



Research Article

# INSET on Teachers' Performance: Basis for Faculty Development

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## ABSTRACT

Educators are the played a major role in the national economy of every country. Leaders invested trainings and workshops to the educators. In the Philippines, educators simultaneously conducted its annual In-Service Training in every school. The aims of the training are to enhance, improve and recognize up to date teaching pedagogies. With these trainings, teachers develop and practice the necessary skills and knowledge and effectively applies the learned concept and skills in their everyday teaching that will contribute magnanimously in the development of students with a global mindset. Ultimately, the academic achievement of students depends on the quality of the teachers.

This study used the descriptive-correlational method of research design as the dominant design in collecting data from the respondents who assessed the trainings workshops conducted for teachers in selected schools. The teacher respondents answered the survey questionnaire. This design was selected because it allowed for the comprehensive exploration of teacher performance in the context of the Results-Based Performance Management System (RPMS) in the Curriculum. To make it clear and consistent, the researcher proposed a faculty development program. The Professional development such as In-Service Training for Teachers (INSET) of the Department of Education is one of the tools to help improve teaching and learning approaches.

*Keywords:* Training, Performance, Faculty Development Program

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## 1. INTRODUCTION

Teachers are considered as the front liners in education and significantly instrumental towards a prosperous and sustainable country. UNESCO's rallying cry in education was to transformed lives with its educational framework Global Education 2030 Agenda through the Sustainable Development Goal 4, strengthening educational systems worldwide and responds to global challenges from pre-school to higher education (UNESCO, 2020).

Aligning the policy with the UNESCO, the Southeast Asian Nations (ASEAN), one of the highlights in ASEAN's work in education was to support teachers on the latest teaching methods and strategies. With these, the National Economic and Development Authority (NEDA) released a long-term vision and aspirations of the Filipino people for themselves and for the country in the next twenty-five years, ...*"By 2040, Filipinos enjoy a strongly rooted, comfortable, and secure life"*...Filipinos are smart, innovative and well-educated and will continuously improve the quality of life in the Philippines. To make this happen, teachers play a very significant role in facilitating the acquisition and transfer of knowledge, skills, values, beliefs and habits. As one with the government in molding the future Filipino and creating the future of Philippine society (neda.gov.ph).

Recent result of the Programme for International Student Assessment (PISA) showcased that only three (3) percent of the Filipino learner were creative thinkers. PISA defines creative thinking as "the competence to engage productively in generation, evaluation and improvement of ideas that can result in an effective solution advancing the knowledge and stunning imagination. Philippines ranked 60th in the recently concluded PISA result. (Chi, 2024)

Thus, in the Philippines, there is a recognition of the importance of providing teachers with professional development opportunities to enhance their teaching performance and prepare them for the evolving educational landscape (Timbol, 2021). Consequently, various trainings and workshops are conducted to address the needs of K-12 educators. Along with relevant partners from government, academia, industry, and non-governmental organizations, the Department of Education (DepEd) and the Commission on Higher Education (CHED) collaborate to organize teacher education and training programs. Accordingly, these initiatives are designed to meet the demand for highly skilled teachers and school leaders, ensuring the delivery of quality education.

Teachers play a vital role in the process of nation building. Their impact is crucial in developing well-rounded learners in the Philippines who possess strong values, 21st-century skills, and contribute to the country's development and progress (UNESCO, 2020). This aligns with the Department of Education's vision of producing Filipinos who love their

country, possess the necessary values and competencies, and can make meaningful contributions to nation-building (DepEd Order No. 36, s. 2013).

Every year, the Department of Education includes in the Annual School Year Activities the schedule for In-Service Training. Before the Pandemic the training runs in May an October. Recently, it was held once a year. It was planned by the administrative staff of the school that was anchored in the memorandum of DepEd. The five (5) days In-service Matrix program per school approved by the Division Office, included in the matrix were the current trends and issues in the Philippine Education System. They invited experts and practitioners to help them bridge the gap. Another goal for In-Service Training was to orient teachers on the national and regional programs that was tailored to the needs of the school (Tupas and Noderama, 2020)

Based on the findings and conclusions of the study conducted by Tjabolo and Herwin (2020) that it is recommended that In-Service Training Program be carried out continuously so that the performance of elementary school teacher be better. In addition, this is also in Pursuant to Section 15 of Article IV of Republic Act 1032 known as Continuing Professional Development Act, the professional Regulation Commission (PRC) and Philippine Regulatory Boards (PRB) hereby adopt and promulgate the implementing rules and guidelines to carry out the provisions of 10912. It is hereby promulgated that the State shall institute measures that will continuously improve the competence of professionals in line with the national standards of practice, thereby ensuring their contribution in uplifting the general welfare, economic growth and development of the nation. Continuing Professional Development (CPD) refers to the inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter-or multidisciplinary field of study. The CPD programs consists of activities that range from structured and non-structured activities which have learning process and outcomes. Attendance and participation of professionals to seminars, conferences and conventions shall be given appropriate CPD units in recognition of the fact that it contributes to the professional development and lifelong learning of professionals (Silva, 2021).

The Department of Education (DepEd) recognizes the significance of the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST) as a means to ensure the provision of quality, accessible, relevant, and empowering basic education across the Philippines (DepEd, 2015). As cited by Ormilla (2021), the Results-Based Performance Management System (RPMS) is based on the guidelines set by the Civil Service Commission (CSC). It follows the four-phase cycle outlined in CSC Memorandum Circular No. 6, issued in 2012, and aims to ensure that both

teaching and non-teaching personnel align their efforts towards achieving the Department's vision, mission, values, and strategic priorities. DepEd Order No. 2, issued in 2015, provides guidelines for the establishment and implementation of RPMS in DepEd, stating that it serves as a systematic mechanism for managing, monitoring, and measuring performance, as well as identifying human resource and organizational development needs for continuous improvement and individual growth. The CSC introduced the Strategic Performance Management System (SPMS) for implementation in all government agencies. The SPMS aims to align the agency's objectives with the daily operations of its units and individual personnel. It places emphasis on measuring performance against targeted milestones, providing a reliable and verifiable framework for evaluating organizational outcomes and the collective performance of government employees. The RPMS, therefore, draws inspiration from the principles and structure of the SPMS, adapting them to the specific context of the education sector in the Philippines.

The development and validation of the PPST involved the input and participation of over 10,000 pre- and in-service teachers, principals, supervisors, regional directors, educators, and representatives from government agencies and non-government organizations (DepEd, 2018). The PPST outlines the essential skills and competencies that quality teachers should possess to adapt to emerging global frameworks. Professional these required skills and competencies. The PPST provides assurance to parents and guardians that their children receive quality basic education from qualified professionals whose competencies are up-to-date with the advancements of the information age. In terms on the implementation of RPMS from different schools in the Philippines, the study conducted by Ormilla (2021) indicated that the Results-Based Performance Management System (RPMS) was extensively implemented as a performance management tool in public elementary schools within the Schools Division of Ifugao. Overall, the four phases of RPMS were also highly implemented. Moreover, there were significant differences in the perceived extent of implementation among the four phases of RPMS. Therefore, it is recommended that both the rater and ratee share responsibility and reach an agreement on tracking and documenting important events using the Performance Monitoring and Coaching Form (PMCF). Consistent observation and accurate record-keeping of these events are crucial. Additionally, mentoring and providing feedback should be an ongoing process, with the rater offering guidance to improve the work and behavior of the ratee. It is also essential to strictly adhere to DepEd Order No. 2, s. of 2015 throughout the four phases of RPMS, and the Performance Management Team (PMT) should intensify their role in ensuring unbiased assessment of ratees' performance.

As observed by the researcher and as shared by the school heads and teachers in the school under study, one of the problems is the lack of alignment between the training content and the specific needs of the teachers. This is due to the lack of the needs analysis study wherein teachers should be given the avenue to assess their individual strengths and weaknesses by way of a survey. Results of the survey should be carefully studied and analyzed and be made as reference in the planning for the teachers training, targeting the teachers' weaknesses as the priority or focus of the training. If the training programs are not aligned with identified needs and weakness of the teachers, the impact of the training may be limited. Another issue could be the delivery and implementation of the training itself. If the training is not conducted in an engaging and interactive manner, teachers may not fully absorb the knowledge and skills being taught. On the other hand, teachers may face challenges in implementing the knowledge and skills acquired from the training and workshops into their actual teaching practices. The effectiveness of the training can be measured by the level of improvement in the teachers' performance. This includes factors such as their ability to design effective lesson plans, create engaging instructional materials, and employ appropriate teaching strategies to meet the diverse needs of their students. This study assessed the trainings and workshops provided to the teachers as well as their performance using the RPMS in SY 2023-2024. Specifically, the study answered the following questions: (1) What is the assessment of the teachers on In-Service trainings provided to them in terms of: (1) content knowledge and pedagogy; (2) curriculum and planning; and (3) assessment and (2) What is the assessment of the department heads on performance of teachers in SY 2023-2024 using the Results-Based Performance Management System.

## 2. METHODOLOGY

This study used the descriptive-correlational method of research design as the dominant design in collecting data from the respondents who would assess the trainings and workshops conducted for teachers in selected schools. The respondents answered the survey questionnaire designed by the researcher. The training studied was the In-Service Training in the following category as to: (1) content and pedagogy; (2) curriculum and planning; and (3) assessment.

Part I of the questionnaire solicited from vital information from the respondents such as their age, sex, grade level assignments and years of service. Part II covers the questionnaire to assess the trainings and workshops conducted for teachers and department heads. These

dimensions included only the domains from PPST and KRAs in the RPMS which are: a.) Content Knowledge and Pedagogy or Objectives; 2.) Curriculum and Planning; and c.) Assessment and Reporting which adhere to the RPMS standards' area. The inclusion of these KRAs in the instrument underscores its relevance and validity in assessing teacher performance within the defined framework.

This study involved a selection one of the districts in Quezon City. Currently, the city has seven thousand eight hundred seventy-five (7875) teaching personnel and ninety-eight (98) teaching related personnel. Considering the huge numbers of personnel, the city has encountered significant issues and concerns about education. Based on the SDO-QC Education Development Plan, there were 73.70% total enrolment for SY 2021-2022. Quezon City was composed of one-hundred fifty-eight (158) public schools. Ninety-five (95) were elementary schools.

The questionnaire was validated by three experts in the field of education, specifically in the context of teacher performance assessment and the RPMS framework. Before

conducting the full survey, a pilot test of the questionnaire was carried out on a small group of teachers and master teachers ages 20 years old to 55 years old ideally from a school not included in the main study. A formal letter was submitted to the superintendent of the Quezon City Division requesting permission to conduct the study. Additionally, all research documents were forwarded to the Institutional Ethics review Committee (IERC) for approval. Once approvals were obtained, the researcher distributed the survey questionnaires to the school heads and teachers. To ensure a clear understanding of the study's objectives, the researcher personally distributed the questionnaires and provided an explanation to each respondent. Following distribution were given one week to complete the surveys. The researcher personally collected the completed questionnaires one week after distribution. This allowed the researcher to thank the respondents for their valuable participation in the study.

### 3. RESULT

**Table 1.** Mean Score and Verbal Interpretation on the Assessment of the Teachers on the In-Service Training provided to them in terms of Content knowledge and Pedagogy

|  |  | Descriptive |                    |              |
|--|--|-------------|--------------------|--------------|
| Trainings and Workshops provided on Content and Pedagogy | Statement  | Mean        | Interpretation     | SD           |
| <b>In-Service Training</b>                               | 1.The training effectively improved the teacher's instructional techniques.                  | 4.49        | Strongly Agree     | 0.692        |
|  | 2.The content was aligned with current teaching methods.                                     | 4.49        | Strongly Agree     | 0.818        |
|  | 3.The training introduced innovative approaches to instruction.                              | 4.5         | Strongly Agree     | 0.77         |
|  | 4.The training contributed to the teacher's professional growth in instructional strategies. | 4.45        | Strongly Agree     | 0.832        |
|  | 5.The training positively influenced the teacher's overall teaching effectiveness.           | 4.54        | Strongly Agree     | 0.691        |
|  | <b>Overall Rating</b>  | <b>4.49</b> | <b>Outstanding</b> | <b>0.661</b> |

It can be gleaned in Table 1 that statement 5 manifested the highest mean (M=4.54 and SD= 0.691) with a verbal interpretation of strongly agree. This means that the In-Service Training had a positive influenced on teacher’s overall teaching effectiveness. The lowest mean (M= 4.45 and SD= 0.832) with a verbal interpretation of strongly agree. The In-Service Training contributed to the professional growth in instructional strategies.

Table 2 shows the mean score and verbal interpretation on the assessment of the teachers on the trainings and

workshops in Curriculum and Planning. It has an overall mean of 4.45 (SD=0.639) with a verbal interpretation of Outstanding. Statements 1 (the training effectively enhanced the teacher’s understanding of the curriculum) 2 (the content was relevant to the teachers teaching responsibilities) were the highest (M=4.48 and SD=0.762 and 0.683). Statement 3 the In-Service training introduced innovative curriculum-related strategies was the lowest (M=4.41, SD=0.773) with a verbal interpretation of Strongly Agree.

**Table 2.** Mean Score and Verbal Interpretation on the Assessment of the Teachers on the In-Service Training provided to them in terms of Curriculum and Planning

| Descriptive   |  |             |                    |              |
|---|--|-------------|--------------------|--------------|
| Trainings and Workshops provided on Curriculum and Planning | Statement  | Mean        | Interpretation     | SD           |
| In-Service Training   | The training effectively enhanced the teacher’s understanding of the curriculum.         | 4.48        | Strongly Agree     | 0.762        |
|   | The content was relevant to the teacher’s teaching responsibilities.                     | 4.45        | Strongly Agree     | 0.683        |
|   | It introduced innovative curriculum related strategies.                                  | 4.41        | Strongly Agree     | 0.773        |
|   | The training contributed to the teacher’s professional growth in curriculum development. | 4.47        | Strongly Agree     | 0.77         |
|   | It was positively influenced the teacher’s curriculum delivery                           | 4.42        | Strongly Agree     | 0.697        |
|   | <b>Overall rating</b>  | <b>4.45</b> | <b>Outstanding</b> | <b>0.639</b> |

**Table 3.** Mean Score and Verbal Interpretation on the Assessment of the Teachers on the In-Service Training provided to them in terms of the Assessment.

| Descriptive                                   |  |             |                    |              |
|---|--|-------------|--------------------|--------------|
| Training and Workshops provided on Assessment | Statement  | Mean        | Interpretation     | SD           |
| In-Service Training                           | The training effectively enhanced the teacher’s understanding of the curriculum.         | 4.48        | Strongly Agree     | 0.762        |
|   | The content was relevant to the teacher’s teaching responsibilities.                     | 4.45        | Strongly Agree     | 0.683        |
|   | It introduced innovative curriculum related strategies.                                  | 4.41        | Strongly Agree     | 0.773        |
|   | The training contributed to the teacher’s professional growth in curriculum development. | 4.47        | Strongly Agree     | 0.77         |
|   | It was positively influenced the teacher’s curriculum delivery                           | 4.42        | Strongly Agree     | 0.697        |
|   | <b>Overall rating</b>  | <b>4.45</b> | <b>Outstanding</b> | <b>0.639</b> |

**Table 4.** Test of Significant Difference in the Assessment of the Department Heads on the Performance of the Teachers when Profile is used as a Test Factor

|             | Factor                 | F           | df1  | df2  | P     | Decision           |
|-------------|------------------------|-------------|------|------|-------|--------------------|
| Performance | Age                    | 1.51        | 6    | 45.8 | 0.196 | Accept Ho, Not Sig |
|             | Grade Level Assignment | 3.12        | 2    | 102  | 0.048 | Reject Ho, Sig**   |
|             | Years of Service       | 1.23        | 6    | 21.7 | 0.331 | Accept Ho, Not Sig |
|             | Gender                 | Student's t | 0.21 | 157  | 0.834 | Accept Ho, Not Sig |

Table 3 shows the mean score and verbal interpretation of teachers on the assessment on the In-Service Training with an overall rating ( $M=4.45$ ,  $SD= 0.639$ ) with a verbal interpretation of Outstanding. Statement 1 and Statement 2 was the highest, the former states that the

Table 4 presents the results of statistical tests examining significant differences in the assessment of department heads regarding the performance of teachers when various profiles are used as test factors. The table evaluates four factors: Age, Grade Level Assignment, Years of Service, and Gender. Each factor is analyzed for its impact on how department heads assess the performance of teachers, using either ANOVA or t-tests where appropriate. The results include the test statistic (F for ANOVA, t for t-tests), degrees of freedom (df1 and df2), p-values, and decisions based on whether the null hypothesis ( $H_0$ ) should be accepted or rejected.

Starting with Age, the ANOVA test yields a test statistic of 1.51 and a p-value of 0.196. Grade Level Assignment shows an ANOVA test statistic of 3.12 with a p-value of 0.048. Here, the null hypothesis is rejected. Years of Service, the ANOVA test statistic is 1.23 with a p-value of 0.331, leading to the acceptance of the null hypothesis. The Gender was assessed using a t-test, which yields a test statistic of 0.21 and a p-value of 0.834. This results in the acceptance of the null hypothesis.

#### 4. DISCUSSION

This study aimed to determine the impact of In-Service Training to the performance of teachers. It can be gleaned in Table 1 that statement 5 manifested the highest mean ( $M=4.54$  and  $SD= 0.691$ ) with a verbal interpretation of strongly agree. This means that the In-Service Training had a positive influenced on teacher's overall teaching effectiveness. The lowest mean ( $M= 4.45$  and  $SD= 0.832$ ) with a verbal interpretation of strongly agree. The In-Service Training contributed to the professional growth in instructional strategies. With these, content knowledge

In-Service Training effectively enhanced the teacher's assessment practices and the content was aligned with current assessment methods ( $M=4.48$ ,  $SD=0.762$  and  $0.683$ ) with a verbal interpretation of Strongly Agree.

and pedagogy were one of the basic factors that a teacher must possess. Teachers know the importance of the interconnectedness of the subject matter within and across the curriculum areas.

Annually, the DepEd conducted an In-Service Training (INSET) with the National Educators Academy of the Philippines (NEAP) issued a Memorandum (Guidelines on the Conduct of the In-Service Training (INSET) aimed for the continuous excellence in providing quality of education. It is a professional development intervention organized in school to address and resolve areas of need identified by the teachers and school leaders to continuously improve its competencies. In order to be synchronized on the training topics for the school year (2023-2024) designated in schools, it is listed in the memo the programs and topics to be discusses and these are the following: (1) Training for Teachers teaching Non-Major Subjects (e.g., Filipino, MAPEH, etc.); (2) Microsoft 365 Productivity Online Training through DepEd Philippines; (3) National Learning Camp; (4) National Reading Program; (5) National Mathematics Program; (6) Catch-up Fridays; (7) Early Language Literacy and Numeracy (ELLN); (8) Policy Guidelines on the Implementation of the Comprehensive Sexuality Education (DepEd Order No. 31, s. 2018); (9) Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education (DepEd Order No. 31, s. 2022); (10) DepEd Child Protection Policy (DepEd Order No. 40, s. 2012); and Safe Spaces Act (Republic Act No. 11313). Alfaidi and Elhassan (2020) study recommended that the in-service training programs should not focus on a single side of teacher's development, but it should focus on the overall take into consideration of the teachers personal and educational needs, for the programs to be more effective,

it should be divers and continuing professional development for teachers.

Meanwhile, table 2 presents the teachers' assessment on the In-Service Training in Curriculum and Planning. It has an overall mean of 4.45 (SD=0.639) with a verbal interpretation of Outstanding. This means that teachers were aware of the curriculum and the different PAPs of the school. In-service Training offers one of the most promising ways in the improvement of instruction. Under Statements 1 (the training effectively enhanced the teacher's understanding of the curriculum) 2 (the content was relevant to the teachers teaching responsibilities) were the highest (M=4.48 and SD=0.762 and 0.683). In-service Training offers one of the most promising ways in the improvement of instruction. It includes goals and content, the training process, and the context. It is the totality of educational and personal experiences that contribute to the teacher for being more competent and satisfied in duties and responsibilities. Notably, Quilapio and Callo (2022) stated that In-service Training increased the level of teachers' professional development by equipping teachers the knowledge and skills on the present updates in education. This training is one of the factors that help teachers in expanding and adapting to new situations. This would have a great impact on the performance of teachers in teaching-learning process (Alfaidi and Elhassan, 2020). Mentioned also in their study the Republic Act 10912 (Continuous Professional Development Law) requiring teachers to earn Continuous Professional Development (CPD) units to keep their license to practice. Thus, DepEd faces three (3) major challenges in delivering in-service training; maintaining training quality; and sustaining the quality of training and making it continuous assessing the impact of in-service training on teachers' competencies and practice. Similarly, Somerset (2024) presented ways on how to effectively plan In-Service Training to make it effective and efficient. These are the following: (1) setting clear goals and objectives; (2) systematic whole school focused approach; (3) engaging and interactive sessions; (4) expert presenters and facilitators; (5) opportunities for reflection and feedback, and (6) evaluation. In addition to this, monitoring and evaluation be conducted in order to identify if the program is effective. The DepEd SDO-QC regularly monitors the annual In-Service Training in the school. The lowest in Table 2 was statement 3, the In-Service Training introduced innovative curriculum-related strategies with a mean of 4.41 (SD=0.773) with a verbal interpretation of Strongly Agree. This was because teachers were adept in some of the innovative curriculum related strategies because of the trainings conducted during the onset of COVID-19 Pandemic. As mentioned in the Division Education Development Plan, the Local Government of Quezon City gave 250,054 tablets and a monthly load of

Php150 for Grades 4 and 12 learners during the COVID-19 Pandemic and ended when face-to-face classes resume. In the point of view of the researcher, the local government of Quezon City with the used of Special Education Fund (SEF) continuously support this program by investing in innovative default lessons that can be used by the student when there is suspension of classes. With these, continuous learning takes place even learners are at home. On the contrary, the 21st century education, In-Service Training laid emphasis on teachers' digital education to equip them with the digital skill. As the UNESCO stresses that accessed to the innovative curriculum related strategies have the greatest learning benefits (Tzoutzou, 2018, UNESCO, 2014b). While, Tariq et al (2019) cited that innovation can be challenged for some seasoned teachers, the responsibility of making the transition easy lies with the school administration. Various strategies such as creating awareness among teachers about the need to adopt innovation, providing increased opportunities of mutual decision making, ensuring appropriate professional development and coaching, utilizing the wisdom of seasoned educators to make them feel valued and offering constant encouragement can have a positive impact on teachers' views regarding change, ultimately bringing about the much-needed improvement (Zimmerman 2006; Snyder 2017)

Furthermore, Table 3, shows the assessment of teachers in the In-Service Training in terms of Assessment which has an overall rating (M=4.45, SD=0.639) and verbal interpretation of Outstanding. This means teachers were also updated in the In-Service Training in terms of assessment. As mention above, during the In-Service Training, one of the topics to be discussed was the Higher Order Thinking Skills-Professional Learning Packages (HOTS-PLP) for English, Mathematics and Science and Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy. Statement 1 and Statement 2 were the highest, the former states that the In-Service Training effectively enhanced the teacher's assessment practices and the content was aligned with current assessment methods (M=4.48, SD=0.762 and 0.683) with a verbal interpretation of Strongly Agree. This means that in the In-Service Training, teachers were informed of their assessment result such as the presentation of Periodical Test Data set in the SDO-QC target Classroom Assessment is an integral part of the curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. It also informs the learners, parents and guardians (DepEd Order No. 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (BEP). The Learning and Development (L&D) system is a set of distinct but interrelated processes and mechanisms that

allows an organization to address the professional development needs of their people that are anchored on their organizational mandate, strategic direction, goals, and objectives. The L&D system is composed of the following processes namely: (1) Assessment System; (2) Planning System; (3) Designing and Resource Package Development System; (4) Delivery System; and (5) Monitoring and Evaluation System. Meanwhile, statement 5 that the In-Service Training positively influenced the teacher's overall assessment skills ( $M=4.42$ ,  $SD=0.697$ ) with a verbal interpretation of Strongly Agree. It means that In-Service training includes the Key Results Areas (KRAs) in assessment of teachers. Incidentally, Mallilin and Laurel (2022) presented the Professional Development System Theory Cycle focused on the approach of quality education setting. These are the following: (1) Acquiring knowledge theory skills; (2) Standard Requirement Theory Skills; (3) Observed Model Theory Skills; (4) Implementation Theory Skills; (5) Effective Theory Skills; and (6) Reflection theory skills. The result were the following (1) it promotes a system of path for effective learning; (2) informs and guides the system in an educational setting in key progress; (3) it mandated teachers' activities and participation; and (4) it influences the factors and degrees of opportunity for professional development learning impact and desired learning.

The In-Service Training (INSET) refers to a modality of professional development intervention organized either at the school referred to as the school-based INSET or the Division or District level known as the cluster-based INSET. This aimed to address and resolved areas of need identified by the teachers or school leaders to continuously improved their competencies. (DepEd Memo 0037, 2024). In conclusion, content knowledge and pedagogy were one of the basic factors that a teacher must possess. Teachers know the importance of the interconnectedness of the subject matter within and across the curriculum areas. In the day-to-day lesson, teachers must incorporate their subject matter to other learning areas because teachers displayed skills in planning, implementing, and managing learning program. Education is a continuous process that various changes occurred. Teacher resiliency is the ability to bounce back from setbacks and adapt to new circumstances (Zhang and Luo, 2023). New programs implemented based on the needs of the learners and the school. With these, it can be communicated easily in the school In-Service Training yearly. The school administration played a very important role in monitoring the different trainings and workshops attended by the teacher. The trainings and workshop conducted kept in the School Based Management (SBM) for reference purpose on the enhancement of skills.

## 5. CONCLUSION

Based on the findings of the study, the following conclusion were drawn: (1) the teachers were able to exhibit the same quality and commitment in In-Service Training Program of DepEd in: (1) content and pedagogy; (2) curriculum and planning; and (3) assessments. Secondly, the high proportion of "Outstanding" teacher performance ratings may indicate robust alignment between performance expectations and the actual achievements of teachers, suggesting clarity and consistency in the assessment criteria. At the same time, the distribution underscores the need for ongoing monitoring and support to sustain high performance levels and address any emerging challenges or disparities in performance across different contexts or subjects.

The researcher recommended the following on the conduct of the In-Service Training as to: (1) Enhance the current integration and innovative approaches and ensure that after the said In-Service Training, monitoring and evaluation took place. This is also the time to see the strengths of the teacher to further enhanced their skills and competence. School heads should continue motivating the teacher for professional education to further enhance their knowledge and apply it to the school community.; (2) sustain the efforts on curriculum understanding and delivery among teachers and emphasize continuous teachers' training and updates to ensure that teachers have a deep understanding of content and can sustainably and effectively deliver quality instruction to students. Moreover, enhance the ongoing professional growth and mentorship program in schools and sustain structured mentorship programs pairing experienced educators with novices to facilitate knowledge transfer, skill, development, and career advancement opportunities; (3) Strengthen assessment literacy among department heads and develop a comprehensive assessment module to improve their ability to implement effective assessment practices, use data for informed decision-making, and support teachers in their delivery of the curriculum which is significant to student learning; and (4) Teachers' Training Program designed to further enhance the skill.

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