



**FLORENCIO R. SIBAYAN CENTRAL ELEMENTARY SCHOOL**

**TRAINING NEEDS ANALYSIS  
S.Y. 2021-2022**

The table below reflects the results of the Training Needs Assessment answered by 26 teachers.

KNOWLEDGE / COMPETENCIES	Least Needed	Needed	Much Needed	Very Much Needed
<b>1. Teaching Strategies</b>				
1.1 Cooperative Learning Strategies	0	8 or 31%	12 or 46%	6 or 23%
1.2 Differentiated Learning Activities	2 or 8%	5 or 19%	11 or 42%	8 or 31%
1.3 Hands-on Activities/Performance-Based Activities	0	6 or 23%	13 or 50%	7 or 27%
1.4 Games/ Fun Classroom Activities	2 or 8%	5 or 19%	10 or 38%	9 or 35%
1.5 Gender-Sensitive Activities	2 or 8%	5 or 19%	13 or 50%	6 or 23%
1.6 Higher-Order Thinking Skills	1 or 4%	7 or 27%	10 or 38%	8 or 31%
1.7 Others, pls. specify _____	Show and tell			
2. TOS & Test Construction	0	4 or 15%	8 or 31%	14 or 54%
3. Crafting integrative performance tasks with rubrics	0	2 or 8%	6 or 23%	18 or 69%
4. Integration of ICT in classroom instruction	0	4 or 15%	6 or 23%	16 or 62%
<b>5. Construction of Instructional Materials</b>				
5.1 Localized IMs	0	2 or 8%	14 or 54%	10 or 38%
5.2 Strategic Intervention Materials (SIM)	0	4 or 15%	7 or 27%	15 or 58%
5.3 IMS using ICT (MS Powerpoint, videos)	0	3 or 12%	4 or 15%	19 or 73%
5.4 Learning Activiy Sheets	0	8 or 31%	10 or 38%	8 or 31%
5.5 Others, pls. specify _____	Portraying of events			
6. Classroom Management Strategies	1 or 4%	7 or 27%	8 or 31%	10 or 38%
7. Teaching Learners with Special Needs (LSEs)	0	8 or 31%	4 or 15%	14 or 54%
<b>8. Strategies in Teaching Reading</b>				
8.1 Word Recognition	1 or 4%	7 or 27%	8 or 31%	10 or 38%
8.2 Vocabulary Development	0	7 or 27%	7 or 27%	12 or 46%
8.3 Comprehension Skill	0	6 or 23%	7 or 27%	13 or 50%
8.4 Others, pls. specify _____	Alphabet skills teaching handwriting skills teaching			
9. Literacy and Numeracy	0	8 or 31%	9 or 35%	9 or 35%
10. Action Research	0	6 or 23%	8 or 31%	12 or 46%
11. Intensifying Stakeholder's Role as Educational Partners in the classroom (parents, community)	0	4 or 15%	8 or 31%	14 or 54%

*B. What suggestions/recommendations or other topics can you give which can help improve the academic performance of pupils?*

- more trainings among teacher
- hands-on activity
- more trainings about academic performance among teachers so that they applied it to their pupils
- utilization of learning resources center like tutoring, online teaching, use of technology (computer/laptop)

*B. What suggestions/recommendations or other topics can you give which can help improve the academic performance of pupils?*

- Any learning intervention or strategies that would fit to our situation today, specifically in times of pandemic
- Reduce working or students activity hours, encourage independent reading
- The academic performance of pupils can be improved through fact to face instruction
- On my part, more face to face trainings on ICT, esp. Filmora
- More comprehensive and detailed face to face seminar on Filmora
- Other interventions in distance learning
- Any topic will do to enhance pupils' performance
- How to encourage pupils the habit of effective studying (effective study habit)
- Give more motivational activities for the learners
- To help improve academic performance maybe emphasizing the activities to be given to them like reading activity maybe twice a week
- Conducted trainings, webinars, etc. during this pandemic are truly enough to equip teachers in their needs. What's the most important for now is that teachers should be given enough time to assist their pupils. What is the use of these successive trainings if there's no more time to apply, especially in this new situation we are facing which pupils needs to be assisted in their studies. Just like me, I keep on planning to conduct home virtual one-on-one follow-up of my pupils but sad to note, I can't find to do it.

**ANALYSIS/FINDINGS:**

1. Majority of the respondents answered that they very much needed to be trained on the following areas:
  - TOS and test construction
  - crafting integrative performance tasks with rubrics
  - integration of ICT in classroom instruction
  - Strategic Intervention Material
  - IMs using ICT
  - classroom management strategies
  - teaching learners with special needs
  - strategies in teaching reading
  - literacy and numeracy
  - action research
  - intensifying stakeholder's role as educational partners in the classroom
2. Out of the competencies mentioned above, IMs using ICT got the highest percentage with 73% of the teachers who answered that they very much needed to be trained equipped in this area.
3. Most of the teachers responded that they much needed to be trained on varied teaching strategies with gender-sensitive and performance-based activities getting the highest percentage of 50%. In addition, they rated localized IMs and Learning Activity Sheets as much needed competencies that they need to acquire.

With these results, trainings/seminar via online or F2F focusing on the identified topics above are strongly needed to answer the current needs of the teachers in order to reach the schools' vision to provide quality education to the children.

Prepared by:

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Noted:

**JUVY S. GREGORIO**  
Principal-IV

