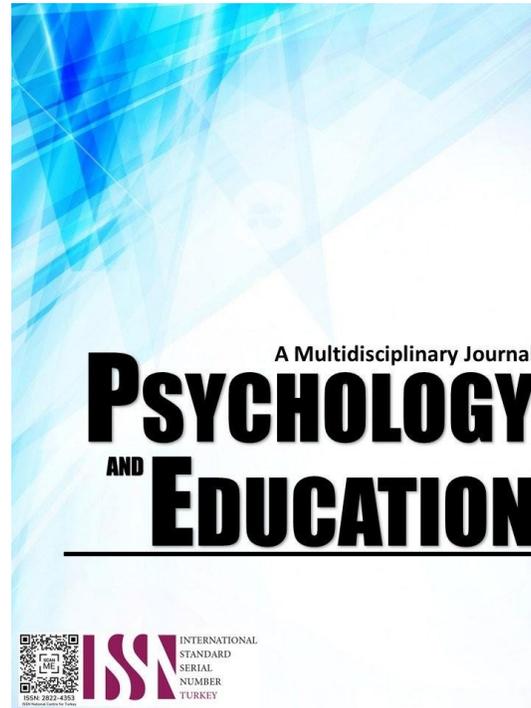


EFFECTS OF IN-SERVICE TRAINING PROGRAMS ON THE PROFESSIONAL DEVELOPMENT AND WORK PERFORMANCE OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS



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Effects of In-Service Training Programs on the Professional Development and Work Performance of Teachers in Public Elementary Schools

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Abstract

This study aimed to determine the extent of effects of in-service training programs on the professional development and work performance of teachers in public elementary schools in Binangonan Sub-Office, Division of Rizal, during the School Year 2024 - 2025. The respondents of the study were the teachers in a public elementary school, composed of 420 teachers. A descriptive correlational research design was employed, utilizing a researcher-made questionnaire checklist as a tool in gathering the needed data to determine the extent of effects of in-service training programs on the professional development and work performance of elementary teachers in selected public elementary schools. The result of the study implies that in-service training programs are highly effective in promoting teacher development, particularly in fostering professionalism, personal growth, and instructional competence. However, the relatively lower rating in technical skills presents an opportunity for improvement, emphasizing the importance of future training that addresses the demands of digital and technology-integrated teaching. The results also indicated that their commitment to their duties may also suggest a beneficial impact of in-service training programs on their work effectiveness. The findings concluded that personal skills, technical skills, evaluative skills, and professionalism did not significantly predict teachers' work performance. Despite this, the results underscore the need for continuous professional development. It is therefore strongly recommended that school administrators consistently implement in-service training programs to keep teachers abreast of current educational trends, enhance their technical competencies, and support their capacity to adapt effectively to the evolving demands of the profession.

Keywords: *in-service training, work performance, professional development, teachers, effectiveness*

Introduction

Education is one of the most important tools for influencing children's lives. It plays a pivotal role in shaping children's lives and fostering societal development. As a cornerstone of national progress, a high-quality education system equips learners with the knowledge, skills, and competencies required to navigate a rapidly changing world. Central to this process are schools and teachers, who create learning environments that support intellectual growth and lifelong learning.

Quality education depends not only on a well-designed curriculum but also on competent, reflective, and adaptive teachers. Teachers are expected to model professionalism, maintain up-to-date pedagogical knowledge, and integrate effective instructional strategies. In the context of ongoing educational reforms and the increasing use of diverse learning modalities, such as online, modular, and blended learning, teachers must continuously enhance their skills to meet new challenges and student needs.

In this connection, teachers should always acquire knowledge and stay current with educational trends in order to impart knowledge to their students, as they never teach what they do not know. They ought to serve as an example of goodness. It also demonstrates that educators should have an open mind about everything. By doing this, educators can further their careers and contribute to the betterment of our society.

In-service training programs of teachers are important and also relevant, especially in today's situation of changing the educational system. Teachers are in a better position to educate the learners using distance learning modalities like online learning, modular distance learning, or even blended learning.

Recent studies have emphasized the critical role of continuous professional development and in-service training in enhancing teachers' competencies and instructional effectiveness. A global meta-analysis by Darling-Hammond et al. (2023) found that sustained, job-embedded professional development significantly improves teachers' pedagogical skills and classroom practices, particularly when aligned with curriculum standards and learner needs.

In the Philippine context, Reyes and De Guzman (2024) revealed that in-service training programs positively influenced teachers' professional growth, adaptability to blended learning, and instructional confidence.

Despite persistent efforts by educators, many students continue to underperform academically, pointing to gaps in instructional delivery and teacher preparedness. This situation underscores the importance of targeted professional development that goes beyond initial training. In-service training programs are intended to strengthen teachers' professional capabilities, expand their technical skills, and enable them to implement best practices in teaching and learning.

Moreover, the study emphasized that teachers hold an important responsibility in developing students' knowledge and competencies. Thus, the researcher would like to find out the extent of the effects of in-service training programs on the professional development

and work performance of teachers in selected public elementary schools in Binangonan Sub-Office.

Research Questions

This study aimed to determine the extent of effects of in-service training programs on the professional development and work performance of teachers in public elementary schools in Binangonan Sub-Office, Division of Rizal, during the School Year 2024 - 2025. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. position title;
 - 1.5. educational attainment;
 - 1.6. length of service; and
 - 1.7. in-service trainings attended?
2. What is the extent of effects of in-service training programs on the professional development of teachers as perceived by themselves with respect to:
 - 2.1. personal skills;
 - 2.2. technical skills;
 - 2.3. instructional skills;
 - 2.4. evaluative skills; and
 - 2.5. professionalism?
3. Is there a significant difference on the extent of effects of in-service training programs on the professional development of teachers as perceived by themselves with respect to the cited aspects in terms of their profile?
4. What is the level of work performance of teachers as revealed in their latest Individual Performance Commitment and Review (IPCR)?
5. Is there a significant relationship between the extent of effects of in-service training programs on the professional development of teachers as perceived by themselves and their level of work performance as revealed by their Individual Performance Commitment and Review (IPCR)?

Literature Review

Education is widely regarded as the foundation of societal progress, influencing social, political, economic, and cultural development. Mahmood et al. (2022) emphasized that teacher productivity is closely linked to various forms of training, including pre-service education, in-service professional development, and experiential learning gained through practice. This perspective directly supports the present study, as it highlights in-service training as a critical factor that may influence teachers' work performance and professional growth.

Innovative teaching has become increasingly essential in addressing the evolving needs of learners. Collins (2020) asserted that innovative teaching enhances students' intellectual development by fostering critical and creative thinking. However, teachers' competencies significantly determine their ability to implement innovative teaching practices effectively. Several studies have noted that many teachers lack the required competencies for innovative instruction, reinforcing the need for targeted in-service training programs. This finding aligns with the current study's objective of examining whether in-service training contributes to teachers' professional development and performance.

Relatively, In-Service Training has been shown to improve educators' instructional efficiency, motivation, and adaptability. Singh and Sinha (2023) explained that such training equips teachers with updated knowledge, modern teaching strategies, and problem-solving skills necessary in a rapidly globalizing educational landscape. This supports the premise of the present study that continuous professional development is essential for enhancing teacher competence, particularly in responding to curricular changes and diverse learning modalities.

With the increasing integration of technology in education, professional development has shifted toward strengthening teachers' ICT skills. Fajardo et al. (2020) highlighted that many teachers actively participate in professional development programs to acquire 21st-century skills, especially in Information and Communications Technology. This finding is relevant to the present research, as technical skills and adaptability to modern teaching tools are critical components of teacher performance in contemporary classrooms.

At the national level, Tupas and Nedorma (2020) identified In-Service Training for Teachers (INSET) as a key initiative of the Department of Education aimed at improving teaching and learning. However, their study revealed that INSET programs were largely content-based, with limited hands-on activities. This gap underscores the need to assess whether existing in-service training programs effectively enhance teachers' professional competencies and work performance—an issue directly addressed by the current study.

Teacher professional development is also recognized globally as a central mechanism for educational reform. Patfield et al. (2021)

stressed that while governments invest heavily in professional development programs, their success depends on effective implementation across diverse school contexts. This supports the present study's focus on evaluating how in-service training programs function at the school level and their actual impact on teacher performance.

Moreover, Babilone and Casupanan (2022) described INSET as a collaborative platform that promotes supervision, mentorship, and professional engagement among teachers. Their findings suggest that participation in training programs, professional organizations, and mentoring relationships significantly influences teacher performance. This reinforces the relevance of examining in-service training as a determinant of professional development and work outcomes.

Finally, Abenir and Abenir (2022) found that teachers' educational attainment affects their perception of the relevance and effectiveness of INSET programs. They recommended strengthening collaboration among school stakeholders and ensuring consistent administrative supervision to keep teachers updated on current educational trends. These recommendations provide strong justification for the present study, which seeks to generate evidence that can guide school administrators in improving the design and implementation of in-service training programs.

Methodology

Research Design

The study applied the descriptive correlational research design. A questionnaire checklist was utilized as a tool for gathering data and information for the study. According to Calmorin (2020), descriptive design is a type of research design that utilizes both quantitative and qualitative methods of research to collect data to describe a phenomenon, situation, or population.

The design was deemed appropriate to the present study since it aimed to determine the extent of effects of in-service training programs on the professional development and work performance of public elementary school teachers. Furthermore, documentary analysis was utilized since the teachers' level of work performance will be obtained from their latest Individual Performance Commitment and Review Form (IPCRF) rating.

Respondents

The study employed simple random sampling, a probability sampling method in which every member of the population has an equal chance of being selected, thereby reducing selection bias and enhancing the likelihood that the sample reflects the characteristics of the larger group. Simple random sampling is widely regarded as a straightforward and statistically sound approach for generating representative samples when the population list is known and complete, as in this case of public elementary school teachers.

Given the total population of 420 teachers, the researcher intentionally selected 50 % of the population ($n=210$) as the initial sample to achieve broad coverage and sufficient variation across key demographic variables (e.g., age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended).

During data collection, three selected teachers from Sitio Mata Elementary School did not respond, resulting in a final sample of 207 respondents. The non-response of three selected teachers resulted in a final sample. Because this non-response was minimal and did not appear to differ from the rest of the sample systematically, it is unlikely to have introduced substantial bias into the study's findings regarding in-service training and teacher performance.

Instrument

The instrument used in the study is a researcher-made questionnaire checklist. This served as the main instrument in gathering sufficient data needed for the study. The questionnaire checklist has three parts. Part I deals with the profile of teachers, such as age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Part II dealt with the extent of effects of in-service training programs on the professional development of public elementary teachers with respect to personal skills, technical skills, instructional skills, evaluative skills, and professionalism. Each aspect consists of ten (10) items with a total of fifty (50) items.

This was content-validated by fifteen (15) experts knowledgeable in the field of research, such as a dean, a statistician, professorial lecturers, a principal, a coordinator, and a master teacher. The comments, suggestions, and recommendations were incorporated into the final copy of the instrument.

Procedure

The researcher followed the research plan in the conduct of the study. The researcher conceptualized the title considering the topics related to the field of study. Then, supporting information and related readings, like literature and studies, were gathered to build a strong foundation of understanding of the presented topic. After the proposal defense, the instrument was validated. Afterwards, permission from the concerned authorities was secured by the researcher from the Schools Division Superintendent. Then, the administration of the questionnaire checklist was followed using Google Survey forms. The Data Privacy Act guided the researcher. The data were tallied, tabulated, analyzed, and interpreted using the Statistical Package for Social Sciences (SPSS) to answer the specific problems of the study. Then, a summary of findings, conclusions, and recommendations followed. The manuscript was



subjected to an anti-plagiarism test at the statistical center.

Data Analysis

This study used various statistical tools to analyze the gathered data. To determine the profile of the respondents in terms of the selected variables, frequency, percentage, and rank distribution were utilized. In addition, a weighted mean was applied to determine the extent of effects of in-service training programs on the professional development of public elementary teachers as perceived by themselves with respect to the different aspects. Also, to determine the significant difference in the extent of effects of training programs on the professional development of public elementary teachers as perceived by themselves with respect to the cited aspects in terms of their profile, one-way analysis of variance was applied. Meanwhile, to determine the level of work performance of the teachers as revealed in their latest Individual Performance Commitment and Review Form (IPCRF), the mean and standard deviation were employed. Lastly, correlational analysis was employed to determine the significant relationship between the extent of effects of in-service training programs on the professional development of teachers and their level of work performance as revealed in their Individual Performance Commitment and Review Form (IPCRF).

Ethical Considerations

Ethical considerations were carefully observed throughout the conduct of this study. Prior to data collection, informed consent was obtained from all participants, and they were clearly informed about the purpose of the research, their voluntary participation, and their right to withdraw at any time without penalty. Confidentiality and anonymity of responses were strictly maintained, and all data were used solely for academic purposes. Permission from concerned authorities was secured, and the study ensured that no physical, psychological, or emotional harm was inflicted on any participant, especially considering the involvement of young learners.

Results and Discussion

Table 1. Profile of the Public Elementary School Teacher Respondents

| Age | Frequency | Percent |
|-------------------------------|-----------|---------|
| 51 - 60 years old | 61 | 29.5 |
| 41 - 50 years old | 64 | 30.9 |
| 31 - 40 years old | 61 | 29.5 |
| 21 - 30 years old | 21 | 10.1 |
| Total | 207 | 100.0 |
| Sex | | |
| Male | 90 | 43.5 |
| Female | 117 | 56.5 |
| Total | 207 | 100.0 |
| Civil Status | | |
| Single | 28 | 13.5 |
| Married | 173 | 83.6 |
| Widow/Widower | 6 | 2.9 |
| Total | 207 | 100.0 |
| Educational Attainment | | |
| Ph.D./Ed.D. Units | 1 | .5 |
| Master's Degree | 74 | 35.7 |
| Master's Degree Units | 72 | 34.8 |
| Baccalaureate Degree | 60 | 29.0 |
| Total | 207 | 100.0 |
| Position Title | | |
| Master Teacher I | 1 | .5 |
| Teacher III | 73 | 35.3 |
| Teacher II | 68 | 32.9 |
| Teacher I | 65 | 31.4 |
| Total | 207 | 100.0 |
| Length of Service | | |
| Above 30 years | 35 | 16.9 |
| 21 – 30 years | 83 | 40.1 |
| 11- 20 years | 60 | 29.0 |
| Below 10 years | 29 | 14.0 |
| Total | 207 | 100.0 |
| In-service Trainings Attended | | |
| Division Level | 20 | 9.7 |
| District Level | 75 | 36.2 |
| School Level | 112 | 54.1 |
| Total | 207 | 100.0 |



The data revealed that the majority of the respondents (30.9%) are within the age bracket of 41–50 years old. This implies that most of the respondents are mid-to late-career teachers, who likely have extensive classroom experience and may have been exposed to numerous in-service training programs throughout their careers.

In terms of sex, female respondents dominate the group with 56.5%, while male respondents account for 43.5%. The slightly higher percentage of female respondents may reflect their strong presence and participation in public elementary education.

Regarding civil status, a vast majority (83.6%) of the respondents are married. The dominance of married respondents may indicate a level of personal and professional stability, which could influence their attitude and motivation toward professional development and work performance.

As for educational attainment, most respondents hold graduate-level qualifications. Specifically, 35.7% have completed their Master's Degree, and 34.8% have earned Master's Degree units. These results suggest that a significant number of teachers are striving for academic advancement, which is often encouraged or required through in-service training programs and promotion policies.

In terms of position title, the largest group of respondents are Teacher III (35.3%). This distribution suggests that most teachers are in the early to mid-career level of their professional ladder, which positions them as active participants in career development efforts, including in-service trainings.

Concerning length of service, the data show that 40.1% of the teachers have been in service for 21–30 years. This confirms that a significant portion of the respondents are seasoned educators, whose insights and experiences could provide valuable perspectives on the effectiveness of in-service training programs.

Lastly, with regard to in-service trainings attended, most teachers (54.1%) participated in school-level trainings. This indicates that in-service trainings are more accessible and frequent within the school setting, possibly due to logistical convenience and administrative planning. However, the relatively low percentage of division-level training suggests a potential area for improvement in terms of exposure to broader and more advanced training opportunities.

Table 2. *Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to Personal Skills*

| <i>Personal Skills</i> | <i>Weighted Mean</i> | <i>Verbal Interpretation</i> |
|---|----------------------|------------------------------|
| <i>Through my in-service training programs, I ...</i> | | |
| 1. Give mutual respect to my learners. | 3.98 | High Extent |
| 2. Can solve problems of my learners immediately. | 3.75 | High Extent |
| 3. Have harmonious relationship with my learners. | 3.48 | Average Extent |
| 4. Treat my learners fairly. | 3.96 | High Extent |
| 5. Show good rapport with everybody. | 3.65 | High Extent |
| 6. Behave in a friendly and professional way. | 3.25 | Average Extent |
| 7. Have a good working relationship with my learners. | 3.17 | Average Extent |
| 8. Always show enthusiasm in my teaching. | 3.84 | High Extent |
| 9. Develop flexibility in every classroom situation. | 4.24 | High Extent |
| 10. Can handle difficult situation easily. | 4.05 | High Extent |
| Composite Mean | 3.74 | High Extent |

The data presented in the table on the next page show that in-service training programs have a great extent of effect on the personal skills of teachers, as reflected in the composite mean of 3.74, verbally interpreted as High Extent. Overall, the data suggest that in-service training programs are perceived by teachers as significantly effective in improving their personal skills, particularly in the areas of flexibility, conflict handling, respect, and enthusiasm. However, there remains room for enhancement in areas such as interpersonal relationships and maintaining professionalism, which should be considered in future training content and delivery.

This implies that in-service training programs have made a meaningful difference in how teachers handle their responsibilities in the classroom. Many teachers feel more confident in adjusting to different teaching situations and managing challenges calmly and effectively. It's also clear that these programs help build respect and fairness in the classroom, making teachers more enthusiastic and passionate about their work. However, while the overall impact is very positive, there are still areas that need more attention, especially when it comes to building stronger, more professional relationships with students.

In the study by Mahmood et al. (2022), education is identified as a fundamental pillar of society, serving as a driving force behind transformative change. The researchers emphasize that education plays a vital role in shaping individuals' attitudes and behaviors, fostering positive developments across various dimensions of life — including social, political, economic, and cultural spheres. Through education, people gain the knowledge, values, and critical thinking skills necessary to participate constructively in society and adapt to its evolving demands.

Based on the table 3, the overall composite mean of 3.34, interpreted as Average Extent, indicates that teachers perceive the impact of in-service training programs on the development of their technical skills to be moderate. This suggests that teachers are utilizing social media platforms for instructional communication and student outputs.

Table 3. *Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to Technical Skills*

| <i>Technical Skills</i> <i>The in-service training programs develop my skill to ...</i> | <i>Weighted Mean</i> | <i>Verbal Interpretation</i> |
|--|----------------------|------------------------------|
| 1. Use powerpoint presentation in teaching. | 3.54 | High Extent |
| 2. Utilize downloaded topics for discussion. | 3.55 | High Extent |
| 3. Use educational technology in teaching. | 3.04 | Average Extent |
| 4. Ask my learners to submit written exercise through facebook messenger. | 3.61 | High Extent |
| 5. Send important school-related messages to my learners using facebook messenger. | 3.01 | Average Extent |
| 6. Encourage learners to also develop their technical skills. | 2.58 | Average Extent |
| 7. Compute the grades of my learners using excel. | 3.79 | High Extent |
| 8. Usually get pictures through internet. | 3.71 | High Extent |
| 9. Use google to research on important topics. | 3.76 | High Extent |
| 10. Use word processing software office to save important topics for discussion. | 2.76 | Average Extent |
| <i>Composite Mean</i> | 3.34 | Average Extent |

The study implies that teachers see in-service training programs as somewhat helpful in improving their technical skills, but not yet fully effective. Many teachers feel confident in using common digital tools like Excel for grading, Google for research, and even social media for collecting student work. These are positive signs that teachers are adapting to the digital world and finding practical ways to enhance their teaching. However, the moderate overall rating shows that there is still room for improvement. Some important skills, such as using educational technology more creatively and encouraging students to build their own tech skills, are not being developed enough.

This supports the findings of Zhou et al. (2020), who argues that the teaching methods and instructional approaches employed by educators play a critical role in facilitating student learning. Effective teaching strategies not only enhance students' understanding of the subject matter but also contribute to their overall academic engagement and success.

Table 4. *Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to Instructional Skills*

| <i>Instructional Skills</i> <i>Through in-service training programs, I can ...</i> | <i>Weighted Mean</i> | <i>Verbal Interpretation</i> |
|---|----------------------|------------------------------|
| 1. Develop the creative thinking skills of my learners. | 3.31 | Average Extent |
| 2. Manage classroom behavior. | 3.74 | High Extent |
| 3. Communicate effectively to everyone. | 3.51 | High Extent |
| 4. Use diversified strategies in teaching. | 3.86 | High Extent |
| 5. Employ the best approach in dealing with my learners. | 3.69 | High Extent |
| 6. Utilize appropriate teaching materials. | 3.36 | Average Extent |
| 7. Possess the basic knowledge to be imparted among my learners. | 3.55 | High Extent |
| 8. Have the needed skills in teaching. | 3.66 | High Extent |
| 9. Possess the competencies in the delivery of my instruction. | 3.44 | Average Extent |
| 10. Be effective and efficient in doing my responsibilities in instruction. | 3.64 | High Extent |
| <i>Composite Mean</i> | 3.58 | High Extent |

Based on the table, the overall composite mean of 3.58, interpreted as "High Extent," indicates that teachers generally perceive the in-service training programs to have a significant influence on enhancing their instructional skills. These results suggest that in-service trainings have positively contributed to teachers' confidence and competence in delivering instruction and addressing classroom dynamics. In contrast, while teachers recognize the general benefits of the training, areas such as creative thinking and material utilization may not be thoroughly addressed or emphasized.

The result of the study implies that teachers strongly feel that the in-service training programs are helping them grow as educators, especially in how they teach and manage their classrooms. They feel more equipped to use a variety of teaching strategies and to handle student behavior effectively, which are both essential for meeting the needs of different learners. This means the training is doing a good job of building teachers' confidence and improving the quality of instruction.

However, the results also point out some areas that need more attention, like using the right teaching materials and helping students think more creatively. These are just as important for student success, but they may not be fully covered in the current training sessions.

The study of Prasad (2020) states that the teacher's role is more important in engaging and boosting the learners to participate actively in the classroom and discuss the problems of the pupils, and making the classroom inclusive.

According to the table 5, the overall composite mean of 3.60, interpreted as High Extent, indicates that teachers perceive the in-service training programs to have significantly contributed to the development of their evaluative skills. These results suggest that while teachers do engage in these assessment practices, further emphasis and training may be needed to strengthen their skills in administering and maximizing the value of these tools.



Table 5. *Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to Evaluative Skills*

| <i>Evaluative Skills</i> | <i>Weighted Mean</i> | <i>Verbal Interpretation</i> |
|--|----------------------|------------------------------|
| <i>In-service training programs help me to develop my skills in giving ...</i> | | |
| 1. Diagnostic tests. | 3.32 | Average Extent |
| 2. Projects. | 3.42 | Average Extent |
| 3. Quizzes. | 3.42 | Average Extent |
| 4. Written exercises. | 3.53 | High Extent |
| 5. Assigned topics for discussion. | 3.28 | Average Extent |
| 6. Performance task. | 3.29 | Average Extent |
| 7. Oral recitations. | 3.94 | High Extent |
| 8. Standardized tests. | 3.86 | High Extent |
| 9. Outcomes-based evaluation. | 3.87 | High Extent |
| 10. Performance-based activities. | 4.07 | High Extent |
| Composite Mean | 3.60 | High Extent |

The result of the study implies that in-service training programs have a highly positive impact on teachers’ evaluative skills. Teachers demonstrate strong capabilities in implementing performance-based, outcomes-based, and standardized assessments. However, targeted support is still necessary to enhance their proficiency in using diagnostic tools, structured discussions, and other traditional forms of classroom evaluation.

According to the study of Singh and Sinha (2023), teachers need to employ more effective methods of teaching to meet the growing needs of education in the global economy and update their skills, knowledge, and experience.

Table 6. *Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to Professionalism*

| <i>Professionalism</i> | <i>Weighted Mean</i> | <i>Verbal Interpretation</i> |
|---|----------------------|------------------------------|
| <i>In-Service training programs help me to develop my skills in ...</i> | | |
| 1. Maintaining behavior that upholds the dignity of teaching. | 3.98 | High Extent |
| 2. Allocating time for personal and professional development through participation in educational seminars and workshops. | 3.75 | High Extent |
| 3. Manifesting personal qualities such as enthusiasm, flexibility, and caring. | 3.48 | Average Extent |
| 4. Articulating and demonstrates one’s personal philosophy of teaching. | 3.96 | High Extent |
| 5. Keeping abreast with recent developments in education. | 3.65 | High Extent |
| 6. Linking with other institutions and organizations for sharing best practices. | 3.29 | Average Extent |
| 7. Reflecting on the quality of his/her own teaching. | 3.19 | Average Extent |
| 8. Improving teaching performance based on feedback from students, peers and superiors. | 3.86 | High Extent |
| 9. Accepting personal accountability to learner’s achievement and performance. | 4.24 | High Extent |
| 10. Using self-evaluation to recognize and enhance one’s strengths and corrects one’s weaknesses. | 4.05 | High Extent |
| Composite Mean | 3.75 | High Extent |

Based on the table, the overall composite mean of 3.75, interpreted as High Extent, indicates that teachers perceive in-service training programs to have a significant effect on enhancing their sense of professionalism. These results suggest that in-service training encourages teachers to grow intellectually and pedagogically through reflection, feedback, and continuous learning. Meanwhile, some interpersonal and collaborative aspects of professionalism may benefit from more focused development.

This implies that teachers take full responsibility for their students’ learning outcomes, a professional quality strongly shaped by in-service training. The results clearly show that in-service training programs play an important role in shaping and strengthening teachers’ sense of professionalism. Teachers feel that these trainings help them become more responsible for their students’ learning, reflect on their strengths and weaknesses, and act with integrity and respect for the teaching profession. They also learn to value feedback and are more motivated to keep improving through seminars and workshops. This means that the programs are doing well in promoting self-growth, ethical teaching practices, and continuous learning.

In the study of Quilapo and Callo (2023), the authors stated that teaching is a noble profession that plays an essential role in shaping both individual careers and society. Mentorship is crucial for fostering a fair and responsible citizenship.

The table 7 shows that the p-values are all, except one, are higher than 0.05 for all indicators when grouped by their profile, there is no significant difference in the perception of the teachers on the extent of effects of in-service training programs on the professional development with respect to personal skills, technical skills, instructional skills, evaluative skills, and professionalism in terms of age, sex, position title, educational attainment, length of service and in-service trainings attended. However, when grouped by civil status, the p-value for instructional skills is 0.014, which is lower than 0.05; hence, it can be concluded that the extent of effects of in-service



training programs on the instructional skills differs with their civil status.

Table 7. Significant Difference on the Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of their Profile

| Age | F-value | p-value | Null Hypothesis | Verbal Interpretation |
|-------------------------------------|---------|---------|-----------------|-----------------------|
| Personal Skills | 0.290 | 0.832 | Accepted | Not Significant |
| Technical Skills | 0.502 | 0.682 | Accepted | Not Significant |
| Instructional Skills | 0.850 | 0.468 | Accepted | Not Significant |
| Evaluative Skills | 1.980 | 0.118 | Accepted | Not Significant |
| Professionalism | 0.224 | 0.880 | Accepted | Not Significant |
| Sex | | | | |
| Personal Skills | 0.951 | 0.331 | Accepted | Not Significant |
| Technical Skills | 0.807 | 0.370 | Accepted | Not Significant |
| Instructional Skills | 1.461 | 0.228 | Accepted | Not Significant |
| Evaluative Skills | 0.012 | 0.912 | Accepted | Not Significant |
| Professionalism | 0.825 | 0.365 | Accepted | Not Significant |
| Civil Status | | | | |
| Personal Skills | 1.203 | 0.302 | Accepted | Not Significant |
| Technical Skills | 1.532 | 0.219 | Accepted | Not Significant |
| Instructional Skills | 4.374 | 0.014 | Rejected | Significant |
| Evaluative Skills | 2.650 | 0.073 | Accepted | Not Significant |
| Professionalism | 1.255 | 0.287 | Accepted | Not Significant |
| Educational Attainment | | | | |
| Personal Skills | 0.512 | 0.675 | Accepted | Not Significant |
| Technical Skills | 1.989 | 0.117 | Accepted | Not Significant |
| Instructional Skills | 0.972 | 0.407 | Accepted | Not Significant |
| Evaluative Skills | 1.142 | 0.333 | Accepted | Not Significant |
| Professionalism | 0.403 | 0.751 | Accepted | Not Significant |
| Position Title | | | | |
| Educational Attainment | | | | |
| Personal Skills | 0.437 | 0.727 | Accepted | Not Significant |
| Technical Skills | 1.995 | 0.116 | Accepted | Not Significant |
| Instructional Skills | 1.596 | 0.192 | Accepted | Not Significant |
| Evaluative Skills | 1.484 | 0.220 | Accepted | Not Significant |
| Professionalism | 0.353 | 0.787 | Accepted | Not Significant |
| Length of Service | | | | |
| Personal Skills | 0.319 | 0.812 | Accepted | Not Significant |
| Technical Skills | 0.363 | 0.780 | Accepted | Not Significant |
| Instructional Skills | 0.318 | 0.813 | Accepted | Not Significant |
| Evaluative Skills | 2.111 | 0.100 | Accepted | Not Significant |
| Professionalism | 0.219 | 0.883 | Accepted | Not Significant |
| In-service Training Attended | | | | |
| Personal Skills | 0.352 | 0.703 | Accepted | Not Significant |
| Technical Skills | 0.133 | 0.875 | Accepted | Not Significant |
| Instructional Skills | 0.704 | 0.496 | Accepted | Not Significant |
| Evaluative Skills | 2.493 | 0.085 | Accepted | Not Significant |
| Professionalism | 0.404 | 0.668 | Accepted | Not Significant |

The result of the study implies that in-service training programs are highly effective in promoting teacher development, particularly in fostering professionalism, personal growth, and instructional competence. However, the relatively lower rating in technical skills presents an opportunity for improvement, emphasizing the importance of future training that addresses the demands of digital and technology-integrated teaching.

In the study by Fajardo (2020), it is emphasized that as the education system continues to evolve, schools are actively seeking ways to provide quality education to students. This includes adopting innovative teaching methods, integrating technology, and enhancing teacher training to meet the changing needs of learners. The study highlights the importance of adapting to educational trends to ensure that students are well-prepared for future challenges.

Based on the table 8, the data reveal that a large majority of the teachers, 190 out of 207 respondents or 91.8%, received a rating of 3.500-4.499, verbally interpreted as Very Satisfactory. This indicates that most teachers have consistently met expectations and have performed their duties and responsibilities to a commendable level.

The result of the study implies that the teacher respondents generally demonstrate a highly satisfactory level of job performance, according to the IPCR evaluation results. This indicates their commitment to their duties and may also suggest a beneficial impact of

in-service training programs on their work effectiveness.

Table 8. *Level of Work Performance of the Teacher Respondents*

| Rating | Verbal Interpretation | Frequency | Percent |
|------------------------|-----------------------|-----------------------|---------|
| 4.500 – 5.000 | Outstanding | 8 | 3.9 |
| 3.500 – 4.499 | Very Satisfactory | 190 | 91.8 |
| 2.500 – 3.499 | Satisfactory | 9 | 4.3 |
| 1.500 – 2.499 | Unsatisfactory | - | - |
| 1.000 – 1.499 | Poor | - | - |
| Total | | 207 | 100 |
| Highest Rating = 4.760 | | Lowest Rating = 3.400 | |

The present study aligns with the findings of Patfield et al. (2021), who emphasize that teacher professional development is widely recognized as a crucial mechanism for driving educational reform. According to their study, continuous training and upskilling of teachers play a vital role in improving instructional practices, enhancing student learning outcomes, and adapting to the evolving demands of modern education.

Table 9. *Significant Relationship Between the Extent of Effects of In-service Training Programs on the Professional Development of Teachers as Perceived by Themselves and Their Level of Work Performance*

| Effects of In-Service Training Program Aspect | r-value | p-value | Null Hypothesis | Verbal Interpretation |
|---|---------|---------|-----------------|-----------------------|
| Personal Skills | 0.074 | 0.29 | Accepted | Not Significant |
| Technical Skills | 0.097 | 0.166 | Accepted | Not Significant |
| Instructional Skills | 0.239 | 0.001 | Rejected | Significant |
| Evaluative Skills | 0.063 | 0.368 | Accepted | Not Significant |
| Professionalism | 0.045 | 0.517 | Accepted | Not Significant |

It is indicated in the table that the null hypothesis was rejected for instructional skills since the p-value was 0.001, and for the other aspects, the null hypothesis was accepted. The study concludes that there is no significant correlation between the impact of in-service training programs on professional development, specifically in personal skills, technical skills, evaluative skills, and professionalism, and the teachers' work performance. However, work performance appears to be influenced by the perceived effect of in-service training related to instructional skills.

Conclusions

The findings concluded that personal skills, technical skills, evaluative skills, and professionalism did not significantly predict teachers' work performance. Despite this, the results underscore the need for continuous professional development. It is therefore strongly recommended that school administrators consistently implement in-service training programs to keep teachers abreast of current educational trends, enhance their technical competencies, and support their capacity to adapt effectively to the evolving demands of the profession.

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