training must be steered in a systematic order to derive expected benefits from it. According to Edwin B. Flippo “Training is the act of increasing knowledge and skills of an employee for doing a particular job” [1], it is by this idea that it is deemed helpful to conduct trainings for the development of the employees which will benefit both the employer and the employee.

Donald Kirkpatrick’s Four Levels of evaluation which is widely used in most of the training evaluations suggest a progressive form of evaluation. It would start with level 1 Evaluation- Reaction this pertains to participants’ immediate feedback of the training [2]. How they felt on the conduct of the training program, what are their assessments on the facilitators, training management team and the training operations. The level 2 Evaluation- Learning may be positively or negatively affected from the level 1 base on the result of the training whether they excellently like it or not. It will also determine as to what knowledge and skills were acquired from the training. Level 3- behavior and Level 4- Result may be derived from some post assessment or impact evaluation of the training. These are the applications of the ideas and theories shared during the sessions.

Enclosed in DepEd Order No. 111 s. 2009 re: Establishment of the National Educators Academy of the Philippines in the Region is a manual entitled Framework and guidelines for the Establishment of Regional NEAP which in one of its service areas states that “the Quality Assurance scheme sees to it that the outputs of the different service areas are achieved based on set standards and specifications” [3]. Monitoring as defined in their manual is a “process of gathering raw data on program implementation and

Christopher O. Kimilat, Education Program Specialist II, Department of Education, Bislig City Division, Philippines

Adelfa C. Dua, Department of Education, Bislig City Division, Philippines

effectiveness aimed primarily at providing program managers and key stakeholders with regular feedback and early indications of progress or lack thereof based on predetermined standards". Also, Evaluation is clearly shared "as a time-bound process of decision-making based on assessing, analyzing, and utilizing data obtained from monitoring. It is a process of identifying learning gained, answering questions initially raised, making recommendations commending and suggesting activities." It is this idea that monitoring and evaluation should work hand-in-hand as a basis in giving technical assistance to training managers in their future activities.

For the paper *An Integrated Model of Training Evaluation and Effectiveness* by Kaye Alvarez et. al, they stated that "training evaluation is the measurement of a training program's success or failure with regard to content and design, changes in learners, and organizational payoff"[4]. This may be understood that in every training conducted, proponents must ensure that all areas needed in the training must run smoothly to guarantee transfer of learning and to achieve the objectives set by the trainers.

III. METHOD AND PROCEDURE

This paper aims to know the effectiveness of the trainings conducted using the NEAP tools and to recommend the efficacy of the tools for future trainings. The researchers ensure that no alteration or modification of the evaluation tools as prescribed by NEAP. The data gathered from this research were collected from division led trainings conducted by DepEd- Bislig City. All trainings using the NEAP QAME Evaluation Forms were part of the information used in the processing of this training. All questionnaires were administered online and participants were assured of the anonymity and confidentiality of their responses. The respondents include all teacher-participants of the trainings conducted guarantee the utmost confidentiality for the participants.

NEAP Daily Operations Form is conducted on a daily basis where participants will rate the training venue (i.e. adequately lit, well ventilated, adequate soundproofing, with sufficient space, equipment are serviceable, clean, and clean comfort rooms), meals (i.e. satisfactory of quality, sufficient in quantity, good variety, generally healthy, and served on time), accommodations (i.e. sufficient space, clean, clean comfort rooms, and internet access is usable), and program management team (i.e. available when needed, courteous, efficient, and responsive to the participants' need).

NEAP Daily Session-Facilitator Form which covers two areas the conduct of the session such as the time the session started and ended, the activities were given and the learning materials provided during the training. Another is the facilitating skills of the speaker which includes the mastery of the topic, the processes in which the speaker handled the session and the environment of the delivery of session.

The Process Observation Tool set parameters on the session content, session processes, session atmosphere,

participation of the trainees/participants and some general and specific observation during the session. This is done on a per session basis.

Lastly, the End of Program Evaluation Form which was adopted from STRIVE- develop Training and Design System. This is done at the end of the training, which contains program management, attainment of objectives, delivery of content, provision of support materials, program management team, training venue, and accommodations.

Training's rating scale is as follows:

| Scale | Qualitative Description |
|-----------|-------------------------|
| 3.41-4.00 | = Excellent |
| 2.81-3.40 | = Very Satisfactory |
| 2.21-2.81 | = Satisfactory |
| 1.61-2.20 | = Good |
| 1.00-1.60 | = Needs Improvement |

The opening program will include the participants' orientation on the Conduct of QAME Online Evaluation. This includes the filling up of daily forms, the basic procedure of online evaluation and the do's and doesn't. They are requested to do the evaluation promptly to be able to get the result on the next day of the training. It is then the Process Observer who will handle the Process observation tool to begin its assessment to the assigned speaker. They will have post debriefing session with the speaker to share his/her observations using the appropriate observation tool.

At the end of day, the participants are given online links for them to comply the daily operation forms and daily session-facilitator form. The results of this form will be consolidated the next day with the computed mean and summary of comments. The program manager will be given the result of the daily operations and session-facilitators rating, while the speaker will be given the later. This process will be done recurrently as to the actual number of days. On the last day of the training, the end of program online evaluation form will be accomplished by the participants, the result of this will be presented during the closing program.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

According to Armstrong's *A Handbook of Human Resource Management Practice* he cited Hamblin's definition of the process of evaluating training as 'any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information' [6] Training Evaluation results are influenced by many factors like venue, accommodations, speakers, facilitators and training team. The data used for presentation are three trainings conducted using the online evaluation NEAP Forms. All three trainings are interdependent in nature as to their respective fields or training topics.

Training Team meets every after the end of the training day to discuss the daily operations. Using the On-site monitoring form and the responses from the online evaluation of the participants in the daily operations field the group will then discuss issues and concerns that surface during the

session. If issues need immediate actions the team will execute interventions in order to eliminate if not minimize errors the next day. On the other hand, the Process Observation form and the online evaluation of the participants will help to assess the speaker in their facilitating skills during the delivery of the session on what to sustain and what to improve in their sessions.

TABLE 1: RESULTS FROM THE DAILY SESSION FACILITATOR RATING AND DAILY OPERATIONS RATING FOR TRAINING 1

| Training 1 Title: Ten-Day Division-Wide Capacity Building Seminar Workshop on ELLN Program Implementation for Madrasah-Alive Teachers, ALS Basic Literacy Program Facilitators and Concerned School Heads and Public School District Supervisors | | |
|--|----------------------------------|-------------------------|
| Day | Daily Session Facilitator Rating | Daily Operations Rating |
| 1 | 3.80 | 3.63 |
| 2 | 3.88 | 3.80 |
| 3 | 3.86 | 3.83 |
| 4 | 3.88 | 3.78 |
| 5 | 3.82 | 3.79 |
| 6 | 3.87 | 3.77 |
| 7 | 3.93 | 3.82 |
| Over-all Rating | 3.86 | 3.77 |

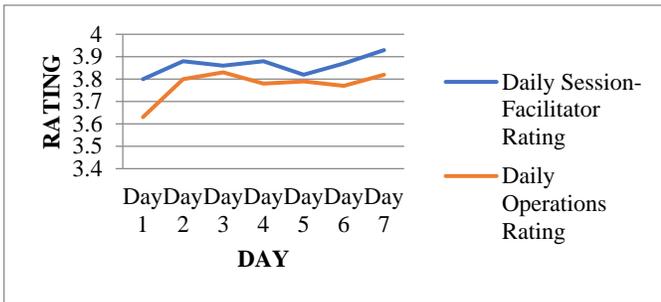


Fig.1: Line Graph of Daily Session Facilitator Operation Rating for Training 1

This line graph shows the rating of training from Day 1 to Day 7. Line Graph Blue specifies the daily session-facilitator rating while the red graph shows the daily operations rating. Both graphs show a significant increase in both the daily session-facilitator rating and daily operation rating. It may not appear to consistently but still, the increasing change from day 1 to day 7 evaluation result is evident enough. For the Daily Session Facilitator Rating a +13 increase from Day 1 and Day 7, while, for the Daily operations rating an increase of +19 is remarkable, these increases are notable to say that there is progress on the daily conduct of training.

TABLE II: RESULTS FROM THE DAILY SESSION FACILITATOR RATING AND DAILY OPERATIONS RATING FOR TRAINING 2

| Training 2 Title: Mass Training of Teachers for the Implementation of Grade 11 Career Guidance Program | | |
|--|----------------------------------|-------------------------|
| Day | Daily Session Facilitator Rating | Daily Operations Rating |
| 1 | 3.55 | 3.38 |
| 2 | 3.84 | 3.69 |
| 3 | 3.86 | 3.78 |
| Over-all Rating | 3.75 | 3.61 |

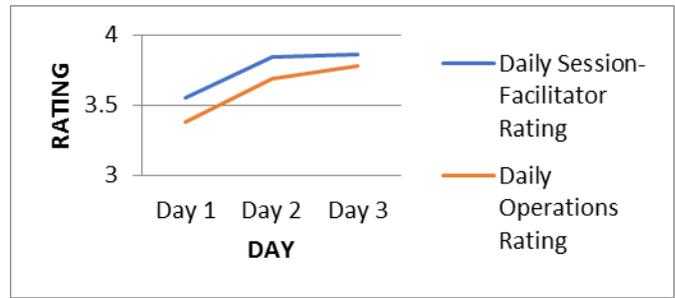


Fig. 2: Line Graph of Daily Session-facilitator and Operations Rating for Training 2

Line Graph 2 is a Three-day training which shows an increase of both the daily session-facilitator rating and daily operations rating indicated in blue and red respectively. The Daily Session-Facilitator Rating indicated a +0.31 from the start of the training till the end. Likewise, a +0.40 increase for the daily operations rating was accumulated from day 1 to day 3.

| Training 3 Title: Mass Training of Teachers on the Implementation of the Grade 6 K to 12 Enhanced Basic Education Curriculum | | |
|--|----------------------------------|-------------------------|
| Day | Daily Session Facilitator Rating | Daily Operations Rating |
| 0 | 3.81 | 3.74 |
| 1 | 3.91 | 3.80 |
| 2 | 3.95 | 3.85 |
| 3 | 3.94 | 3.88 |
| 4 | 3.97 | 3.90 |
| 5 | 3.97 | 3.90 |
| 6 | 3.98 | 3.91 |
| Over-all Rating | 3.93 | 3.85 |

According to Line Graph 3, an increase in the chart presentation for both Session- Facilitator Ratings and Operation Ratings is apparent from day 0 to day 6. This Daily Session-Facilitator rating increase by +.17 and Daily Operations Rating increase by +.17 indicate the linear progression.

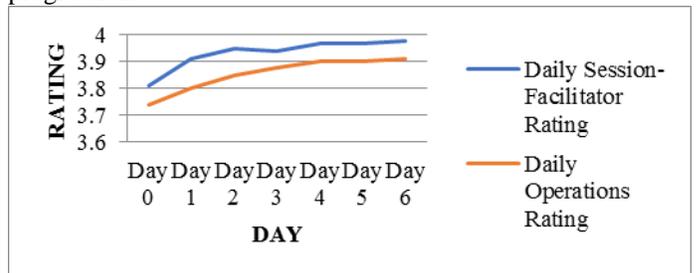


Fig 3: Line Graph of Daily Session-facilitator and Operations Rating for Training 3

V. CONCLUSION & RECOMMENDATIONS

Training Evaluation is important to get necessary information for its effective implementation. Hence, the need to have an appropriate monitoring and evaluation tool is vital for the training. The results of all the findings of the trainings reported showed a positive increase at the end of every training using the NEAP Evaluation forms. Although not all line graphs for Daily Session-Facilitator Rating and Daily Operations Rating manifested a positive increase consistently,

the change from the first day to last rise evidently. Objectives are highly

In general, it can be implied that trainings conducted using the NEAP Evaluation Forms help in the delivery of quality trainings and seminars in DepEd Bislig City Division. It does not only help in monitoring the day to day activity of the training but it also evaluates the practices needed to be sustained and issues that need to be addressed. It is important to note that training enhances the performances of an individual and will help provide technical assistance to its clients and even co-employees. It is imperative to say that employees need training and not simply training but QUALITY training.

It is therefore recommended by this study that this tool will continually be used in Bislig City Division as it shows a positive effect on the trainings being conducted. The use of NEAP Monitoring Tool will be cascaded to the school level trainings and other related activities.

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