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In-Service Training Program and Teaching Practices: Basis for School Training Development Plan

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ABSTRACT

This study addresses the urgent need for effective in-service training programs that enhance teaching practices and provide insights for optimizing school training plans and improving educational quality. It aimed to assess the impact of in-service training on teaching practices among teachers. Specifically, it examined respondents' characteristics, evaluated in-service training levels across professional dimensions, pedagogical aspects, coaching and mentoring, and monitoring and evaluation, and assessed teaching practices in classroom management, technology integration, teaching strategies, and students' self-management. It also analyzed relationships and differences in these variables based on respondents' characteristics. The study involved 400 regular teachers from the San Fernando District of Bukidnon Division during the 2023–2024 school year. Using a patterned and modified questionnaire, the research employed a descriptive correlation design and universal sampling. Data were analyzed using descriptive statistics, T-tests, Pearson Correlation Coefficient, and one-way ANOVA. Findings revealed most respondents were Teacher I with baccalaureate degrees. Pedagogical aspects and technology integration scored highest. A significant relationship was found between professional development, monitoring, and evaluation of teaching practices, with notable differences based on educational attainment, training, and experience. The study concludes that factors beyond in-service training may shape teaching outcomes and recommends strengthening training program monitoring and evaluation to enhance instructional practices.

INTRODUCTION

One of the stipulations of R.A. No. 10533, also known as the Basic Education Act of 2013, is to ensure that the improved basic education program satisfies the needs of excellent teachers and school administrators. Personnel from districts and schools should be fully prepared to carry out this role with the necessary core and technical competencies. This will allow them to support the ongoing professional development of staff members based on the philosophy of lifelong learning and DepEd's dedication to the advancement of teachers and their potential for success in their line of work.

At the district or school level, INSET, or in-service teacher education, is planned and coordinated by the Department of Education. The relevant division approved this five-day program, during which time issues and trends in the Philippine educational system were addressed. To assist them in bridging the gap in the current issues with education and curriculum, they welcomed specialists and practitioners. The purpose of INSET is to acquaint educators with regional and national initiatives that align with the requirements and modifications of the educational framework. Additionally, by keeping instructors abreast of current trends and areas of expertise—specific professional development difficulties, such as enabling teachers to attend training and receive administrative support—this seeks to advance teachers' professional development (Tupas & Noderama, 2020).

Bentri and Hidayati's (2023) study suggests that training that is specifically tailored to teachers is necessary to

enhance their competency. Conducting in-service training is one approach. The findings indicated a noteworthy distinction in the teacher's proficiency levels before and after the training. This suggests that continuing professional development for instructors is essential to ensuring that learning occurs as best it can in light of current advancements.

Furthermore, Al-Samarrai (n.d.) conducted research in the Philippines to assess the standard of elementary education. The results demonstrated that in order to raise their competences and enhance the learning outcomes of their pupils, instructors require high-quality professional development opportunities. In order to create a framework for an extension program on teachers' professional development, Morallo and Abay's (2019) study on the gaps in quality teaching by evaluating instructors' needs provided support. The majority of instructors, with a weighted mean of 3.36, concurred that professional development training in pedagogy and material knowledge is critically necessary, according to the study's main findings.

In addition, a research on in-service training for Filipino teachers was carried out by Tupas and Noderama (2020). According to the study, the Department of Education encouraged instructors to provide innovative instructional materials at INSET-Training in 2020. However, because of time constraints and other responsibilities, innovative outputs were not properly employed. All of the issues are unrelated to education, and a large number of the themes have little to do with enhancing the efficacy and efficiency

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of instructors. Due to the numerous issues they continue to face in implementing the K–12 Basic Education Program, including classroom facilities, instructional resources, and school buildings, many teachers are unaware of this new trend and lack interest in it. They are also dissatisfied with the department's handling of the updated curriculum. In response to the demands of multiple stakeholders, they recommended that all higher-ranking officials carry out investigations about the current state of the K–12 curriculum. The absence of a set curriculum standard will cause the Philippine education system to continue to deteriorate, which will have an impact on students' performance on many national and international examinations.

The researcher is confident that, in light of all the information offered, conducting this study was essential, timely, and pertinent to determining the performance and competency levels of teachers attending in-service training offered by the Department of Education, correspondingly by the District level, as well as the factors influencing them to gather empirical data and act as inputs and bases for better policy recommendations in the field of education and to establish the framework for improving teacher performance to raise their competence level to ensure quality education.

LITERATURE REVIEW

In-Service Training Program

In-service teachers are expected to progress their careers in the digital age, according to Phelivan (2019). Consequently, numerous training sessions are provided at various sites. Through the inclusion of labor as an essential component of the production process, in-service training aims to give participants a high level of cooperative efficiency and job satisfaction. In-service training is one of the finest ways to enhance organizational affairs and increase efficiency, the study finds. Because it improves human resources through deeper insights, richer knowledge, and greater competency and skill, in-service training plays a specific function in different businesses. One of the numerous advantages of in-service training is that it empowers trainees to concentrate their energies on company objectives as independent, motivated employees.

Moreover, Sagnak *et al.* (2022) advise that while developing programs for in-service training, teachers' suggestions should be considered, along with teachers at the school level. It should be possible for practitioners and participants to actively participate in in-service training programs. Furthermore, a culture of lifelong learning is thought to increase the efficacy of in-service training programs by being included into pre-service and online teacher training programs. The study's conclusions that it might be difficult for some instructors to be informed of new training activities due to the current educational environment's rapid changes and growth suggest that in-service training alerts be sent to teachers' emails or mobile phones. Perhaps adding gamification elements to their

learning system database, like badges, would encourage them to take on more challenging IT assignments.

Professional Dimension

According to Kivirand *et al.* (2021), working with teams from other schools during training was well-received and produced encouraging outcomes. Even though every school has its own characteristics and approaches for improving the use of IE, working together and sharing experiences between schools was crucial in identifying the best solutions to problems. Strong evidence has been found by the researchers to support the hypothesis that interschool cooperation could boost chances and assist students from underprivileged backgrounds.

It was also noted that additional training could put even more of an emphasis on school collaboration and that school visits may be planned in order to gain even more practical experience. Additionally, training helps teams from different schools collaborate better in the future by allowing them to learn from one other within the framework of professional development programs for the entire school. Several academics have also emphasized that cooperation among educational institutions increases the possibility of better implementing inclusive education. Providing in-service training courses on diversity is a great way to capitalize on inclusive education's main advantage—the enriching power of diversity.

Cui and Yin (2023) have further exhibited that augmenting professional training can lead to the development of instructional creativity. It was found that the satisfaction of the basic psychological demands of competence, relatedness, and autonomy had a major impact on this process, based on the Self-Determination Theory. The satisfaction of autonomy requirements served as a moderating element, while the relatedness and competence needs served as the mediating variables. Several suggestions are provided in light of these findings to support professional growth and encourage creativity among ideological and political teachers in senior high school. These recommendations include creating a mentorship program, providing specialized instruction, and giving the school administration more power.

Pedagogical Components

It is imperative to keep in mind that pedagogical assessment, whether formative or summative, must be incorporated into the teaching and learning process and be a regular component of the classroom routine, according to Fialho *et al.* (2023). Additionally, it must be sufficiently easy for pupils to comprehend and follow the methodology and curriculum. Their research indicates that about two-thirds of professors modify their methods of student assessment, with the content of the courses having the biggest impact. They also found that the notion of assessment has evolved, with the rigid notion of evaluating, classifying, and testing students' knowledge being replaced with the collection of data to inform choices on the process of teaching and learning. Fairness

is the primary concern for almost half of educators who struggle with pedagogical assessment. The instruments that are most frequently utilized include written tests, research assignments, and reports. This bolsters the idea that teachers should actively participate in their in-service training courses.

Additionally, although with certain limitations, the participants in a study by Msamba *et al.* (2023) express deep gratitude for the INSETs' assistance in shaping their subject matter, pedagogical, and PCK knowledge of the competence-based language. In order for the awareness to be sustained and the knowledge to become incorporated in teachers' classroom practices, it is imperative that the Ministry of Education and Vocational Training, together with other education stakeholders, continue to promote awareness and gain knowledge. The aforementioned conclusions have the following practical implications. Although teacher expertise is crucial, it does not guarantee better classroom practices or improved student performance.

Therefore, it is equally vital to provide extra aid in order for the influence of instructors' knowledge to extend to classroom practice and to improve learning results for students. Peer support, coaching, mentoring, follow-up, and school help are a few instances of this kind of assistance.

Coaching and Mentoring

Professional development, according to Gul and Riaz (2021), is about mentoring educators while taking into account their prior knowledge and expanding upon it to strengthen both their professional and pedagogical practices. The study's conclusions show that professional development training programs are crucial for professional development, capacity building, and self-adjustment. They also have a big impact on how instructional techniques are transformed. Furthermore, it was shown by Walters *et al.* (2019) that mentor teachers saw the mentor-mentee connection as an important means of advancing their own professional development and acknowledged that it was similar to a professional learning community. In connection with their own teaching identities and practices, the mentor teachers also underwent professional development.

Monitoring and Evaluation

School administrators, teacher training organizations, and teacher trainers should concentrate on the elements of training programs that might inspire instructors, according to Ahmed *et al.* (2021). To encourage more instructors to participate in the training sessions, they can switch the training program's style from trainer-centered to teacher-centered. In a similar vein, training courses ought to be tailored to the teachers' current needs. For instance, issues pertaining to student evaluation or time management in the classroom that certain teachers are having should be addressed head-on. Furthermore, the aforementioned study found that in-service training

programs are critically important and are anticipated to inspire and foster professionalism among in-service teachers.

Teaching Practices

The techniques, methods, and strategies employed by educators to support learning in the classroom are collectively referred to as teaching practices. Engaging pupils, advancing learning, and assisting students' overall academic development are the goals of effective teaching methods. The study conducted by Basilaia and Kvavadze (2022) sought to investigate the methods of instruction used by teachers during the pandemic emergency. It emphasizes how important it is for educators to receive thorough training and assistance in online teaching approaches. It is critical that educators create plans that support dynamic and captivating virtual learning experiences as the epidemic continues to have an influence on schooling. The report also emphasizes how critical it is to allocate funds for technical infrastructure and resources in order to guarantee that all students, regardless of geography or socioeconomic background, have fair access to high-quality education.

Classroom Management

Since their in-service training program equips them with rational and methodical teaching practices to use in their classrooms, primary school teachers may contend that it improves their in-class experiences (Ghadhban *et al.*, 2020). This may be explained by the strong correlation between teacher preparation and student achievement, which states that the more students learn, the faster the teacher prepares. Effective classroom management techniques are also essential for teachers to be able to transfer instruction. It arranges classrooms to deliver pleasant education, which is essential for the development of learning.

Through a review of Web of Science-indexed papers, Arin, Tunçer, and Demir (2021) seek to find trends in the field of classroom management research. It discusses classroom management definitions, applications, and effectiveness while also showing the growing interest in this area of educational research. Numerous strategies that enhance academic performance are revealed by the study, which also emphasizes how important effective classroom management is to creating conducive learning environments.

In addition to highlighting the necessity of ongoing professional development for teachers in the field of classroom management, the research also proposes workable strategies. Given the constant changes in learning settings, educators must be equipped with the most recent research-based techniques to address the diverse requirements of their students. The results show that training programs should incorporate both theory and real-world scenarios and practical applications to help teachers better control the dynamics of the classroom.

Technology Integration

The attitudes and preparedness of in-service teachers to incorporate technology into their teaching methods are examined by Spaulding (n.d.), who clarifies the distinctions between in-service and preservice teachers in this regard. According to the study, preservice teachers felt more equipped than in-service teachers to integrate technology. This finding may be explained by the increased focus on teacher preparation program improvement and the need for more in-service teachers to receive professional development that specifically addresses effective technology integration. It also brought to light the possibility that younger preservice teachers—often dubbed “Digital Natives” because they have grown up with technology—may feel more at ease incorporating it into their lesson plans than more experienced in-service teachers. In order to adequately prepare teachers to use and integrate technology in the classroom, this research emphasizes the value of continuous professional development and creative approaches.

Additionally, Ran Peng *et al.*'s subsequent study from 2023 concentrated on determining the elements affecting China's in-service teachers' adoption of technology. The study found that attitudes, self-efficacy, digital competence, and the usage of digital tools are the four main variables that affect in-service teachers' ICT integration. It demonstrated how these elements had a significant impact on how in-service instructors integrated technology, with attitudes, digital competence, and digital tools acting as mediating factors. This study offered insightful advice on how to create ICT-based lessons that work. It underscored the need of taking into account variables such as age, gender, and prior teaching experience when affecting in-service teachers' adoption of technology.

Teaching Strategy

Qargha (2023) proposed that improving teacher education through in-service training underscored the significance of a comprehensive strategy that transcends technical elements. The text underscored the importance of tackling the multifaceted character of education, taking into account elements such as moral, ethical, cultural, political, and technological issues. The research emphasized that a thorough comprehension of the institutional, political, cultural, and social elements influencing education is necessary to change teaching methods and systems. The importance of building a supporting ecosystem that includes a range of stakeholders in conversations and policy development, including educators, parents, legislators, and the community, was also highlighted in order to enhance teaching and learning results.

It also highlighted the fact that, as opposed to merely offering technical information and tools, in-service training programs ought to concentrate on transforming teachers' attitudes, convictions, and methods in the classroom. In order to effectively improve instructors' abilities and teaching skills, it was brought to light that

training programs must be carefully planned using the andragogy principles and their unique demands. The statement underscores the significance of in-service training in elevating the quality of education by enhancing the experiences and practices of educators. This, in turn, has a lasting effect on instructional strategies and student engagement.

Students' Self-Management

Muluk *et al.* (2021) investigated the academic performance of prospective teachers and the influence of self-management abilities on their success. It highlights how crucial self-management abilities are for improving academic achievement, including time management, self-control, and self-motivation. Additionally, it demonstrates how well self-management plans work to help children acquire critical independence and self-reliance abilities. Students can become more productive, do better academically, spend less time on assignments, and alter troublesome behavior by learning self-management. It emphasizes how important it is for children to create their own timetables in order to empower them and develop a sense of behavioral self-control.

The study concludes by highlighting the vital role that in-service training plays in helping teachers apply self-management techniques in an efficient manner in order to improve student learning results. Students can gain independence, self-control, and motivation by acquiring self-management skills from their professors. This will enhance their academic performance and create a more positive learning atmosphere.

Statement of the Problem

This study aimed to determine the level of in-service training program and teaching practices among teachers in the San Fernando Districts of the Bukidnon Division in the school year 2023–2024. The result of the study would be the basis for the School Training Development Plan. Particularly, this paper sought to answer the following questions:

1. How are the respondents distributed in terms of age, highest educational attainment, training/seminar attended, position, teaching experiences and tribal affiliation?
2. How do the respondents assess their level of in-service training program based on professional dimension, pedagogical aspect, coaching and mentoring and monitoring and evaluation?
3. What is the respondents' level of teaching practices with regards to classroom management, technology integration, teaching strategy and students' self-management?
4. Is there a significant relationship between the respondents' assessment of in-service training program and their teaching practices?
5. Is there a significant difference in the teachers' teaching practices when grouped according to their characteristics?

6. Based on the findings of the study, what school training development plan on in-service training program can be designed?

Theoretical Framework

This study was based on the human capital hypothesis, which was put forth by American economist Gary Becker in the 1960s. According to his argument, putting money into people's education, training, and personal growth can boost their human capital and increase output. Its foundation is the notion that people may make investments in their own knowledge and abilities, which help the economy grow and flourish. According to this idea, the teaching abilities and subject matter expertise of teachers are essential resources that can enhance the teaching-learning process in the context of this study. This idea states that human capital is the store of health, knowledge, abilities, and drive that people build up by investments, education, training, and other skill-building activities.

The growth of in-service teachers' human capital is not significantly impacted by school leadership or institutional safety, according to Belay *et al.* (2021). School safety and leadership have an impact on the development of in-service teachers' human capital, but this effect is mediated by supportive professional learning and a teaching environment. Thus, by creating a supportive environment for professional learning and instruction, effective school leadership may increase the human capital of incoming teachers. By enhancing professional development and the teaching environment in the school, increasing institutional safety also increases the human capital of in-service teachers.

According to Zacharias *et al.* (2021), training efficacy can also be enhanced by the work environment, the training environment, and the characteristics of the personnel. This perspective led to the design of this study, which began with training and concluded with the use of creativity in teaching to generate productivity. When it comes to in-service training, teachers who are more enthusiastic and driven to learn are probably going to be more successful in the classroom and knowledgeable about the most recent developments in education. Overall, we find that schools with shared leadership and a secure institutional environment may build their human capital by investing in ongoing professional learning and development programs and creating a supportive teaching and professional learning environment.

Scope and Limitations

The scope of this study encompassed an in-depth examination of teachers on the level of attending in-service training program and their teaching practices in the San Fernando District of Bukidnon. It focuses on comprehending the status of teacher in-service training today, figuring out what influences their competency, and suggesting a better plan for teacher training improvement to improve their abilities. Throughout the San Fernando District I and II of the Bukidnon Division, 400 teachers from primary through secondary schools participated in

this study. To guarantee a thorough representation of the teaching population, the survey only included public school teachers from elementary to high school. Additionally, the in-service training program—which includes coaching and mentoring, pedagogical components, professional development, monitoring, and evaluation—acted as the study's independent variable. Based on respondents' age, educational attainment, position, trainings/seminars attended, teaching experiences, and tribal affiliations within the educational context, this study expected statistically significant differences in the In-service Training program and Teaching Practices. However, the study's dependent variable was the methods of instruction based on student self-management, classroom management, technological integration, and teaching strategy.

MATERIALS AND METHODS

Research Design

This study used a descriptive research method and a descriptive design to collect data and information on present circumstances and conditions. This approach provides a foundation for a teacher training development plan and is appropriate for examining how in-service training affects teachers' performance. To be more specific, a research survey questionnaire was employed by the researcher. To find meaningful patterns, this study will collect data on a number of important factors and analyze the relationships between them.

Fluet (2020) defines descriptive research as a quantitative method used to assess particular hypotheses and give detailed details about features or functions. Fluet *also* emphasized the significance of being clear and precise when describing the research problem when carrying out this kind of investigation. This is consistent with established quantitative research methods, which are intended to shed light on the traits or functions under study and evaluate particular hypotheses. This method is expected to give a clear and accurate picture of the issue. To extract valuable insights from the results, the study included monitoring, evaluation, coaching, mentoring, pedagogy, and professional development.

Study Setting

This study was conducted in San Fernando I and II District, Division of Bukidnon. In order to gather data and retrieve survey questionnaires efficiently, the researcher selected elementary and secondary schools that were reachable by land transportation. San Fernando District I and II were selected for the study by the researcher due to the instructors' lack of engagement during the three days of INSET training. Teachers were reluctant to participate in the program because it did not align with their current desire to enhance their teaching skills, according to the researcher's informal interviews. The two districts that make up San Fernando District are San Fernando I and San Fernando II. Both of these divisions fall under the Bukidnon Division. A supervisor of the public school district oversees both of San Fernando's districts.

Furthermore, the province of Bukidnon contains San Fernando in the southeast. Its neighbors are the Davao del Norte municipality on the east, Malaybalay City and Cabanglasan on the north, Quezon and Valencia City on the west, and Davao City and North Cotabato province on the south. The distances between the municipality's Poblacion and Malaybalay City are 31 kilometers (19 miles) and 71 kilometers (44 miles), respectively. Lastly, the bulk of Tigwahanons reside in San Fernando. 6,636 Tigwahanons called Bukidnon home in 2010, according to the Philippine Statistics Authority's census. Usually, their communities are spread across several barangays in San Fernando. They address their language as Minanobo, Nilumad, or native language, and refer to themselves as Lumad, which means indigenous people.

Study Population and Sampling Technique

This study assessed the level of the In-service Training program and teaching practices in the District of San Fernando I and II, Division of Bukidnon, School Year 2023 – 2024. The participants of this study were the four hundred (400) regular elementary teachers assigned in San Fernando Districts. This group comprises educators from the District of San Fernando I and II, Division of Bukidnon. These educators are in charge of instructing students and directing their educational journeys.

Universal sampling was used in this study because the researcher aimed to gather data from all target population members in order to ensure comprehensive coverage and highly representative findings. This technique is ideal since it requires a high degree of accuracy and inclusivity, and the population size may be controlled. Teachers in elementary and high schools made up the entire sample. This contributes to the universality of the sample selection by guaranteeing that itemized teachers in the District of San Fernando I and II are included in this study. Following that, the data was gathered and examined in order to derive significant findings in accordance with the goals of the investigation.

Research Instruments

The purpose of the research questionnaire was to collect important data regarding in-service training program and teaching practices in San Fernando District II, Division of Bukidnon. This study's research questionnaire was created by the researchers. Three sections comprised the questionnaire: The questionnaire's first section asked about the respondent's age, highest educational attainment, training/seminars attended, position, teaching experiences, and tribe affiliation. The second section was patterned and modified after Quilapio and

Mabuhay Elementary School	19
Malambago Elementary School	7
Sacramento Elementary School	18
Bonacao Elementary School	10
Bugca Elementary School	7
Bulalang Elementary School	6
Cabuling Elementary School	7
Cayaga Elementary School	9
Cayaga National High School	7
Dao Elementary School	10
Durian Elementary School	6
Iglugsad Elementary School	13
Kalagangan Central Elem. School & IP	34
Kibongkog Elementary School	18
Mahayag Elementary School	9
Matupe Elementary School	12
Namnam Integrated School	36
Palacpacan Elementary School	7
San Jose Elementary School	9
Total	400

Callo's (2002) study, "The Effect of In-Service Training Programs on the Professional Development of Public Elementary School Teachers." Indicators from Donald Kirpatrick's Models on Levels of Training Evaluation are also incorporated. Each variable has ten (10) indications, which were scored using the Likert 4-level approach, which ranges from 4-Very High to 1-Very Low. Teaching methods were covered in the third section. The data were from a study called "The Relationships Between In-Service Training and Classroom Practices of Teachers at the Primary School Level" by Gul and Riaz (2021). Additionally, it includes one variable from Pedroso's (2023) study, "Teaching Practices of Social Studies Teachers in Facilitating Learning of Senior High School Students in the Philippines." Each variable has ten (10) indications, which were scored using the Likert 4-level scale, which ranges from 4 (Very High) to 1 (Very Low).

Statistical Treatment of Data

The study employed descriptive statistics to delineate the essential characteristics of the data. Simple explanations of the measurements and the sample were given. Nearly every quantitative analysis of data was built upon them. Frequency, percentage, and standard deviation were among the statistical methods used to analyze the numerical results. With a strong emphasis on the scores derived from compiling the respondents' answers, these tools offer a targeted approach to problem-solving. The data distribution was measured using the standard deviation, whereas the mean indicated the central tendency of the replies, especially those pertaining to challenges. The significance of the difference in the

Table 1: Distribution of Respondents per School

Name of School	Respondents
Colon Elementary School	3
Halapitan Central Elementary School	40
Halapitan National High School	79
Little Baguio Elementary School	34

problem was tested using the analysis of variance after the respondents were split into groups according to their profiles, and the significance of the relationship between in-service training and teachers' performance was tested using the Pearson-r Moment of Coefficient.

Ethical Consideration

The proposal was examined and sent for permission to the Division of Bukidnon's Office of the Schools Division Superintendent prior to the start of the research. Importantly, all those selected to participate and those who chose not to participate for any reason did so voluntarily and free from coercion or fear. They are permitted to decline to answer inquiries if they feel uncomfortable doing so. The researcher made it clear to the respondents that participation in the study was completely voluntary and that they might say no if they believed it would be against their interests. They also informed the participants that the study was conducted solely for academic purposes and that the data collected would only be used for that purpose. The researcher kept the personal data acquired from the respondents for this survey confidential and will never share it with the public.

RESULTS AND DISCUSSIONS

Problem 1. How are the respondents distributed in terms of age, highest educational attainment, training/seminar attended, position, teaching experiences and tribal affiliation?

Table 2 presents the distribution of the respondents' characteristics. As to age, the data revealed that 148 (37%) of the population were 28-37 years old, which obtained the highest frequency. The data indicates that the largest age group among the respondents falls within the 28-37 years range, comprising 148 individuals, which accounts for 37% of the total sample. This means the age group is the most prevalent among the surveyed population, potentially reflecting a specific segment of the workforce or community that is more engaged or accessible for the study. Such a concentration could imply that this

Table 2: Distribution of Respondents' Characteristics in terms of Age, Highest Educational Attainment and Seminars/trainings Attended

Variables	Frequency	Percentage
Age		
52 years old and above	29	7.25
58-61 years old	39	9.75
48-57 years old	34	8.50
38-47 years old	98	24.50
28-37 years old	148	37.00
27 years old and below	52	13.00
Total	400	100.00
Highest Educational Attainment	Frequency	Percentage
PhD/ EdD Holder	35	8.75

With units in PhD/ EdD	56	14.00
Master's Degree Holder	103	25.75
With units in Master's Degree	31	7.75
Baccalaureate Degree	175	43.75
Total	400	100.00
Seminars and Trainings Attended	Frequency	Percentage
International	0	0.00
Region	0	0.00
Division	0	0.00
District	400	100.00
School	400	100.00
Total	800	100.00

demographic has unique perspectives, needs, or behaviors that are critical for understanding the broader context of the research. The prominence of this age group might also influence the overall findings and interpretations, as their responses could significantly shape the trends and conclusions drawn from the data.

On the other hand, data revealed that 29 (7.25%) respondents were 52 years old and above, which was the lowest frequency. It means potential under-engagement or under-representation of this age group in the context of the study, possibly due to factors such as technology access, interest in the survey topic, or availability. This demographic's lower participation rate may also reflect broader societal trends, such as a smaller presence in certain sectors or activities targeted by the survey. Understanding this gap is crucial, as it highlights the need to address the barriers that might prevent older individuals from participating more fully. Additionally, the perspectives and experiences of this age group could be underrepresented in the study's findings, which may skew the overall results and insights. Therefore, it's important to consider strategies to better engage this demographic in future research to ensure a more comprehensive understanding of the population.

Further, Table 1 presents the distributions of the respondents according to highest educational attainment. The data revealed that 175 (43.75%) belong to Baccalaureate, which obtained the highest frequency. This means that a significant portion of participants have completed an undergraduate education, which is typically associated with the acquisition of foundational knowledge and critical thinking skills. Such educational background likely equips these individuals with a variety of competencies and a broader understanding of complex issues, which can significantly influence their perspectives on the topics addressed in the survey. Possessing a baccalaureate degree often correlates with enhanced analytical capabilities, effective communication skills, and a deeper comprehension of specialized fields

of study. These attributes can shape the way respondents approach and interpret survey questions, making their responses potentially more nuanced and informed.

Consequently, their educational background might also impact their decision-making processes, as they are likely to draw upon their academic experiences and learned skills when engaging with the survey's subject matter. This can result in more critical and reflective contributions to the survey data. While the current survey benefits from the insights of well-educated respondents, future research should strive to balance the educational spectrum of its participants. By doing so, researchers can better capture the complexities and variances in perspectives across different educational levels, leading to more robust and inclusive findings.

On the other hand, data revealed that there were 31 (7.75%) of the respondents With units in Master's Degree, which obtained the lowest frequency. This means that there may be barriers to completing a Master's degree that are affecting this group, such as financial constraints, time commitments, or balancing work and study. Understanding these barriers is important for educational institutions and policymakers to provide better support and resources to help individuals complete their graduate studies.

Consequently, the unique challenges and needs of individuals who are pursuing but have not yet completed, a Master's degree may be underrepresented in the overall findings. This could impact the comprehensiveness of the study, particularly if the research aims to understand the educational and professional aspirations or the career advancement hurdles faced by this group. Furthermore, this insight into educational attainment distribution can help tailor future educational programs, interventions, or policies to better support and engage individuals in this category. For instance, institutions might consider offering more flexible learning options, financial aid, or mentorship programs to help these students complete their degrees.

In their 2019 study, Iqbal, Khan, Mohmand, and Mujtaba delved into the intricate relationship between in-service training, motivation, and the job performance of technical and vocational education teachers. Their research aimed to comprehensively understand how these factors interact and influence the effectiveness of teachers in their roles within the technical and vocational education sector. Of particular interest was the exploration of how person-job fit varied across different age demographics, shedding light on the nuanced dynamics at play within the workforce of this specialized educational domain.

Moreover, the same table presents the distribution of the respondents according to training and seminars attended. The data revealed that 400 (100%) belonged to the District and School. This implies a recognition that effective educational reforms often necessitate the engagement and upskilling of educators directly involved in the day-to-day learning environment. These participants, being on the frontlines of educational

delivery, are likely to apply the insights and skills gained from these training sessions directly in their classrooms and administrative duties, potentially leading to more immediate and practical impacts on educational quality and student outcomes.

The insight the respondents were from the district and schools reflects a strategic and thoughtful approach to professional development in education. It highlights the critical role of local educational stakeholders in driving meaningful change and underscores the importance of investing in the continuous development of those who are most closely involved in the educational process. This focus on localized professional growth is key to creating a more effective, responsive, and resilient educational system.

Esfijani and Zamani (2020) investigated the factors that impact teachers' utilization of Information and Communication Technology, focusing specifically on the influence of in-service training courses and access to ICT resources. Their study aimed to understand how these factors contribute to the effective integration of ICT into teaching practices, shedding light on the significance of training initiatives and the availability of technology resources in shaping teachers' ICT utilization behavior.

Table 3 displays the respondents' distribution by teaching position. The information showed that 226 (56.50%) were T I or Teacher I, suggesting a possible large number of new instructors entering the field as a result of continuous hiring initiatives and perhaps a rising need for teachers. Bringing in new talent and viewpoints to the teaching field might be viewed as a beneficial development. But it also emphasizes how important it is to have strong support networks and chances for professional growth so that these teachers can succeed in their positions and grow in their careers. This demonstrates the difficulties in

Table 3: Distribution of Respondents' Characteristics in terms of Position, Teaching Experience and Tribal Affiliation

Position	Frequency	Percentage
Master Teacher II	3	0.75
Master Teacher I	19	4.75
Teacher III	44	11.00
Teacher II	108	27.00
Teacher I	226	56.50
Total	400	100.00
Teaching Experience	Frequency	Percentage
20 years and above	55	13.75
15-19 years	25	6.25
10-14 years	65	16.25
5-9 years	95	23.75
4 years and below	160	40.00
Total	400	100
Tribal Affiliation	Frequency	Percentage
Bukidnon	118	29.50

Higaunon	0	0.00
Manobo	35	8.75
Matigsalug	19	4.75
Tigwahanon	0	0.00
Talaandig	0	0.00
Umayamnon	0	0.00
Others: Ilonggo, Cebuano Meranao and etc.	228	57.00
Total	400	100.00

advancing one's career and retaining teachers. Establishing clear and achievable career advancement pathways is essential for educational institutions and legislators to support teachers in staying in the field and improving their abilities over time. This guarantees that teachers have access to ongoing mentorship and professional development, can increase their effectiveness as teachers, and can help to improve educational outcomes.

MT-II, or Master Teacher II, was the least common, with 3 (0.75%) of the data showing this. This suggests that there may be a barrier to career progression inside the school system. This suggests that it could be difficult to obtain teaching employment at a higher level, either because of the scarcity of these posts or because of the strict requirements for advancement. Because of this, there may be a bottleneck effect, keeping many teachers in entry-level or mid-level roles with no obvious path to promotion (Comon & Corpuz, 2024). To create a teaching workforce that is more dynamic and driven, this issue must be addressed. This raises the possibility that the educational system is not making the most of the experience and knowledge of its most senior instructors. Teacher III positions can involve a lot of duties, such as helping to establish curricula and training less experienced employees. Thus, the overall ability of schools to promote innovation and enhancement in instructional methods may be restricted if there are fewer teachers in these roles. In order to solve this, policymakers and educational institutions should think about ways to make higher-level positions more accessible and to ease career advancement.

Lund (2019) investigated how the development of pedagogical awareness was affected by in-service teacher training that took place in schools. Through their research, they examined how these kinds of training programs improve teachers' comprehension of pedagogical ideas and techniques, highlighting the value of hands-on, operational training in honing instructional techniques and advancing successful pedagogy.

The respondents' distribution by teaching experience is also included in the same table. The group with the largest frequency, aged 4 and under, comprised 160 (40%) of the data. As educational institutions' demands continue to expand, this tendency probably reflects coordinated efforts to strengthen the teaching personnel. This surge in hiring new teachers has been attributed to a number of

factors, including population expansion that has forced more people to attend school, educational changes that try to improve student performance, and the retirement of more experienced teachers.

In addition to drawing attention to the difficulties educational institutions face, this movement emphasizes the proactive steps done to draw and integrate fresh talent into the field. The effective recruitment of new educators is essential to bringing new ideas and creative teaching approaches to the educational sector. In addition to their eagerness and desire to embrace and apply the newest educational approaches and technologies, new teachers frequently bring up-to-date expertise.

The advancement of education and the maintenance of effective and relevant teaching methods in response to students' changing demands depend on this influx of fresh talent. Teachers with a range of experience levels can infuse the classroom with energy and promote a culture of ongoing learning and adaptation. Schools may build a more effective and adaptable learning environment by cultivating a collaborative and supportive culture that capitalizes on the talents of teachers with varying levels of expertise. Driving educational excellence and guaranteeing the ongoing enhancement of teaching methods and student learning experiences depend on the collaboration of seasoned and novice educators.

However, 25 (6.25%) had the lowest frequency of 15–19 years of teaching experience, according to the data. This indicates how big the disparity is. Teachers with 15 to 19 years of experience are frequently a great combination of youthful enthusiasm and seasoned knowledge, which makes them a great resource for mentoring new teachers and spearheading educational projects. As a result, their diminished presence may make it more difficult for institutions to share best practices and expertise, which could have an effect on training quality as a whole. Additionally, it calls into question the institutional memory and consistency of teaching standards, both of which are essential for maintaining long-term gains in education. This raises the possibility of a mid-career educator shortage. This suggests that it is difficult to retain teachers after their first few years of employment, which is important for keeping a seasoned and well-rounded teaching staff. Teachers in this experience range are scarce, which may be a result of problems with work-life balance, job progress, or career happiness. This could cause attrition or a change to other career paths during what should be a fruitful time in their careers.

According to Baser, Akkus, Akayoglu, Top, and Gurer (2021), in-service teachers can be effectively trained through customized mentorship connected to technology. The potential of customized support techniques in promoting professional growth was highlighted by their study, which examined how teachers' abilities and confidence in utilizing technology in classrooms can be improved through individualized mentorship in technology integration.

The respondents' tribal affiliation distribution is shown

in the same table. According to the data, the highest frequency, 228 (57.00), belonged to others. A total of 228 belonged to other people, of whom 148 were Bisaya, 56 were Cebuano, 3 were Meranao, and 21 were Ilonggo. This indicates that a significant percentage of respondents identified as belonging to “other” tribes, highlighting the population’s wide diversity. The statement implies that a considerable portion of the population is made up of a number of smaller or less well-known tribal groups. Because these diverse groups are sometimes overlooked in favor of more prominent or well-known tribes, it is crucial to acknowledge and value their cultural contributions. The strong cultural diversity of the populace emphasizes the necessity of inclusive and considerate approaches to practice and policy. It is crucial to acknowledge and value this diversity in order to promote social cohesiveness, equity, and the full involvement of all tribal groups in the fabric of society. Communities and organizations can create an environment that is more inclusive and harmonious and advantageous to all by attending to the distinct needs and viewpoints of these varied groups.

According to the data, however, the lowest frequency of Matigsalug was 19 (8475%) out of 400 respondents. This refers to issues that prevent them from participating in such surveys or projects, such as socioeconomic limitations, lack of access to educational or developmental programs, or geographic isolation. It is imperative that these obstacles be removed in order to guarantee that the Matigsalug and comparable groups’ needs and viewpoints are fairly represented and taken into consideration in larger policy and development initiatives. The Matigsalug’s customs and values may be respected, and their active participation may be encouraged, through culturally sensitive methods. Indigenous groups may use these insights to identify problems that collectively restrict their engagement, such as lack of focused outreach initiatives, economic limitations, or geographic remoteness. This emphasizes how more inclusive and accessible methods are required to guarantee that the Matigsalug and comparable communities can fully engage in such programs, how crucial it is to remove obstacles to participation, create fair access to resources, and make sure that the particular difficulties that the Matigsalug face are successfully resolved in order to support their full participation in the advancement of society.

In particular, the effects of service-learning science camps among tribal groups as a way to increase student capacity were examined by Augusthian, Lipin, Jonathan, Solomon, and Wilson (2022). Through practical learning opportunities and the promotion of a feeling of inclusion and empowerment among tribal students, their study investigated how such activities support inclusive chemistry education.

Problem 2: How do respondents assess their level on in-service training program based on professional dimension, pedagogical aspect, coaching and mentoring and monitoring and evaluation?

Table 4 shows the summary of the respondents’ in-

service training program, where the overall mean of 2.74 (SD=0.71) is evaluated as high. In other words, the program can support instructors’ professional growth. Teachers who see the training as helpful are more likely to use the skills and knowledge they have learned in the classroom, which will improve their teaching methods and the educational outcomes for their students. Overall, this insight’s opinion of these initiatives is positive. To guarantee that everyone can get the most out of them, there is a definite chance for ongoing development. By

Table 4: Summary of the Respondents’ Level on In-Service Training Program

Variables	Mean	SD	Interpretation
Professional Development	2.88	0.80	High
Pedagogical Components	2.92	0.70	High
Coaching and Mentoring	2.66	0.67	High
Monitoring and Evaluation	2.49	0.66	Low
Overall	2.74	0.71	High

Legend:

3.26-4.00 At all Times/Very High 1.76-2.50 Sometimes/Low

2.51-3.25 Most of the Time/High 1.00-1.75 Never/ Very Low

emphasizing customization, relevance, and ongoing feedback, educational institutions can greatly increase the impact and efficacy of their in-service training programs. Teachers can implement new knowledge in the classroom more effectively if training materials are kept up to date with contemporary issues and practices in education.

Programs can be tailored to participants’ varied requirements and learning preferences, ensuring that everyone can participate effectively and gain useful insights. Establishing ongoing feedback systems also enables organizations to modify and enhance training plans in response to participant feedback, which promotes a culture of improvement and responsiveness. These initiatives ultimately help to improve student learning outcomes and raise the bar for teaching quality, thereby reaffirming the importance and influence of professional development in educational contexts.

An extensive summary of how educational institutions might establish a language-aware operational culture that embraces and incorporates linguistic variety was given by Bergroth and Hansell (2020). The benefits of such an approach for teaching and learning were highlighted in the study, along with the significance of legislative backing and workable implementation tactics. All children can benefit from improved educational outcomes and a more welcoming and encouraging learning environment in schools that encourage language awareness.

Consequently, the variable pedagogical components received the highest mean of 2.92 (SD= 0.70), which was considered high. According to the positive evaluation of the pedagogical components, teachers are finding the training material applicable to their methods and

helpful in enhancing their teaching abilities. This positive impression is important because it implies that the training is giving teachers the skills and techniques they need to improve their performance in the classroom and meet the various requirements of their pupils.

As a result, teachers are probably going to be more motivated, engaged, and self-assured while implementing new teaching strategies. It would appear from this that the training is successfully covering important pedagogical topics and giving teachers useful tools and techniques to improve methods. In order to further promote educators' professional development and effectiveness, educational institutions should continue to prioritize and improve the pedagogical components of professional development programs. This will ultimately increase the quality of instruction and improve student learning outcomes.

The significance of fostering digital capabilities in educators through in-service training programs was also emphasized by the Bronin *et al.* (2020) study. In-depth training programs that cover a range of topics related to digital integration in education and offer continuous assistance to teachers as they advance their skills are essential, according to the report. In-service training programs that give teachers digital competences can enable them to use digital tools for instruction and learning in an efficient manner, improving student learning outcomes and experiences.

The variable monitoring and assessment, on the other hand, had the lowest mean, 2.49 (SD=66), which is considered low. This means that the components of monitoring and evaluation imply that teachers could feel underappreciated and unsupported as they progress through their professional growth. To validate participant efforts, guide changes, and provide feedback, effective monitoring and assessment are essential. A lack of focus and drive among educators may emerge from ineffective monitoring and evaluation procedures, which may cause disengagement and stunted professional development. According to the participants' general unhappiness, present procedures are not satisfying their expectations for efficient evaluation and feedback.

Educational institutions may raise the caliber and effectiveness of their professional development programs and guarantee that they successfully support the success and professional development of teachers by tackling these issues and strengthening the monitoring and evaluation systems. To determine how well in-service training and the collaborative improvement strategy work together to improve the quality of regular malaria surveillance data in Kayunga District, Westercamp *et al.* (2021) carried out a pilot research.

Problem 3: What is the respondents' level of teaching practices with regard to classroom management, technology integration, teaching strategy and students' self-management?

According to Table 5, the respondents' overall mean of 2.87 (SD=0.72) indicates that their degree of teaching methods is high. This means meeting current educational

requirements, demonstrating a great capacity for student engagement, and creating a learning atmosphere. To improve student learning and engagement, teachers make efficient use of technology. Information access and interactive learning experiences are made easier by the integration of several technology instruments, which facilitates a variety of learning modalities. Supported by a variety of tactics that address the various requirements

Table 5: Summary of Respondents' Level of Teaching Practices

Variables	Mean	SD	Interpretation
Classroom Management	3.08	0.75	High
Technology Integration	2.94	0.76	High
Teaching Strategy	2.89	0.71	High
Students Self- Management	2.58	0.65	High
Overall	2.87	0.72	High

Legend:

3.26-4.00 *At all Times/Very High* 1.76-2.50 *Sometimes/Low*

2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/ Very Low*

of students, this demonstrates a commitment to efficient and interesting training. Key elements that contribute to a healthy and dynamic learning environment include technology integration, a variety of teaching techniques, effective classroom management, and an emphasis on student self-management. In addition to improving the respondents' capacity to provide high-quality instruction, ongoing professional development promotes teacher development and student achievement.

Carrillo and Flores (2020) reviewed the literature with an emphasis on how the pandemic affected teacher education, with a particular focus on online teaching and learning methods. For legislators, administrators, and teacher educators looking to improve the caliber and efficacy of online teacher education programs, the findings have consequences. Recommendations could include curriculum restructuring, faculty development programs, investments in technological infrastructure, and assistance for teaching candidates navigating online learning settings.

Accordingly, the variable classroom management received the highest mean, 3.08 (SD=0.75), which is an indication of strong performance. In other words, teachers can lessen behavioral problems and foster a cooperative and courteous classroom culture by using regular routines. Teachers can accommodate the varied learning requirements of their students by establishing a flexible and inclusive learning environment through effective classroom management techniques. A helpful and stimulating learning environment is largely dependent on developing a respected and trustworthy connection between teachers and students, which is fostered by effective classroom management. A key component of good teaching that has a direct influence on student outcomes and educational quality is this understanding of classroom management.

Teachers also establish a constructive and positive learning environment that promotes student conduct, engagement, and academic performance by employing deliberate and consistent management techniques. Clear standards, polite interactions, and the creation of a disciplined atmosphere where students feel safe and inspired to learn are all components of effective classroom management. These initiatives not only improve students' immediate educational experiences but also support their general development. By encouraging a well-run classroom, teachers better equip students for success in their academic and professional endeavors by preparing them to handle opportunities and difficulties in the future with competence and confidence.

In their investigation of Himmetoglu, Ayduğ and Bayrak (2020) looked at the idea of education and how it affected the duties and responsibilities of educators, learners, and school administrators in the educational system. To facilitate the shift, it calls for the creation of educational policies, curriculum designs, teacher training initiatives, and infrastructural expenditures. Fostering cooperation amongst stakeholders, rewarding creativity, and guaranteeing that every student has fair access to digital resources and educational opportunities are a few possible recommendations.

Conversely, the category that received the lowest mean, 2.58 (SD=0.65), was students' self-management, which is considered high. Since they create objectives, manage their time, and keep track of their own progress, they have a higher chance of succeeding academically. Self-management abilities allow students to participate in self-directed learning, finish assignments on time, and study for tests. Through self-management, children develop a feeling of personal accountability and take charge of their own learning and behavior. Acknowledging how their actions affect both oneself and other people is part of this. Pupils that possess great self-management abilities can work alone. This understanding of students' self-management is essential to both successful learning and individual growth.

Teachers can assist kids in developing self-management skills, which will help them succeed academically, become more responsible individuals, and get ready for lifetime learning. It is crucial to include instructional practices that promote self-management, like goal-setting, time management, and self-assessment, as shown by the implications and insights. Students can assume initiative and accountability for their academic development when a nurturing learning atmosphere is established. Teachers who understand the long-term advantages of self-management can enable students to take charge of their education, establish and accomplish goals, and face life's obstacles with fortitude and flexibility. Students who are able to effectively control their own learning develop into proactive, self-directed learners who are prepared for success in their academic endeavors as well as in others.

Zhu *et al.* (2020) investigated self-directed learning in Massive Open Online Courses (MOOCs), with a focus on the connections between self-management, self-monitoring, and motivation. The research emphasizes the significance of motivation, self-monitoring, and self-management for learner performance and probably advances knowledge of self-directed learning in MOOC settings. The study contributes to attempts to create more effective and captivating online learning experiences by identifying the elements that affect these learning features. Problem 4: Is there a significant relationship between the respondents' assessment of in-service training program and their teaching practices?

The results of the study on the respondents' in-service training program and teaching practices are displayed in Table 6. A statistically significant relationship between their degree of teaching practices and their in-service training program was examined using the test. There was no statistical significance ($p > 0.05$) in the correlation coefficients of pedagogical components. Since there is no statistically significant relationship between the pedagogical components, there may be a complicated interaction that needs more research. It is crucial to focus on focused professional development, enhance

Table 6: Result of the Test on Relationship between the Respondents' In-service Training Program and Teaching Practices

Respondents' Teaching Practices					
In-Service Training Program	Classroom Management	Technology Integration	Teaching Strategy	Students' selfmanagement	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	
Professional Development	0.56 0.0125 S	0.78 0.0458	0.76 0.0236 S	0.87 0.0467 S	0.74 0.0322 S
Pedagogical Components	0.89 0.0657 NS	0.76 0.1270 NS	0.45 0.0237 S	0.79 0.0250 S	0.72 0.0604 NS
Coaching and Mentoring	0.65 0.0540 NS	0.76 0.0654 NS	0.93 0.0320 S	0.72 0.0326 S	0.77 0.1931 NS
Monitoring and Evaluation	0.83 0.0532 NS	0.47 0.0517 NS	0.66 0.0370 S	0.97 0.0153 S	0.73 0.0393 S

Legend:

S- Significant

NS-Not Significant

assessment instruments, and comprehend the subtleties of instructional methods.

Numerous research have looked into how different pedagogical elements relate to one another and how it affects how well students learn. The use of correlation coefficients in educational research is criticized, for example, by Sutradhar *et al.* (2023), who stress the importance of carefully examining the correlations between variables. In a similar vein, Tomaszewski *et al.* (2022) propose that professional development initiatives might require greater focus. Training that particularly focuses the successful integration of diverse instructional components could be beneficial for educators. According to their statement, certain pedagogical approaches that are in line with teacher preparation can enhance learning results and student engagement.

Furthermore, the data showed no statistically significant link between coaching and mentoring in terms of classroom management ($p > 0.05$). A complex interaction of variables influencing coaching and mentoring methods' efficacy is suggested by the lack of a statistically significant association between them. The dynamics at work can be better understood by educators and policymakers by taking into account the various definitions and implementations, the caliber of interactions, teacher autonomy, and outside circumstances.

In their study of the effect of mentoring on academic staff productivity, Adeogun *et al.* (2022) discovered that although mentoring can improve some outcomes, the relationship with total performance was not always significant, suggesting that other factors might be more important. Likewise, Neupane's (2020) study highlighted the impact of contextual factors on coaching and mentoring efficacy, indicating that the setting in which these activities take place might have a substantial impact on their results. According to Tomaszewski *et al.* (2022), methodological rigor is crucial for comprehending these linkages, and they emphasized the significance of employing reliable measurement instruments to precisely evaluate the impact of coaching and mentoring.

However, the correlation coefficients between monitoring and evaluation and professional development in teaching practices were statistically significant. A strong correlation between the quality and efficacy of professional development programs and the instructional strategies used by educators is suggested by the findings, which show that the correlation coefficients in teaching practices between professional development were

statistically significant. Participation in professional development appears to be linked to better teaching methods, which in turn may increase student learning outcomes, according to this correlation.

Gul (2019) looked into how professional development affected instructors' methods of instruction and the learning outcomes of their students. The study revealed a robust association between enhanced teaching practices and successful professional development, underscoring the significance of pertinent and useful training for teachers. The impact of different professional development programs on teaching effectiveness is also reviewed by Darling-Hammond *et al.* (2019). It emphasizes the necessity for educators to have access to ongoing, collaborative learning opportunities and links high-quality professional development to notable gains in teaching practices and student achievement. Finally, the data showed that there was a statistically significant association between the monitoring and evaluation and teaching practices. The significance of the statistical data emphasizes how crucial efficient monitoring and assessment are in learning environments. It is possible for educational institutions to increase student learning outcomes and teaching quality by cultivating a culture of ongoing feedback and improvement.

Research on the connection between monitoring and evaluation practices and academic staff motivation in higher education by Mugisha *et al.* (2019) further supports the notion that strong monitoring and evaluation practices are essential for assisting educators in their professional development. Improved teaching methods and staff motivation were found to be favorably connected with efficient monitoring and assessment procedures.

Problem 5: Is there a significant difference in the respondents' teaching practices when grouped according to their characteristics?

Table 7 shows the findings in difference in the teaching practices when grouped according to the respondents' characteristics. The findings showed that respondents' educational attainment varied significantly. This implies that the credentials of instructors have a significant influence on how effective they are as educators. The significance of educational background in increasing the quality of instruction and, eventually, student results is highlighted by this research. The study by Lee and Lee (2019), which looked at the relationship between students' educational attainment and teacher

Table 7: Difference in the Respondents' Teaching Practices when Grouped According to their Characteristics

Teaching Practices					
Respondents Characteristics	Classroom Management	Technology Integration	Teaching Strategy	Students' self-management	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	t-value p-value
Age	0.56 0.0512 NS	0.69 0.0587 NS	0.25 0.0520 NS	0.89 0.0580 NS	0.60 0.0550 NS

Highest Educational Attainment	0.87 0.0005* S	0.51 0.0523 NS	0.12 0.0001* S	0.36 0.0015* S	0.47 0.0136 S
Seminars and Trainings Attended	0.65 0.0023* S	0.21 0.0051* S	0.13 0.0062* S	0.69 0.0089* S	0.42 0.0056 S
Position	0.57 0.0560 NS	0.61 0.0890 NS	0.84 0.0671 NS	0.14 0.0612 NS	0.54 0.0683 NS
Teaching Experience	0.52 0.0001* S	0.20 0.0001* S	0.30 0.0002* S	0.32 0.0001* S	0.34 0.0001* S
Tribal Affiliation	0.89 0.1032 NS	0.79 0.1302 NS	0.30 0.1043 NS	0.65 0.1032 NS	0.78 0.1102 NS

Legend: *significant at $p < 0.05$ alpha level S- significant NS-not significant

qualifications, provided support for this. Students who were taught by teachers who had more education were more likely to succeed academically, according to the data, which supported the notion that teacher preparation has a direct impact on student outcomes.

Furthermore, the data showed that respondents' attendance at training sessions and seminars varied significantly with regard to their teaching practices, indicating that professional development opportunities are essential for improving instructional efficacy. The significance of ongoing education and skill development for teachers is highlighted by this study. Teachers who engaged in different training techniques greatly enhanced their teaching approaches, which in turn had a favorable impact on student results, according to a study by Hafeez (2021).

Additionally, the results showed a substantial variation in the teaching experiences of the respondents, highlighting the critical significance that years of teaching experience have in determining the quality of education. It emphasizes how crucial it is to take experience's influence on instructional strategies and student results into account. A pertinent study by Graham *et al.* (2020) looked at the connection between teaching quality and the number of years of experience teachers have. The results showed that a teacher's career-long increases in student achievement are positively correlated with their teaching experience.

This implies that teachers increase student results by becoming more proficient in their teaching strategies as they accumulate more experience. However, the data showing a negligible age difference among respondents with regard to their teaching techniques raises the possibility that age is not a significant determinant of how teachers conduct their lessons. The dynamics of teaching effectiveness across age groups warrant more investigation in light of this conclusion. This was confirmed by Bennett *et al.*'s (2020) study, which looked at the connection between teachers' age and their methods of instruction. The results suggested that age alone did not impact teaching efficiency because there were no discernible changes in instructional tactics between age groups.

Furthermore, the data showing a negligible variation in respondents' positions with regard to their teaching practices raises the possibility that a teacher's educational

efficacy may not be greatly impacted by their particular job or title. A more thorough investigation of the ways in which other elements, such professional growth and experience, could influence teaching methods more significantly is warranted by this finding. The influence of instructors' positions and training on their teaching strategies and student outcomes is suggested by a pertinent study by Hafeez (2021).

The study indicated that professional development and training are important elements impacting instructional practices, as it did not find any significant differences in teaching efficacy based on instructors' positions. In addition, the results showing a negligible variation in respondents' tribal affiliation with regard to their teaching methods implies that instructors' instructional strategies may not be considerably impacted by their tribe identity. The absence of notable variations in instructional methods among different tribal affiliations would suggest that tribal identity is not the only factor that determines effective teaching techniques.

Rather, elements like personal teaching philosophies, professional growth, and training might have a greater influence on how effective education is. This was corroborated by Huang *et al.*'s (2020) study, which looked at how cultural competency affected teachers' methods in diverse classes. There were no discernible variations in teaching methods according to the cultural backgrounds of the teachers, according to the study. This suggests that when teachers have the appropriate knowledge and training, they can facilitate effective instruction across cultural identities.

Problem 6: Based on the findings of the study, what School Training Development Plan on In-service Training Program can be designed?

CONCLUSIONS

The in-service training program's pedagogical components were identified by this study, indicating a high emphasis on enhancing teachers' instructional practices. In order to improve teachers' efficacy, it emphasizes the vital necessity for focused professional development that places an emphasis on pedagogical knowledge. Furthermore, the importance of good management techniques in creating a supportive learning environment is highlighted by classroom management. A strong relationship between classroom management in teaching practices and the

Table 8:

Areas of Concern				Monitoring and Evaluation	Specific Objectives	Strategies/ Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Outcome
Selects a conducive and comfortable training environment.	Addresses the teachers' current needs in their teaching profession.	Utilizes audio-visual aids in a well-organized manner during teachers' training sessions.	-Incorporate short energizer activities during breaks. -Monitor and adjust break durations based on participant feedback and training intensity	Beginning of School Year	PSDS, School head, Teachers, Seminar Coordinator	MOOE Budget PTA Fund	₱10, 000.00	-Enhanced relaxation and social interaction during breaks. -Continuous improvement of training effectiveness and participant satisfaction.			
-Evaluate potential training venues based on criteria such as physical space, lighting, temperature, humidity, and air quality.	-Develop a customized training that incorporates the identified needs and goals of participants. -Provide ongoing support and mentorship to participants during and after the training sessions to ensure the application of learned skills in their teaching practice.	-Evaluate the impact of audio-visual aids on learning outcomes. -Gather feedback from participants on the effectiveness of audio-visual aids used in training.	Throughout the academic year.	PSDS, School head, Teachers, Seminar Coordinator	MOOE PTA Fund	₱10,000.00	-Continuous improvement of training materials based on participant input. -Data-driven insights into how audio-visual aids enhance learning and retention.				
Throughout the academic year.	Throughout the academic year.	Throughout the academic year.	Throughout the academic year.	PSDS, School head, Master Teachers, Teachers, Seminar Coordinator	MOOE PTA Fund	₱10,000.00	-Highly relevant and engaging training programs that resonate with participants. -Improved confidence and competence of participants in applying new teaching strategies.				
PSDS, School head, Master Teachers, Teachers, Seminar Coordinator	MOOE PTA Fund	₱10,000.00	-Selection of the most appropriate training venue that meets the comfort and learning needs of participants.								

Year 2: TEACHING PRACTICES

Challenges in Behavior Management		Students' Self-Management			
Equip teachers with strategies to address challenging behaviors and create a positive learning environment.	Employ skill-based activities and focused discussions that keep students engaged and actively participating in learning.	Support and value students' feelings which foster a positive self-image and willingness to learn.	Establish classroom rules lead to students understanding, expectations, and taking responsibility for their actions.		
Collaborate with instructional coaches to model differentiated instruction techniques and provide feedback to teachers.	Provide professional development workshops for teachers on effective facilitation of skill-based activities and discussions.	Provide professional development training for teachers on emotional intelligence, empathy, and creating a supportive classroom environment.	Implement a system for regularly reviewing and reinforcing classroom rules, including positive reinforcement for adherence.		
Throughout the academic year.	Throughout the academic year.	Throughout the academic year.	Throughout the academic year.		
School head, Teachers, students, speaker, ICT coordinator.	Teachers, students	Teachers, students, school heads	School Heads Teachers Students Parents Other Stakeholders		
MOOE	N/A	N/A	N/A		
₱20,000.00	N/A	N/A	N/A		
Increased teacher confidence and competence in implementing effective classroom management strategies.	Teachers equipped with strategies to effectively engage students in learning.	Teachers equipped with skills to create an emotionally supportive classroom.	Continuous reinforcement of expectations leading to improved behavior and responsibility.		

Assessment Effectiveness	Self-Management Skills
Develop and implement effective monitoring and evaluation methods to assess student learning outcomes and inform instructional decision-making.	Foster cooperative relationships between educators and learners to enhance academic progress and personal growth.
Train teachers on effective data collection, analysis, and interpretation techniques to inform instructional decision-making.	Facilitate regular meetings between teachers and students to set academic goals, track progress, and discuss challenges and success.
Throughout the academic year.	Throughout the academic year.
School head, Teachers, students, speaker, ICT coordinator.	School head, Teachers, students, speaker, ICT coordinator.
MOOE	MOOE
₱20,000.00	₱3,000.00
Enhanced feedback exchange between teachers and students fostering a culture of continuous improvement.	Increased teacher proficiency in coaching and mentoring techniques.

pedagogical elements of the in-service training program suggests that instructors who receive in-depth instruction in pedagogical approaches are better equipped to apply efficient classroom management strategies. The need for thorough professional development programs that include classroom management techniques and educational understanding is highlighted by this link. By focusing on these interconnected areas, educational institutions can create a more productive and encouraging learning environment while also improving teaching methods and, eventually, student outcomes. These kinds of programs help students have more interesting and successful learning experiences in addition to helping teachers.

Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. Training activities should be tailored to target specific areas of need by the Division Office Training/Seminar Coordinator, which will improve overall educational results, student self-management, and instructional quality.
2. Heads of schools and district managers In order to support instructors in developing students' self-management skills, district supervisors and school administrators should provide specialized training. Students can take more responsibility for their education if teachers master time management and goal-setting techniques.
3. To evaluate the efficacy of in-service training initiatives, division or district offices ought to establish a systematic framework. Setting quantifiable goals and examining data from multiple sources can help teachers understand their methods and pinpoint areas that need work.
4. Future scholars might look into related subjects,

adding to the corpus of knowledge in education and creating more focused studies on in-service training programs.

5. School administrators can implement the School Training Development Plan, which will enhance instruction and boost pupils' self-control.

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