

## **BIBLIOGRAPHY**

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## **ABSTRACT**

This study meant to analyze the effectiveness of International Academy, Inc. pre-employment training programs to its employees' performance. Specifically, it determined the following: the profile of the academy as an institution with in terms of manpower development as to Respondent's Profile, Recruitment, Education and Training and Work Performance; the level of effectiveness of the pre-employment training programs as perceived by the trainees and as indicated by the results of students' and head teacher's evaluation of the teacher's classroom performance; the degree of employment readiness of Pines International Academy, Inc. trainees according to Supervisor's Assessment and Trainees' Self-Assessment; and the problems and issues confronting the Academy's pre-employment training programs.

A descriptive-survey method of research was utilized in this study. A structured questionnaire and interviews were used in data-gathering and in verifying the secondary data.

A total of fifty (50) faculty members who underwent the pre-employment training programs acted as respondents. They are young adults to adults and are predominantly

singles and females. Furthermore, majority are not Education majors and had no teaching experience; majority who obtained the passing over-all performance rating belong to Generation Y and are mostly singles, females whose expertise are not related to teaching or who have no teaching experience at all.

Results of the study showed that the Academy's pre-employment training programs was perceived as effective based on their evaluation of the training design, trainers' competence, training programs contents and training methods. Consistent with this result is the passing over-all performance evaluation ratings of classroom teachers as evaluated by students and the Head Teacher. The respondents reacted well to the training designs, trainers' competence, training program contents and training methods of the two courses administered and offered by the institution.

The degrees of employment readiness as far as the trainees are concerned in terms of the Supervisor's Assessment and considering the two courses bares Very Effective in influencing the respondents' level of employment readiness and the degree of employment readiness as perceived by the trainees themselves tagged themselves as Moderately Ready. The result approves the admittance of the hypothesis which speaks of the recipient incurring 80-85% degree of employment readiness. However both show a positive result when it comes to such. The problems and issues encountered in the training may not be that serious but its existence cannot be disregarded.

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## INTRODUCTION

### Background of the Study

With the aim of maintaining personnel effectiveness and efficiency in an organization, Human Resource Development (HRD) is concerned at coming up with ways on how to empower the most vital part of the organization—the people. Development of people and pathing their careers is one of the tasks of the Human Resource Department. Appropriate training and education are the most essential resources of the company and its personnel can be achieved with the use of effective types and modes of imparting knowledge and skills through helpful educational programs and trainings. It is concerned with organizational activity aimed at bettering the performance of employees in an organizational setting, making them adequately qualified, capable and effective.

Employing competent and effective employees is one of the things all organizations of all types and forms have in common. This fact has been driving many organizations, locally or internationally, to include employee education, training and development as essential aspect of their organizational strategy (Licuasen, 2007). A famous management expert namely Peter Drucker (1998) mentioned that the most essential resource is knowledge, it is no longer labor, capital or land. This stresses that

organizations in today's time depend increasingly on employees' skills and competence. Thus, many organizations recognize that education and training is one instrument that initiates development.

A common misunderstanding most people have is the idea that Education and Training are the same. While it is true that both Education and Training deal with learning, considering the differences of their definition will help us understand them better. In addition, the main purpose of education and training is to enhance human resources through providing them the apposite understanding, abilities and goals needed to attain development entirety.

Education is a theory, something that reflects a certain model or a research paradigm used to acquire new information or knowledge and to advance an individual's level of self-competence. It is a wide-ranging process, which starts from simple to complex and it is continuous.

Training on the other hand is a set of specific procedures that spells out rather precisely how to acquire a certain skill or knowledge needed for the mastery of the current job. It improves human performance on the job the employee is presently doing or is being hired to do. In addition, it is described as "...organized activity" (Nadler, 1984) which means it is purposely created to help an individual obtain a clear and concise instruction given at a certain time so as to improve the efficiency of his

work performance. Determining its effectiveness to an individual is easy because it can be assessed once the individual returns to work.

Some years ago, Human Resource Development (HRD) meant a new name for training, which was concern in developing employees' skills and their competencies. However, upper management of each organization found their own ways of developing their employees' competencies. In the past, most organizations were into developing and maintaining the motivation of employees through salary increase, benefits, promotions, punishments and other motivators. Whereas, organizations nowadays have recognized that employees' education, training and development are essential tools in enhancing and maintaining employees' performance. As such, it must be recognized that training is the company's concern. One cannot rely alone on the initiative of the employee or prospective employee to prepare himself for the demands of his work. To ensure that its employees have the knowledge and the skills necessary for the proper performance of their jobs, the company must assume responsibility for providing its employee and prospective employees the opportunity to acquire the knowledge and skills required for the job (Sison, 1991).

Facullo (1999) in her module noted that training has been recognized as one of the most effective methods to bring about



transformation and change. Institutions and businesses in particular have recognized this that is why the support to training programs locally and abroad is given much attention nowadays. For many large companies, a well-trained human worker is a key to running a successful business. If employees could perform at their best then there is a higher possibility that the business runs successfully. This is why training is so important. Training is concerned with the worker learning clear and concise standards of performance. Moreover, training is classically viewed as a method of bringing people to a preferred status of effectiveness in particular tasks by imparting skills through detailed instructions or authentic practices.

Without training and development programs, organizations will lose talent. The bottom line will suffer. Organizations must develop their people and must provide training and development programs to groom the next generation of leaders. There are seven types of training and development programs: (1) Technical training – this kind of training can take place in the classroom. However, most technical training sessions are practical training. On-the-job training is part of the technical training. The benefit of providing technical training is to improve on work performance. Many organizations provide in-house technical training; (2) Quality training – quality training includes customer service training. Quality training in a

manufacturing plant involves knowledge of total quality management. Quality training involves finding solutions to improve processes and products. Quality training is an on-going effort to instill the philosophy of continuous improvement; (3) Skills training – Skills training involves presentation, selling, public speaking, negotiation, and languages. Many organizations realize the potential of soft-skills training. They spend money to develop in-house soft-skills training program. They want their employees to develop creative-thinking skills, communication skills, and other skills essential to the long-term survival of the organization; (4) The fourth type of training and development program is the professional training. An organization needs professionals in various departments. However, organizations generally do not have the expertise to provide professional training. They send their employees for courses to obtain professional qualifications; (5) Functional training – functional training can take place as part of on-the-job training. Functional training includes diplomas or degrees in the respective field of expertise; (6) The sixth type of training and development program is team-bonding activity. The organization pays money to engage employees in team-bonding activities. The purpose of this training is to develop leadership and teamwork. Team-bonding activity usually took place outdoor. Organizations use rock climbing, canoeing, and other outdoor activities as part of a team-bonding

program; (7) The last type of training and development program is managerial training. Some organizations encourage their managers to attend expensive seminars as part of managerial training. The purpose of managerial training is to learn from the best practices in the industry. The organizations want their managers to widen their networks, and steal ideas from the associates (Noe, 2008).

Every institution and organization is concerned much on the training of its employees. Its aim is to admit only those qualified employees for the job. In educational institutions, they usually employ teachers who have the specialization in the needed subject such as Filipino, English, History, Mathematics, etc.

Among the mushrooming educational institutions in Baguio City are the English as Second Language (ESL) institutions. These institutions are teaching English as second or foreign language to foreign students. These schools usually employ education graduates major in English. But due to the increasing population of foreigners wanting to learn English, these institutions are also hiring non-English major graduates and even non-Education graduates. Education graduate or not, though, these prospective employees have to undergo pre-recruitment trainings because teaching English to foreigners needs a special skill. Eekie Gonzales (2006), a writer in the Manila Bulletin said that in a globalized world that is

English-centric, there is a natural demand for English efficiency. It is a fact that the country is known as one of the largest English-speaking countries. It is because of this fact that a lot of foreign students opted to learn English in the country, aside from the other reasons. The country's competence in upholding its edge as an English-speaking nation is weakening, though. A CEO of HA Cervantes Knowledge Systems, Inc. namely Dr. Hermelo Cervantes (2005) supported the statement when he mentioned that the "...emergence of new business undertakings, the current manpower shortage...globalization are realities that expose the truth that Filipinos' proficiency in English has deteriorated...employers are unwilling to hire applicants who cannot express themselves in English" (Gayaman, 2007).

One of the ESL institutions in Baguio City is the Pines International Academy, Inc. (PIA). This school was accredited as a language and tutorial center in 2002. It caters to foreign students particularly with Koreans and Japanese. Being an ESL institution, it has its own training programs for prospective teachers and those already employed as teachers. The pre-employment training programs offered to prospective teachers is divided into two: the American Accent Training and the Contemporary Approaches, Principles and Methods of Teaching ESL. The trainings given are to make sure that the teachers being hired are

adequately qualified for the job in order to achieve its goal of providing and promoting quality education where students are trained not only as effective international communicators but also to become top caliber leaders in the future.

This research is conducted to evaluate the institution's pre-employment training program to its prospective employees and to measure the effectiveness of the training program to its employees.

#### Statement of the Problem

Generally, the study meant to analyze the effectiveness of Pines International Academy, Inc. pre-employment training programs to its employees' performance. Specifically, the study intended to answer the following questions:

1) What is the over-all profile of Pines International Academy, Inc. as an ESL institution in terms of manpower development as to:

- a) Respondent's profile
- b) Recruitment;
- c) Education and training; and
- d) Work performance?

2) What is the level of effectiveness of the pre-employment training programs:

a) As perceived by the trainees under Teaching Methodologies Training and American Accent Training in terms of:

- a.1 Training designs;
- a.2 Trainer's competence;
- a.3 Training program contents; and
- a.4 Training methods?

b) As indicated by the teacher's classroom performance based on student's evaluation and head teacher's evaluation?

3) What is the degree of employment readiness of Pines International Academy, Inc. (PIA) trainees according to:

- a) Supervisor's Assessment
  - a.1 Teaching Methodology Training
  - a.2 American Accent Training

b) Trainee's Self-Assessment?

4) What are the problems and issues confronting the pre-employment training programs?

### Objectives of the Study

The objective of the study is to analyze the effectiveness of Pines International Academy, Inc. pre-employment training programs to its employees' performance. Specifically, it seeks to:

1. Present the over-profile of Pines International Academy, Inc. as an ESL institution in terms of manpower development as to:

- a) Respondent's profile;
- b) Recruitment;
- c) Education and training; and
- b) Work performance.

2. Assess the level of effectiveness of the pre-employment training programs:

a) As perceived by the trainees under Teaching Methodologies and American Accent Training in terms of:

- a.1 Training designs;
- a.2 Trainer's competence;
- a.3 Training program contents; and
- a.4 Training methods.

b) As indicated by the teacher's classroom performance based on student's evaluation and head teacher's evaluation.

3. Determine the degree of employment readiness of Pines International Academy, Inc. trainees according to:

- a) Supervisor's Assessment
  - a.1 Teaching Methodology Training
  - a.2 American Accent Training

### b) Trainees' Self-Assessment

4. Identify the problems and issues confronting the pre-employment training programs.

#### Importance of the Study

Above all, this study will be of special significance to the researcher, being the Recruitment, Training and Development Supervisor of the Department of Human Resources of the institution. The results or the findings will enrich her knowledge on the implementation of training programs intended to enhance workers' performance. The management of Pines International Academy, Inc. (PIA) will also find the study a very important source of information regarding the usefulness and effectiveness of the training programs offered and therefore, may be used in restructuring future training programs more beneficial and essential in enhancing employees' performance.

Likewise, in a workplace where applicants do not have the necessary expertise for the job, training of prospective employees with beneficial programs plays an important role.

English as a Second Language (ESL) as a bachelor's degree is not yet explored in the country. According to Commission on Higher Education (CHED), Bachelor of Science in ESL as a separate unit is not formed because it is included as a part of the curriculum of Bachelor of Secondary



Education (BSE), major in English. However, Master of Arts in Teaching major in ESL (MATESL) nowadays is relatively prominent due to the booming of ESL institutions. Hence, the ESL institutions need to train its prospective employees who will be teaching English to foreign students. Anent to this, this study will be able to guide ESL teacher-applicants on what to expect with trainings for prospective ESL teachers and ESL teacher-trainers on what to give. To ESL institutions, this study will provide a meaningful insight as to how these institutions may develop and improve its training program to meet its employees and clients' need.

Lastly, the study will be of great help to training centers because it will serve as a reference material in developing their curriculum, designing or modifying their training and development programs that would lead recipients to be better and well-trained language teachers or communicators.

#### Scope and Delimitation of the Study

This study attempted to analyze the pre-employment training program contents of Pines International Academy, Inc. (PIA) specifically on its pre-employment training programs. The respondents for this study are the employees who underwent the pre-employment training programs offered by the institution from January to December of 2009.

The focus of this research were to determine the profile of the PIA as a whole and its pre-employment training program contents and to assess the effect of the said training program to its employees' employment readiness and their over-all performance. The main reason is to determine the significance of the pre-employment training to the prospective employees as shown by their employment readiness and over-all performance once employed as teachers.

However, the researcher made use of the two (2) categories specifically, Head Teacher's Evaluation and Student's Evaluation, which comprises 15% and 40% correspondingly, to conclude their Over-all Performance Evaluation (OPE) and did not include the other categories. Fifty-five (55) would be the perfect rating and as stated in the institution's manual, 93% is the passing mark. Ninety-three (93) percent of the perfect rating is equivalent to 51.15% thus, validates as the passing rate. As regards to the Student's Evaluation, thirty-five (35) percent would be the passing rating and thirteen (13) percent for the Head Teacher's Evaluation (Appendices D and E).

Also, the researcher did not explore the other training and development programs offered in the institution (i. e. Modular training) and the other personnel operative functions of the Human Resource

Development (HRD) such as employee's retention, turnover, wage administration, etcetera.

### Conceptual Framework

The framework (Figure 1) depicts the relationship of variables used in the study. As shown, pre-employment training program which includes the American Accent Training and the Teaching Methodologies Training were considered as the independent variables. The American Accent Training trains prospective ESL teachers how to teach English using the American accent. On the other hand, Teaching Methodologies Training teaches and trains prospective ESL teachers about the methods on how to teach the English language to the ESL students. This is considered independent because it is constant as it is already a common program in recruiting and screening prospective ESL teachers, particularly with the non-native English speaker teachers.

The intervening variables are the respondents' profile and the training program factors. Under this would be the training design, trainers, training program contents and training methods. These variables, in turn, may or may not affect the training process as a whole, the degree of effectiveness of the training and the overall performance of the prospective employee when already employed.

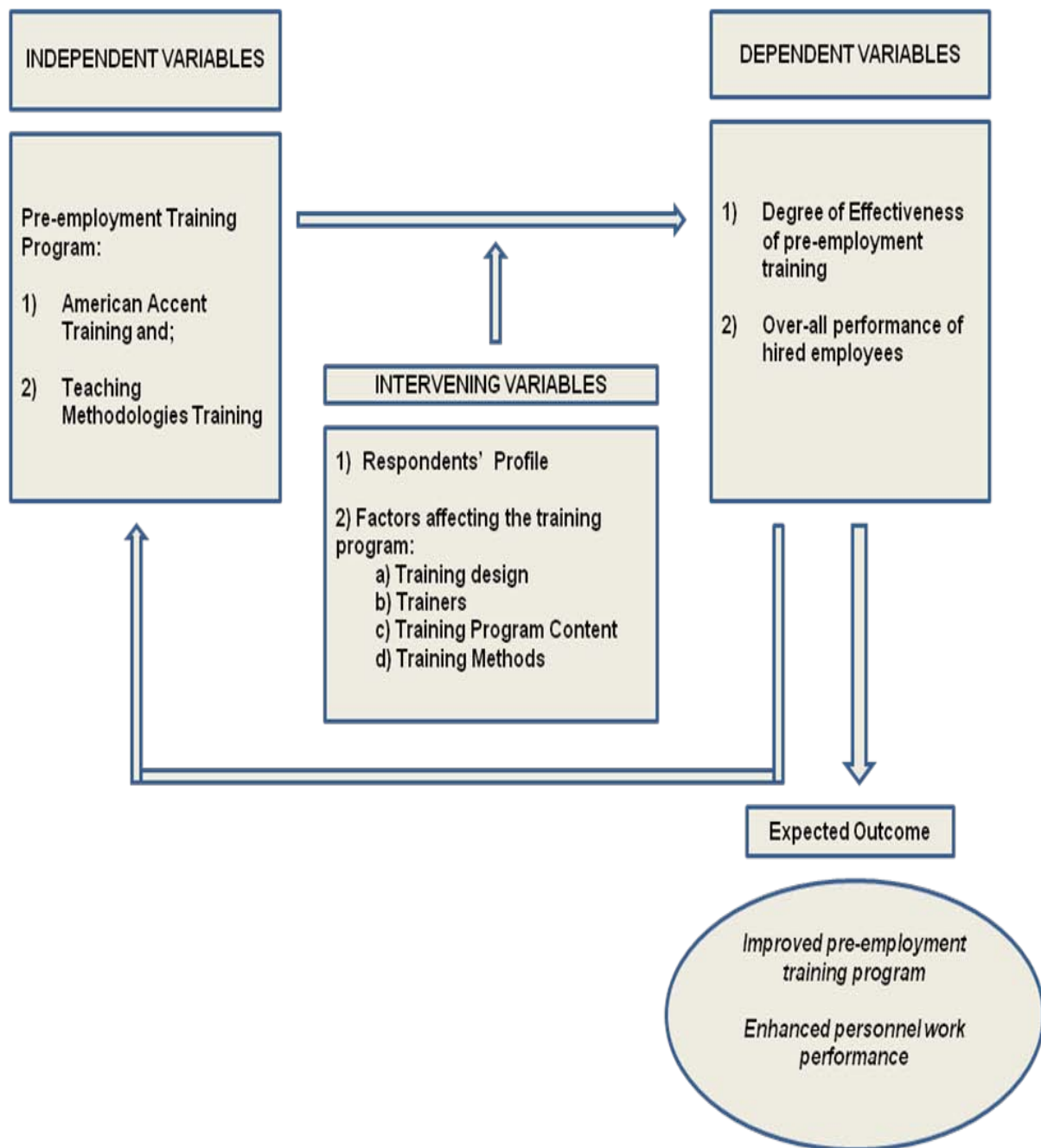


Figure 1. Paradigm of the study showing the interrelationships of the variables

The dependent variables in the study are: the degree of effectiveness of pre-employment training and the over-all performance of hired employees. The said variables may be used to improve the pre-employment training of Pines International Academy, Inc. and enhance personnel work performance.

### Operational Definition of Terms

The following words and terms are defined as used in the study:

American accent training refers to the training program, which aims to teach the trainees how to communicate using the standard American English.

Degree of effectiveness refers to the trainees' perception regarding the importance and usefulness of the pre-employment training offered by PIA.

Education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual by which a society deliberately transmits its accumulated knowledge, skills and values from one generation to generation.

Factors affecting employees' training refers to the conditions and situations which influence the training and development programs offered by PIA to its employees and prospective employees.

Funding refers to the finances needed to plan, design, and implement the training programs of PIA.

Generation X refers to the group of people who were born between 1965-1979, whose age ranges from 30-44 years old and whose work traits are into career advancement, they're independent, love socializing, they want teamwork but only during business hours.

Generation Y is also called as Gen Texters, Millenials and Internet Generation. These individuals were born between 1980-2000 and whose work traits are informal, they enjoy fun workplaces, they need immediate feedback, participative, confident, technology savy, diverse, highly structured and involved but do not respond to "command and control".

Head Teacher's Evaluation (HE) refers to the rating supplied by the head teacher assessing teachers' teaching ability.

Over-all Performance of the Employee (OPE) refers to the teaching ability of the employee who underwent the pre-employment training provided by PIA and it includes Head Teacher's Evaluation (HE), Student's Evaluation (SE), Administration's Evaluation (AE), Attendance (A) and Punctuality (P).

Over-all profile refers to the standard practices or existing policy of the institution (PIA).

Pre-employment training refers to the competency-based training given to prospective PIA applicants in order for them to learn how to teach English as a Second Language to foreign students. This training is composed of two programs – the American Accent Training Program and the Teaching Methodologies Training Program.

Student's Evaluation (SE) refers to the rating supplied by students assessing their teachers' teaching abilities.

Teaching methodologies training refers to the training program, which aims to teach the trainees using the contemporary approaches in teaching foreign students.

Trainees refer to the individuals who undergo the PIA training whether it be an employee or a prospective employee.

Trainers refer to the PIA training team that implements the training program to the employees and prospective employees.

Training refers to as learning that is provided in order to improve performance on the present job.

Training and development refers to the programs and activities given by the PIA to its employees and prospective employees.

Training design refers to the learning environment during the training. It includes the physical features of the training site.

Transfer of training refers to the PIA trainees' effectively and continually applying what they learned during the training to their respective jobs.

### Hypotheses of the Study

Relative to the specific problems of the study the following hypotheses are proposed.

1 a. A total of 70% of PIA employees who underwent the Pre-employment training are female, single, and whose educational attainment is not in any way related to ESL teaching.

b. The current system of recruitment is effective.

c. Fifty percent of the respondents are not education graduates and never had any training pertinent to ESL teaching.

d. The employees who underwent Pre-employment Training Program have very satisfactory performance.

2. The level of effectiveness of the pre-employment training program to employees' performance is very satisfactory as perceived by the trainees in terms of:

a. Trainers Competence;

b. Training Designs;

c. Training Program Content;

d. Training Methods; and



e. Teachers' classroom performance as indicated by Student's Evaluation (SE) and Head Teacher's Evaluation (HE).

3. There is an 80-85% degree of employment readiness among the recipients of Pines International Academy, Inc. (PIA)'s pre-employment training programs based on:

a. Supervisor's Assessment

b. Trainees' Self-Assessment

4. The problems and issues confronting the pre-employment training program include funding, facilities and duration of training period.

## REVIEW OF LITERATURE

### Human Resource Development

With the growing realization that developing a competitive workforce has become the key differentiator of success in the global market, the concept of Human Resource Development is experiencing significant changes. The avalanche of changes comprised of competition, technological changes, and challenges in its trail, opening the eyes of responsible people in organization to HRD's vast potential to make meaningful and irrefutable contributions to mainstream activities (Whitmore, 2005).

As cited by Noe (2008), human resource development in the organizational context is the process by which the employees of an organization are helped in a continuous planned way to: (i) acquire or sharpen capabilities required to perform various functions associated with their present and future expected roles; (ii) develop their general capabilities as individuals and discover their own inner potential for own and/or organization development purposes; (iii) develop an organizational culture in which superior – subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

Human Resource Development (HRD) is the creative design and commingling of strategies, structures, systems, technologies, and human beings in ways that promote both individual and organizational learning, builds, and sustains organizational effectiveness (Dilworth, 2003).

Noe (2008) described HRD as referring to the integrated use of training and development, organizational development, and career development to improve individual, group, and organizational effectiveness.

Although there are many HRD programs, such as training and development, career development, organizational development, and counseling, the main focus of all these programs is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers ([www.aidt.edu/pre-employment-selection-and-training](http://www.aidt.edu/pre-employment-selection-and-training)).

### Training and Development

Training is among the common component of human resource development. Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and

individual employees can accomplish their work goals in service to customers.

As more companies recognize the importance of learning for meeting business challenges and providing a competitive advantage, the role of training in companies is changing. The training's role from a program focus is now expanding into a broader focus on learning, creating and sharing knowledge (Sison, 1991).

Learning refers to the acquisition of knowledge by individual employees or group of employees who are willing to apply that knowledge in their jobs in making decisions and accomplishing tasks for the company. The knowledge acquired through learning may either be explicit or tacit knowledge. Explicit knowledge refers to knowledge that can be formalized, codified, and communicated. It can be found in manuals, formulas, and specifications. Tacit knowledge, on the other hand, refers to personal knowledge based on individual experience. This is passed along through direct experience (Noe, 2008).

The employees need to know about the company – it's customers, business processes, etc. The employees must understand the company's business strategy and financial statements, as well as how the company is organized. Also, employees must know who the company's customers are, what they need, and why they choose to do business with the

company. Finally, employees must have a general understanding of the major business processes and a more detailed understanding of the business process they are involved in (Noe, 2008).

Basically, this information need must be addressed during the pre-employment stage. Pre-employment programs allow employers to evaluate and enhance employee skills through job-specific training. The pre-employment training is the best opportunity to observe prospective employees in a simulated work environment where attitudes and interpersonal skills are put to the test ([www.aidt.edu/pre-employment-selection-and-training](http://www.aidt.edu/pre-employment-selection-and-training)).

Before the prospective employee starts working, he must be oriented with all the information about the organization. Aside from the information, in some case, the prospective employee must also learn the basic skills needed for the job being applied for ([www.aidt.edu/pre-employment-selection-and-training](http://www.aidt.edu/pre-employment-selection-and-training)).

### Importance of Training

The selection of good employees is basic to effective manpower management. The object of selection is to hire the best-qualified candidate or employee available for the position to be filled. In achieving this

objective, the company must be careful with the selection of its employees (Sison,1991).

As a part of careful selection, the hiring of employees is quite a process. It includes, among others, recruiting, testing, interviewing, and training qualified applicants. Training is part of the hiring process because the educational background of an individual is not a sufficient index of his skill and efficiency on a particular job. Since training increases the skill and ability of employees to perform specific jobs, it is particularly needed by management because the latter naturally wants to get the best out of every employee in its payroll (Sison, 1991).

Although the benefits of employee training are intangible, its benefits can be measured in terms of the skills, efficiency, and productivity of the employees. Among the benefits of employee training and development are the following: (a) increased job satisfaction and morale among employees; (b) better interpersonal relationship and customer satisfaction; (c) increased employee motivation; (d) increased efficiencies in processes, resulting in improved financial gain; (e) increased capacity to adopt new technologies and methods; (f) increased innovation in strategies and products; (g) reduced employee turnover; (h) enhanced company image; (i) better risk management and staff safety consciousness; and (j) increase in productivity ([www.groundreport.com](http://www.groundreport.com)).

Another importance of training is that, it trains, motivates, and retains the most qualified employees and match them to jobs for which they are best suited.

Training and development programs are also important to cope with the changes in technology and with diversity within the organization. Besides, continuous learning is now becoming a trend. The importance of continued learning is an overarching trend of societal needs, indicating that organizations must foster learning as a social responsibility to ensure they are competitive in the global marketplace. However, to be effective, learning has to be related to helping employees' performance improve and the company achieves its business goals. This connection helps ensure that employees are motivated to learn and that the limited resources, such as time and money, for learning are focused in areas that will directly help the business succeed. Furthermore, unpredictability in the business environment in which companies operate will continue to be a norm. Because problems cannot be predicted in advance, learning needs to occur on as needed basis (Noe, 2008).

#### Factors Affecting Employees' Training

Human Resource Management (HRM). Human resources management is the function and responsibility of all levels of management

– from the top to the lowest operating supervisor. It has three dimensions: the relationships of the employee with the organization; the relationship with the top management; and the relationship with the lower levels of management. All managers and supervisors at each level of the organization must implement personnel policies and programs germane to their respective divisions or departments. At the top level, the emphasis would be policy-making and planning; at the middle management level, the emphasis would be on developing subsidiary plans and implementation of policies and objectives; and at the supervisory level, the emphasis is almost entirely on implementation and control measures to insure that the personnel policies and programs are carried out (Sison, 1991).

The primary goals of HRM are: (1) to attract an effective workforce through human resource planning, recruiting, and employee selection; (2) to develop an effective workforce; and (3) is to maintain an effective workforce over the long term (Escala, 2006).

In HRM, there is what they call as the Human Resource Manager. Sison (1991) stated that the personal qualities regarded as important for success in personnel work include, among other things, the ability to communicate effectively, orally and in writing. The personnel manager must possess above-average intelligence and must enjoy working with



people. He must be able to grasp the implications of a given situation, understand individual attitudes and prove equal to the problems of the employees and of the employer. Workers will depend very much upon the personnel manager for fairness and proper counseling and guidance; he must therefore have a pleasing personality and personal warmth and be approachable.

Trainers. Trainers should have expertise in the topic and experience in training. They should have undergone training themselves and have acquired the skills needed to be effective trainers. The bottom line of this is that trainers carry the responsibility for the trainees' learning experience. Hence, they need to communicate the topics that will be covered, the learning approach that will be used, and the expectations for trainees. Research suggests that trainees have the best recall of training content when the trainer is enthusiastic and avoids vocal distractions (Noe, 2008).

Trainers may either be from the outside or within the company. Some firms employ training specialist depending on the training needs of the employees and others develop their own trainers. Whether the trainer is from within or outside the company, the important thing is that he must have not only a practical working knowledge of his subject but also a

sufficient grasp of the basic principles underlying good teaching (Sison, 1991).

Having the managers and employees of the company as trainers may help increase the perceived meaningfulness of the training content. Because they understand the company's business, employee and manager trainers tend to make the training content more directly applicable to the trainees' work. Also, use of managers and employees can help increase their support for learning and reduce the company's dependency on expensive outside trainers (Noe, 2008).

Trainees. Trainees play an important role in the training process. A trainee's age, civil status, educational attainment, etc., influences his performance during the training. In a study conducted by Escala (2006) "The Recruitment and Selection of Faculty in Lyceum-Northwestern University, Dagupan City", she found out that there are significant differences in the distribution of respondents when they were categorized according to age, civil status, educational attainment, number of years of teaching, and status of employment.

Age. Employers' perceptions about older workers are not borne out in practice as the decline in physical capacity is balanced by experience and maturity and the performance of older workers should be evaluated on a case-by-case basis. This finding is supported by Wanberg, et al,

(1996) who found that older individuals who engage in frequent job seeking were, “less likely to find work than younger individuals who also engaged in frequent job-seeking”. Because older unemployed workers may be subject to conflicting social attitudes about the necessity of work versus retirement, the content of the message provided to these persons may also influence their job-search behavior. In undertaking research on the needs of older workers Rife and Belcher (1993) found that older workers who received positive social support were more likely to report higher job search intensity; and older workers perceived the supportive messages provided by unemployed friends as more positive than the messages of employed and retired family or friends. It was reported that older workers seeking employment due to financial need are likely to be subject to social stereotypes that discount the importance of such activity. They also comment that older workers often face obstacles such as a changing labor market, age discrimination and negative employer stereotypes. He goes on to state that older workers over the age of 45 are more likely than younger workers to experience long-term unemployment, negative employer attitudes and age discrimination. Older unemployed workers may be subject to conflicting social attitudes about the necessity of work versus retirement. The content of the message provided to these persons may also influence their job search behavior. So far as younger

workers are concerned it might be argued with age discrimination working in their favor, the issue of employability is small. However, experience together with research indicates that this is not the case, particularly at the interface between the worlds of education and employment.

Gender. Amante (2001) reported that the skilled workforce in the Philippines was predominantly a male world. Generally, women experienced discrimination and have lower average earnings than men have. The reasons included shorter working hours and concentration of women workers in low productive occupations (Choi 2004, Amante 2001 and Marquez 1959). Their studies added that policies and labor markets should be made more equitable for them especially in Asian countries.

National Statistics Office (NSO, 2003) revealed that national statistics taken in October 2003 showed that labor force participation rate of women was registered at 50.9% while that of men was at 83.4%. Unemployment rate of women was 10.3% while that of men was 10% for the same reference period. The employed women were mostly laborers and unskilled workers. This figure explains the need for skills formation in them. Some women workers employed in labor intensive industries were hired because of experience but many of them had no formal education. In regions which did not have a concentration of industrial firms, more female

children dropped out of school to assume housework duties as reported by Amante (2001). It is not merely a problem of unemployment but also of irregular, insecure, unstable and discontinuous employment, low wages and productivity and hence of poverty.

Person analysis helps to identify employees who need training, that is, whether employees' current performance or expected performance indicates a need of training. Personal characteristics, input, output, consequences, and feedback also influence motivation to learn. Motivation to learn is trainee's desire to learn the content of training programs (Noe, 2008).

Training methods. Training methods should be developed or purchased within a budget. The challenge is to purchase or develop a training program that meets these conditions and is effective, that is, that trainees like the program, that learning occurs, and that employees put the learning into practice at work. There are two categories of training methods – the traditional and the technology based. Traditional training methods includes lecture, video, on-the-job training, self-directed learning, apprenticeship, simulation, case study, role play, behavior modeling, and team training. On the other hand, technology-based training are computer-based training, internet, e-learning, distance learning and simulations and virtual reality (Noe, 2008).

Training design. Training design refers to the characteristics of the learning environment. The important features of the learning environment are: meaningful material, opportunities to practice, feedback, learning objectives, program organization, and the physical features of the training site (Noe, 2008).

Transfer of training. Transfer of training refers to trainees' effectively and continually applying what they learned to their jobs. It includes both the generalization of training to the job and the maintenance of learned material. Generalization is the trainee's ability to apply learned capabilities to on-the-job work problems and situations that are similar but not identical to those problems and situations encountered in the learning environment. While maintenance is the process of continuing to use newly acquired capabilities over time (Noe, 2008).

To determine that there is transfer of learning, a training evaluation should be conducted. Training evaluation is the process of collecting the outcomes needed to determine whether training is effective. Effectiveness is measured in terms of the application of what the learners have acquired during the training course (Sison, 1991).

Among others, the following are the reasons why a training should be evaluated: (1) to identify the program's strengths and weaknesses; (2) to assess whether the content, organization, and administration of the

program contribute to learning and the use of training content on the job; (3) to identify which trainees benefit most or least from the program; (4) to assist in the improvement of the training programs; (5) to determine the financial benefits and cost of the program; (6) to compare the costs and benefits of training versus non-training investments; and (7) to compare the costs and benefits of different training programs to choose the best program (Noe, 2008)

## METHODOLOGY

### Locale and Time of the Study

The study was conducted at Pines International Academy, Inc. (PIA), Naguilian Road, Baguio City. On April 12, 2002, PIA was registered as a non-stock corporation and on October 29, 2002, PIA was accredited as a language and tutorial center and began to operate on December of the same year. The school started with only few teachers and students from South Korea. After two years of operation, the population of PIA increased through its owners, investors and marketing team efforts. PIA has a total of three hundred seventy seven (377) workers as of February 2010. It is managed both by Korean investors and by Filipino educators. Specifically, the company has eighty- eight (88) non-teaching staff, two hundred seventy-four (274) teaching staff and fifteen (15) Korean and Japanese staff. The company aims to offer service to the present international market. It is a service provider company whose main service is English as Second Language Education and its primary clientele are natives of Korea, Japan, and China.

The study was conducted on April 5 to June 8, 2010.



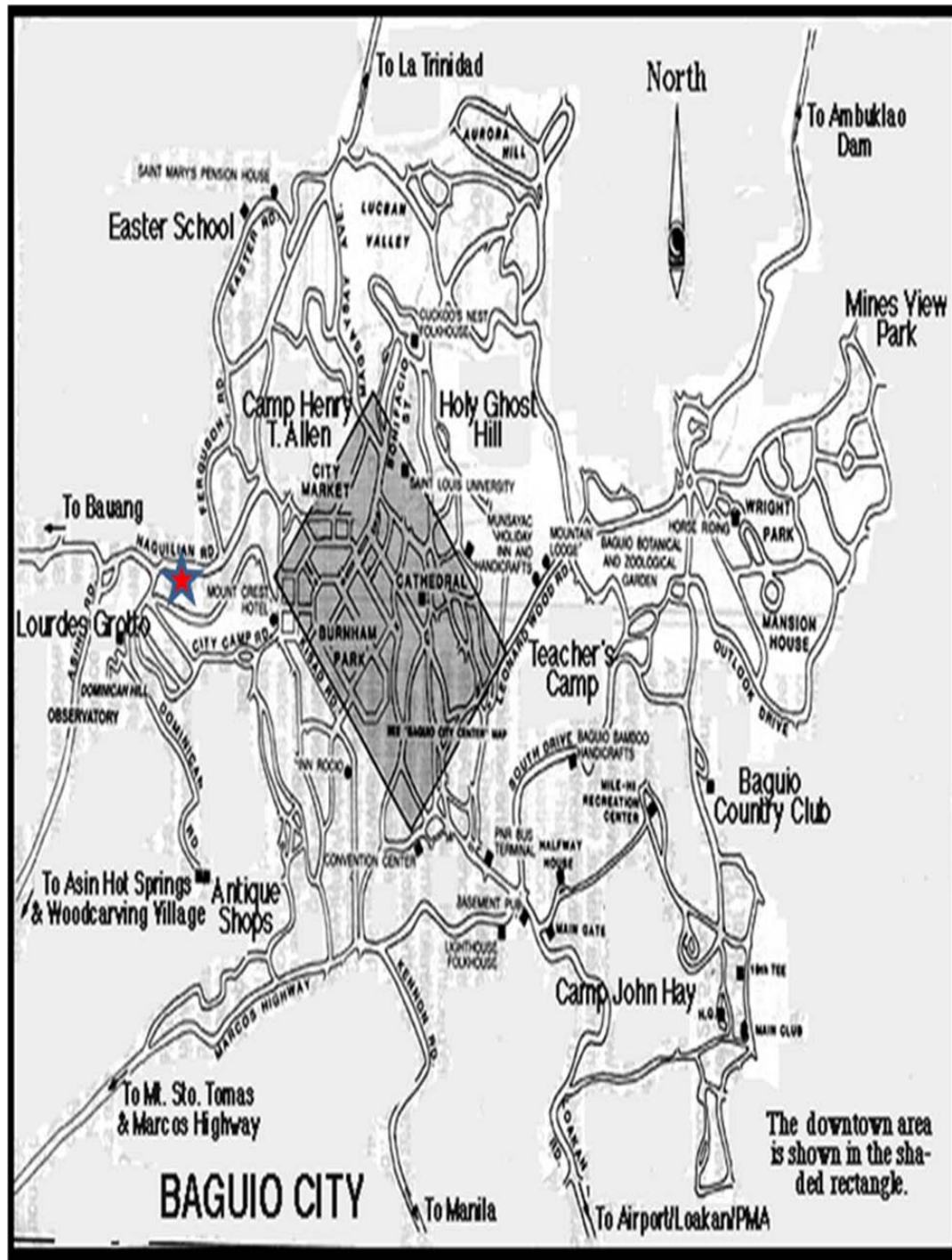


Figure 2. Map of Baguio City showing the locale of the study



Figure 3. Building Structure of Cooyeesan Hotel Plaza, 2010

## REFRESHER COURSE CAMPUS-2



Figure 4. Floor plan of Refresher Department (one campus of PIA)

### The Respondents

The respondents of the study were the Baguio-based active employees hired in January until December 2009. One hundred twenty five (125) employees during the said year were hired. From this population, some are assigned in PIA Clark English Academy (PCEA), the academy's branch in Clark, Pampanga. Some already resigned and terminated with a remaining number of fifty (50) employees hired during the said period. The remaining fifty (50) were the respondents in this study.

### Research Design

The researcher utilized a combination of descriptive and fundamental comparative methods in conducting her study. Data were gathered using two sets of questionnaire administered to the respondents. Additional information was gathered through interviews and observation techniques. The data were described, analyzed, interpreted, tallied and tabulated considering the theories, principles and concepts governing operations management. Results, conclusions were drawn as well as recommendations were proposed.

### Instrumentation

The study made the most of the descriptive-survey method. Two sets of questionnaire developed by the researcher based on the Evaluation Tool and/or Performance Based Management by Judith Hale. The said questionnaires were administered to the respondents. Each of the questionnaires consists of three parts. Part 1 consists of identifying information relative to the respondent and Part 2 pertains to the questionnaire proper. The questionnaire seeks to solicit responses in terms of the 4-point scale, which is preferred in order to provide greater and accurate discretion on the part of the respondents in answering the questionnaire. Below are the numerical options and their descriptive equivalents for the level of effectiveness of the training programs and the employment readiness as perceived by the Supervisors:

<u>Numerical Option</u>	<u>Descriptive Equivalent</u>
4	Very Effective (VE)
3	Effective (E)
2	Less Effective (LE)
1	Not at All Effective (NA)

While the scale for the level of employment readiness as perceived by the trainees themselves employs the scale hereunder:

<u>Option Equivalent</u>	<u>Descriptive Equivalent</u>
91 - 100%	Very Much Ready (VM)
79 - 90%	Moderately Ready (MR)
60 – 78%	Neutral
40 - 59%	Fairly Ready (FR)
25 - 39%	Need more Time (NT)
01 - 24%	Not at All Ready (NR)

#### Data Collection Procedure

The data for this research were gathered through a structured questionnaire which was distributed to the respondents.

Administering questionnaires to the respondents would require permission from the upper management. Thus, a request letter was addressed to the CEO/Executive Vice-President of Pines International Academy, Inc. (PIA) asking authorization to administer the questionnaire among the employees who underwent the said trainings and gather the data through interviews (during their free time) and reviewing the results of their over-all performance (OPE) for the past three (3) months.

The researcher carried out the data gathering personally. Responses or feedback were collated, analyzed and interpreted following a proven and tested scale of values.

### Statistical Analysis

The data which were collected were collated and subjected to descriptive statistical analysis.

The descriptive statistics exercised were frequencies and percentages to determine the profile of the respondents according to age, gender, civil status, teaching ESL experience and educational attainment.

The weighted mean as well as the class interval were used to determine the level of effectiveness of the training programs, the degree of employment readiness and the respondents' over-all performance evaluation.

$$\bar{\chi^w} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:  $f_i$  = frequencies

$X_i$  = weights

$\Sigma$  = summation

## RESULTS AND DISCUSSION

### Over-all Profile of Pines International Academy, Inc. (PIA)

Discussed under the over-all profile of PIA were the respondents' profile; recruitment; education and training; and work performance.

### Respondent's Profile

Table 1a presents the demographic profile of PIA's trainees who availed of the pre-employment training programs according to age, civil status, sex, educational attainment and teaching experiences.

Age. In terms of age there were twenty-seven (27) or 54% who belonged to the 20 to 24 years old group. Fifteen (15) or 30% and five (5) or 10% were within the 25 to 29 years and 30 to 34 years range respectively. Only three (3) or 6% belonged to the 35-39 years of age range.

Basing from the results, we can infer that half of the population of Pines International Academy, Inc. (PIA) employees who underwent the pre-employment training program fall within the age group branded as Generation Y and X.



Table 1a. Distribution of respondents' profile affecting their Over-all Performance Evaluation (OPE) according to age

AGE BRACKET	FREQUENCY	PERCENT (%)	Over-all Performance Evaluation	
			Student Evaluation SE (%)	Head Teacher Evaluation HE (%)
20 – 24	27	54	70	96
25 – 29	15	30	73	93
30 – 34	5	10	60	80
35 – 39	3	6	67	100
<b>TOTAL</b>	<b>50</b>	<b>100</b>		

The employees within this age group are usually described as having work traits as the following: interested into career advancement, independent, informal, like fun workplace, needs immediate feedback, participative, confident, do not respond well to “command & control”, technology savvy, diverse, highly structured, involved, like socialization, want teamwork but only during business hours and looking forward to improve skill set (PMAP, 2009).

As regards to their over-all performance evaluation (OPE), nineteen (19) respondents or 70% passed in the Student's Evaluation (SE) while twenty-six (26) or 96% obtained a passing mark, which refers to 35% and 13% in the Head Teacher's Evaluation (HE) from the age group 20-24. Seventy-three (73) percent obtained the passing mark in SE whereas in

HE, ninety-three (93) percent passed within the 25-29 age range. Considering the same form of assessment, 60% or 3 respondents and 80% or 4 respondents incurred the passing mark. For the last age category, 35-39, a total of 2 or 67% passed in SE and a hundred (100) percent garnered a passing rate as far as the HE is concerned. All data revealed were obtained during their first three months of employment in the institution.

From the results presented, we can assume that the institution prefers employing younger generation thus, the issue of performing better can be best achieved plurality by those younger workers. This may be justified by a study conducted by Rife and Belcher (1993). They found out that older folks less likely to perform work better as compared to the younger ones.

Civil status and gender. A great majority of the respondents numbering to 39 or 78 percent are single compared to 11 or 22 percent married is shown in Table 1b. Furthermore, female outnumbered the male employees, 40 or 80%. This would somehow show that Pines International Academy, Inc. is one of the institutions that is not predominated by male as indicated by the National Statistics Office (NSO, 2003). With regard to their OPE, a total of 29 or 72.5% garnered a passing rating in their SE whilst in HE, a total of 39 or 97.5% passed.

Table 1b. Distribution of respondents' profile affecting their OPE according to civil status and gender

PROFILE	FREQUENCY	PERCENT (%)	Over-all Performance Evaluation	
			Student Evaluation SE (%)	Head Teacher Evaluation HE (%)
<u>Civil status</u>				
Single	39	78	69	92
Married	11	22	73	94
TOTAL	50	100		
<u>Gender</u>				
Female	40	80	72	97.5
Male	10	20	60	100
TOTAL	50	100		

The data show that sixty-nine (69) percent and 92% single respondents have incurred the passing rating in their SE and HE. The results may imply that single workers are driven and are committed to performing their job better. Another possible reason may be due to the fact that married workers have more domestic responsibilities.

Educational attainment. In terms of educational attainment, Table 1c shows that the plurality of the participating workers are those with bachelor's degree but whose areas of expertise are not into teaching or educating, 27 or 54% to be exact.

Table 1c. Distribution of respondents' profile affecting their OPE according to educational attainment

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENT (%)	Over-all Performance Evaluation	
			Student Evaluation SE (%)	Head Teacher Evaluation HE (%)
1. Bachelor of Secondary Education:				
a. AB English/English Majors	10	20	60	100
b. Other Majors	11	22	64	88
2. Bachelor of Elementary Education	2	4	70	96
3. Non-Education Courses	27	54	70	96
<b>TOTAL</b>	<b>50</b>	<b>100</b>		

Seventy (70) percent and ninety-six (96) percent incurred the passing rate as far as the forms of assessment are concerned, SE and HE respectively. The result emphasized that the actual skill levels or the probability to attain the passing mark cannot be influenced by the area of expertise an individual belongs. The study confirms the idea of Sison (1991) when he said that the educational background of an individual is not a sufficient index of his skill and efficiency on a particular job. There were 13 or 26 percent of respondents who took Education as their general course but whose majors are not associated to teaching English. And as shown, there were only 10 or 20 percent who are English majors. The

result would lead us to the connotation that the teacher-applicants were hired more on the basis of passing the recruitment and selection process adopted by PIA – HR Department or by the institution, rather than on traditional qualification standards.

Teaching experience. The research findings indicated that there were 16 or 32 percent of participating workers who had English as a Second Language (ESL) teaching experience prior to being assigned to the institution (PIA). Five (5) or 10 percent of the respondents were noted having teaching experiences but are not linked to teaching the English language. Finally, majority of the participating workers 29 or 58 percent had no ESL teaching experience (Table 1d).

Table 1d. Distribution of respondents' profile affecting their OPE according to teaching experience

TEACHING EXPERIENCE	FREQUENCY	PERCENT (%)	Over-all Performance Evaluation	
			Student Evaluation SE (%)	Head Teacher Evaluation HE (%)
1. Had ESL teaching experience	16	32	71	100
2. Had teaching Experience (non-related)	5	10	73	100
3. Had no teaching experience	29	58	72	100
<b>TOTAL</b>	<b>50</b>	<b>100</b>		

The results corroborate with the study of Treadwell and Treadwell (2003) who studied employers of communicators graduates from multiple business sectors. They found that 18.5 percent out of 100 of the employers reported that new hires could perform the duties for which they were hired.

Nevertheless, 72% or a total of 22 respondents incurred a passing rate in the Head Teacher's Evaluation while a total of 26 respondents or 86% passed in the Student's Evaluation. This does not confirm to the study of the Treadwells (2003), though it can be noted that the number of respondents obtaining the passing mark is those that do not have teaching experience. It may then disregard the idea that the more experience you have, the greater the possibility of attaining the passing mark. It may indicate that because of the training taken, these individuals' skills and capacity to teach well was established and enhanced.

As shown from the results, low rating was incurred in terms of the Student's Evaluation (SE), whereas the Head Teacher's Evaluation (HE) has obtained high rating. This may be justified by the following reasons: students may have evaluated their teachers subjectively; students may have varied expectations and/or standards with regard to teachers' skills and competencies; head teachers are well-aware of the criteria governing and utilized in evaluating teachers; and head teachers are knowledgeable

as regards to what is standard, utilized and accepted concerning the teacher's teaching skills therefore, evaluation is more accurate and garnered higher ratings.

In sum, the result has further emphasized the significant gap between employer needs and the actual skill levels and abilities of the participating employees who entered the labor pool. However, the institution recognizes that some forms of training are best conducted, which prepares the workers or teacher-applicants with general characteristics that aim to enhance work performance or the ability to work productively and successfully. Thus, the need to carry out, such kind of training is imperative considering that the trainees' English proficiency is not sufficient. Also, it could be an effective means to enhance participants' employment readiness and work performance as well.

#### Recruitment Profile

Pines International Academy, Inc. (PIA) prefers to engage the services of teachers who meet its required qualification. Teacher-applicants shall submit their credentials and fill out the application form to the Human Resources Department (Appendix H). Then the Recruitment, Training and Development Supervisor shall make an initial assessment of the qualification of a certain applicant. If the minimum educational qualifications of the applicants are met, interviews as well as further forms

of assessments shall be executed. Upon approval of the application, the said applicant shall undergo the pre-employment training program, which aims to further enhance and/or refresh their knowledge and skills in ESL/EFL teachings and render teaching demonstrations. Thus, the training and teaching demonstration are parts of the pre-hire screening process (Figure 5).

Only relevant work-related criteria are utilized during the hiring process. All forms of assessment that an applicant is subjected to are assessed in a standardized manner which are necessary to satisfactory job performance. It is emphasized that no applicant for employment shall be discriminated upon because of race, color, age, religion, gender, affinity orientation, disability, or national origin.

Aside from complying with the customary formal requirements, such as, but not limited to passing the trainings and teaching demonstration, all teacher-applicants are required to have the ability to communicate effectively in the English language, both orally and in writing. Moreover, they must also have the propensity and a capacity conforms to the rules and traditions governing the institution and encourages others to think, learn, and behave appropriately. They must be healthy physically, mentally, emotionally and morally as well (PIA Faculty and Staff Manual, 2007).



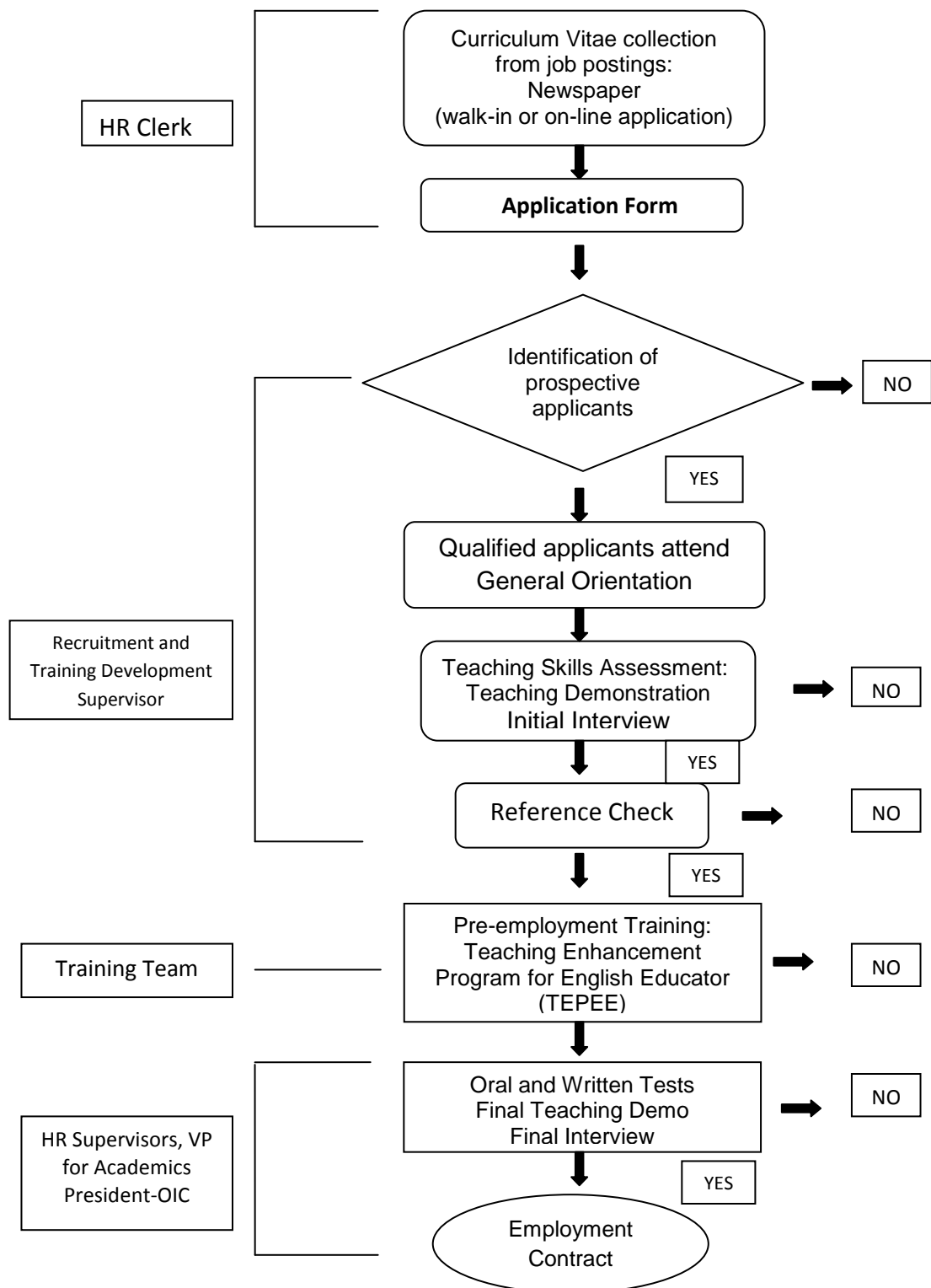


Figure 5. PIA Recruitment Flow Chart

### Education and Training Profile

Reducing the gap between new employees' abilities and employers' expectation may be facilitated by providing applicants with a better understanding of what qualities and characteristics employer value most. In addition, an accurate assessment of where applicants currently rank on these competencies and traits should be given much attention and institution or employers can assist in the said processes.

Pines International Academy, Inc. (PIA) recognizes that providing training to workers or even applicants will prepare them in the workplace. The institution then devised its own pre-employment training program called as Teaching Empowerment Program for English Educators (TEPEE) in 2008. Such form of training envisions total empowerment to Filipino teachers to achieve global competency and sustainability by delivering the highest quality training programs needed by PIA's employees.

Specifically, the training program aims to:

1. To consistently provide unparalleled Training and Leadership Programs leading to opportunities that suit the needs of PIA English teachers.
2. To be an instrument in providing excellent foundation of the English language.

3. To provide a mutually supportive and positive learning environment in which every learner has the opportunity to develop and practice communication, teaching and leadership skills, which in turn foster self-confidence and personal growth.

4. To create positive impact and influence the direction of English teaching careers.

5. To strengthen corporate values through practice and unleash individual potentials.

6. To intensively equip potential and current teachers.

7. To give opportunities for the participants to learn and apply theories through hands-on training.

8. To improve the effectiveness of skills combined with utmost professionalism by providing wide range of tools tailored to the specific requirement of employees.

9. To recognize each learner's skill and ability and provide customized approach to exceed their needs for higher level of accomplishments.

10. To maximize individual abilities of Filipinos as world-class English Educators.

Moreover, the Human Resource Department of the institution also provides and conducts modular training to teachers who are already employed to further enhance and sharpen their capabilities as teachers of the English language. The institution also supports teachers who yearn for career improvement by offering Master of Arts in Teaching major in ESL (MATESL) in partnership with the University of the Cordilleras (UC) (PIA-TEPEE Manual, 2008).

#### Work Performance Profile

Pines International Academy, Inc. (PIA) employs teacher-applicants who are proficient in both oral and written English. For the duration of the employee's contract, he or she is entitled to a minimum of six (6) hours load daily. However, instances may occur wherein the teaching hours would increase depending upon the work performance evaluation. Furthermore, renewal of contracts and salary increases are determined largely by a standard evaluation and scoring system with a perfect rating of one hundred percent (100%).

In pursuit of continued excellence, performance evaluation is conducted under the direction of the Vice-President for Academic Affairs and with the assistance of Faculty Heads.

A teacher who fails to obtain the passing mark or rating of ninety-three percent (93%) on his or her monthly over-all performance evaluation

(OPE) shall be issued a memorandum, which will serve as a warning for the teacher to take all the necessary measures to improve his or her performance. Failure to obtain the passing rate for three consecutive months or cumulative three (3) warnings within the whole year serve warrant the non-renewal of contracts specifically for contractual teachers and/or constitutes a just cause for the non-approval of salary increases for the regular teachers. However, teachers who obtain scores of nine-three percent (93%) and above shall be accorded priority with respect to additional working hours, incentives and/or salary increases.

The performance evaluation shall be computed based on the criteria and point system as shown in Table 2.

Table 2. Points and criteria

CRITERIA	POINT DISTRIBUTION (%)
Student Evaluation	40
Head Teacher Evaluation	15
Administrative Evaluation	15
Attendance	15
Punctuality	15
<b>TOTAL</b>	<b>100</b>

All teachers shall be evaluated using the criteria given. Forty percent (40%) is allotted for the Student Evaluation (SE). This is because students have more chances of assessing the teacher's teaching performance. The Head Teacher (HT) evaluates the teacher's delivery, mastery of the subject and the like and for teachers who do not have any problems in this area would be obtaining a perfect rating of fifteen (15%) percent. Similarly, the fifteen percent (15%) is allotted for the Administrative Evaluation. This includes meetings, seminars, school activities, wearing of school ID and appropriate attires (dress code). Zero (0) absence shall warrant a teacher a perfect rating of fifteen percent (15%) in the attendance. One (1) to eight (8) hours of absences shall warrant a teacher a rating of 0.5 to 3 deductions. A teacher who incurs nine (9) to sixteen (16) hours of absences shall be given 11.5% to 9% rating. Seventeen (17) to twenty-four (24) hours of absences shall warrant 8.5% to 06% rating and a teacher who incurs twenty-five (25) hours of absences and beyond shall be given a zero (0) rating.

As for punctuality, a perfect rating of fifteen (15) shall be allotted to teachers who won't incur any tardiness or late. If a teacher is late for once, a total of 13% rating shall be bestowed, 11% rating if twice, 9% rating if it's thrice, 6% rating if it is four times, 4% rating if it is five times and a total of

2% rating and 0% rating if it is done for the six times and seven times respectively.

### Level of Effectiveness of Pre-Employment Training Programs as Perceived by Trainees

Two components of the pre-employment training programs were described in this section. First is the Teaching Methodologies Training (TMT), which aims to teach the trainees using the contemporary approaches in teaching foreign students and the American Accent Training (AAT) which is designed to teach trainees how to communicate using the standard American English. Both courses bare a significant influence in the respondents teaching performance.

#### Teaching Methodologies Training (TMT)

Training design. As shown in Table 3 item 1, which states “The atmosphere of the training room is conducive for learning” obtained a mean score of 3.48 interpreted to mean “Effective”. Similarly, item 2, which says “The facilities and equipment used made the subject easy to learn” incurred a mean score of 3.40 described as “Effective”. Related result was generated for item 3 which states “The examples or illustrations helped me learn” obtaining a mean score of 3.50 interpreted as “Effective”.

In item 4, the respondents were asked whether or not the way the course was delivered as an effective way to learn. The last item, which states “The materials I received during the training were useful to my job”, garnered a mean score of 3.56 construed as “Effective”. As a whole, the general mean of 3.50 which can be described as “Effective” was drawn.

Table 3. Level of effectiveness of training design as perceived by trainees under TMT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The atmosphere of the training room is conducive for learning	3.48	E
2. The facilities and equipment used made the subjects easy to learn	3.40	E
3. The examples or illustration helped me learn	3.50	E
4. The way the course was delivered was an effective way to learn	3.54	E
5. The materials I received during the training were useful to my job	3.56	E
<b>GENERAL MEAN</b>	<b>3.50</b>	<b>E</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)



The presented data imply that employees reacted well to the training designs being administered and offered by the PIA-HRD. The findings agree with the idea of Noe (2008) that meaningful material, functional feedback and the physical features of the training site are considered important features of the learning environment. Thus, this may indicate that the Training Team in partnership of the institution has been considering quality training design to enhance the expected results of the training program regarding the employees' performance.

Trainers' competence. Table 4 presents the employees learning perception on the human resource pre-employment training programs as presented by the trainers. As shown, item 1 says "The trainer was well prepared with his topic" garnered a mean score of 3.86, which is interpreted as "Very Effective". Similar result was obtained for item 2 which says "He is knowledgeable about the course contents" with a mean score of 3.84 and described as "Very Effective". Item 3 which states "The trainers has studied his topic and experienced the events about which he spoke" incurred a mean score of 3.76 interpreted as "Very Effective". A mean score of 3.82 was obtained in item 4, which states "I felt that he wanted us to learn" and interpreted as "Very Effective". Lastly, item 5 states "I was comfortable asking him a question" incurred a mean score of 3.54 and interpreted as "Effective".

Table 4. Level of effectiveness of trainers' competence as perceived by trainees under TMT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The trainer was well prepared with his topic	3.86	VE
2. He is knowledgeable about the course content	3.84	VE
3. Has studied his topic and experiences the events about which he spoke	3.76	VE
4. I felt that he wanted us to learn	3.82	VE
5. I was comfortable asking him question	3.54	E
<b>GENERAL MEAN</b>	<b>3.76</b>	<b>VE</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

The general mean of 3.76 portrayed as "Very Effective" is interpreted that the learning objectives of the training programs presented by the trainers are being met and attained. Also, the trainer aspect is contributory in achieving the objectives of the pre-employment training programs and that the trainees are being benefited from the training

programs. Hence, there can be a greater tendency that trainees will be good-performing employees of PIA.

Program contents. Since the employees in the business community are into the education business, institutions and other forms of business establishments are spending much money to address what is recognized to be an insufficiency by providing enhancement training programs designed to satisfactorily prepare workers to meet the demands of the workplace.

Table 5 would clearly show that the trainees believed that the skills, knowledge and ability that need to be learned and acquired have conveyed to them effectively. The said result would support the idea of Dolipas (2008), which says that setting achievable goals in training programs confirmed very important aspect than an employee' conscious objectives, which regulates his work performance and/or behavior.

Item 1 states "The course content was logically organized" acquired a mean score of 3.52 interpreted as "Effective". The statement "The course met all the objectives stated in the training program for TMT" acquired a mean score of 3.38 construed as "Effective". With these two obtaining similar results, we can assume that trainees learned a lot as interpreted by these two items.

Table 5. Effectiveness training program content as perceived by the trainees under TMT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The course content was logically organized	3.52	E
2. The course met all the objectives stated in the training program for Teaching Methodologies Training	3.38	E
3. There was enough time to learn the course content	3.02	E
4. I learned a lot from this course	3.52	E
5. What I learned in this course is useful for my job	3.50	E
<b>GENERAL MEAN</b>	<b>3.39</b>	<b>E</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

In the same way, item 3 states “There was enough time to learn the course content” acquired a mean score of 3.02 described as “Effective”. Items 4 and 5, which state, “I learned a lot from this course” and “What I learned in this course is useful for my job”, obtained a mean score of 3.52 and 3.50. The results can be construed as “Effective” correspondingly. Therefore, the course content of the pre-employment training programs

was well-planned that it corresponds to its objective, that it can be learned at an ample time and that the contents may have been appropriately selected to suit the needs of the participants. For this reason, it confirms that the respondents learned a lot from the course, which be useful and beneficial to them for their employment.

Training methods. As reiterated by a lot of HRD practitioners and Human Resources books and authors, a good training method, may it be traditional or technology based could influence the transfer and the acquisition of the information/knowledge shared.

From a total of fifty (50) respondents, a total of 49 respondents or 98 percent are in favor of the lecture type kind of method used in both modules. It is followed by the methods called Behavior Modeling and Team-training which garnered a percentage of 98. Others prefer other types of training methods such as Simulation, which obtained a total score 21 or 42 percent and Self-Directed Learning that garnered a total score of 20 or 40 percent (Table 6).

Under the Technology-Based Training Methods, the kind of method mostly used and preferred by the trainees that obtained a total score of 15 or 30 percent was Simulations and Virtual Reality. And it is followed by the Computer-based Training which garnered a total result of 12 or 30 percent.

Table 6. Training method used as perceived by the trainees under TMT

ITEM	FREQUENCY	PERCENTAGE
Traditional Training Methods:		
a) Lecture	49	98
b) Self-Directed Learning	20	40
c) Simulation	21	42
d) Behavior modeling	39	78
e) Team Training	39	78
Technology-Based Training Methods:		
a) Computer-based Training	12	24
b) Simulations and Virtual Learning	15	30

#### American Accent Training (AAT)

Training design. Table 7 indicates the trainees' level of effectiveness to the pre-employment training program as far as American Accent Training is concerned according to the program's training design. Item 1, which states "The atmosphere of the training room is conducive for learning", obtained a mean score of 3.54 interpreted to mean "Effective". In item 2, which says "The facilities and equipment used made the subject easy to learn" incurred a similar result with a mean score of 3.44 and described as "Effective".

Table 7. Level of effectiveness of training design as perceived by the trainees under AAT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The atmosphere of the training room is conducive for learning	3.54	E
2. The facilities and equipment used made the subjects easy to learn	3.44	E
3. The examples or illustration helped me learn	3.48	E
4. The way the course was delivered was an effective way to learn	3.48	E
5. The materials I received during the training were useful to my job	3.50	E
<b>GENERAL MEAN</b>	<b>3.48</b>	<b>E</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

Related result was generated for item 3 which states “The examples or illustrations helped me learn” obtaining a mean score of 3.48 interpreted as “Effective”. In item 4, the respondents were asked whether or not the way the course was delivered as an effective way to learn garnered a mean score of 3.48. The last item, which states “The materials

I received during the training were useful to my job”, garnered a mean score of 3.50. Both construed as “Effective”. As a whole, the general mean of 3.48 which can be described as “Effective” was drawn. From the results, it may imply that the trainees’ absorption to the knowledge being presented can be enhanced by well-conceptualized training designs. The result is parallel to the study of Dennis (1996) that a well-designed location of the learning setting and its culture would result to trainees performing better.

Trainers’ competence. As shown, item 1 says “The trainer was well prepared with his topic” garnered a mean score of 3.86, which is interpreted as “Very Effective”. Similar result was obtained for item 2 which says “He is knowledgeable about the course contents” with a mean score of 3.88 and described as “Very Effective”. Item 3 which states “The trainers has studied his topic and experienced the events about which he spoke” incurred a mean score of 3.86 interpreted as “Very Effective”. A mean score of 3.68 was obtained in item 4, which states “I felt that he wanted us to learn” and interpreted as “Very Effective”. Lastly, item 5 states “I was comfortable asking him a question” incurred a mean score of 3.48 and interpreted as “Effective”.

The general mean of 3.75 portrayed as “Very Effective”. From these results, it may be inferred that the pre-employment training



programs presented by the trainer have very strong influences to its “audience”. Trainees may have been provided with as much knowledge and experience as possible if the trainer has expertise in the topic and experience in training.

Table 8. Level of effectiveness of trainer’s competence as perceived by trainees under AAT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The trainer was well prepared with his topic	3.86	VE
2. He is knowledgeable about the course content	3.88	VE
3. Has studied his topic and experiences the events about which he spoke	3.86	VE
4. I felt that he wanted us to learn	3.68	VE
5. I was comfortable asking him questions	3.48	E
<b>GENERAL MEAN</b>	<b>3.75</b>	<b>VE</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

The findings is supported by Sison (1991) when he stressed that trainers must have practical working knowledge of his subject and sufficient grasp of the principles underlying pedagogical setting.

Program contents. As stated by Stoner and Freeman (1989), training programs seek to maintain and improve job performance. And since the employers or the institutions are involved in the training process, they need to assure that what is obtained in the training contents is relevant and beneficial to trainees.

Table 9 shows that the trainees believed that the skills, knowledge and ability that need to be learned and acquired have conveyed to them effectively. Item 1 states “The course content was logically organized” acquired a mean score of 3.64 interpreted as “Very Effective”. The statement “The course met all the objectives stated in the training program for AAT” acquired a mean score of 3.48 construed as “Effective”. With these two obtaining different descriptive equivalent, it presupposes that trainees learned better because of how the contents are presented. However, it could have been better if the course has met its objectives.

In the same way, item 3 states “There was enough time to learn the course content” acquired a mean score of 2.98 but still described as “Effective”. This could imply that sufficient time must be allotted for the course content to be adequately acquired. Items 4 and 5, which state, “I

learned a lot from this course” and “What I learned in this course is useful for my job”, obtained a mean score of 3.70 and 3.68.

Table 9. Level of effectiveness of training program content as perceived by the trainees under AAT

ITEM	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. The course content was logically organized	3.64	VE
2. The course met all the objectives stated in the training program for American Accent Training	3.48	E
3. There was enough time to learn the course content	2.98	E
4. I learned a lot from this course	3.70	VE
5. What I learned in this course is useful for my job	3.68	VE
<b>GENERAL MEAN</b>	<b>3.49</b>	<b>E</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

The results can be construed as “Very Effective” correspondingly. Therefore, the trainees confirmed that is learned in the training can be used rewardingly on the job.

Training methods. PIA-HRD Training Team conducts both modules offered in the pre-employment training using available resources. Both utilize the Traditional as well as the Technology-based training methods.

The same result was obtained from this category. From a total of fifty (50) respondents, a total of 49 respondents or 98 percent are into the lecture type kind of method. It is pursued by the method called Behavior Modeling, which obtained a score of 38 or 76 percent. The Team-training garnered a score of 35 or 70 percent. Others are in favor of the other types of training methods such as Simulation, which obtained a 25 and Self-Directed Learning that garnered a total score of 22 or 44 percent.

Under the Technology-Based Training Methods, the kind of method mostly used and preferred by the trainees which obtained a total score of 20 or 40 percent was Computer-based Training and for the other technology-based training method called the Simulations and Virtual Reality, a score of 15 or 30 percent was obtained.

In general, the result has shown that the institution makes use of the proven and tested types of delivering the information or knowledge utilizing the Traditional Training Methods coupled with the Technology-

Based Training Methods. Specifically Lecture, Simulation, Team Training, Self-Directed Learning and Behavior Modeling, which are categorized under the Traditional Training are utilized. As for the Technology-Based kind of training, Computer-based and Simulations and Virtual Reality training are mostly utilized.

Table 10. Training method used as perceived by the trainees under AAT

ITEM	FREQUENCY	PERCENTAGE
Traditional Training Methods:		
a) Lecture	49	98
b) Self-Directed Learning	22	44
c) Simulation	25	50
d) Behavior modeling	38	76
e) Team Training	35	70
Technology-Based Training Methods:		
a) Computer-based Training	20	40
b) Simulations and Virtual Learning	15	30

Level of Effectiveness of the Pre-employment Training  
Program as Presented by the Over-all  
Performance Evaluation

This section shows that the pre-employment training programs made a great influence to the respondents' teaching performance as shown through their Student's Evaluation and Head Teacher's evaluation results.

Student's Evaluation

The results of the study imply that the training programs perceived by the participating employees to have effectively improved or influenced their work performance as well as their personal growth. The color blue indicates their over-all performance evaluation (OPE) rating obtained ranging from 25-29, the color red signifies the OPE rating ranging from 30-34, 35-39 OPE rating for the color green and the purple color shows the OPE rating obtained ranging from 40-44.

Student evaluation as illustrated in Figure 6 shows that 32 or 64 percent of the total respondents have incurred the passing mark and/or even above the passing mark in the Student Evaluation during their first month. This may imply a total of 34 or 68 percent of the respondents have obtained the same rating during their second month.

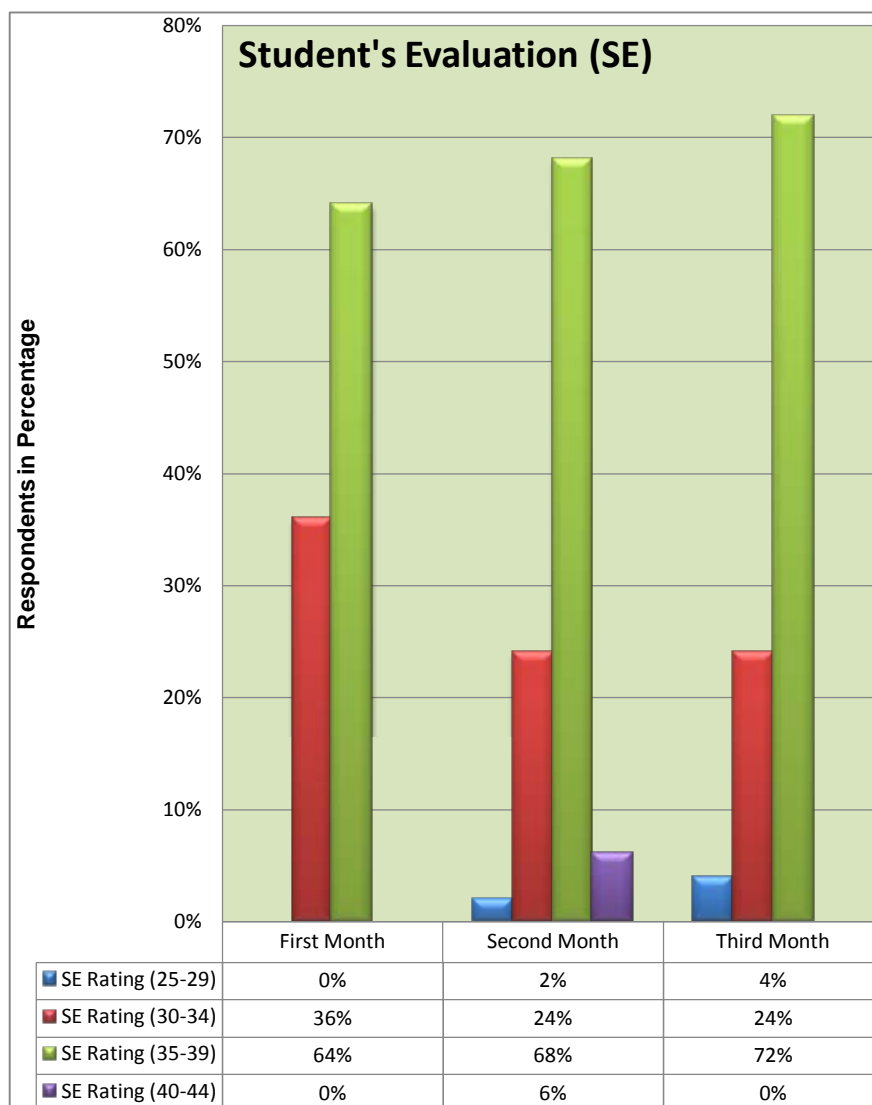


Figure 6. Graph showing the level of effectiveness of the training programs presented by the Students' Evaluation under the Over-All Performance Evaluation (OPE)

The results show that there is a significant change in the number of the respondents obtaining the passing mark. The results obtained during their third month signify that the Pre-employment training programs proved its importance and capability in improving work performance and personal effectiveness. This can be justified by the data showing that a total of 36 or 72 percent of respondents have incurred the passing mark and/or even above the passing rate in the Student Evaluation.

#### Head Teacher's Evaluation

Langbert (2000) mentioned that HRD programs should be assigned to provide its members with opportunities to learn necessary skills to meet current and future job demands. Data as shown in Figure 7 confirms that the PIA – HR Department has provided training programs suited to progress the employees' work performance. Ninety-eight (98) percent of the respondents on their first month portrayed outstanding performance incurring a range of 13-15, 15 classified as the perfect rating in the Head Teacher's Evaluation. Similar results were gathered during their second and third month.



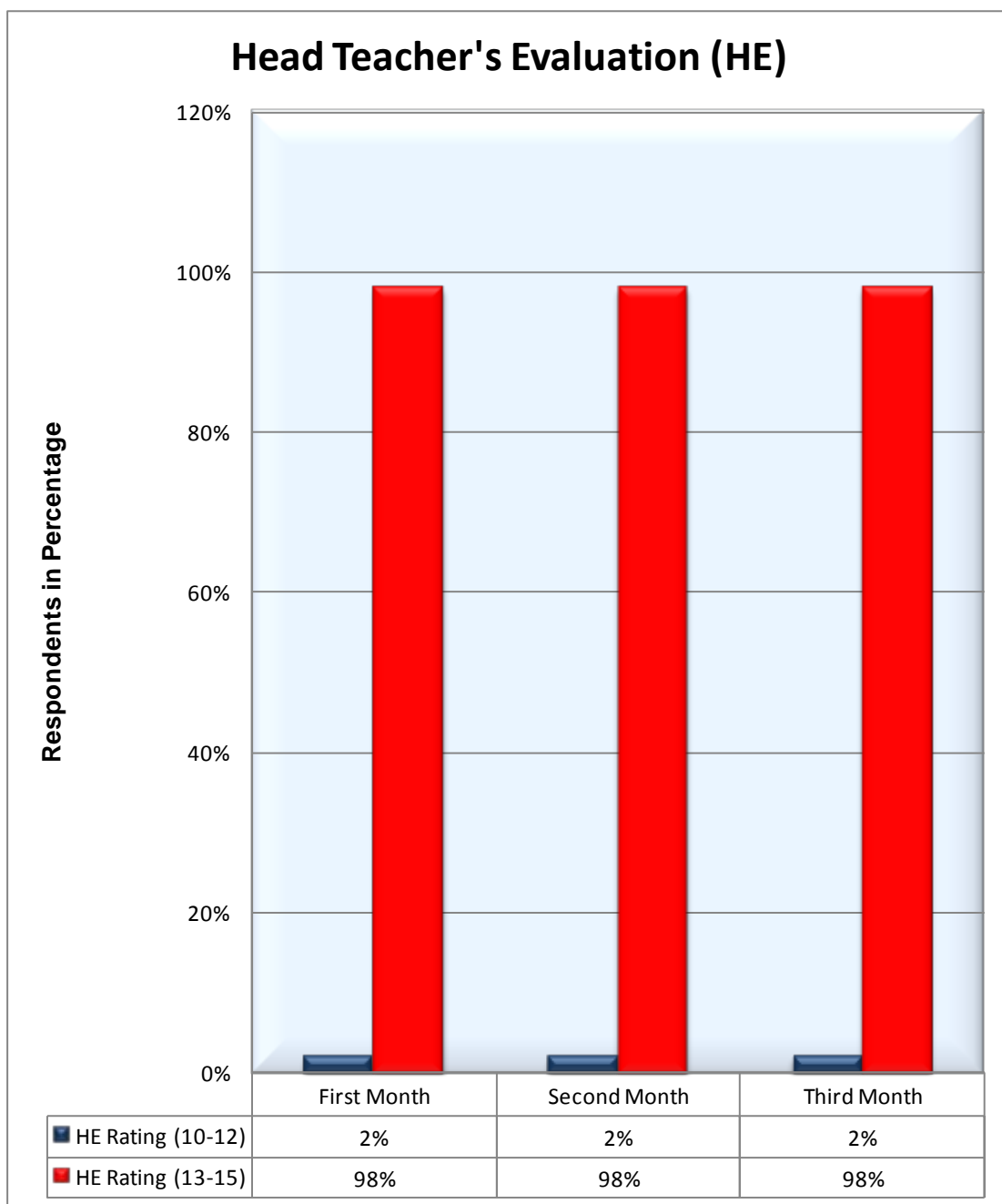


Figure 7. Graph showing the level of effectiveness of the training program as presented by the Head Teacher's Evaluation under the Over-All Performance Evaluation (OPE)

From the results of the study concerning the over-all performance evaluation, it can be implied that the pre-employment training program offered by the institution played a significant role in enhancing the participating workers' performance in accomplishing their duties and responsibilities successfully. The above data also implies that employees benefited well to the pre-employment training programs being administered and offered by the institution. This may indicate that the institution has been considering quality training design to enhance the expected results of the training program regarding the employees' performance. This can be justified by the results shown where the said trainees incurred high ratings commencing both of the categories presented.

#### Degree of Employment Readiness of Trainees

The degrees of employment readiness as far as the trainees are concerned in terms of the Supervisor's Assessment and considering the two courses bare very effective in influencing the respondents' level of employment readiness and the degree of employment readiness as perceived by the trainees themselves tagged themselves as moderately ready.

### Supervisor's Assessment

American companies during the early twenty-first century such as Cisco System and Manpower to the Bill and Melinda Gates Foundation are spending much money to address the deficiency of the American education system to adequately prepare students or “new” workers to meet the demands of the workplace (Treadwells, 2003).

Readiness for work refers to the preparedness of the worker, may it be new or old, to learn and perform on the job, the ability to continue to learn that contribute to successful accomplishment of work.

As stated in an article which addresses the employer's perceptions of employee readiness, concerns about readiness for work is not new (<http://hsmr.rsmjournals.com/cgi/content/full/21/4/211>). And in order to progress employees' readiness, it is significant for both employers and employees to recognize that there is, in fact, a problem. The question, “Are the perceptions of employers and new employees similar regarding employees' readiness for work?” should be given much attention.

Teaching Methodology Training. Table 11 presents the Supervisor's Assessment regarding the degree of employment readiness as far as Teaching Methodology Training is concerned. A general mean of 3.96 indicative of “Very Effective” was obtained from the responses pertaining to the Respondent's Personality.

Table 11. Degree of employment readiness of trainees as perceived by the Supervisor (Teaching Methodologies Training)

CATEGORY	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
<b>A. PERSONALITY</b>		
1. The teacher was appropriately dressed for the teaching demo	4.2	VE
2. The teacher projected self-confidence during the teaching demo	4.32	VE
3. The teacher maintained poise and carried himself/herself well despite the pressure and stress caused by the student	4.38	VE
4. The teacher looked prepared for the lesson (Gesture, facial expression, etc)	2.52	VE
5. The teacher was strict but patient during the class	4.4	VE
<b>SUB-TOTAL</b>	<b>3.96</b>	<b>VE</b>
<b>B. PERFORMANCE</b>		
1. The class appeared interesting and lively for the student	4.16	VE
2. The teacher provided clear explanation of the lesson during the class	4.22	VE
3. The teacher provided chances for the student to talk during the class	4.12	VE
4. Teacher corrected the mistakes of the student during the demo (Pronunciation, Grammar, Vocabulary)	4.0	VE
5. The teacher showed sensitivity regarding student's understanding of the subject matter	4.18	VE
6. The teacher used effective approaches, techniques and strategies in teaching the lesson	4.24	VE
7. The teacher maintained a good environment during the class	4.14	VE
<b>SUB-TOTAL</b>	<b>4.15</b>	<b>VE</b>
<b>C. PREPARATION</b>		
1. The teacher prepared an objective and achievable lesson plan	4.24	VE
2. The lesson plan was presented was followed	4.10	VE
3. The teacher used effective visual aids during the demo (white board, book, pictures, etc.)	4.24	VE
<b>SUB-TOTAL</b>	<b>4.19</b>	<b>VE</b>
<b>GENERAL MEAN</b>	<b>4.10</b>	<b>VE</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

A mean score of 4.15 was obtained for criterion 2 which focuses on the general performance of the respondents is interpreted as “Very Effective”. The same outcome was recorded for item 3, scoring a mean of 4.19 interpreted too, as “Very Effective”.

Overall, the general mean of 4.10 indicates “Very Effective”. This is reflective of the good amount of training received by the participating workers. HRD programs have once again proved its capability to improve performance, personal effectiveness and effectiveness in work or job performance.

American Accent Training. Table 12 bares the degree of employment readiness concerning the American Accent Training. As shown, category 1 obtained a mean score of 4.0 which means “Very Effective”. With respect to category 2, the resulting mean score is 4.12 which means “Very Effective”. Similar result was also obtained for category 3 obtaining a mean score of 4.17 interpreted as “Very Effective”. The general mean score of 3.89 also implies “Very Effective”.

The respondents find the two (2) courses offered in the training valuable implying that the trainers, the whole training program content and its design have done their job well and met the objectives triumphantly, therefore influencing the respondents level of employment readiness.

Table 12. Degree of employment readiness of trainees as perceived by the Supervisor (American Accent Training)

CATEGORY	WEIGHTED DESCRIPTIVE	
	MEAN	EQUIVALENT
<b>A.EXECUTION (Pronunciation, Intonation, Enunciation, Clarity)</b>		
1. Pronounces vowel and consonant sounds correctly	3.86	VE
2. Properly applies pronunciation patterns	4.26	VE
3. Pronounces correct word stress	4.2	VE
4. Shows mastery of phonetics	4.34	VE
5. Shows correct mouth formation to every speech sound	4.32	VE
6. Follows standard intonation patterns	4.34	VE
7. Adjusts highness or lowness of voice accordingly	4.02	VE
8. Shows good vocal tone with ease	3.7	VE
9. Displays good articulation and creativity in communication	4.32	VE
10. Exudes ability to link units of speech together with the facility and without strain	3.82	VE
11. Shows confidence and verbal precision when given extemporaneous utterance	4.32	VE
12. Clearly introduces the topic	3.56	VE
13. Shows ability in using vocabulary, grammar structure and paraphrase strategies to convey meaning	4.12	VE
14. Shows coherence in giving appropriate responses to student	3.64	VE
<b>SUB-TOTAL</b>	<b>4.0</b>	<b>VE</b>
<b>B.VOICE TONALITY</b>		
1. Uses a dynamic voice that commands attention	3.78	VE
2. Projects expressive and confident voice	4.14	VE
3. Expresses voice with appropriate modulation	3.82	VE
4. Shows control in the speed of delivery	4	VE
5. Effectively pauses for word emphasis	4.32	VE
<b>SUB-TOTAL</b>	<b>4.12</b>	<b>VE</b>
<b>C.BODY LANGUAGE</b>		
1. Exhibits good posture	3.96	VE
2. Exudes appropriate confidence and is relaxed throughout the speech	4.28	VE
3. Maintains good eye contact	4.18	VE
4. Shows and maintains appropriate gestures	4.26	VE
<b>SUB-TOTAL</b>	<b>4.17</b>	<b>VE</b>
<b>GENERAL MEAN</b>	<b>3.89</b>	<b>VE</b>

Legend:

<u>Numerical Option</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
4	3.60-4.00	Very Effective (VE)
3	2.60-3.59	Effective (E)
2	1.60-2.59	Less Effective (LE)
1	1.00-1.59	Not At All Effective (NA)

### Trainees' Self-Assessment

Figure 8 shows the result of trainees' self-assessment as to their employment readiness. From a total of 50 respondents, the data indicate that there are 14 or 28 percent total of respondents who succeeded in obtaining 91-100% degree of employment readiness which is interpreted as "Very Much Ready". Twenty-three (23) or 46 percent of the respondents categorized themselves within 79-90%, which is described as "Moderately Ready". This is much higher as compared to the respondents classified as "Very Much Ready". A total of 8 or 16 percent respondents sorted as "Neutral" when it comes to their level employment readiness. A total of 4 to 8 percent and 1 or 2 percent were classified as "Fairly Ready" and "Ready but need more time" respectively.

The data revealed that many of those trained and hired considered themselves ready to perform the duties they were expected to accomplish. The results, therefore, sanction the acceptance of the hypothesis which speaks of the recipients obtaining 80-85 percent degree of employment readiness in terms of the Trainees' Self-Assessment.

The highest degree of employment readiness was not obtained due to some possible reasons. These reasons may include adjustment to the working environment due to insufficient or lack of teaching experience and job mismatch; less exposures to foreign students, students' English

proficiency levels and their learning culture; and incompetence or lack of apposite confidence handling the learners.

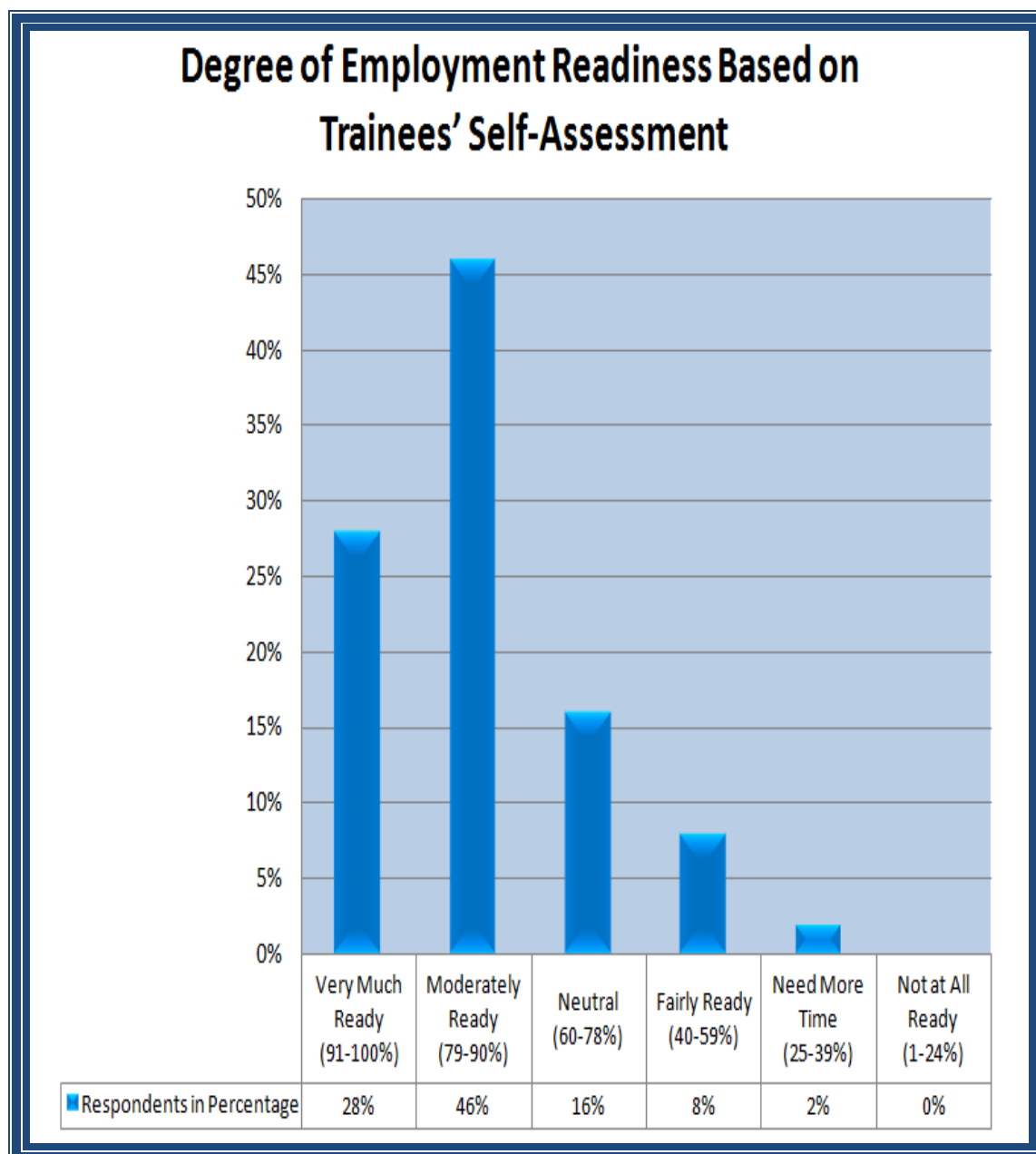


Figure 8. The degree of employment readiness as perceived by trainees



### Problems and Issues Confronting the Pre-employment Training Programs

Clark (2001) mentioned that although training may have an impact on trainees in terms of satisfaction or knowledge gain, it is not all without controversy. Problems, issues or concerns may always rise. It is present to any workplace and this is acknowledged by the institution.

From a total of fifty (50) respondents, there are only three (3) respondents who have identified problems and issues encountered during the training programs period such as: the leveling of students was not satisfactorily clarified; the duration of the training programs was too short, this may justify the result shown in the level of Employment Readiness as perceived by the trainees identifying 1 respondent tagged as “Ready but need more Time”, and the distinction in the level of learning absorption among the trainees.

However, interviews conducted among respondents justified that there are other problems that were not identified. The lack of sufficient facilities and equipments utilized in the training was much emphasized. It corroborates with the idea that among the perceived problems in training and development is the funding of the program. As training is not a one-time process, it needs to be allocated funds for its continuous existence. This, though, continues to be a concern in training and development.

While the need to supply training to employees and as development increases, the funds to do so may not be available.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

This study entitled “Evaluation of Pines International Academy, Inc. Pre-Employment Training Program to Its Employees’ Performance” sought to answer the specific problems:

1. What is the over-all profile of Pines International Academy, Inc. as an ESL institution in terms of manpower development as to:
  - a) Respondent’s profile;
  - b) Recruitment;
  - c) Education and training; and
  - d) Work performance?
2. What is the level of effectiveness of the pre-employment training Programs:
  - a) As perceived by the trainees under Teaching Methodologies Training and American Accent Training in terms of:
    - a.1 Training designs;
    - a.2 Trainer’s competence;
    - a.3 Training program contents;
    - a.4 Training methods?
  - b) As indicated by the teacher’s classroom performance based on student’s evaluation and head teacher’s evaluation?

3. What is the degree of employment readiness of Pines International Academy, Inc. trainees in terms of:

a) Supervisor's Assessment

a.1 Teaching Methodology Training

a.2 American Accent Training

b) Trainees' Self- Assessment?

4. What are the problems and issues confronting the pre-employment training program?

The gathered results from the identified numbers of respondents were analyzed and interpreted using class intervals, weighted means and percentage.

### Findings

The findings of the study are the following:

1. a. Pluralities of the trainees are singles, females, are not Education majors and belong to the Generation Y.

b. With regard to age, civil status, and gender the results did not manifest much difference in the level of their work performance. Most trainees who incurred the passing rate set by the institution are not Education majors and do not have sufficient teaching experiences.

2. The degree of effectiveness of the pre-employment training programs as perceived by the respondents was interpreted as effective as to work performance having been justified using the mean score garnered considering the factors affecting the training effectiveness such as the Training Design, Trainer's Competence, Training Programs Contents and Training Methods regardless of the modules being offered. Hence, results showed a significant agreement in the perception of the respondents on the degree of effectiveness of the pre-employment training program and the over-all presentation of their work performance as far as Students and Head Teacher's Evaluations are concerned. This would only imply that the reaction of the respondents on the effectiveness and usefulness of the pre-employment training programs offered on their jobs generated a high mean score and is described as effective. For this reason, it confirms that the training programs have achieved its objectives and goals efficiently.

3. The degree of employment readiness of Pines International Academy, Inc. (PIA) trainees according to the Supervisor's Assessment and the Trainees' Self-Assessment showed a slight difference. Generally, pluralities of the respondents were able to hit the passing mark and /or even higher than the passing rating set by the supervisor as verified by the garnered weighted scores 4.10 and 3.89 correspondingly, as far as their skills are concern. However, the results obtained from the trainees' self-

assessment construes otherwise. It shows that plurality of the trainees assessed themselves as moderately ready. Accordingly, both confirm that there is of no consequence difference on the levels of employment readiness but it should not go unnoticed. Nonetheless, both show a positive outcome when it comes to such.

4. Problems and issues occurred in the workplace are the leveling of students was not satisfactorily clarified, the duration of the training programs was too short and the distinction in the level of learning absorption or the transfer of training among the trainees, which refers to trainees' effectively and continually applying what they learned to their jobs. It includes both the generalization of training to the job, which focuses on the trainee's ability to apply learned capabilities to on-the-job work problems and situations that are similar but not identical to those problems and situations encountered in the learning environment and the maintenance of learned material. Maintenance is the process of continuing to use newly acquired capabilities over time. These are the specific problems or issues encountered and identified by the three (3) respondents.

## Conclusions

In the light of the foregoing findings of the study, the following conclusions are drawn:

1.a. The participating workers ranges from young adults to adults, predominantly singles and dominated by females. With respect to their educational attainment and teaching experience, plurality of them are not Education majors and had no teaching experience.

1.b. The results confirmed that majority of the respondents who incurred the passing rating as regards to their over-all performance evaluation belong to Generation Y, mostly females as well as singles and whose areas of expertise are not related to teaching or educating. This confirms that procurement of the passing rate cannot be influenced by the area of expertise an individual belongs.

1.c. The number of respondents obtaining the passing mark is those that do not have teaching experience.

2. a. The respondents reacted well to the training designs of the two courses administered and offered by the institution.

2.b. The pre-employment training programs as presented by the trainers have strongly influenced the achievement of the training's objectives and that the trainees have received great benefits which would lead them to be good-performing employees of the institution.

2.c. The pre-employment training programs as perceived by the trainees in terms of its contents considering the two courses had been very useful and beneficial.

2.d. The pre-employment training programs as indicated by the teachers' classroom performance have effectively improved and enhanced the respondent's work performance as well as their personal growth. Thus, it implies that the training offered by the institution played a significant role in influencing the participating workers' performance in accomplishing their duties and responsibilities successfully.

2.e. The two courses offered in the training found very effective, valuable and triumphantly met the objectives, therefore influencing the respondents' level of employment readiness commencing both of the assessments presented by the Supervisor and by the trainees.

3.a. The degree of employment readiness as far as the trainees are concerned in terms of the Supervisor's Assessment and considering the two courses bares very effective in influencing the respondents' level of employment readiness.

3.b. The degree of employment readiness as perceived by the trainees themselves sanctions the acceptance of the hypothesis which speaks of the recipient incurring 80-85% degree of employment readiness.



4. The existence of some problems and issues in the pre-employment training program is one of the factors that may affect the acquisition and the recipients.

### Recommendations

The following recommendations are hereby proposed regarding the findings and conclusion of the study.

1. The training program provided by the institution was evaluated by the respondents to be effective. Hence, there is a need to ensure that a strong link between training content and job content, which refers to the strong association of the objectives of the training program to the future job/responsibilities/duties of a certain participant, should be given much attention for the purpose of attaining over-all satisfaction.

2. Since the level of effectiveness found out to be effective, it is recommended that the institution should invest time in developing employee retention strategies such as innovation of reward system to boost the morale of the Human Resources Department work force.

3. The institution should provide sufficient budgetary allocation for the training and development of the PIA workforce to adapt to the ever changing trends in corporate training such as upgrade in training

equipment and provision of modern training facilities to adapt to the diverse group of the learners.

4. The institution must provide opportunities for Trainers and Training developers to enhance their skills such as proficiency/expertise in enhancing participants' degree of employment readiness through attending seminars and professional training offered outside the institution.

5. Problems and issues identified and possible concerns should be resolved immediately to consistently provide a better quality training that suits the need of the training programs participants.

6. Further studies particularly related to performance evaluation and satisfaction as perceived by the recipients, workers' employment readiness should be encouraged.

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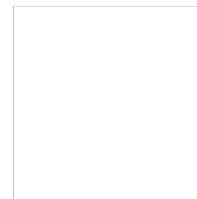
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## APPENDIX A

### Letter of Request to Conduct Study

01 April 2010

Ms. Czarina A. Abenoja  
OIC/Executive Vice President  
Pines International Academy, Inc.

Dear Madame:

Greetings!

I am a graduate student of Benguet State University currently pursuing Masters of Arts in Human Resources Development under the Open University program. I am presently conducting my thesis entitled, "EVALUATION OF PINES INTERNATIONAL ACADEMY, INC. PRE-EMPLOYMENT TRAINING PROGRAMS TO ITS EMPLOYEES' PERFORMANCE".

The purpose of the study is to determine the level of effectiveness of the pre-employment training programs offered relative to employees' performance. Furthermore, it aims to identify the existing issues and/or problems the pre-employment training programs have.

On this regard, I humbly request your good office to allow me to float questionnaires and conduct interview to the selected faculty members of the academy and to permit me to have a free access to the needed data.

Your favourable action on this matter will be highly appreciated.

Thank you very much.

Sincerely yours,

Judith P. Mendoza  
Researcher

NOTED BY:

Professor Wilfredo B. Mina, MSGC, RLG  
ADVISED

## APPENDIX B

## Letter of Request to the Respondents of the Study

05 April 2010

Dear Respondents:

Greetings!

In line with her study entitled, "EVALUATION OF PINES INTERNATIONAL ACADEMY, INC. PRE-EMPLOYMENT TRAINING PROGRAMS TO ITS EMPLOYEES' PERFORMANCE" in partial fulfillment of the requirements for a Master in Human Resource Development degree, the undersigned is requesting your cooperation to provide the data needed.

Your valuable inputs will surely help the researcher with her study as she aims to determine the level of effectiveness of the pre-employment training programs offered relative to employees' performance.

In connection to this, please accomplish the attached questionnaire by encircling the appropriate numbers and percentage as called for and by writing your responses on the blanks provided. Rest assured that your answers would be treated with utmost confidentiality and will not be disclosed to anyone for any reason other than for statistical purposes.

Thank you for your time completing this questionnaire. Kindly return the questionnaire to the undersigned three days upon receipt thereof.

Judith P. Mendoza  
Researcher

## APPENDIX C

**STRUCTURED SURVEY QUESTIONNAIRE FOR EMPLOYEES  
AT PINES INTERNATIONAL ACADEMY, INC. (PIA)**

**I) Respondent's Profile**

1) Name (optional): \_\_\_\_\_ 2) Age: \_\_\_\_\_  
 3) Sex: \_\_\_\_\_ 4) Civil Status: \_\_\_\_\_  
 5) Bachelor's Degree/Highest Educational Attainment \_\_\_\_\_

6) Teaching Experience (pls. check appropriate blank item)  
 Had ESL teaching experience  
 Had no ESL teaching experience

**II) Training and Development for Prospective Employees:  
American Accent Training**

**Level of Effectiveness**

Please circle the number on the four (4) point scale that best expresses your opinion for each category. The numerical values have the following descriptive equivalent:

<u>Option Equivalent</u>	<u>Descriptive Equivalent</u>
4	Very Effective (VE)
3	Effective (E)
2	Less Effective (LE)
1	Not at all Effective (NA)

**1) Training Design**

a.	The atmosphere of the training room is conducive for learning.	1	2	3	4
b.	The facilities and equipment used made the subject easy to learn.	1	2	3	4
c.	The examples or illustrations helped me learn.	1	2	3	4
d.	The way the course was delivered was an effective way to learn.	1	2	3	4
e.	The materials I received during the training were useful to my job.	1	2	3	4

**2) Trainer**

a.	The trainer was well prepared with his topic.	1	2	3	4
b.	He is knowledgeable about the course content.	1	2	3	4
c.	Has studied his topic and experienced the events about which he spoke.	1	2	3	4
d.	I felt that he wanted us to learn.	1	2	3	4
e.	I was comfortable asking him question.	1	2	3	4

**3) Training Program Content**

a.	The course content was logically organized.	1	2	3	4
----	---	---	---	---	---



b.	The course met all the objectives stated in the training program for AAT.	1	2	3	4
c.	There was enough time to learn the course content.	1	2	3	4
d.	I learned a lot from this course.	1	2	3	4
e.	What I learned in this course is useful for my job.	1	2	3	4

**III. Check which of the following training methods were used during the American Accent Training.**

**Training Methods:**

**a) Traditional Training Methods**

- |   |   |
|---|---|
| <input type="checkbox"/> i) Lecture               | <input type="checkbox"/> ii) Video                  |
| <input type="checkbox"/> iii) On-the-Job Training | <input type="checkbox"/> iv) Self-Directed Learning |
| <input type="checkbox"/> v) Apprenticeship        | <input type="checkbox"/> vi) Simulation             |
| <input type="checkbox"/> vii) Case Study          | <input type="checkbox"/> ix) Role Play              |
| <input type="checkbox"/> x) Behavior modeling     | <input type="checkbox"/> xii) Team Training         |

**b) Technology-Based Training Methods**

- |   |  |
|---|--|
| <input type="checkbox"/> i) Computer-based Training         | <input type="checkbox"/> ii) Internet          |
| <input type="checkbox"/> iii) E-Learning                    | <input type="checkbox"/> iv) Distance Learning |
| <input type="checkbox"/> v) Simulations and Virtual Reality |  |

**IV) Training and Development for Prospective Employees:  
Teaching Methodologies Training**

**1) Training Design**

a.	The atmosphere of the training room is conducive for learning.	1	2	3	4
b.	The facilities and equipment used made the subject easy to learn.	1	2	3	4
c.	The examples or illustrations helped me learn.	1	2	3	4
d.	The way the course was delivered was an effective way to learn.	1	2	3	4
e.	The materials I received during the training were useful to my job.	1	2	3	4

**2) Trainer**

a.	The trainer was well prepared with his topic.	1	2	3	4
b.	He is knowledgeable about the course content.	1	2	3	4
c.	Has studied his topic and experienced the events about which he spoke.	1	2	3	4
d.	I felt that he wanted us to learn.	1	2	3	4
e.	I was comfortable asking him question.	1	2	3	4

**3) Training Program Content**

a.	The course content was logically organized.	1	2	3	4
b.	The course met all the objectives stated in the training program for TMT.	1	2	3	4

c.	There was enough time to learn the course content.	1	2	3	4
d.	I learned a lot from this course.	1	2	3	4
e.	What I learned in this course is useful for my job.	1	2	3	4

**V. Check which of the following training methods were used during the Teaching Methodologies Training.**

**Training Methods:**

**a) Traditional Training Methods**

- |   |   |
|---|---|
| <input type="checkbox"/> i) Lecture               | <input type="checkbox"/> ii) Video                  |
| <input type="checkbox"/> iii) On-the-Job Training | <input type="checkbox"/> iv) Self-Directed Learning |
| <input type="checkbox"/> v) Apprenticeship        | <input type="checkbox"/> vi) Simulation             |
| <input type="checkbox"/> vii) Case Study          | <input type="checkbox"/> ix) Role Play              |
| <input type="checkbox"/> x) Behavior modeling     | <input type="checkbox"/> xii) Team Training         |

**b) Technology-Based Training Methods**

- |   |  |
|---|--|
| <input type="checkbox"/> i) Computer-based Training         | <input type="checkbox"/> ii) Internet          |
| <input type="checkbox"/> iii) E-Learning                    | <input type="checkbox"/> iv) Distance Learning |
| <input type="checkbox"/> v) Simulations and Virtual Reality |  |

**VI) Employment Readiness:**

To what extent do you feel prepared to perform as an ESL teacher after the training program? Pls. check the appropriate item option corresponding your answer using the scale below where;

<u>Option Equivalent</u>	<u>Descriptive Equivalent</u>
91 - 100%	Very Much Ready (VM)
79 - 90%	Moderately Ready (MR)
60 - 78%	Neutral (N)
40 - 59%	Fairly Ready (FR)
25 - 39%	Ready but need more Time (NT)
01 - 24%	Not At All Ready (NR)

- |                                       |                                      |                                      |
|---------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> a) 91 – 100% | <input type="checkbox"/> b) 79 – 90% | <input type="checkbox"/> c) 60 – 78% |
| <input type="checkbox"/> d) 40 – 59%  | <input type="checkbox"/> e) 25 – 39% | <input type="checkbox"/> f) 01 – 24% |

If you do NOT feel ready to perform the job related to ESL teaching, please explain briefly why you do not:

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## APPENDIX D Supervisor's Measuring Tool

Teaching Empowerment Program for English Educators  
The American Accent Training

### SPEAKING SKILL EVALUATION

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Module: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Rating Scale:

1 – Unsatisfactory

3 – Fair

5 – Very Satisfactory

2 – Needs Improvement

4 – Satisfactory

6 – Outstanding

EXECUTION							
A. Pronunciation							
1	Pronounces vowel and consonant sounds correctly	1	2	3	4	5	6
2	Properly applies pronunciation patterns	1	2	3	4	5	6
3	Pronounces correct word stress	1	2	3	4	5	6
4	Shows mastery of phonetics	1	2	3	4	5	6
5	Shows correct mouth formation to every speech sound	1	2	3	4	5	6
B. Intonation							
1	Follows standard intonation patterns	1	2	3	4	5	6
2	Adjusts highness or lowness of voice accordingly	1	2	3	4	5	6
3	Shows good vocal tone with ease	1	2	3	4	5	6
C. Enunciation							
1	Displays good articulation and creativity in communication	1	2	3	4	5	6
2	Exudes ability to link units of speech together with facility and without strain	1	2	3	4	5	6
3	Shows confidence and verbal precision when given extemporaneous utterance	1	2	3	4	5	6
D. Clarity							
1	Clearly introduces the topic	1	2	3	4	5	6
2	Shows ability in using vocabulary, grammar structure and paraphrase strategies to convey meaning	1	2	3	4	5	6
3	Shows coherence in giving appropriate responses to student/s	1	2	3	4	5	6
VOICE TONALITY							
1	Uses dynamic voice that commands attention	1	2	3	4	5	6
2	Projects expressive and confident voice	1	2	3	4	5	6
3	Expresses voice with appropriate modulation	1	2	3	4	5	6
4	Shows control in the speed of delivery	1	2	3	4	5	6
5	Effectively uses pauses for word emphasis	1	2	3	4	5	6
BODY LANGUAGE							
1	Exhibits good posture	1	2	3	4	5	6
2	Exudes appropriate confidence and is relaxed throughout the speech	1	2	3	4	5	6
3	Maintains good eye contact	1	2	3	4	5	6
4	Shows and maintains appropriate gestures	1	2	3	4	5	6
RECOMMENDATIONS/COMMENTS							
Highest Possible Score: (HPS) 138		RS		%			
Formula: Raw Score / 138 x 100 = Rating in Percentage							

Evaluator's Signature: \_\_\_\_\_

## APPENDIX E

Teaching Empowerment Program for English Educators  
Teaching Methodologies Training

## TEACHING METHODOLOGIES EVALUATION SHEET (FINAL)

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Module: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

## Rating Scale:

1 – Unsatisfactory

3 – Fair

5 – Very Satisfactory

2 – Needs Improvement

4 – Satisfactory

6 – Outstanding

A. PERSONALITY							
A. Pronunciation		1	2	3	4	5	6
1	The teacher was appropriately dressed for the teaching demonstration	1	2	3	4	5	6
2	The teacher projected self-confidence during the teaching demo	1	2	3	4	5	6
3	The teacher maintained poise and carried himself/herself well despite the pressure and stress caused by the student	1	2	3	4	5	6
4	The teacher looked prepared for the lesson (gestures, facial expression, etc.)	1	2	3	4	5	6
5	The teacher was strict but patient during the class	1	2	3	4	5	6
B. PERFORMANCE							
1	The class appeared interesting and lively for the student	1	2	3	4	5	6
2	The teacher provided clear explanation of the lesson during the class	1	2	3	4	5	6
3	The teacher provided chances for the student to talk during the class	1	2	3	4	5	6
4	The teacher corrected the mistakes of the student during the demonstrations (pronunciation, grammar, vocabulary)	1	2	3	4	5	6
5	The teacher showed sensitivity regarding the student's understanding of the subject matter	1	2	3	4	5	6
6	The teacher used effective approaches, techniques and strategies in teaching the lesson	1	2	3	4	5	6
7	The teacher maintained a good environment during the class	1	2	3	4	5	6
C. PREPARATION							
1	The teacher prepared an objection and achievable lesson plan	1	2	3	4	5	6
2	The lesson plan presented was followed	1	2	3	4	5	6
3	The teacher used effective visual aids during the demonstration (white board, book, pictures, etc.)	1	2	3	4	5	6
RECOMMENDATIONS/COMMENTS							
Highest Possible Score: (HPS) 90				RS		%	
Formula: Raw Score / 90 x 100 = Rating in Percentage							

Evaluator's Signature

## APPENDIX F

Pines International Academy, Inc.

## Head Teacher's Evaluation for Classroom Observation

Teacher's Name:		Period Covered:			Subject taught:			Date:				
Evaluated by:		Time:			Room:							
Instructions:												
1. Encircle the score deemed necessary for each item.												
2. Never leave an item blank.												
Rating Scale: 1-2: Needs Improvements 3-4: Fair 5-6: Good 7-9: Excellent 10:Outstanding												
<b>A. Class Preparation and Organization</b>												
1	Displays evidence of preparation for the class. (Lesson plan, materials, books, etc.)	1	2	3	4	5	6	7	8	9	10	
2	Directions given to the student are clearly thought out and stated.	1	2	3	4	5	6	7	8	9	10	
3	Conducts the activities in the class in a sequenced and organized manner.	1	2	3	4	5	6	7	8	9	10	
4	Follows the curriculum but is flexible when changes and adjustments are needed for the class.	1	2	3	4	5	6	7	8	9	10	
<b>B. Teaching Methods</b>												
1	Shows sufficient mastery of content and the subject matter.	1	2	3	4	5	6	7	8	9	10	
2	Utilizes diverse teaching approaches, methodologies and techniques fit and appropriate for the class or subject matter and the student.	1	2	3	4	5	6	7	8	9	10	
3	Utilizes visual aids and other instructional and relevant reinforcement materials effectively for the lesson or subject.	1	2	3	4	5	6	7	8	9	10	
4	Uses time wisely and effectively as evidenced by a sequenced, patterned and smooth lesson flow.	1	2	3	4	5	6	7	8	9	10	
5	Observes proper pacing in lesson delivery	1	2	3	4	5	6	7	8	9	10	
6	Flexible and creative in enabling the student to cope with the lesson taught.	1	2	3	4	5	6	7	8	9	10	
<b>C. Evaluative and Motivational Skill</b>												
1	Recognizes the student's errors keenly and corrects them effectively. Is innovative in correcting student's mistakes and providing feedbacks.	1	2	3	4	5	6	7	8	9	10	
2	Formulates and asks logical and thought provoking questions appropriate for the student's level.	1	2	3	4	5	6	7	8	9	10	
3	Provides objective feedback for the student's thoughts and responses.	1	2	3	4	5	6	7	8	9	10	
4	Demonstrates sensitivity to the needs and interests of the student/s.	1	2	3	4	5	6	7	8	9	10	
5	Relates the subject matter to actual scenarios useful for the student.	1	2	3	4	5	6	7	8	9	10	
6	Encourages student's active participation and interaction.	1	2	3	4	5	6	7	8	9	10	
7	Practices active listening and provides feedback and responses that coincides with body language to the student when necessary.	1	2	3	4	5	6	7	8	9	10	
<b>D. Classroom Atmosphere</b>												
1	Controls the mood of the class to ensure that learning would be fun yet interesting	1	2	3	4	5	6	7	8	9	10	
2	Fosters stimulating and non-threatening atmosphere which encourages student's participation during class discussions and activities.	1	2	3	4	5	6	7	8	9	10	
3	Shows emotional professionalism under pressure and maintains composure despite irritating conditions and situations.	1	2	3	4	5	6	7	8	9	10	
4	Exudes a respectable personality.	1	2	3	4	5	6	7	8	9	10	
5	Discusses lessons with appropriate body language, facial expression and stance.	1	2	3	4	5	6	7	8	9	10	
<b>E. Physical Environment of the Classroom</b>												
1	Is generally neat and attractive.	1	2	3	4	5	6	7	8	9	10	
2	Classroom set up appears conducive for learning	1	2	3	4	5	6	7	8	9	10	
3	Desk chair, whiteboard and books are organized and strategically arranged.	1	2	3	4	5	6	7	8	9	10	
<b>F. Speaking Skills</b>												
1	Speaks with proper pacing and speed appropriate for the student.	1	2	3	4	5	6	7	8	9	10	
2	Speaks with fluency (clarity, vocabulary and appropriate responses).	1	2	3	4	5	6	7	8	9	10	
3	Observes intonation patterns in speaking.	1	2	3	4	5	6	7	8	9	10	
4	Voice Tonality (Voice projection, modulation and volume)	1	2	3	4	5	6	7	8	9	10	
<b>G. Grammar Skills</b>												
1	Is familiar with the various parts of speech and their usage.	1	2	3	4	5	6	7	8	9	10	
2	Uses divers tenses appropriate for the lesson or subject matter being discussed.	1	2	3	4	5	6	7	8	9	10	
3	Utilizes lexical terms in different forms and in accordance to their usage.	1	2	3	4	5	6	7	8	9	10	
Highest Possible Score (HPS) 320		RS						%				
Formula: Raw Score/320 x 15 = Rating in percentage												

## APPENDIX G

Pines International Academy, Inc.  
Students' Evaluation for Teachers' Classroom Performance

Teacher's Name:		Subject taught:			Date:		
Evaluated by(Student's Name):					Group:		
Instructions:							
1. Encircle the score deemed necessary for each item. 2. Never leave an item blank.							
<b>Rating Scale: 1: Needs Improvements 2: Fair 3: Good 4: Excellent</b> <b>5:Outstanding</b>							
<b>A. Teacher's Personality</b>							
1	Is friendly and accommodating (open-minded) in class	1	2	3	4	5	
2	Provides ample opportunities for the students to use the English language in class whether in verbal or written	1	2	3	4	5	
3	Respects student's ideas, values, feelings and cultural background	1	2	3	4	5	
4	Encourages the student appropriately and praises every effort from the student consistently	1	2	3	4	5	
<b>B. Teacher's Enthusiasm</b>							
1	Prepares for the class well	1	2	3	4	5	
2	Strictly starts and finishes the class on time	1	2	3	4	5	
3	Maintains a good studying mood by adhering to the prepared lesson for the day and not resorting to activities or talks that are not related to the subject matter.	1	2	3	4	5	
4	Provides honest and constructive evaluation on the student's pronunciation and grammatical skills improvement	1	2	3	4	5	
5	Dresses appropriately and neatly for class	1	2	3	4	5	
<b>C. Teacher's Professionalism</b>							
1	Shows mastery of the subject matter	1	2	3	4	5	
2	Resourceful, uses appropriate materials	1	2	3	4	5	
3	Assigns proper homeworks or tasks according to the level of the student	1	2	3	4	5	
4	Has good voice projection, speaks loudly and audibly to be understood with proper speed	1	2	3	4	5	
Comments:							
Highest Possible Score (HPS) 65		<b>RS</b>			<b>%</b>		
Formula: Raw Score/ 65 x 40 = Rating in percentage							

APPENDIX H
Application Form



Pines International Academy, Inc.
Human Resources Department

2nd Floor Cooyeesan Plaza Hotel, Naguilian Rd., Baguio City Tel.No.0063-74-446-8865 \*
PIAcademy@hotmail.com \* www.pineschool.co.kr

Important: This form is for records purposes. It does not imply employment. All information shall be kept confidential.

NAME: FAMILY NAME MIDDLE NAME FIRST NAME

POSITION APPLIED FOR:
How did you come to know about the job opening?

- a. Internet
b. Newspaper Ad
c. Posters
d. Referral (PIA Employee: )
(Relationship with the employee: )

- Check what is appropriate:
a. Had experience teaching Koreans
b. Had experience teaching English
c. Had other related teaching Experience
d. Had call center training

PART I. PERSONAL AND FAMILY BACKGROUND

RESIDENTIAL ADD: ROOM NO./APT. NO NO. OF STREET CITY PROVINCE TELEPHONE/CELLPHONES

PROVINCIAL ADD: ROOM NO./APT. NO NO. OF STREET CITY PROVINCE TELEPHONE/EMAIL ADD

AGE: SEX: CITIZENSHIP: CIVIL STATUS: HT: WT: RELIGION:

BIRTHDATE: BIRTHPLACE: Philhealth:
TIN: SSS Number:

NAME OF SPOUSE: (MAIDEN NAME) Age: Citizenship: Religion:
Occupation:
Company:

Family Name Middle Name First Name
Number of Children: 1 2 3 4 5 6 7 8 9 10 others (please specify)

NUMBER OF SIBLINGS: 1 2 3 4 5 6 7 8 9 10 others (please specify)

Father's Name: Age: Citizenship: Religion:
Occupation:
Company:

Family Name Middle Name First Name
Mother's Name: Age: Citizenship: Religion:
Occupation:
Company:

Family Name Middle Name First Name

WORK EXPERIENCE:

Table with 5 columns: Job Title, Job Description, Company, Inclusive Dates (From To), Reasons Why you left

EDUCATIONAL ATTAINMENT

Table with 3 columns: School, Dates Inclusive, Special Awards Earned
Rows: Post Graduate: Major, College: Major, High School, Elementary

TRAININGS/SEMINARS ATTENDED

Table with 3 columns: Training, Reasons for Attending, Inclusive Dates (From To)

**PART II. PLEASE ANSWER IN TWO OR THREE PARAGRAPHS.  
WHAT ARE THE MAJOR ROLES OF TEACHERS TODAY?**

Blank lined area for writing the answer to Part II.

**PART IV: APPLICANT'S QUESTIONNAIRE: (Tick the box of your answer below).**

1. Are you willing to be transferred to different campuses when the need arises?  
Yes  No
2. Are you willing to be trained further for your professional and personal growth when you get employed in our company?  
Yes  No
3. Are you capable of working with a broken schedule? (You may have to work long hours, but with vacant periods in between).  
Yes  No
4. Are you willing to be a substitute teacher to an absent colleague when the need arises?  
Yes  No
5. Are you willing to work during holidays, rest days or other non-working days when the need arises provided that you are compensated accordingly?  
Yes  No

**PART V: EVALUATION/INTERVIEW RESULTS**

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## BIOGRAPHICAL SKETCH



The researcher has been an employee at the Human Resources Department of Pines International Academy, Inc. (PIA), Baguio City, as Recruitment, Training and Development Supervisor. She helps in the conceptualization and implementation of PIA's Pre-employment Training Program – Teaching Enhancement Program for English Educators (TEPEE) and Management Training for PIA non-teaching employees.



She finished Bachelor of Science in Commerce, major in Marketing at the Saint Louis University, Bonifacio Street, Baguio City. She pursued her studies at the Baguio Central University, Magsaysay Road, Baguio City and finished Bachelor of Science in Nursing as her second degree. She is an active member of Passion in Action Toastmasters Club.

She was born on the 27<sup>th</sup> of June not so long ago in San Carlos City, Pangasinan. She is the youngest of parents Eugenio and Patricia Mendoza.