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EFFECTIVENESS OF SEMINARS, WORKSHOPS AND TRAININGS TO TEACHERS' PERFORMANCE OF SANTA FE NATIONAL HIGH SCHOOL

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ABSTRACT

The study's goal is to find out to the effectiveness of seminars, workshops and trainings to teachers' performance of Santa Fe National High School considering factors like age, sex, academic rank, length of service and highest educational attainment. Thirty (30) teachers from the Junior High School of Santa Fe National High School participated, providing data through questionnaires, personal data sheet and IPCRF result. A quantitative-descriptive research design was used through systematic random sampling to identify the respondent. Results showed that no strong link between seminars, workshops, and trainings on teachers' performance of the respondents. This further suggested that the teachers from the Junior High School of Santa Fe National High School may improve at improved teachings skills and classroom management by engaging themselves to seminars, workshops and trainings especially those that are aligned with their own specialization and exploring to different teaching skills and strategies in teaching.

Furthermore, the study recommends that the school administrators actively support teacher-led initiatives, fostering peer learning and collaboration, and providing access to flexible professional development opportunities through online platforms or other means. Future research could explore the effect of tailored professional growth programs in specific aspects of teachers' performance, potentially revealing a more nuanced understanding of the relationship between effectiveness of seminars, workshops, trainings and teachers' performance.

KEYWORDS: *Seminars, Workshops, Trainings And Teachers' Performance*

I.INTRODUCTION

Teaching is a lifelong learning and teachers should always give room for improvement. In order to provide a quality education, it should be linked to the teachers' productivity inside and outside the classroom. Which may include classroom management, teaching methods and assessment strategies that influence the learning outcome. In enhancing teacher capabilities and improving teaching practices, the training and seminars play an important role. Every knowledge serves as an instrument in nurturing students' performance as well as teachers effective teaching in order to be a globally competitive teacher. When teachers' performance is improving it can produce quality and achieving students. What the students are in Santa Fe National High School is the product of what the teachers are.

During the pandemic, online training and seminars emerged due to the situation. This suggests that worldwide teacher training is influenced by technological progress, policy changes, and the increasing focus on ongoing professional development. Since 21st century skills are needed for teaching, teachers are urged to do seminars and training for professional development and for better performance. This digital transformation was adopted through the pandemic that raised, and it is expected to continue.

However, there are some issues and concerns about this topic. One factor is the financial constraints. Despite many opportunities of attending seminars, the teachers are limiting their ability to invest in comprehensive training programs. Another is the resistance to change. Some teachers are still preferring traditional approaches and are reluctant to adopt new things through seminars and training. Well, in fact that the accessibility of training and seminars can be done online and, according to Bates (2020), the technology can be used to create more flexible and accessible training opportunities.

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This study investigates the teachers' performance among selected teachers of Santa Fe National High School. Seminars, workshops and trainings are the independent variables while the teachers' performance is the dependent variable. The relationship between these variables will likely to be explored in order to know the influence or impact on teachers' performance.

This study is aligned with the research agenda of GS, which is performance evaluation of personnel. Understanding the factors that affect the behavior of the staff in the school can make innovations and interventions for better improvement and address the gaps. Another alignment of this study is to SDG 4, which includes Quality Education. By equipping teachers with the skills and knowledge through seminars, it leads to the improvement of students' learning outcomes. Through training, the teacher is also empowered to become advocates for gender equality in the schools and to the community. The DepEd has a number of policies and programs. The goal is to enhance a teacher's character, carrying the Teacher Education and Development (TEDP). Seminars, workshops and trainings are a key component of these programs, providing teachers with the opportunity to increase their skills, understanding and teaching exercise.

Possible outputs of this study include the significance of investing in timely programs to improve the quality of education. The study might offer practical strategies for school administrators to support the professional development of teachers. To implement and provide more training that is more useful, gives opportunities for teachers to practice new skills, training that connects to real classroom scenarios and challenges. Training is both beneficial to teachers and students and is relevant to teachers' interests and professional goals.

The identified gaps or problems include the need for comprehensive study that could provide a subtle comprehension of the elements that contribute to effective training and its impact on different aspects of teachers' performance at Santa Fe National High School. Another is the use of technology in teacher training and seminars, which could provide benefits and challenges for teachers' professional development.

REVIEW OF RELATED LITERATURE AND STUDIES

Level of Effectiveness of Seminars, Workshops and Trainings

In the competitive environment we inhabit, enhancing skills and knowledge is highly significant. Especially educators that serve a vessel, in order to produce effectively, more and more knowledge is needed. A trained teacher can employ a wider range of techniques and skills to assist students in attaining higher academic success (Ulla, 2018 as cited by Jabeen et al, 2023). According to Beydoun et al. (2023), training programs will be provided for teachers to ensure their attention is directed towards the goals of educational improvement. All teachers in school education should receive equal opportunities to ensure uniform improvement of their pedagogical skills and methods.

Jabeen et al. (2023) states that training is vital as it instructs employees on effective technology use, guarantees a competitive edge, promotes worker health and safety, and offers chances for personal and professional development, all of which are key for retaining employees.

Seminars, workshops and trainings are really important in any field of work. Because of training staff to enhance their comfort and wellness at the workplace (Hidayat, 2018 as cited by Beydoun et al 2023). The core element of human resource management is training. It entails the systematic application of established processes to help individuals gain the knowledge and skills needed to perform their roles effectively (Armstrong, 2020 as cited by Jabeen et al, 2023). Moreover, the organization's Learning Pursuit, characterized by training and development, enhances the skills of workers, employees, and managers through continuous improvement (Sartori et al., 2018).

Professional development influences teachers' democratic conduct towards students in a classroom setting; Shah et al. (2011); Tabassum et al. (2020). Educators implement effective assessment strategies as a result of participating in professional development. In addition to these methods, educators not only assess classroom activities but also emphasize the summative assessment, which is a crucial element for the advancement of the teaching-learning process and all other endeavors as well (Azam et al., 2014; Rizwan, 2021) as cited by Fatima et al, (2022).

Multiple studies indicate a favorable relationship between participation in teaching seminars and overall teaching effectiveness (Lizette Neng & Cheo 2022; Shojaee et al., 2016). Teachers who invest time in professional development seminars show improved classroom management, better communication skills, and increased ability to meet the diverse needs of their students. Research indicates that there is a positive correlation between overall teaching effectiveness and active participation in seminars (Akpan & Itta,2015; Yoon & Kim, 2022) as cited by Perez et al., (2024).

Teachers need these teaching abilities which can be learned through seminars, workshops, and trainings like planning lessons, delivering instruction knowing their subjectethods, connecting with students, and managing the classroom. Effective educators with strong content knowledge, appropriate teaching qualifications, and a constructive approach to teaching significantly impact students' academic success (Ajayi et al., 2020) as cited by Padillo et al., (2021).

The training of teachers offers answers to educational challenges Schutze et al., (2017). An experienced and adept educator possesses the capability to instruct students and effectively apply diverse teaching strategies (Saira et al., 2021). When educators utilize different teaching strategies and approaches based on the skills gained, learners attain better academic outcomes, and student engagement is also heightened (Wuryaningsih et al., 2019)

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Moreover, Karaiskos et al (2024) explained that teachers who participate in well-designed training programs development increased confidence in their teaching abilities and classroom management skills

Teachers Performance

One of the goals of a teacher is to improve day by day. Improved teaching skill, classroom management and professional development are just. The fundamental skills for instructing educators include: (1) initiating and concluding lessons; (2) clarifying concepts; (3) posing questions; (4) offering reinforcement; (5) utilizing instructional media; (6) facilitating small group discussions; (7) overseeing classroom management; (8) incorporating variations; and (9) delivering both individualized and group instruction (Latiff et al., 2020). As stated by Wolff et al,. (2021) five fundamental teaching skills exist, which include: (1) starting and concluding lessons, activities performed by teachers to establish a favorable environment that captures students' interest in the upcoming content.

Basic teaching skills can be viewed as a multifaceted blend of knowledge, attitudes, skills, and values demonstrated through their performance in fulfilling their professional responsibilities (Sadykhan & Baitursynova, 2022).

Fundamental teaching skills are essential for teachers to ensure that the process of teaching and learning is effective and aligns with the students' needs based on the learning goals. This is evidenced by the study performed by Kuloglu & Karabekmez (2022) at the Faculty of Education Firat University, Elazig Turkey.

One essential teaching skill that educators must perfect is classroom management skills (Hardiansyah et al., 2022). Classroom management involves preserving the classroom environment and how teachers can design engaging learning activities that assist students in grasping the content, according to Hardiansyah & Mulyadi (2022). Innovative and creative teachers that guides and give clear instructions to students before distributing the materials and giving of assignments to create and build good relationship between teachers and students.

The overall success of classroom management relies on teachers' ability to identify the range of issues they encounter, including both behavioral traits that emerge or align with relevant standards Mouw et al., (2020). Classroom management is an action performed by educators to create a favorable learning environment and optimize the learning process Sianipar et al (2022); Hirsch et al., (2021). The educational setting involves individuals and resources; it necessitates teamwork among educators, learners, and sufficient facilities.

Managing the classroom requires that professional development be emphasized in our schools today as it encourages the learning and growth of teachers. It grants educators straightforward access to material, aiding in students' academic success, Foy (2019). Educators must possess knowledge of subject content and effective teaching skills, along with the awareness and attitude to act correctly and the capacity to make ethical decisions, as noted by Harrison (2019) in Quilapio & Callo. The essence of the roles of teachers or educational leaders is to serve as examples of ethical and virtuous behavior. Effective teaching sets high expectations for all community members regarding students (Hanushek, 2008; Khan et al., 2020).

The effectiveness of teachers in educational institutions is seen as a fundamental element for the advancement of the entire educational system and organization. The institution's success and failures are completely reliant on the performance of its teaching staff. The teachers' performance reflects their commitment and dedication to the organization Aslam (2013). Furthermore, the goals of the organization can solely be accomplished through the effective performance of the academic personnel. According to earlier research, it is deemed the key factor in creating a positive image of the organization (Junejo et al., 2018), thus it is preferable for teachers to possess strong academic and professional credentials to effectively achieve educational goals via classroom management (Siddiqui et al., 2021). It requires skilled and qualified educators who possess specialized training to manage classroom activities effectively and appropriately as referenced by Fatima et al., (2022).

The growth of teachers' skills is the most important factor in enhancing their teaching quality. It also provided chances to connect with various educators and specialists in education from different institutions to share their effective methods. Quality professional development is a lifelong pursuit (Nasreen & Odhiambo, 2018). Certain studies indicate that professional development activities or training require teachers to engage in profound reflection to articulate their values, missions, and beliefs (Adedoyin & Okere, 2017; Loughran & Hamilton, 2016; Okafor & Ezeoba, 2019) as noted by Padillo et al., (2021).

In addition, Talafian et al., (2025) study on the Illinois Physics and Secondary Schools (IPaSS) partnership program, highlighted that responsive facilitation in professional development leads to positive perceptions among teachers and foster peer support. This approach addresses teachers' varied background and experiences, promoting active participation and professional growth.

Synthesis

The literature and studies provided the researcher with rich baseline information which serve as guide in the discussion and analysis of the problems found in chapter 1.

The research of Jabeen et al. (2023) and Mufidah et al., (2021) is similar to the present study since they focus on the impact of training on teachers' performance, considering the demographic profile of the respondents. However, Jabeen et al., (2023) includes demographic factors such as gender, age and qualification, while Mufidah et al., (2021) added working

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experience to the demographic profile of the respondents and the present study includes the highest educational attainment.

On the other hand, the findings of the study of Ulla (2018) as cited by Jabeen et al. (2023), Jabeen et al. (2023), Akpan & Itta (2015); Yoon & Kim (2022) as cited by Perez et al., (2024), show that training equips teachers with more methods and abilities, improves workplace convenience, boosts employee retention, and positively influences teacher knowledge, performance and professionalism. In short, investing in teacher training benefits both teachers and learners.

Theoretical/Conceptual Framework

This study is connected to Constructivist Learning theory (Piaget 1970). This theory emphasize that learning is an active process of constructing meaning through interaction with the environment thus in training and seminar programs for teachers, it should encourage teachers to actively participate in the learning process. When teachers actively participate in training's they were able to construct their own understanding which led to deeper learning and better application of the new skills inside the classroom.

According to Social Cognitive Theory, for the effective seminar, workshop and trainings programs should include opportunities for teachers to observe experienced educators or Trainor's in order to adopt and be effective in teaching participating in workshops and training sessions is crucial for career advancement and personal development (Osamwonyi, 2016) cited by Padillo et., al Engagement in professional development improves teachers' knowledge, skills, values, and attitudes, as well as the newest innovations in the field (Zhao, Yang, Long, & Zhao, 2019) cited by Padillo et al., (2021).

Albert Bandura's Social Learning Theory suggests that people learn by watching others and imitating behaviors, embracing new methods to improve their teaching techniques (Bandura and Walters 1977; Vahedi, 2020). Engaging in teaching seminars offers educators chances to watch and gain insights from colleagues and expert speakers. By engaging in seminars, educators can learn novel teaching methods, manage classrooms effectively, and enhance their professional growth. It additionally contributed to enhancing current performance.

Malcolm Knowles' 'Adult Learning Theory' highlights the importance of experiential learning and self-directed learning for adult learners (Knowles 1980). Teaching seminars provide an opportunity for independent exploration of instructional methods and educational concepts, addressing the unique needs of adult educators. Educators assume responsibility for their own professional growth by engaging in workshops to improve their instructional skills (Knowles et al., 2014). Jack Mezirow's transformational learning theory posits that learning involves the critical examination of assumptions and beliefs to bring about transformative changes in perspective and behavior (Mezirow, 1991). Transformational Learning (TL) theory is viewed as a suitable method to effect change in adult learners, as it perceives learning as a deliberate endeavor to gain insights from experiences and subsequently how educators assess their concepts for ongoing enhancement (Holiday & Brennan, 2021; Kitchenham, 2012; Mezirow and Taylor, 2009). The researchers will determine to study the effectiveness of seminars, workshops, and trainings to teacher's performance.

This study is about the effectiveness of seminars, workshops and training to teachers' performance at Santa Fe National High School in Santa Fe Nueva Vizcaya. Under independent variables which is seminars, workshops and training is divided into two subcategories. Teachers' or respondents profile category in terms of age, sex, position, highest educational attainment, and length of service. Another category is the level of effectiveness of seminars, workshops and training and it encompasses aspects like improved teaching skills, classroom management and professional development.

Under dependent variable, it focuses on the "Level of Effectiveness of Seminars, Workshops and trainings to Teachers' Performance at Santa Fe National High School". This is the factor that is being measured to see the effect or relationship of trainings attended by teachers'- respondents to their performance in terms of improved teaching skills, classroom management, and professional development.

In this study it is expected and assumed that as the teachers' involved or engaged themselves in seminars, workshops, and trainings to learn and grow wider and broader it will influence the effectiveness of their performance.

Significance of the Study

This research holds important implications for various stakeholders within the educational ecosystem.

Teachers. The result of this study will help them enhance their skill s and knowledge that will increase confidence and motivation to engage in training and seminars. Aside from that, this will open doors for career advancement opportunities.

School Heads/Administrators. This study hopes to provide background knowledge that enable them to become aware and address how to improved school performance and allot also resources that will ensure professional development programs.

Students. The result of this study will benefit and improved learning outcome. When the teachers are fully armored and have an outstanding performance the student's performance follow. Students are the direct beneficiaries, they may enjoy in more engaging activities and experience healthy environment led by a creative, innovative and timely facilitator, the teachers.

Future Researchers. The result will serve as a challenge to other researcher to conduct similar study to improved teachers' performance and relate other variables that are not considered.

Objective of the Study

Specifically, this study aimed to:

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1. Identify the respondents' profile in term of age, sex, academic rank, highest educational attainment and length of service?
2. Examine the level of effectiveness of seminars, workshops and trainings of the respondents along improved teaching skills, classroom management and professional development of Santa Fe National High School?
3. Analyze the significant relationship between seminars, workshops and trainings on teachers' performance of Santa Fe National High School?

II.METHODOLOGY

Research Design

The study will use a descriptive method because this aimed to gather quantifiable data regarding effectiveness of seminar, workshop and trainings to teacher's performance. In this study, the researchers will use a quantitative descriptive research method to undertake fact-finding like having a direct response through a questionnaire. According to Siedlecki (2020), descriptive research design is a type of research approach that aims to systematically collect data to describe a phenomenon, conditions or situation, and the population under study.. The descriptive method was appropriate as to the extent of the better improvement of teacher's performance of Santa Fe National High School.

Research Environment

The study locale is in SFNHS, Santa Fe Nueva Vizcaya. The school is known as a school in a forest because it is surrounded by many trees. The school is known NVSIT (Nueva Vizcaya State Institute Technology) a branch of NVSIT of Bayombong but later changes to Santa Fe National High School is also known for its active participation not just in the locality but even in the entire region. Recently in the concluded Provincial Meet, some of the students take home medals and are also CAVRAA qualifiers. The school compose of Junior and Senior High School. In the Senior High School, they offer ABM, HUMSS, STEM, ICT and HE.

Respondents of the Study

The respondents of this research comprised of 30 respondents out of 44 junior faculty members of Santa Fe National High School. They were chosen as sample size due to their relevance to the study's objective.

Table 1
Frequency and Percentage Distribution of the Respondents

Grade Level	Population	Respondents/sampling size	Percentage
Grade 7	8	8	26.67%
Grade 8	8	8	26.67%
Grade 9	8	7	23.33%
Grade 10	8	7	23.33%
Total	36	30	100%

Sampling Procedure

Santa Fe National High School is the largest secondary school in Santa Fe. There are 62 employees teaching and non-teaching staff. The researcher focusses on the Junior High school as the respondents since they have the greatest number of teachers. The total number of respondents is 30 faculty members.

The researcher used Systematic Random Sampling Method using the listed names of the Junior High School teachers. They are chosen in the study to enhance teacher's performance along improved teaching skills, classroom management and professional development.

Research Instruments

The researcher used questionnaire to gather data. The instrument is created and validated by experts. The questionnaire consists of two sections. Part I includes the profile of the respondent, which consists of age, gender, academic position, highest level of education achieved, and years of service. Part II is the questionnaire about the effectiveness of seminars, workshops and trainings along improved teaching skills, classroom management and professional development.

The participants were requested to evaluate the effectiveness of seminars, workshops and trainings in each of its dimensions using the 4-point Likert scale below.

Scale	Range	Qualitative Description
4	3.50-4.00	Strongly Agree
3	2.50-3.49	Agree
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly Disagree

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Data Gathering Procedure

The researcher prepared a questionnaire and presented for checking. Upon many corrections, suggestion and improvements the instrument also undergo content validity test from the expert. The researcher prepared a request letter presented to the practitioners. Again, after the inputs in the recommendations and suggestion, the instrument is presented to the research adviser for final approval.

After the approval of the questionnaire, the researcher makes a letter address to the principal of Santa Fe National High School and noted by the research adviser and dean of the Graduate School. With the approval of the principal, the questionnaire is now ready for distribution to the respondents. Aside from the questionnaire, the researcher asks for the IPCRF result of the teachers. The data gathering is done during the free time of the respondents.

Statistical Treatment Data

The collected data were analyzed statistically using the:

Frequency Distribution. These will be utilized to characterize the respondents' profiles based on age, gender, academic status, years of service, and highest level of education achieved

Weighted Mean. This will be computed to determine the respondent's level of effectiveness of seminars, workshops and trainings to teacher's performance along improved teaching skills, classroom management and professional developments.

Pearson product-moment correlation coefficient (pearson r). This will be used to assess if there is a notable connection between the seminar, workshop, training, and the performance of the teacher

All statistical interference were based on five percent (5% or 0.05) level of significance.

III.RESULTS AND DISCUSSION

This chapter provides the information collected from the feedback received given to questionnaire administered by the researcher. The results are organized and presented following the order of problems expressed in Chapter 1.

Problem 1. What is the respondents' profile in terms of age, sex, academic rank, highest educational attainment and length of service?

In order to determine the profile of the respondents, a personal data sheet was administered and gathered data were treated using frequency and percentage. Results are presented in tables 1 to 5.

Table 1.
Respondents' Profile in Terms of Age

Age	Frequency	Percentage
51-Above	3	10%
41-50	9	30%
31-40	13	43.33%
20-30	5	16.67%
Total	30	100.00%

Table 1 presents the respondents' profile in terms of age. The age distribution shows that respondents aged from 31-40 is 43.33% represents the largest group and aged 51-above has the list numbered of respondents.

This distribution indicates that more young teachers is in the field of teaching or most of the participants were in their early 40s. In summary, they were in their middle adulthood phase when individuals reach their highest work productivity (Sarabia & Collantes 2020)

Table 2.
Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	10	33.33%
Female	20	66.67%
Total	30	100.00%

Table 2 presents the respondents' profile in terms of sex. The gender distribution shows that female respondents (66.67%) represent the largest group while male respondents is 33.33%.

This indicates that females are more inclined to choose teaching as profession and only few males are in the field of education. It can be seen that a significant number of individuals believe that the teaching profession is mainly suited for women (Sarabia & Collantes 2020)

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Table 3.
Respondents' Profile in Terms of Academic Rank

Academic Rank	Frequency	Percentage
Master Teacher	2	6.67%
Teacher III	23	76.67%
Teacher II	1	3.33%
Teacher I	4	13.33%
Total	30	100.00%

Table 3 presents the respondents' profile in terms of Academic Rank. The academic ranks distribution shows that more of the respondents are teacher III (76.67%) represents the largest group and only 1 is teacher II. This indicates that teacher III is the most numbered of teachers.

These implies that most of the teachers are responsible for their growth and advancement of their careers.
Furthermore, this finding is in line with the study Sarabia & Collantes (2020) states that DepEd backs educators' further education to enhance their skills and ultimately assist them in advancing in their respective positions.

Table 4.
Respondents' Profile in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree	0	0%
Master Degree	7	23.33%
With Masters Unit	19	63.33%
Bachelor's Degree	4	13.33%
Total	30	100.00%

Table 4 presents the respondents' profile in terms of highest educational attainment. The distribution shows that more of the respondents are with masters' unit (63.33%) represents the largest group and none got its doctorate degree.

This indicates that most teachers continue learning as part of the professional development and to enhance their skills and credentials.

According to Vural and Başaran (2021), taking into account the intention of teachers without a master's degree who wish to pursue one, their goal is to enhance their understanding in the field, as well as in academic studies, to gain specialization, and to improve their profession.

Table 5.
Respondents' Profile in Terms of Length of Service

Length of Service	Frequency	Percentage
21-Above	6	20%
16-20 Years	4	13.33%
11-15 Years	5	16.67%
6-10 Years	9	30%
1-5 Years	4	13.33%
0-11 months	2	6.67%
Total	30	100.00%

Table 5 presents the respondents' profile in terms of length of service. The distribution shows that most of the respondents are 6-10 years in service which is equivalent to 30% represents the largest group and the respondents belongs to 0-11 months is the least numbered.

This indicates that most of the teachers that is 6-10 years are the most numbered of hired teachers at the year they started and only few are newly hired because of the lesser needs for teachers. This means that these teachers had just started profession recently.

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Problem 2. What is the level of effectiveness of seminars, workshops and trainings of Santa Fe National High School along improved teaching skills, classroom management and professional development?

In order to determine the level of effectiveness of seminars, workshops and trainings of the respondents, a questionnaire was administered and the gathered data were treated using mean. Results are presented in tables 6.

Table 6.
Level of effectiveness of seminars, workshops and trainings along improved teaching skills, classroom management and professional development.

Dimension	Mean	Qualitative Description
Improved Teaching Skills	3.74	Outstanding
Classroom Management	3.75	Outstanding
Professional Development	3.93	Outstanding
Total mean	*3.80*	Outstanding

The table shows that the weighted mean for improved teaching skill is 3.7, classroom management is 3.8, professional development is 3.9 and the total weighted mean is 3.8.

The high mean scores and consistent "Outstanding" qualitative description indicate a high level of effectiveness of seminars, workshops and trainings along improved teaching skills, classroom management and professional development. But professional development was more prominent than classroom management and improved teaching skills.

In connection with this, in the Philippines, the government implemented the CPD Act of 2016 to advance the nation's community in line with international standards. This legislation requires professionals to obtain necessary CPD units by engaging in seminars, training, and various programs as a condition for renewing their license with the Philippine Regulation Commission (PRC) (Espina et al. 2021)

Problem 3. Is there a significant relationship between seminars, workshops and trainings to teachers' performance of Santa Fe National High School?

In order to know the significant connection between effectiveness of seminars, workshops and trainings and teachers' performance of the respondents, a questionnaire was administered and used the IPRCF result, the data were treated using Pearson r. Results are presented in tables 7.

Table 7.
Analysis of the relationship between seminars, workshops, and trainings to teacher' performance

Variables	Computed r	Interpretation	P-value	remarks
Seminars, workshops and training s Teachers performance	0.31	low	0.10	Not Significant

The table shows the analysis of the relationship between seminars, workshops, and trainings to teachers' performance with the computer r 0.31 which mean low relationship with the corresponding P-value 0.10. Since the computed P-values is greater than 0.05 the null hypothesis is accepted.

This result is supported by the study of Padillo et. Al (2021) it was discovered that professional development activities have a minimal impact on teachers' performance; thus, a teacher can continue to teach effectively. Conversely, the results from Karaiskos et al. (2024) indicate that educators involved in thoughtfully designed training programs experienced a boost in their confidence regarding teaching abilities and classroom management skills

IV. CONCLUSION AND RECOMMENDATION

Conclusion

In the light of the significant result, the succeeding conclusion were drawn:

1. The teacher respondents are generally in the Middle Ages, female, ranks as teacher III, contuse learning in Master degree and have been in the teaching profession in 6-10 years.
2. The highest improvement in professional development suggest that the program is particularly effective. Meanwhile, the nearly equal but slightly lower gains in improved teaching skills and

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classroom management highlight the need for more targeted and practical training components in this area.
3. The result of this research reveal that no significant relationship exists between seminars, workshops and trainings to teachers' performance of Santa Fe National High School teachers. Therefore, a teacher can still teach well and be proficient despite the minimal benefit from seminars, workshops and trainings. The success of the respondents who are already highly skilled and adept at self-directed learning and acquisition of the 21st century skills, suggests that their needs may be better met through alternative approaches.

Recommendation

Based on the findings and conclusions drawn in this research study, the following recommendations are offered
1. Teachers are encouraged to strengthen continue in pursuing graduate studies to for professional development particularly research based.
2. Teachers are encouraged to be more focused on practical applications, particularly for improved teaching skills and classroom management such as teachers' immersion, peer collaboration etc. Post-training assessments and classroom observations should be institutionalized to measure long-term impact and support continues improvement. Specifically, re-echoing of seminars, workshop and trainings attended must be mandated by DepEd. Administrator are recommended to include classroom management in the AIP as part of the innovations.
3.Based from the findings, it is recommended that Santa Fe National High School or other National High Schools support teacher-led initiatives by engaging the teachers to share their expertise with their colleagues through peer learning and collaboration. Moreover, teacher may continue to engaged into flexible professional learning opportunities using online platform or other means of learning to strengthen ICT integration.