An Evaluation of the Training Program on Online Remedial Instruction in the New Normal

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ABSTRACT
Program evaluation is important in determining the effectiveness and efficiency of the conducted training. The study evaluated the training on the online remedial instruction in the new normal via Google meet and streamed through Facebook using the Kirkpatrick's Model, which consisted of four levels: reaction, learning, behavior, and result. Each of the four levels was evaluated. The model was used to evaluate five training programs on remedial instruction in literacy and numeracy of the Literacy Training Service students based from their perspectives, who will conduct remedial instruction online or face to face in one-to-one tuition. A convergent parallel mixed method research design was utilized. There were 300 key informants who evaluated the training. They were chosen using the stratified random sampling technique. For the focus group discussion, 30 key informants were purposively selected and grouped into three. The results revealed that the key informants were extremely satisfied with the conducted training. The training made them love the teaching profession, discover different techniques, improve their teaching pedagogy, character, and communication skills, prepared them for their future career, and learn different instructional materials. The result of the training program is very commendable, that is why it is recommended that the same training program should be given to the students of Literacy Training Service (LTS) before they will be allowed to give remedial instruction.

Keywords: evaluation, training program, remedial instruction, Kirkpatrick's Model

INTRODUCTION

Evaluation of training program is the routine assessment of their efficacy and efficiency. It comprises gathering feedback from students, evaluating their work performance before and after the program, achieving the strategic priorities of the training, and many other things. It aids in determining whether training initiatives accomplish their aims and objectives. The outcomes of training evaluation are used to modify or, in the case of a failure, discontinue training programs. (Bloom,2022). An educational program's evaluation might be used to pinpoint problems or assess changes. As a result, program evaluation enables systematic development and is a crucial ability for educators looking to enhance student results.(Balmer, Dorene F.; Rama, Jennifer A.; Simpson, Deborah, 2019).

Moreover, in evaluating a training program you should identify first the purpose of the evaluation so that the evaluation will be a success. You also need to determine the steps that you should undertake so that you will not waste time. The purpose of this training evaluation is to determine the efficacy and efficiency of the conducted online remedial instruction through Kirkpatrick's model which consists of four levels. There are many studies conducted on program evaluation, but there are no known studies that deal with an evaluation of a training program on online remedial instruction in the new normal using Kirkpatrick's Model. Hence, it is precisely in this context that the researcher aims to evaluate the effectiveness of the training program online remedial instruction in the new normal conducted to the students of Literacy Training Service (LTS) in a certain university in the Philippines before they will be deployed as remedial student teacher. The researcher argues that there is a need to evaluate the training program because we need to know the strengths and weaknesses of the training program so that we can improve it.

If we want to make changes we do evaluation, but it should be in a systematic, purposeful, and careful manner so that we can identify the areas that need improvement and change (Wall, 2014). Through evaluation we can see what needs to be improved (Rampun et al., 2020).

Also, in evaluating a training program you will discover gaps in the training. In determining the gaps, you should identify the quality of the training program. For us to determine the quality of the training program you need to look into the following: training, trainers, and training design. Kirkpatrick's model which was used to evaluate the online remedial training program looked into these aspects, which is level one. You will also see if

the learning content is quality, and the tools used are effective. Since what was evaluated is a training on online remedial instruction, the evaluation looked into the learning on the content of the program. Since the training is online the training was conducted via Google Meet and Zoom and it was streamed through Facebook.

Due to the COVID 19 pandemic, classes were conducted online; therefore, all activities in school were also facilitated online. In order for us to continue the activities needed for the Literacy Training Service (LTS) program to continue the training programs were conducted virtually. The training program is intended for the students of Literacy Training Service (LTS) under the National Service Training Program (NSTP). It is being done during the second semester of the academic year before the LTS students will be deployed to give remedial instruction. Because of the pandemic, the training was done online. The theme of the training program is "Online Remedial Instruction in the New Normal." There were five series of trainings given to the Literacy Training Service (LTS) students which were the following: Webinar Workshop on Online Teaching; Strategies in Teaching Reading in English; Online Instructional Materials in Teaching Reading; Webinar-Workshop on Correct Pronunciation; Webinar-workshop on Teaching Demonstration, and Webinar on Demonstration Teaching. All of these trainings are related to one another for they were conducted to prepare the LTS students in their remedial instruction. Before the LTS students will be endorsed to handle remedial instruction they have to undergo these training sessions. That is why the study looked into the effectiveness of the training program using Kirkpatrick's model. Below is the training program:

Table 2. Training Program on Online Remedial Instruction in the New Normal

Time Frame	Title of the Webinar	Objective	Persons' In-charge	Lecturer
General Objective: To conduct webinar -workshop, and to prepare LTS students on the remedial instruction.				
Mode of Delivery: Online Google Meet/ Zoom streamed through Facebook				
Attendees: LTS students under the English and Filipino Program				
Series 1: April 10,2021 8:00 - 5:00	Strategies in Teaching Reading in English	To acquaint the students on the different strategies in teaching reading.	LTS Coordinator Implementers Student Leaders	Trainer1
Series 2: April 15,2021 8:00 - 5:00	Online Instructional Materials in Teaching Reading	To learn the different online instructional materials in teaching reading.	LTS Coordinator Implementers Student Leaders	Trainer2
Series 3: April 17,2021 8:00 - 5:00	Webinar-Workshop on Correct Pronunciation	To train the students on the correct pronunciation	LTS Coordinator Implementers Student Leaders	Trainer3
Series 4: April 26,2021 8:00 - 5:00	Webinar-workshop on Teaching Demonstration.	To learn the science and art of teaching reading to non-readers and struggling readers	LTS Coordinator Implementers Student Leaders	Trainer4
Series 5: April 30,2021 8:00 - 5:00	Demonstration Teaching Proper	To apply all the skills learned through teaching demonstration.	LTS Coordinator Implementers Student Leaders	Trainer 4

The following are literature and studies related to the present study. A study conducted by Masood and Usmani (2015) was carried out following the completion of ten teacher training courses, each consisting of seven modules spread over twenty-four days, to determine the effects of such programs in medical institutions. Kirkpatrick's model, which is thought to be the best for such programs because it evaluates at four levels, was used as the evaluation method for this program. This assists in detecting holes that may subsequently be filled by follow-up training programs that have been especially created. To ensure the best quality of medical education, every medical college must therefore undertake and assess teacher training courses. A helpful method for assessing medical teacher training programs is the Kirkpatrick's model. Further evidence is needed to prove the tools' value in medical training programs because they have not been extensively employed in evaluations of medical teachers' training programs.

Also, Rafiq M (2015) conducted the training's impact on PIA by using the Kirkpatrick model's four stages, which are reaction, learning, behavior, and results. Primary data for this cross-sectional study was gathered through interviews with different batches reflecting various Kirkpatrick model levels. A construct or theme created on the basis of a literature review was used to evaluate the effectiveness of training at the various levels. The findings showed that participants responded positively to training, despite the course's too-short duration, and that they also put the skills and knowledge they had acquired during training to use. The majority of participants received promotions from their current designations as a result of the training, which also increased their pay scales. As a result, the soft skills training was successful, and the participants wanted more chances to

attend soft skills training sessions—preferably on a quarterly basis—to further their abilities and knowledge. With the aid of this research study, this model—which is hardly ever used in Pakistan, particularly in PIA—is employed for the first time to determine the efficacy of training.

Similar to this, Miller (2018) carried out an evaluation study that covered all four levels to determine the results of the information organization curriculum in terms of student learning outcomes. To assess the level of behavior and result, certain questionnaire surveys were used. The present study also evaluated the training program using Kirkpatrick's' model to determine its efficacy and effectiveness.

Statement of the Problem

The study aimed to determine the effectiveness and efficiency of the conducted training on online remedial instruction in the new normal on the key informant's perspectives.

Specifically, it sought to answer the following:

1. How may the key informants evaluate the training program based on Kirkpatrick's model:
1.1 reaction;
1.1.1 training,
1.1.2 training delivery, and
1.1.3 training program
1.2 learning;
1.3 behaviour;
1.4 and the result?
2. What are the perspectives of the participants on the training program?

Conceptual Framework

In order to evaluate the training program, the present study used Kirkpatrick's four level evaluation model which is used to evaluate the effectiveness of educational programs (Gill and Sharma, 2013), and each level has an order of steps to evaluate educational programs (Meghe, Bhise & Muley,2013). Donald Kirkpatrick four level evaluation model are the following: reaction level - evaluates the results of the program, learning level - evaluates the achieved knowledge, behaviour level - evaluates if knowledge achieved is practised, and results level - evaluates if the aim is attained (Alturki & Aldraiweesh, 2014).

Hence, Donald Kirkpatrick's model is widely used because it is the mother of mostly all evaluation models. The framework is used most of the time because it is easy, simple, and practical. It is structural, that is why it does not require an inordinate amount of time to administer (Saks, et al., 2016). According to researchers this model is very useful (Reio, et al., 2017). The model is arranged hierarchically. First, it measures the satisfaction of the trainee from the training. Second, it measures the learning of the trainees to the training. Third, it measures the changes in learner behaviour for which they are being trained. Lastly, it measures the result of the training as a whole (Alturki & Aldraiweesh, 2014). Ulum (2015) said that Kirkpatrick model was very effective for evaluating the educational training of head teachers for it helps to determine the strengths and weaknesses of the training process, and It gives educators a concrete assessment model for gaining insights into the effectiveness of training programmes. The training program that we evaluated in this present study is an online remedial reading instruction in the new normal which is a series of webinars.
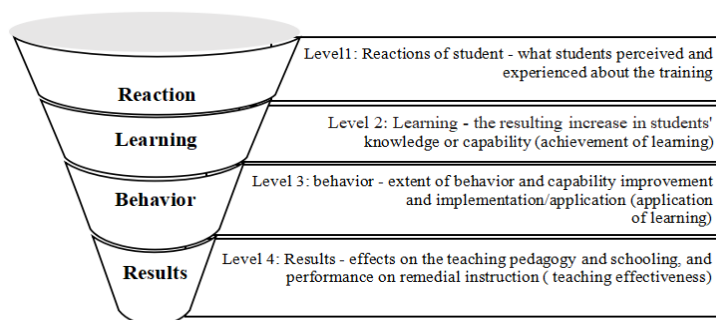
Figure 1. Paradigm of the Study

Since we are experiencing the pandemic, online training is being conducted which we termed webinar. In any training a webinar is being conducted since we are in the computer age, and there are available online platforms that we can use like the Google Meet and the Zoom which are both free (Gegenfurtner et al., 2019; Tseng et al.,2019). Everyone can participate in the luxury of their homes. They do not need to travel long distances just to attend the webinar (Gegenfurtner et al. 2019), and it is advantageous because the set-up makes it possible for

participants to communicate directly with the lecturer, and automatic feedback is provided. (Gegenfurtner et al., 2018, 2019).   There is a real time collaboration among the participants including the speaker. The present study is evaluating the online webinars given to the student-participants. Its effectiveness and efficiency are being evaluated.

From the above discussions, Donald Kirkpatrick's model on training evaluation is the most appropriate model to use in evaluating the training program in online remedial instruction in the new normal since it is structured and it has four levels of evaluation that covers all the areas that needed evaluation. Again, for this reason the researcher determined the effectiveness and efficiency of the training program conducted online to the student-participants.

METHODS
Research Design
A convergent parallel mixed-method design was used in the present study for the evaluation of the online training program using the Kirkpatrick model. The convergent parallel mixed-method design was the most appropriate research design used in the study because the quantitative and the qualitative method were done at the same time. The design helped in realising the objective on the determination of the benefits of the webinars in their preparation as remedial.

The effectiveness and efficiency of the training program was evaluated. The adapted model consisted of four levels. Levels one to two (reactions and learning) were evaluated using quantitative data, level three - behaviour was evaluated both by quantitative and qualitative data, and level four - result was evaluated using qualitative data. The Kirkpatrick model on training evaluation is the most appropriate model because every aspect of the program was evaluated from the reactions of the participants, learnings of the participants, behaviour of the participants, and results of the training program.

Participants
The study employed stratified and purposive sampling techniques. The respondents on the quantitative part of the study were chosen using a stratified technique. Out of 1,000 populations 300 respondents were chosen which is 1/3 of the given strata, and all of them attended the four webinars. The first 300 attendees who answered the online survey were chosen as respondents. Out of the 300 respondents 30 were chosen to participate in the qualitative part of the study. The 30 participants were chosen purposively with the following criteria: attended the four webinars, education students under the literacy program of LTS, answered yes on the question: Did the training improve you as an education student and as a remedial teacher, and answered the question How did the training prepare you as a remedial teacher? Thirty participants were only chosen because it already reached the saturation level because other responses were just the same. The participants willingly participated in the evaluation and their identity was kept confidential.

Instrument
Questionnaires on each level were developed based on the related literature and studies. It was validated and pilot tested to 30 training participants of a different webinar on online training on numeracy with the Cronbach's Alpha of .912 with very high validity. The questionnaire on reactions has three parts: participants' reactions to the trainee; participants' reactions to the training design; and participants' reactions to the training delivery. The questionnaire on learnings revolves on the participants' perceptions of the impact on their learning and knowledge. The questionnaire on behaviours is focused on the participants' opinions on behaviour. The recorded videos were also observed by the researcher to capture the application of the learning that they have gained during the training. The questionnaire on the results is a semi structured interview questionnaire which was filled out through Google form together with the quantitative survey questionnaire. They were answered at the same time of the administration. A follow up interview using Focus Group Discussion was conducted to validate the result.

Table 1. Descriptive Statistics for Cronbach's Alpha

Level	Criteria	Number of Items	Cronbach's Alpha	Cronbach's Alpha of Questionnaire Data
Reaction	Trainer	10	0.905	**.912**
	Training delivery	10	0.899	
	Training program	5	0.901	
Learning		10	0.910	
Behaviour		10	0.925	

RESULTS AND DISCUSSIONS
The following are the results of the present study based on the statement of the problem.

Evaluation of the training program based from Kirkpatrick's model
Level 1: Reactions of student - what students perceived and experienced about the training

This level pertains to the reactions of the student - respondents on the conducted series of webinars. It dealt with what they perceived and what they experienced during the conduct of the training. There were three categories to measure the reaction level namely, reactions to the trainer, training design, and training delivery. Kirkpatrick did not give restrictions on how many categories should be included in this level.

Table 2 shows the reactions of the student-participants on the trainers of the online remedial instruction in the new normal. There were five conducted webinars, but there were only four trainers since the last webinar is the application of all the acquired skills which is a demonstration teaching. Each trainer was evaluated at the end of the training program.

From the results, it can be seen that participants strongly agree that the trainers were effective with a mean score of 4.88; therefore, they are extremely satisfied with the trainers. Trainer one (1) who gave the training on Strategies in Teaching Reading in English received the highest mean score which is 4.94. This is validated because one of the emerging themes is to discover different techniques, which means that they learned different strategies, approaches, and methods in teaching reading from the conducted webinar. As mentioned by one of the participants, he said that she learned different methods, strategies, and approaches in teaching reading. Second to the highest is trainer two (2) who gave the training on online instructional materials in teaching reading. The result is validated with the emerged theme: learn instructional materials with a mean score of 4.91. This means that the participants during the webinar learned different instructional materials that they can use in the conduct of the remedial program. One of the participants said that the training helps me get some ideas on different material that I can use in teaching. Third to the rank is trainer three (3) who gave a training on correct pronunciation with a mean score of 4.85. This was validated with the emerging theme: improve communication skills, which was mentioned by one of the participants - P1: "I knew the proper pronunciation of each letter sound." Trainer four (4) received the lowest mean score (4.81) but still the respondents were extremely satisfied with the result of the training. He facilitated the training on demonstration teaching. This indicator, the trainer's method is appropriate with the objectives of the training received the highest mean score of 4.91. It means that the method used by the trainers which is a workshop approach is appreciated by respondents and it is aligned with the objective of the training program which is to prepare the respondents on the remedial instruction. The trainer is technologically savvy and received the lowest mean score (4.84).

Participants should be satisfied with the trainer so that the training will be effective. The trainer can influence the success of the training through its charisma and credibility (Boyd, 2017). The transfer of skill will be attained if the trainee is satisfied with the trainer (Bhatti, 2014). This is consistent with the result of the present study that the participants are very satisfied with the trainer because of the following reasons: the trainer is expert on the topic that he is discussing that is why mastery is very evident, and the prepared activities is matched with the objectives of the training, that is why the objectives and goals were achieved. His lecture is understood by the participant because he has a command of the language. The participant was given an opportunity to ask questions, and they were answered clearly by the trainer.

Table 2. Descriptive Statistics for participants' reactions to the trainers

Statements	Overall Mean	Description
The trainer has mastery of the topic being discussed.	4.87	Extremely Satisfied
The trainer is expert on the topic being discussed.	4.88	Extremely Satisfied
The trainer's communication skills are effective.	4.86	Extremely Satisfied
The trainer's activities are aligned to the objectives of the training.	4.90	Extremely Satisfied
The trainer's method is appropriate with the objectives of the training.	4.91	Extremely Satisfied
The trainer is technologically savvy.	4.84	Extremely Satisfied
The trainer achieved the objectives of the training program.	4.88	Extremely Satisfied
The trainer achieved the goals of the training program.	4.89	Extremely Satisfied
The trainees were given an opportunity to ask questions.	4.88	Extremely Satisfied
The questions were answered explicitly.	4.88	Extremely Satisfied
	4.88	Extremely Satisfied

Table 3 shows the results of the student- participants on the reactions on the training design. All the four webinars have the same training designs that is why all five webinars were evaluated as one. The participants

strongly agree that the training design is effective and efficient. Results show that the training was well planned and executed and ranked as number one with a mean score of 4.72. The program was well organized and the schedule was followed and the training program achieved the objectives of the program ranked as number two with a mean score of 4.70. The training room which is Google Meet via Facebook was appropriate for the online training and the training technique which is webinar-workshop is effectively ranked as number three. In any training program the training design should be well planned for it to be effective and efficient because the design of the training affects the learning as well.

Table 3. Descriptive Statistics for participants' reactions to the training design

Statements	Mean	Description
The training program was well planned and executed.	4.72	Extremely Satisfied
The program was well organized and the schedule was followed	4.70	Extremely Satisfied
The training room which is Google Meet via Facebook was appropriate for the online training.	4.55	Extremely Satisfied
The training program achieved the objectives of the program.	4.70	Extremely Satisfied
The training technique which is webinar-workshop is effective.	4.55	Extremely Satisfied
Total	4.64	Extremely Satisfied

Table 4 shows the result of the student- participants reaction on the training delivery. Results show that the student- participants strongly agree that the delivery of the training is effective and efficient; therefore, the participants are extremely satisfied with the training delivery. Training delivery refers to the scheduling of the training, length of the programme, content of the training, the methods of providing training, training equipment and technology resources (Saks, et al., 2012). The participants believed that the training prepared them to the demonstration teaching that is why they are extremely satisfied with a mean score of 4.73. The statement, "I learned a lot from the training received the highest mean score which is 4.85. This is the reason why the respondents are extremely satisfied with the training delivery. The used technology in the training was appropriate to the Millennials got the lowest score with mean score of 4.63, which is still extremely satisfied.

There were five conducted webinars which were evaluated separately. The training delivery of each series was evaluated. Series one (1) got the highest mean score, which is 4.85. During the interview it was revealed that this is their most liked webinar because the trainer demonstrated well the different strategies in teaching reading. They said that they really enjoyed the presentation of the different techniques. Series two (2) is second to the rank with a mean score of 4.77. One participant said that he learned a lot from this session, and she is excited to use the online resources in teaching reading. It was followed by session three (3) with a mean score of 4.72. One of the participants said that she can now teach reading very well because she is confident that she will be able to teach reading because she now knows the correct pronunciation of each letter sound. Fourth to the rank is session four with a mean score of 4.70. Ten participants said that this session is too technical because the dos and don'ts of demonstration teaching was discussed. The last session which is the actual demonstration teaching receives the lowest mean score, which is 4.60.

Table 4. Descriptive statistics for participants' reactions to the training delivery

Statements	Overall Mean	Description
The training time table is suitable.	4.69	Extremely Satisfied
The trainer is expert on the topic being discussed.	4.69	Extremely Satisfied
The topics discussed was relevant to the needs of the participants	4.74	Extremely Satisfied
The content of the training program is appropriate to the new normal.	4.64	Extremely Satisfied
The used technology in the training was appropriate to the Millennials.	4.63	Extremely Satisfied
Social media were used in the training.	4.74	Extremely Satisfied
The time frame is just enough for the training.	4.68	Extremely Satisfied
The topics discussed prepared me to the task at hand.	4.83	Extremely Satisfied
The training prepared me to the demonstration teaching.	4.78	Extremely Satisfied
I learned a lot from the training.	4.85	Extremely Satisfied
Total	4.73	Extremely Satisfied

Level 2: Learning - the resulting increase in students' knowledge or capability (achievement of learning)

This level measures the learnings of the student participants, and learning is evident if there is a change of behaviour, improvement of knowledge, and enhancement of skills as a result of attending the program (Bloom,2022).

Table 5 shows the results of the participants' perceptions of the impact on their learning and knowledge. Results show that the student- participants strongly agree that the training is effective and efficient because they learned a lot that is why their knowledge on online remedial instruction increased; therefore, the training program is effective and efficient. First, they learned the following: the work of a remedial teacher and how to handle students with a mean score of 4.71. Second, they learned their role as remedial teacher, it inspired them to achieve their goal, and it helped them develop their teaching strategy. their behaviour on teaching changed, with a mean score of 4.70. Third, they learned how to help a non- reader and struggling reader read, and it developed their behaviour with a mean score of 4.69. Fourth, it prepared them for the task of a remedial teacher with a mean score of 4.68. Lastly, it prepared them for the task at hand with a mean score of 4.65. Learning and increasing one's knowledge is the reason why students are being trained.

Table 5. Descriptive statistics for participants' perceptions of the impact on their learning and knowledge

Statements	Mean	Description
The training program helped me understand my role as remedial teacher.	4.70	Extremely Satisfied
The training program inspired me to achieve my goal.	4.70	Extremely Satisfied
The training program prepared me to the task at hand.	4.65	Extremely Satisfied
The training program helped me develop my teaching strategy.	4.70	Extremely Satisfied
The training program developed my behaviour.	4.69	Extremely Satisfied
The training program helped me to prove myself in my work as a remedial teacher.	4.71	Extremely Satisfied
The behaviour on teaching changed after completing the training.	4.70	Extremely Satisfied
I managed to handle my student because the training program prepared me.	4.71	Extremely Satisfied
I am now ready to help non- readers and struggling readers to read because of the training.	4.68	Extremely Satisfied
I now know what to do to help a non- reader and struggling reader read.	4.69	Extremely Satisfied
Total	4.69	Extremely Satisfied

Level 3: behaviour - extent of behaviour and capability improvement and implementation/application (application of learning)

This level measures the application of learning as the effect of the training. To be able to measure this level quantitative and qualitative data should be gathered (Mahmoodi, et al., 2019). The quantitative data used to evaluate this level is a survey questionnaire, and the qualitative data were gathered through the observation.

Table 6 shows the results of the participants' opinions on behaviour. Results show that the student- participants strongly agree that the training is effective and efficient because they achieved the following knowledge: First, it provided us with the skills that they need for the online/ face to face remedial instruction with a mean score of 4.75. Second, they developed their pronunciation skills with a mean score of 4.73. Third, it helped them on how to succeed in my demonstration teaching and remedial instruction with a mean score of 4.70. Fourth, it gave them an overview of the remedial instruction of LTS, it provided an opportunity for the exchange of new information, knowledge, and experiences among participants, and they became a competent remedial teacher because of the training program with a mean score of 4.68. Fifth, it helped me change their attitude towards remedial instruction, and it sustained them during the remedial instruction with a mean score of 4.68. Lastly, it increased their knowledge on remedial instruction, and it motivated me and made them interested in learning more.

Table 6. Descriptive statistics for participants' opinions on behaviour

Statements	Mean	Description
The training increased my knowledge on remedial instruction.	4.64	Extremely Satisfied
The training developed my pronunciation skills.	4.73	Extremely Satisfied
The training program gave me an overview of the remedial	4.68	Extremely Satisfied

instruction.		
The training program provided me with the skills that I need for the online/ face to face remedial instruction.	4.75	Extremely Satisfied
The training program provided an opportunity for the exchange of new information, knowledge, and experiences among participants.	4.68	Extremely Satisfied
The training program helped me on how to succeed in my demonstration teaching and remedial instruction.	4.70	Extremely Satisfied
The training program motivated me and made me interested in learning more.	4.64	Extremely Satisfied
The training program has helped me change my attitude towards remedial instruction.	4.65	Extremely Satisfied
The training program sustained me during the remedial instruction.	4.65	Extremely Satisfied
I become a competent remedial teacher because of the training program.	4.68	Extremely Satisfied
Total	**4.68**	Extremely Satisfied

The following themes emerged from the study.

Theme 1: Learn to love the teaching profession
This theme emerged from the following codes: moulds my heart, fell in love with teaching, and like teaching very much. Fifteen out of thirty participants learned to love the teaching profession because they realized how worthy the teaching profession is by helping a non-reader and a struggling reader read.
As stated, …
P1: I learn how to like teaching, especially if I can help a student read.
P13: It moulds my heart that in teaching we should share it from our heart not just from our mind.
P30: I love what I will do. Imagine teaching kids to read, that's great.

Theme 2: Discover different techniques
This theme came from the following codes: learn different methods, learn creative strategies, and learn different approaches. Seventy - five percent of twenty-three participants said that they discovered different techniques which were presented in the webinar in teaching reading.
As mentioned, …
P2: The program helped to discover different ways in teaching and improved me on organizing and maximising my time.
P4: Different methods of teaching are also introduced to us and it can be used when we are teachers in the near future.
P18: It helped me to think outside the box, where I should provide an excitement as the student and the remedial teacher in our group welcomed the new topics.
P23: Learned some creative ways to get the full attention of the students.

Theme 3: Improve teaching pedagogy
This theme was extracted from the following codes: improve skills and abilities, and improve knowledge. Out of thirty participants twenty- one of them said that the webinar improves their teaching skills, abilities, and knowledge in teaching reading especially to non-readers and struggling readers.
As stated, …
P3: It is really a great help to us because it helps us to become better student teachers and great teachers in the future.
P13: It improves my understanding as a future educator of what I should do.
P17: I have learned a lot of insights that I knew for sure will help me

Theme 4: Improve character
This theme emerged from the following codes: enhance self-esteem, boost confidence, know weaknesses, improve patience. Most of the participants said that there was a change in their character and outlook as a future teacher.
As mentioned, …
P8: It helped me to boost my confidence especially when it comes to online training.
P14: The training allowed me to know my weaknesses and what are the things that I can do to overcome them in order to become a suitable instructor to my future students.

P15: The training improved my patience towards teaching and I have realized that teaching is not an easy job. You really need a lot of patience when teaching.

P20: I gain my confidence when it comes to teaching

23: It taught me the pros and cons of being an Educator. It's not just a job but more of being a hero who moulds the nation.

P24: It also taught me to be more patient.

Theme 5: Prepare for the future career
This theme came from the following codes: ready for the future, gain knowledge, aid in adapting, gain experience. Twelve out of thirty believed that the webinar prepared them for their future career which is teaching.

As stated, …

P6: It made me be ready for what future I will be encountering someday.

P 7: Prepare me for the task at hand.

P9: It gave me an idea and also the knowledge on what things that I need to prepare when it comes to teaching.

P10: It helped me to be ready to teach students to mould them and to educate them and help them specifically in reading.

P11: It gave me an experience on how to discuss and how to create a presentation.

P19: As a student in the present, this will surely aid me in adapting to the present mode of learning.

P20: The webinar gave me knowledge to pursue my dreams

Theme 6: Improve Communication Skills
This theme came from the following codes: enhance pronunciation, and improve speaking skills. All of the participants said that they improve their communication skills because one of the topics of the webinar is correct pronunciation.

As mentioned, …

P25: The training helps me to organise all the material that I need and also helps to improve my speaking skills.

P29: I learned how to pronounce long and short vowels.

P1: I knew the proper pronunciation of each letter sound.

P7: I become confident in teaching the correct sound of each letter.

Theme 7: Learn instructional materials
This theme emerged from the following codes: learn different visual aids, and learn online reading materials. Most participants said that they learned a lot of instructional materials that are available on the internet and they are enjoyable.

As stated, …

P16: The training helps me get some ideas on different material that I can use in teaching.

P28: The visual aids that was provided during the training was used properly and serves as a reliable guide for us.

P13: Different reading materials were introduced.

P19: I learned to manipulate online software.

P29: I am excited to teach using online websites like starfall.com. It's amazing!

Level 4: Results - effects on the teaching pedagogy and schooling, and performance on remedial instruction (teaching effectiveness)
This level looked into the result of the training. The researcher as the coordinator of Literacy Training Service instructed the teachers to record the teaching demonstration of their students. The videos were submitted through Google Drive. The thirty (30) participants who were interviewed were also the participants who were observed by the researcher. The result of the observation proved that indeed the participants learned from the training. The following are the results of the observation:

1. Twenty (20) out of thirty 30 participants used face to face in teaching reading; therefore, ten of them used an online platform which is Google Meet.
2. All of the remedial teachers started with a song as motivation which is connected to the lesson.
3. Storytelling is incorporated in the lesson since they were instructed to do storytelling so that pupils will love reading.
4. All of them improved their communication skills. This is the result of the training on correct pronunciation and accent.
5. Lesson guide was followed that is why the remedial instruction is smooth.
6. Confidence in teaching was very evident.
7. Active participation of the pupils is very evident.

8. Both the teacher and the student were enjoying the lesson.
9. The remedial teachers were dressed appropriately.
10. Since the remedial is one to one tuition the remedial teachers were able to develop rapport with their students.
11. Pedagogical knowledge in teaching remediation was observed.
12. Different Strategies teaching reading were used, especially the use of technology since they were trained on this.
13. Most participants used the materials that were presented in the training- webinar.
14. The materials were creatively done.
15. All of them passed the teaching demonstration.

During the culminating activity of LTS pupils and parents were interviewed on the conducted remedial instruction. All of them commented positively because their child improved in reading. This is because the remedial teachers performed well.

CONCLUSION AND RECOMMENDATION

Conclusion

The evaluation of the training program on online remedial instruction is effective because the trainees' reactions on the trainers, training delivery, and training program is positive. The trainees' learning on teaching reading increased which was manifested in the demonstration teaching. There is a change in behaviour as manifested in the video presentation. The result of the conducted training is positive for they made them love teaching more, and discover different techniques in teaching reading. It improved their teaching pedagogy and character. Moreover, they learned how to make use of online reading instructional materials. The training improved the participants in all aspects for them to handle the remedial program, and it made them understand their role as a remedial teacher. The result of the conduct of the remedial program as seen in the recorded remedial instruction proved that the training program is effective for, they did great in the conducted ten weeks remedial instruction. Overall, the trainees perceived the training program as very satisfactory.

Recommendation

The result of the training program is very commendable, that is why it is recommended that the same training program should be given to the students of Literacy Training Service (LTS) before they will be allowed to give remedial instruction. Future researchers may have looked into the perceptions of the teachers handling the LTS program.

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