TRAINING NEEDS OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS: AN INPUT FOR A PROPOSED CAPABILITY ENHANCEMENT PROGRAM

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ABSTRACT

Training is very important in any organization that aims at progressing. It plays important roles in the effectiveness of an organization and its workforce. In the Division of Province of Cavite, the result of National Achievement Test for the past three years has not reached yet the target mean percentage score of 75. It is in this regard that the researcher intended to ascertain the training needs of public junior high school teachers in the Division of Province of Cavite. The study made use of descriptive research design. The researcher utilized convenient sampling technique in selecting the 100 participants of the study. This study was conducted using the survey tool adapted from Department of Education Region X, Division of Cagayan De Oro City. The results revealed that the most needed trainings of public Junior High School teachers are on knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/ data base, and spirituality. The results provide an input for a proposed capability enhancement program for teachers.

Keywords: Training Needs, Management, Interpersonal Effectiveness, Research, Communication, Thinking Conceptual Skills, Computer Skills, Intra-Personal Development

INTRODUCTION

Training is very important in any organization that aims at progressing. It plays important roles in the effectiveness of an organization and its workforce. Most organizations are cognizant of these requirements and invest effort and resources to ensure that workers in the organization utilize their competencies and skills. Investment in training is generally regarded as good management practice to maintain appropriate expertise now and in the future. According to Bahrami (2016), the goal of training employees is to increase knowledge so that they can complete their tasks more effectively.

Education has always been a powerful agency in any country and it is considered as an indispensable instrument for bringing positive change in the social, political, economic and cultural life of its people. The whole process is shaped by many important agents, and the teacher is one of them. The teacher plays a vital role in education. Preparing teachers for the teaching profession is conceived as being a higher priority in any country since this profession is considered as an agent of change.

National Achievement Test (NAT) performance is an indicator of a quality instruction, while quality instruction depends on the quality of instructors or teachers in the classroom (Zapanta & Inductivo, 2017). In the Division of Province of Cavite, the result of NAT for the past three (3) years have not reached yet the target mean percentage score of 75, which is really alarming, therefore, one of the reasons is the lack of relevant trainings of teachers. This claim is supported

by the observation and evaluation results conducted during Oplan Pagmamasid that there are teachers who find it hard to deliver lessons in English, Science and Mathematics effectively using English as the medium of instruction, more so, in providing opportunities for higher-order-thinking with the pupils due to their limited skills in processing (Zapanta & Inductivo, 2017).

It cannot be denied that training programs for teachers have always been essentially important. There has been a strong tradition of teacher training that emphasizes obtaining the required pedagogical skills, instructional technology, and practical experience for teachers (Guevara & Nuqui, 2016).

It is in this regard that the researcher would like to determine the training needs of public and private high school teachers in Division of Province of Cavite with the end in view of designing a relevant training program that would help the teachers to improve. Hence, this study intended to ascertain the training needs of public high school teachers in the Division of Province of Cavite.

REVIEW OF RELATED LITERATURE

Over the past three or more decades, many studies have been written about the training needs of teachers. Presented here is one which investigated the training needs of future Secondary Education Teachers in Spain. The study of Ries, et al. (2014), investigated the training needs of future Secondary Education Teachers in Spain. In their study they obtained a generalized view of the future professional training profile of Secondary Education Teachers as well as of the situations that involve the development of the recent compulsory Master's degree. The respondents in the study responded that what they mainly need is the acquisition of certain skills and competencies focused primarily on the practical exercise.

In the empirical study of Guevara & Nuqui (2016) appraised the training needs of teachers and administrators of La Consolacion University Philippines (LCUP). Researchers utilized the descriptive–survey method to determine the expressed needs of College Department and Basic Education Department of LCUP. They found out that both Basic Education and College teachers perceived that their high and moderate needs was inclined on the following: Student discipline and behavior problems, Student counseling, Teaching students with special learning needs,   Content and performance standards in subject field/s, ICT skills for teaching, and Knowledge and understanding of instructional practices in subject field/s, Student assessment practices, Classroom management, Teaching in a multicultural setting, School management and administration and Knowledge and understanding of main subject field/s.   With this reason, it was recommended that developmental plan needs to be fully prepared that would incorporate the results of the training needs assessment survey and the plan should include specific activities for the administrators and the teachers.

Some of our best teachers are also skilled managers, according to research. Every educator requires the management skills of planning, coordinating, commanding, controlling, organizing, guiding, coaching, and facilitation (Swerdlow, 2013). And according to International Journal of Education Management Vol. 9 No. 5, 1996, teachers ought to be viewed as what they really are – managers in their own right. The range of the activities in which each will be involved on a daily basis include the management of teaching, research, politics, and numerous

other managerial activities. Like all managers, lecturers and trainers have to manage the resources which are made available to them in the best way they can. Teachers have to fulfill many managerial roles; conveying knowledge, skills, types of behavior and attitude to students, researchers or clients constitutes only one aspect of their work – though admittedly, from the client's point of view, an important one. It is concluded that teaching should be viewed in wider terms than just as an activity which is unrelated to all the other important issues involved.

As stated on the Research on Teacher's Knowledge Management, Knowledge changes amazing quickly today, and teachers, as the propagator of knowledge, should improve their diathesis by effective way of managing the knowledge, so that they can teach their students the knowledge. Many schools and teachers still find teacher knowledge management odd. While schools focus more on the growth of teaching groups, they fail to recognize the significance of teacher knowledge management to teacher development; while teachers were unaware that knowledge management could benefit them as well. In order to fulfill their responsibility as a disseminator of knowledge, teachers must continuously upgrade themselves, grasp new information, and innovate in response to the ever-changing knowledge of contemporary society. The teacher's knowledge management, meet this requirement exactly. On one hand, knowledge management makes it easier for teachers to learn new things; On the other hand, the teachers' integrity is enhanced by the storage, coding, and transfer of knowledge, as is its renewal and construction (Feng et al., 2012).

Being a teacher requires excellent time management skills. Teachers must strike a balance between the classroom's long-term objectives, students' immediate educational requirements, and the substantial amount of paperwork associated with each assignment. Teachers frequently have the impression that it is impossible to accomplish everything in the allotted time frame, from writing lesson plans to grading exams to actually teaching.

Financial management also matters on the part of a teacher. Findings in the study Lifestyle and Financial Management Public School Teachers reveal that public school teachers have high tendencies of being fatalistic and materialistic. They want to spend beyond their means on items; as a result, they applied for a lot of loans. They anticipate God's intervention in their financial difficulties, despite their financial difficulties, based on their beliefs and values. Additionally, the findings indicate that teachers are somewhat financially literate. They place little emphasis on keeping track of and organizing their expenses. Because they are unsatisfied with their financial situation and fearful of their future financial concerns, they experience overwhelming financial stress. According to the findings, teachers' lack of financial literacy influences their lifestyles. To improve teachers' financial management knowledge and skills, it is suggested that they attend seminars and receive training (Zarate, 2015).

Leonor Briones, secretary of the Department of Education (DepEd), stated that teachers need to be financially literate, particularly given the teachers' mounting debt. Briones stated that teachers had a total debt of P120 billion when she took over as Secretary of the DepEd. "After one year, it has reached P170 billion. So, something has to be done," she emphasized. As a result, the head of education stated that the agency welcomes financial literacy programs and that they are urgently required (SunStar Manila, October 2017).

In the study An Investigation into How Female Teachers Manage Stress and Teacher Burnout: A Case Study of West Akim Municipality of Ghana, revealed that the stress level of the female

teachers was high. The primary factors that contributed to the stress of the female teachers were overwork and interpersonal relationships. The overwhelming majority of female teachers agreed that stress affected their performance. A few suggestions were made in light of the study's findings. It was recommended that the government of Ghana should organize more training programs on effective management of stressors by making use of different stress management strategies and providing effective guidance and counseling services. More counselors for Ghana's basic schools should be trained by the government.

On the second aspect, Reddy (2018) on her article Interpersonal Skills Importance for Teachers, Students & Managers, interpersonal skills are important for teachers to make a class lively than boring. It is not two-way communication or interpersonal communication when a teacher shouts and receives no response. A teacher must have the skills to make a class interesting, and good interpersonal skills are necessary for this.

It was found in the study The Interpersonal Relations Between Teachers and Between Principals and Teachers: Factor in the All-Around Development of the Students' Personality that the relations between teachers and between principal and teachers in majority of schools are official and friendly. The teachers' and principals' good behavior, qualifications, and personalities are crucial to building positive relationships. The conclusion is that a positive school climate and a learning environment that encourages the holistic development of students' personalities are two ways in which positive interpersonal relations contribute to the school's effectiveness. (Koula, 2015). The teaching and learning process is based on direct student-teacher interaction. The teacher needs to be good at communicating with other people in order to complete this task in a timely and effective manner (Malik, 2012).

As stated in the study INTERPERSONAL EFFECTIVENESS: THE MOST IMPORTANT FACTOR IN BUSINESS SUCCESS, Interpersonal Effectiveness Training (IET) has become a staple in today's business environment as organizations look to improve productivity without increasing headcount. The capacity to maintain positive working relationships and engage in productive interactions is the hallmark of interpersonal effectiveness. IET is now available standalone or integrated into the overall development efforts of businesses of all sizes and industries. Seventy-three percent of training professionals believe interpersonal effectiveness training works. (Interpersonal Effectiveness Study Evaluating Corporate Training Practices, n.d.)

Teachers' openness to adopting different pedagogical approaches was thought to make lessons more engaging for students, and engaging with research was thought to encourage this, according to the study of Judkins et al. 2014. You can get fresh ideas by using research evidence, it prevents you from becoming stale and employing the same teaching methods over and over again. This is in addition to a widely held belief that research evidence is beneficial for teachers and learners, by identifying proven techniques for teacher. In their findings, teachers engaging in research evidence and practice were said to be 'open-minded to change' and 'reflective'. It was thought that this would result in lessons that were more focused, engaging, and varied. It provides a valuable source of professional development. Some teachers felt that engaging with research has helped them to 'recognize that you never stop improving' and that research can be an important source of development for all teachers, regardless of their level of experience (Judkins et al., 2014).

Teachers have begun to acquire practical research tools and qualifications, but they still need to be improved in order for them to obtain more reliable data. Administration and education authorities should also encourage these practices in order to create networks of institutions working in unison to promote social responsibility. In order to make this a reality in a few years, the educational authorities should think about implementing policies and responsibilities that are both long-term and permanent. They should also think about improving specific training so that student teachers can successfully conduct research at universities and work on their own research projects. There appear to be more advantages for teachers to do research than to not do it.

Further, the concept of communication has evolved a lot, encompassing areas of knowledge today increasingly wider. Classroom is a complex communication space. Communication processes are intended to mediate student and teacher behavior and include verbal, nonverbal, and paraverbal components. According to Saunders and Mills (1999), it is defined as "the transmission of a message that involves the shared understanding between the contexts in which the communication takes place." Additionally, teachers need to be able to communicate effectively with their students in order to effectively instruct them (McCarthy & Carter, 2001). Reading and writing as well as listening and speaking are all components of communication skills. A teacher must be highly skilled in all of these areas to teach effectively. Things are always made simpler and more understandable when teachers communicate effectively. When it comes to teaching, classroom management, and interacting with students in the classroom, having strong communication skills is crucial. To teach in accordance with the ability and capability of the students a teacher needs to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012). Good communication skills of teacher are the basic needs of academic's success of students, and professional success of life. In the classroom, the teacher gives more instructions orally to the students. Students may not be able to learn and perform academically if the teacher has poor communication skills. Student need to understand that what is right, and what is wrong while it totally depends upon the communication skills of teachers which he adopts in class-room (Sherwyn et al., 2000). It reduces the likelihood of unkind feelings during the teaching process. During the lecture, the student must pay attention to their instructor for learning purposes. Loss (2000) advised teachers to communicate clearly and easily understood.

Thinking/Conceptual skills are essential skills for life, work, and function effectively in all other aspects of life. Teachers' responsibilities are now more nuanced than ever. A teacher is a change agent. According to the research carried out by Slameto (2014), there is a dearth of knowledge regarding the teaching strategies utilized by educators to enhance critical thinking abilities. Therefore, need to empower teachers. One model is 'Training and Development Personnel' Model. The purpose of this study was to determine the determinants of teachers' development of critical thinking and to test the training model's efficiency and effectiveness. This training model was developed through three stages. According to the preliminary study, primary school teachers believe their previous training was ineffective and inefficient, and they have not developed critical thinking skills. After it has been demonstrated that the implemented training model is efficient and effective; Knowledge elaboration, teacher participation, and the best

image of teachers' critical thinking skills in the SWCU blended learning program are the three determinants.

Updating courses is a constant challenge for teacher education. Although numerous research studies have indicated that inadequate attention has been paid to the education of classroom teachers in how to utilize and incorporate technology into their curricula, teachers are aware of how to access and use technology in the classroom. According to Tata, (2013), in the 21st century, e-learning will undoubtedly transform all forms of education and learning. Teachers should understand the benefits of digital literacy. It is necessary to acknowledge that ICT training is both necessary for teaching such skills and an enabler of other methods of teaching and learning.

As the Infodev.org report put it, to be able to evaluate and select the most appropriate resources, teachers need extensive, ongoing exposure to ICTs. However, more important than ICT technical proficiency is the development of appropriate pedagogical practices. 'One-off training' is not sufficient, schools need to invest in and implement long term on-going training and continuous professional development in order to keep up with rapidly evolving digital technologies.

Cloud storage and sharing options, social media, web editing, image editing, presentation software, and general multimedia are all digital skills that teachers in the 21st century should have. Abolade & Yusuf (2005) described Information and communication technologies as essential tools in any educational system. They could be used to meet the individual learning needs of students and ensure equal educational opportunities; improve teachers' professional development, increase students' self-efficacy and independence while learning, and provide high-quality learning materials. According to Apanpa & Lawal (2009), professional teachers now need to be able to use technology effectively and understand how it can help students learn. ICT skills among secondary school teachers should be seen as an invaluable prerequisite that would help facilitate the teaching and learning process in this modern age of information explosion because teachers are the primary agents of educational innovation. According to Lau & Sim (2008), despite the apparent benefits of using ICT for educational purposes, studies showed that in many cases, the learning potential of ICT is deprived because many teachers are still not fully ICT literate. Jegede (2008) opined that ICT is now recognized as an essential component for creating a learning environment appropriate for the 21st century. Intrapersonal skill was defined by Aristigueta (1996) as skills that provide a moral and psychological grounding to enable individuals to act with integrity and consistency in any given situation. And according to the experimental study conducted by Karimzadeh et al. (2014), trainings have a significant effect on teacher's social-emotional skills (interpersonal—intrapersonal skills). Their research findings also showed a positive correlation between the enhancement of emotional skills and effective teaching. They came to the conclusion that teachers' involvement with these skills is necessary to promote their social-emotional abilities, and that emotional skills training programs must be implemented consistently across the curriculum in the classroom for teachers to be most effective.

The literature and studies in this chapter are of great importance in the present study. These focused mainly on the training needs of public junior high school students as input for a proposed capability enhancement program. The sets of training are: Management,

Interpersonal Effectiveness, Research, Communication, Thinking/Conceptual Skills, Computer Skills and Intrapersonal Development. Therefore, this part of research work gave a positive outlook for the researcher to continue this study.

RESEARCH QUESTIONS

This study aimed to determine the training needs of public and private high school teachers in Division of Province of Cavite.

Specifically, it sought to answer the following questions:

1. What are the training needs of teachers in terms of:
a. Management
b. Interpersonal Effectiveness
c. Research
d. Communication
e. Thinking/Conceptual Skills
f. Computer Skills
g. Intrapersonal Development
2. What is the most needed training under each of the given aspect that will be a basis for the proposed capability enhancement program?
3. What capability enhancement program can be proposed?

METHODOLOGY

A. Participants

This study made use of the convenient sampling technique. It is defined as non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The subjects are selected just because they are the easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population.

The researcher used this sampling technique because it is fast, inexpensive, easy and the participants are readily available. Fifty-seven teachers from the five municipalities were willing to answer the survey form for the training needs of teachers.

One-hundred (100) public junior high school teachers were selected from the different municipalities in Cavite such as Indang, Naic, Rosario, Tanza and Trece Martires City.

The breakdown of the participants by gender and by position is as follow:

MUNICIPALITY	No. of Participants	GENDER		POSITION			
		Male	Female	T1	T2	T3	MT1
INDANG	8	4	4	2	3	2	1
NAIC	22	10	12	14	3	3	2
ROSARIO	19	4	15	11	4	3	1
TANZA	30	10	20	21	5	3	1
TRECE MARTIRES CITY	21	7	14	13	3	3	2
TOTAL	**100**	**14**	**43**	**61**	**18**	**14**	**7**

B.   Data Gathering Procedure

To conduct the survey and collect the information needed for the study, the following procedures were followed:

1.   Survey forms were administered directly to participants from the various research departments and unit.

2.   The researcher collected and compiled the survey forms.

3.   After the researcher gathered all the needed information through the surveys, they tabulated all the data, discussed and analyzed.

C.   Research Instrument

The researcher utilized a validated survey tool to assess the training needs of selected Junior High School Teachers. The survey tool was adapted from Department of Education Region X, Division of Cagayan De Oro City. It consists of 7 dimensions with 4 – 6 items to be ranked: (1) Management, (2) Interpersonal Effectiveness, (3) Research, (4) Communication, (5) Thinking Conceptual Skills, (6) Computer Skills, and
(7) Intra-Personal Development.

D.   Data Analysis

The following statistical measurements were utilized in analyzing the data:

1.   Frequency

It refers to the number of items in a set of data. It was used to determine the total responses of participants on the training needs of teachers in terms of management, interpersonal effectiveness, research, communication, thinking/ conceptual skills, computer skills, and intrapersonal development.

2.   Ranking

In statistics, "ranking" refers to the data transformation in which numerical or ordinal values are replaced by their rank when the data are sorted. (Wikipedia.org, 2018). It was used to determine the most needed training under the aspects of: management, interpersonal effectiveness, research, communication, thinking/ conceptual skills, computer skills, and intrapersonal development. It answered research question number 2.

3.   Weighted Score

It is computed by multiplying the response count (frequency) and the weight of ranked position.

Weighted Score = x(w)

where:

x = response count for answer choice

w = weight of ranked position

RESULTS AND DISCUSSIONS

Training Needs of Public Junior High School Teachers in Interpersonal Effectiveness

Table 1.2

B. INTERPERSONAL EFFECTIVENESS	FREQUENCY					WEIGHTED SCORE					TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank5	Rank1	Rank2	Rank3	Rank4	Rank5		
1. Interpersonal Relations	18	28	26	15	13	90	112	78	30	13	323	2
2. Moral Transformation	23	28	19	16	14	115	112	57	32	14	330	1
3. Understanding Ourselves and Others	24	20	17	23	16	120	80	51	46	16	313	3
4. Working with Teams	15	18	22	26	19	75	72	66	52	19	284	4
5. Conflict Management	19	12	15	18	36	95	48	45	36	36	260	5

Table 1.2 shows the total weighted score and rank of each topic in interpersonal effectiveness. Interpersonal relations have a total weighted score of 323, moral transformation has 330, understanding ourselves and others have 313, working with teams has 284, and conflict management has 260. Based on their total weighted score, moral transformation ranks 1st followed by interpersonal relations which is rank 2. This result suggests that the most needed training of public Junior High School teachers in terms of interpersonal effectiveness is moral transformation.

Training Needs of Public Junior High School Teachers in Research

Table 1.3

C. RESEARCH	FREQUENCY				WEIGHTED SCORE				TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank1	Rank2	Rank3	Rank4		
1. Data Collection	27	30	20	23	108	90	40	23	261	2
2. Technical Writing	16	31	33	20	64	93	66	20	243	3
3. Reporting and Presenting Research	19	20	28	33	76	60	56	33	225	4
4. Conducting Qualitative Research	39	22	19	20	156	66	38	20	280	1

Table 1.3 shows the total weighted score and rank of each topic in research. Data collection has a total weighted score of 261, technical writing has 243, reporting and presenting research has 225, and conducting qualitative research has 280. Based on total weighted score, conducting qualitative research ranks 1st followed by data collection which is rank 2. This result implies that the most needed training of public Junior High School teachers in terms of research is about conducting qualitative research.

Training Needs of Public Junior High School Teachers in Interpersonal Communication

Table 1.4

D. COMMUNICATION	FREQUENCY				WEIGHTED SCORE				TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank1	Rank2	Rank3	Rank4		
1. Presentation Skills/Facilitation Skills	26	22	20	32	104	66	40	32	242	4
2. Oral Communication	24	36	22	18	96	108	44	18	266	1
3. Listening	30	18	23	29	120	54	46	29	249	2
4. Written Communication Skills	21	25	34	20	84	75	68	20	247	3

Table 1.4 shows the total weighted score and rank of each topic in communication. Presentation skills/ facilitation skills has a total weighted score of 242, oral communication has 266, listening has 249, and written communication skills has 247. Based on the total weighted score, oral communication ranks 1st followed by listening which is rank 2. This result implies that the most needed training of public Junior High School teachers in terms of communication is about oral communication.

Training Needs of Public Junior High School Teachers in Thinking/ Conceptual Skills

Table 1.5

E. THINKING/CONCEPTUAL SKILLS	FREQUENCY				WEIGHTED SCORE				TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank1	Rank2	Rank3	Rank4		
1. Teaching Smart People to Learn	22	23	21	34	88	69	42	34	233	4
2. Enhancing Analytical and Critical Thinking	33	32	20	15	132	96	40	15	283	1
3. Whole Brain Thinking	22	24	33	21	88	72	66	21	247	2
4. Learner Method	24	21	26	29	96	63	52	29	240	3

Table 5 shows the total weighted score and rank of each topic in thinking/conceptual skills. Teaching smart people to learn has a total weighted score of 233, enhancing analytical and critical thinking has 283, whole brain thinking has 247, and learner method has 240. Based on the total weighted score, enhancing analytical and critical thinking ranks 1st followed by listening which is rank 2. This result suggests that the most needed training of public Junior High School teachers in terms of thinking/ conceptual skills is about enhancing analytical and critical thinking.

As supported by the study of Slameto (2014), learning to develop critical/conceptual thinking through teacher training emphasize the importance of focusing on learners attempt to actively analyze and solve a variety of problems. As stated, the quality of students in the future is determined by the role of teachers in today's schools.

Training Needs of Public Junior High School Teachers in Computer Skills

Table 1.6

F. COMPUTER SKILLS	FREQUENCY				WEIGHTED SCORE				TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank1	Rank2	Rank3	Rank4		
1. Power Point Presentation	21	35	25	19	84	105	50	19	258	2
2. Word Processing	26	24	27	23	104	72	54	23	253	3
3. Spread Sheets/Data Base	32	21	30	17	128	63	60	17	268	1
4. Email/Internet	21	21	18	40	84	63	36	40	223	4

Table 1.6 shows the total weighted score and rank of each topic in computer skills. PowerPoint presentation has a total weighted score of 258, word processing has 253, spread sheets/ data base has 268, and email/internet has 223. Based on their total weighted score, spread sheets/data base ranks 1st followed by PowerPoint presentation which is rank 2. This result suggests that the most needed training of public Junior High School teachers in terms of computer skills is about spreadsheets/ data base.

Same result shown in the study of KOC Mustafa and Nesrin Bakir (The Turkish Online Journal of Educational Technology 9-1, 2010), teachers seemed too neutral with regards to feelings of being adequately prepared to use technology in their teaching but perceived that they needed more training. Majority knew how to use office tools, webpage design and presentation tools but they did not feel comfortable using spreadsheets, database and others, so that it is recommended to provide in-service training among teachers regarding this.

Training Needs of Public Junior High School Teachers in Intra Personal Development

Table 1.7

G. INTRA PERSONAL DEVELOPMENT	FREQUENCY					WEIGHTED SCORE					TOTAL W.S.	RANK
Topics	Rank1	Rank2	Rank3	Rank4	Rank5	Rank1	Rank2	Rank3	Rank4	Rank5		
1. Understanding Oneself	21	24	22	17	16	105	96	66	34	16	317	2
2. Spirituality	37	16	18	14	15	185	64	54	28	15	346	1
3. Determining One's Purpose in Life	13	22	21	22	22	65	88	63	44	22	282	4
4. Personality Development	17	25	18	24	16	85	100	54	48	16	303	3
5. Emotional Quotient	13	12	23	21	31	65	48	69	42	31	255	5

Table 1.7 shows the total weighted score and rank of each topic in intra personal development. Understanding oneself has a total weighted score of 317, spirituality has 346, determining one's purpose in life has 282, personality development has 303, and emotional quotient has 255. Based on their total weighted score, spirituality ranks 1st followed by understanding oneself which is rank 2. It suggests that the most needed training of public Junior High School teachers in terms of intra personal development is about spirituality.

According to the article of Laura Jones (2005), "What Does Spirituality in Education Mean?", spirituality in education refers to a transcendence and compassion in the classroom that acknowledges the interconnectedness of the students, the teacher and the subject. And Denise

Tolliver (2003) offered a meaning that spiritual can raise consciousness, stimulate awareness, foster creativity and imagination, connect the educators with grander issues of purpose and meaning and facilitate connection with that which animates them.

Most Needed Training of Public Junior High School Teachers under Each Aspect

Table 2

Main Topic	Topic	Total Weighted Score	Rank
1. Management	Knowledge Management	408	1
2. Interpersonal Effectiveness	Moral Transformation	330	1
3. Research	Conducting Qualitative Research	280	1
4. Communication	Oral Communication	266	1
5. Thinking/ Conceptual Skills	Enhancing Analytical and Critical Thinking	283	1
6. Computer Skills	Spread Sheets/Data Base	268	1
7. Intra Personal Development	Spirituality	346	1

Table 2 shows the most needed training of public Junior High School teachers under each aspect. In management, knowledge management ranks 1st; in interpersonal effectiveness, moral transformation ranks 1st; in research, conducting qualitative research ranks 1st; in thinking/ conceptual skills, enhancing analytical and critical thinking ranks 1st; in computer skills, spread sheets/ data base ranks 1st; and in the intra personal development, spirituality ranks 1st.

Lastly, based on the findings of the study, it is clearly that teachers need to have trainings on knowledge management, moral transformation, oral communication, conducting qualitative research, enhancing analytical and critical thinking, spread sheets/data base, and spirituality. Different programs such as pre-Service or INSET, Team Building, Seminar-Workshop and school or division-initiated research capability enhancement program can be proposed and implemented.

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The following statements were drawn from the results of the study:

1. The training needs in terms of MANAGEMENT are: knowledge management, Time Management, Change Management, Financial Management and Management Issues and Policies.

2. The training needs in terms of INTERPERSONAL EFFECTIVENESS are: Interpersonal relations, Moral Transformation, Understanding Ourselves and Others, Working with Teams and Conflict Management.

3. The training needs in terms of RESEARCH are: Data Collection, Technical Writing, Reporting and Presenting Research, and Conducting Qualitative Research.

4. The training needs in terms of COMMUNICATION are: Presentation Skills, Oral Communication, Listening and Written Communication Skills.

5.   The training needs in terms of THINKING/CONCEPTUAL SKILLS are: Teaching Smart People to Learn, Enhancing Analytical and Critical Thinking, Whole Brain Thinking, and Learner Method.

6.   The training needs in terms of COMPUTER SKILLS are: Power Point Presentation, Word Processing, Spread Sheets/Data Base, and Email/Internet.

7.   The training needs in terms of INTRA PERSONAL DEVELOPMENT are: Understanding Oneself, Spirituality, Determining One's Purpose in Life, Personality Development, and Emotional Quotient.

8.   The most needed trainings of public Junior High School teachers are on knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality.

9.   Based on the findings of the study, it is clearly that teachers need to have trainings on knowledge management, moral transformation, oral communication, conducting qualitative research, enhancing analytical and critical thinking, spread sheets/data base, and spirituality. Different programs such as pre-Service or INSET, Team Building, Seminar-Workshop and school or division-initiated research capability enhancement program can be proposed and implemented.

IMPLICATIONS AND RECOMMENDATIONS
The following recommendations are given:

1.   Teachers may attend different seminar-trainings focusing in knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality.

2.   Training coordinators are encouraged to develop training programs focusing in knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality. Different programs such as pre-Service or INSET, Team Building, Seminar-Workshop and school or division-initiated research capability enhancement program can be proposed and implemented.

3.   School administrators are encouraged to invite discussants to conduct in-service training in the school whose expertise are knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality.

4.   It is recommended for future researchers that this study can also be conducted through the use of other sampling techniques.

5.   Similar researches may be conducted in the schools with larger sample to ascertain whether knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality are the training needs of public junior high school teachers.

6.   Research enthusiasts are encouraged to conduct a study about the most needed training of teachers among knowledge management, moral transformation, conducting qualitative research, oral communication, enhancing analytical and critical thinking, spread sheets/data base, and spirituality.

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