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# IN- SERVICE TRAINING AND ITS PERCEIVED EFFECTIVENESS ON TEACHING OF THE TEACHERS AT MACALONG ELEMENTARY SCHOOL

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## ABSTRACT
*This study evaluated the perceived effectiveness of in-service training among teachers at Macalong Elementary School for the 2024–2025 academic year. The respondents of the study were the 13 Teachers from Macalong Elementary School. A quantitative-descriptive research design was used through purposive sampling, the study utilized a modified questionnaire to have a direct response and in gathering the data. Findings revealed that the in-service training was perceived as highly effective, with all components receiving an "Outstanding" qualitative rating (total weighted mean = 3.72). Evaluation of training aspects such as type, quality, and duration also received outstanding ratings, with a total weighted mean of 3.70. A low and statistically insignificant relationship (r = 0.16, p = 0.61) was found between the respondents' evaluation and the training's perceived effectiveness, suggesting other variables may influence perceived impact. Notably, the majority of respondents had either 0–5 or 11–15 years of service, and held various academic ranks.*

*This further suggested that the teachers of Macalong Elementary School may improve their teaching skills along with classroom management, assessment techniques and instructional strategies by continuously engaging and attending service trainings especially those that are aligned with their own specialization and exploring to different teaching skills and strategies in teaching. Recommendations include continued enhancement of training design and implementation, and future research on broader contextual factors affecting training outcomes*

**KEYWORDS:** *In-Service, Trainings, Effectiveness, Teaching, Perceived*

## INTRODUCTION
In the ever-changing world of education, it is essential for teachers to keep learning in order to have quality instruction and fostering students' success. Macalong Elementary School, serving its unique community, faces the ongoing challenge of ensuring for its pupils. The pursuit of quality education hinges significantly on the competence and effectiveness of teachers. In today's rapidly evolving educational landscape—shaped by technological advancements, shifting student demographics, and emerging pedagogical theories—continuous professional development is not merely an option but a necessity. In-service training, or INSET, has become an important way to make sure that teachers stay up-to-date, skilled, and able to meet the needs of their job. The dedication of many educational institutions to deliver high-quality instruction demands that attention be paid to the ongoing development of their faculty. Understanding the value of INSET, the school carries out a number of training initiatives to improve teachers' topic understanding, pedagogical abilities, and general performance as teachers. The efficacy of INSET is not assured by its mere implementation, though. Since good instruction has a direct impact on students' learning outcomes, this evaluation is necessary. Administrators can also gain important knowledge by knowing how effective INSET is.

In the modern era, educational institutions prioritize the professional qualifications of their teaching faculty. To enhance teachers' professional competencies, a pilot school was established as part of a staff development program. This initiative aimed to strengthen professional capabilities to improve the teaching and learning process (Dilshad et al., 2019; Halai & Durrani, 2020). Guided by the vision and mission of their institutions, teachers set specific aims and objectives for their instructional practices. In fulfilling their duties, they remain observant and actively engage students in various curricular and extracurricular activities. Consequently, the teaching process significantly contributes to both national development and student growth. Effective teaching also reflects the diverse expectations that the community holds for student outcomes (Hanushek, 2008; Khan et al., 2020).

However, in the revolving era of educational standards and pedagogical approaches, effectiveness on in-service training (INSET) becomes a crucial factor in equipping teachers with necessary tools and knowledge. While in-service training is widely recognized as a critical component of teacher professional development, the actual impact of these program can vary significantly. According to teachers' perspectives, the most valuable aspects of in-service training programs include opportunities for professional development and professional networking. However, these programs also exhibit significant weaknesses, such as inadequate planning, a shortage of qualified trainers, and limited practical applicability (Yirci, n.d.).This study

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evaluates the overall effectiveness of In-service training on the teaching performance of the teachers of Macalong Elementary School and investigate if the In-service training improves the teaching performance of teachers in Macalong Elementary School along with the type, quality and duration of the training. By analyzing the significant relationship between the teacher experience, attitude, and school support along with the classroom management, instructional strategies and assessment techniques on the effectiveness of in-service training.

This study is aligned with the research Agenda of Graduate School- College of Education. Understanding the value of INSET, the school carries out a number of training initiatives to improve teachers' topic understanding, pedagogical abilities, and general performance as teachers.

The findings of this study indicate that teachers have adopted effective evaluation techniques. In addition to assessing classroom activities, teachers also emphasize summative assessment, which plays a crucial role in enhancing the overall learning process. To improve the quality of education, it is essential to foster students' critical thinking skills. This objective can be effectively achieved through in-service training programs for educators, enabling them to implement diverse strategies that promote and develop the learning process.

## METHODOLOGY

### Research Design

The study's research design was quantitative. Quantitative research is a type of research that involves measuring variables using a numerical system, analyzing these data using any of a variety of statistical models, and representing correlations and links between the variables research (APA Dictionary,2021).

The purpose of collecting this quantitative data is to describe the perceived effectiveness of in-service training on teaching practices and to examine the relationship between in-service training and perceived effectiveness on teaching practices.

This study employs a quantitative approach to measure the perceived effectiveness of in-service training on teaching practices. A survey will be used to collect data from the teachers at Macalong Elementary School.

### Research Environment

The research was undertaken at Macalong Elementary School in Kasibu, Nueva Vizcaya. Kasibu is a First-class Municipality in the Province of Nueva Vizcaya. The mayor of this Municipality is Honorable Romeo C. Tayaban. Kasibu is known as the "The Food Basket" of the province and "The Citrus Capital" of the country. Kasibu has fresh air. Kasibu boasts tourist spots like Edralin Falls, Machalet Falls, and Capisaan Cave. Kasibu produces rice, coffee, corn, citrus, dragon fruit, and other fruits and vegetables like ginger, squash, and tomato.

Macalong Elementary School was created through Republic Act No. 8260 from a resolution that was passed by concerned residents of Antutot. Later, a joint Resolution was again passed by the different barangay officials of Kongkong, Macalong, Cordon, Antutot, Watwat, and Nantawakan. The school is now on its seventeenth year of operation under the administration of Miss Catherine P. Bullong with 12 faculties and 1 staff. It is indeed one of the most highly competitive schools in the province in terms of academic competition. In terms of academics, students excel in Mathematics, Science, and Journalism.

At present, Macalong Elementary School adheres to and implements the policies and guiding principles of the K-12 Curriculum for Kinder to Grade 6. MES is ready for K to 12 with the newly constructed building with six classrooms.

The researchers will first ask permission to conduct the study from the school principal and the head of the elementary school teacher. In order to gather the needed data in answering the specific question posed in the study, the researchers will use the following procedures.

### Respondents of the Study

The respondents of this study were comprised of 13 Teachers of Macalong Elementary School. They were chosen as the research sample due to their relevance to the study's objectives. Their participation was important in providing insights and data pertinent to the research questions. The respondents were purposively selected. This is within the acceptable size for a descriptive study.

**Table 1**
***Frequency and Percentage Distribution of the Respondents***

| Gender | Population | Number of Respondents | Respondents Percentage |
|---|---|---|---|
| Male | 1 | 1 | 100 |
| Female | 12 | 12 | 100 |
| Total | 13 | 13 | 100 |

Table is the frequency and percentage distribution of the respondents. It can be seen in the table that 1 or 100 percent were taken from the 1 male and 12 or 100 percent were taken from the female. The population of this study is comprised of 13 teachers of Macalong Elementary School.

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**Sampling Procedure**

Macalong Elementary school is a public elementary school that provides education to students in early stages of their academic journey. There are 13 teaching and non-teaching staff. The researcher focusses on the teachers of Macalong Elementary School as the respondents since they are the teachers that we choose to study. The total number of respondents are 13 faculty members.

The researcher used purposive Sampling Method using the listed names of the Macalong Elementary School teachers. They are chosen in the study to enhance teacher's performance along improved teaching skills, classroom management and professional development. Furthermore, (Patton, 2002) defined Purposeful sampling as a technique widely used qualitative research for the identification and selection of information rich cases for the most effective use of limited sources.

**Research Instruments**

This study uses the following instruments to gather the sets of needed data.

The researcher used questionnaire to gather data. The instrument is created and validated by experts. There are three parts of the questionnaire. Part I contain of the respondent's profile namely, designation, and length of service. Part II is the questionnaire about the In-Service training along with the type, quality and duration. Part III is the questionnaire about the perceived effectiveness on teaching along with the classroom management, instructional strategies and assessment techniques. These are 30 items and are scattered on four- point scale.

The respondents were asked to rate the in-service training experience of the teachers 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 |

The respondents were asked to rate the perceived effectiveness on teaching of the teachers in each of its dimensions using the 4-point Likert scale below.

| Scale | Range | Qualitative Description |
|---|---|---|
| 4 | 3.50-4.00 | Outstanding |
| 3 | 2.50-3.49 | Good |
| 2 | 1.50-2.49 | Average |
| 1 | 1.00-1.49 | Poor |

**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 Macalong Elementary 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. The data gathering is done during the free time of the respondents.

When the researcher finished the administering the questionnaires, they will start tallying and tabulating the data. After the data will be tallied and tabulated, they will be analyzing the data for statistical treatment.

**Statistical Treatment of Data**

This study employed the following statistical tools for the interpretation of the data.

*Frequency and Percentage* -These were used to determine the number of respondents when grouped. It will be used to further answer the question.

*Weighted Mean* - This was used to determine the level of in-service training of the respondents.

*Pearson R / Regression* - This will be employed to determine whether significant relationship between the respondent's evaluation on the in-service training on its perceived effectiveness when group according to the variable.

## RESULTS AND DISCUSSION

This chapter discusses the relevant findings of the study based on the collected data that was subjected to appropriate statistical treatment based on the specified problems enumerated in Chapter I.

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***Problem 1.What is the respondent's profile in terms of length of services and designation?***

**Table 2**

***Respondents' Profile in Terms of Academic Rank***

| Designation | Frequency | Percentage |
|---|---|---|
| PRINCIPAL | 1 | 7.69% |
| Master Teacher | 1 | 7.69% |
| Teacher III | 7 | 53.85% |
| AO II | 1 | 7.69% |
| PSEF | 1 | 7.69% |
| MSEF | 2 | 15.38% |
| Total | 13 | 100.00% |

Table 2 presents the respondents' profile in terms of Designation. The
Academic Rank or designation distribution shows that more of the respondents are teacher III (53.85 %) presents the largest group followed by 2 MSEF (15.38 %)and 1 is PSEF teacher, 1 principal and AO (7. 69 %). This shows that teacher III is the most numbered of teachers.

This indicates that the primary responsibility for professional development and career progression lies with the teachers themselves.
Furthermore, this finding aligns with the study by (Sarabia and Collantes, 2020), which states that the Department of Education (DepEd) supports teachers in pursuing advanced studies to enhance their competencies and ultimately facilitate their promotion within their respective ranks.

**Table 3**

***Respondents' Profile in Terms of Length of Service***

| Length of Service | Frequency | Percentage |
|---|---|---|
| 26 and above yrs | 1 | 7.69 % |
| 21-25 yrs | 1 | 7.69 % |
| 16- 20 yrs | 3 | 23.08% |
| 11-15 yrs | 4 | 30.77% |
| 6-10 yrs | 0 | 0% |
| 0-5 yrs | 4 | 30.77% |
| Total | 13 | 100.00% |

Table 3 presents the respondents' profile in terms of length of service. The distribution of respondents by length of service reveals that the majority of participants (61.54%) have 15 or fewer years of teaching experience. Specifically, 30.77% of the respondents have 0–5 years of service, and another 30.77% fall within the 11–15 years range. This indicates a relatively young or mid-career teaching group. In contrast, only 7.69% of respondents have served 26 years or more, and the same percentage applies to those with 21–25 years of service. Notably, there were no respondents in the 6–10 years' category.
These findings suggest that most participants are either early-career or moderately experienced teachers, which may influence how they perceive and benefit from in-service training programs, as newer educators often seek additional professional development to build their competencies.

***Problem 2.What is the level of the evaluation of the respondents on the in-service training at Macalong Elementary School for the school year 2024-2025?***

**Table 4.**

***Level of the evaluation of the respondents on the in-service training at Macalong Elementary School for the school year 2024-2025.***

| Dimension | Weighted Mean | Qualitative Description |
|---|---|---|
| Type | 3.74 | Outstanding |
| Quality | 3.72 | Outstanding |
| Duration | 3.66 | Outstanding |
| *Total weighted mean* | *3.70* | Outstanding |

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Table 4 is the evaluation of the in-service training at Macalong Elementary School for the school year 2024–2025 revealed consistently high ratings across all dimensions assessed. The type of training received the highest weighted mean score (3.74), followed closely by the quality (3.72) and duration (3.66), all of which were categorized as "Outstanding." The overall weighted mean of 3.70 confirms that respondents perceived the training as highly effective and well-executed.

These findings reflect the characteristics of high-quality professional development programs—those that are focused, sustained, and aligned with teacher needs—as described by Garet et al. (2001) and supported by Arinaitwe et al. (2021), who emphasized that effective in-service training should be coherent, content-rich, and of adequate duration.

***Problem 3.What is the perceived effectiveness of the in-service training on teaching?***

**Table 5.**

***Perceived Effectiveness of the In-service Training on Teaching.***

| Dimension | Weighted Mean | Qualitative Description |
|---|---|---|
| Classroom management | 3.70 | Outstanding |
| Instructional Strategies | 3.78 | Outstanding |
| Assessment Techniques | 3.69 | Outstanding |
| *Total weighted mean* | *3.72* | Outstanding |

As demonstrated in table 5, the perceived effectiveness of in-service training at Macalong Elementary School reveals that teachers rated all three key instructional domains as "Outstanding." Among the dimensions assessed, Instructional Strategies received the highest weighted mean (3.78), followed by Classroom Management (3.70) and Assessment Techniques (3.69). The overall weighted mean of 3.72 indicates that participants considered the training highly effective in enhancing their teaching practices.

These results align with Garet et al. (2001), who emphasize that effective professional development directly improves core aspects of teaching when it is content-focused and provides opportunities for active engagement. The findings also echo Stiggins (2007), who argues that effective assessment training empowers teachers to better evaluate student learning, and Arinaitwe et al. (2021), who highlight the value of structured in-service training in improving pedagogical competence.

***Problem 4. Is there a significant relationship between the respondent's evaluation on the in-service training on its perceived effectiveness when group according to the variable?***

**Table 6.**

***Analysis on the Significant Relationship of the Respondent's Evaluation on the in-service Training on its Perceived Effectiveness when Group according to the Variable.***

| Variables | Computed R | Description | P-Value | Remarks |
|---|---|---|---|---|
| In- Service training Perceived Effectiveness | 0.16 | low | 0.61 | Not Significant |

Table 6 displays the statistical analysis of relationship between respondents' evaluation of the in-service training and its perceived effectiveness, the computed Pearson correlation coefficient ($r = 0.16$) indicates a low positive relationship between respondents' evaluation of the in-service training and its perceived effectiveness. However, the associated p-value of 0.61 exceeds the standard significance level of 0.05, leading to the conclusion that this relationship is not statistically significant. Therefore, the null hypothesis—that there is no significant relationship between the evaluation of the training and its perceived effectiveness—is not rejected.

This suggests that although respondents rated the training positively, these evaluations did not strongly predict their perceptions of how effective the training was in improving their teaching practices. This finding underscores the complexity of measuring training outcomes and highlights the need for more comprehensive evaluation methods beyond self-reported satisfaction, such as classroom observations or student performance data. This finding aligns with the study by Guskey (2002), who emphasized that teacher satisfaction alone is not a sufficient indicator of the success of professional development programs.

Thus, the weak relationship observed in this study highlights the need for more comprehensive evaluation frameworks that assess not just the perceived quality of the training, but also tangible outcomes in teacher behavior and student learning.

## CONCLUSION AND RECOMMENDATIONS

In consideration of the substantial results obtained, the subsequent conclusions were formulated:

1.The researchers' respondents are generally ranks as teacher III and have been in the teaching profession in 11-15years. With over half of the respondents being Teacher III, the training effectively reached mid-level educators directly involved in

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classroom instruction, enhancing its practical impact. The inclusion of Master Teachers and personnel funded through the Municipal Special Educational Fund (MSEF) also highlights the training's broad relevance and collaborative approach.

2. The consistently outstanding ratings across the dimensions of type, quality, and duration suggest that the in-service training conducted at Macalong Elementary School was perceived as highly effective and professionally rewarding. This aligns with Garet et al. (2001), who assert that professional development is most effective when it is sustained over time, relevant to teachers' instructional needs, and incorporates active learning strategies. Similarly, Arinaitwe et al. (2021) highlight the importance of well-structured and contextually appropriate training in enhancing teacher satisfaction and instructional performance. The results affirm the value of maintaining high standards in the design and implementation of in-service training programs to support continuous teacher development.

3. Based on the findings, the perceived effectiveness of the in-service training in the areas of classroom management, instructional strategies, and assessment techniques was rated as Outstanding by the respondents. These findings affirm that the training successfully addressed key areas of classroom practice, equipping teachers with enhanced instructional and evaluative skills. Consistent with the work of Garet et al. (2001) and Arinaitwe et al. (2021), the study confirms that well-designed in-service programs play a significant role in improving teaching performance. Moreover, the high score for instructional strategies underscores the importance of providing teachers with updated and research-based pedagogical approaches to improve student learning outcomes.

4. The correlation analysis revealed a low and non-significant relationship ($r = 0.16$, $p = 0.61$) between respondents' evaluation of the in-service training and its perceived effectiveness. This indicates that positive evaluations of the training do not necessarily translate into perceived improvements in teaching performance.

This supports Guskey (2002) and Desimone (2009), who argued that positive perceptions alone are insufficient indicators of professional development impact, emphasizing the need for more comprehensive and outcome-based evaluation methods.

## RECOMMENDATIONS

Based on the findings and conclusions drawn in this research study, the following recommendations are offered:

1. Maintain the high quality, relevant content, and sufficient duration of training programs, as these were rated outstanding by respondents. Structured training aligned with teaching needs leads to more meaningful professional growth (Garet et al., 2001; Arinaitwe et al., 2021).
2. Continue involving educators from diverse academic ranks—including Master Teachers, MSEF-funded personnel, and administrators—to foster shared leadership and collaborative implementation of training insights across roles.
3. By having a significant proportion of participants having 15 years or less of teaching experience, training should prioritize capacity-building among early- and mid-career teachers, who are typically more receptive to new strategies and innovations.
4. School administrators are encouraged to continuously support well-structured in-service training programs that are aligned with teachers' needs, ensure participation across all ranks, and provide follow-up support to reinforce classroom application.
5. Future researchers should consider using larger and more diverse samples, apply mixed-methods approaches, and explore the long-term impact of in-service training on teaching practices and student outcomes.

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