

Professional Training Programs and Work Performance of Public Secondary School Teachers

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Abstract. The study aimed to determine the extent of professional training programs and the extent of work performance of public secondary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred twenty (120) public secondary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the professional training programs was extensive while the extent of work performance of public secondary school teachers was also extensive. Moreover, the overall results disclosed that indicators for the professional training programs were positively correlated to the work performance of public secondary school teachers. Further, results from the regression analysis revealed the following have a strong influence of professional training programs on the work performance of public secondary school teachers: planning, management, applications, and evaluation. It is recommended that the Department of Education (DepEd) must have well-designed and ongoing professional development programs that meet the changing needs of education. These programs would deal with pedagogical innovation, technology integration, classroom management, and differentiated instruction to help teachers with the necessary competencies for effective teaching.

KEY WORDS

1. Professional training programs 2. work performance 3. differentiated instruction

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1. Introduction

Professional training programs provide opportunities for employees to refine skills, learn new capabilities, and perhaps most often, expand their networks of influential people. Training and development initiatives are educational activities within an organization that are designed to improve the job performance of an individual or group. These programs typically involve advancing a worker's knowledge and skill sets and instilling greater motivation to enhance job performance. Professional development keeps teachers and administrators updated on new curriculum resources, new findings on how children learn, and new technological tools for the classroom. Professional Development in education is important because what teachers do in the school greatly impacts student learning. A professional development plan documents the

goals, required skill, and competency development, and objectives a staff member will need to accomplish to support continuous improvement and career development. Regular training and development programs empower employees to strengthen their weaknesses and acquire new skills and knowledge. The research focuses on identifying the types of professional training programs available, assessing teachers' participation and engagement levels, and evaluating the impact of these programs on teaching skills, classroom management, and learner outcomes. Professional training helps teachers to learn new techniques for teaching learners of this generation. It helps the teachers to grow professionally and, at the same time, improve their classroom skills. Teachers who have been in the profession for many years are usually reluctant to change their teaching styles. Employees are more likely to be motivated and engaged when they can learn and develop new skills. Providing training opportunities can be a powerful way to show your team that you value their growth and development, and it can also help them feel more confident and competent in their work. From the global perspective, a good teacher becomes an efficient teacher by going beyond his job description and his capacity and skills. To do this, he must nurture his professional development. As cited by Hauge Swan (2019), just like the training required for any specialized profession, teachers must train. They must train before entering the classroom and receive ongoing training even as they work in the classroom. Teachers are trained continuously throughout their careers, from college with certification coursework to learner teaching to continuous professional development. According to the Queen University of Charlotte (2020), it is easy for teachers to become burdened by the grind of teaching. Professional development allows them to take a break from their usual routine by allowing them to take on the role of a learner rather than a teacher. Teachers remain com-

mitted because they believe they provide the technical assistance needed to become better teachers. Teacher education services now provide teachers with innovative ways to keep their classrooms and curricula young, exciting, and well-informed. They also give learners access to new teaching methods. Teachers can now become completely prepared with the skills they need by enrolling in teacher training programs, and they can better communicate their message to learners (Abhishek Sen, 2017) as cited in Mansugotan (2021). In the Philippine educational system, some would say that the situation of our educational system has more room for development and enhancement precise direction needs to be viewed now and then. This lies in underlying problems that keep the learner from learning today and how a teacher could sustain their capacity in teaching in this evolving world. Just like the learners, teachers also have individual learning styles. Some teachers diverge in their learning necessities to be addressed in leveling their professional growth. Department Order No 32 s. 2009 stated the National Adoption and Implementation of NCBTS (National Competency-Based Teacher Standards)/ TSNA (Teachers Strength and Needs Assessment) and IPPD (Individual Plan for Professional Development) for Teachers and Integration of its system operations in the overall program for the continuing teacher capacity building. Briones stated in the guidelines that starting in 2020, all DepEd offices and units at all levels of government would collaborate with the transformed NEAP to "align its program and meet its standards and guidelines" when implementing any professional development activities for school leaders and teachers (De Vera Noriega, 2019). According to Gonong (2018) some issues in the context of the public secondary school teachers' point of view regarding professional development. Professional development programs available to teachers often fail to meet even the most basic quality standards and fall short of what teachers

want and require. The author added that most of the excerpts from the teacher in attending an in-service training where the objectives should be realistic enough in the sense that they consider the real condition of the learners, of the community, and the school; and that the objectives were difficult, unrealistic, not clear and for mere compliance. Teachers lack time for professional learning, like attending graduate studies to enhance teaching practice due to accomplishments of reports and other tasks. In the Division of Davao City, the work performance in Cluster 12 of the Division of Davao City reflects broader challenges encountered by teachers in addressing efficiency and quality. The key factors that contribute to suboptimal performance include the varying levels of teacher competencies, the availability of adequate resources, and socioeconomic conditions impacting both teachers and learners. In certain situations, the lack of proper professional development and training can hinder teachers from effectively delivering lessons, affecting learner outcomes. Additionally, overcrowded classrooms and limited instructional materials further strain the capacity of teachers to provide personalized attention to learners. To address these concerns, focused interventions such as continuous teacher development programs, enhanced resource allocation, and community involvement in education could significantly improve work performance in the cluster. Collaborative efforts between the local government, educational institutions, and other stakeholders are essential in driving sustainable progress.

1.1. Theoretical/Conceptual Framework—

This study is anchored on the theory of experiential education by Dewey (1938) as cited by Bacullo (2021). The principle that the development of experience comes about through interaction means that education is essentially a social process. There is an intimate and necessary relation between the process of experience and education. He believed that human be-

ings learn through a 'hands-on' approach. This places Dewey in the educational philosophy of pragmatism. Pragmatists believe that reality must be experienced. From Dewey's educational point of view, this means that learners must interact with their environment to adapt and learn. Experiential learning is a constructivist learning theory defined as 'learning by doing'. The learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis, and synthesis. This is supported by the sociocultural theory by Vygotsky (1978) as cited in Mansugotan (2021). He believed that human development and learning originate in social and cultural interaction. In other words, the ways people interact with others and the culture in which they live shape their mental abilities. Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's Sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. The Human Capital Theory by Becker (1964) provides a strong foundation for understanding the connection between professional training programs and the work performance of public secondary school teachers. According to this theory, investing in education and training enhances an individual's skills, knowledge, and competencies, leading to improved productivity and performance in the workplace. In the context of public secondary schools, when teachers engage in targeted professional development programs, they acquire updated pedagogical techniques, innovative teaching strategies, and deeper content knowledge, all of which directly impact their classroom effectiveness and student learning outcomes. These continuous learning opportunities not only build the teachers' professional capacity but also contribute to the overall improvement of school performance, aligning

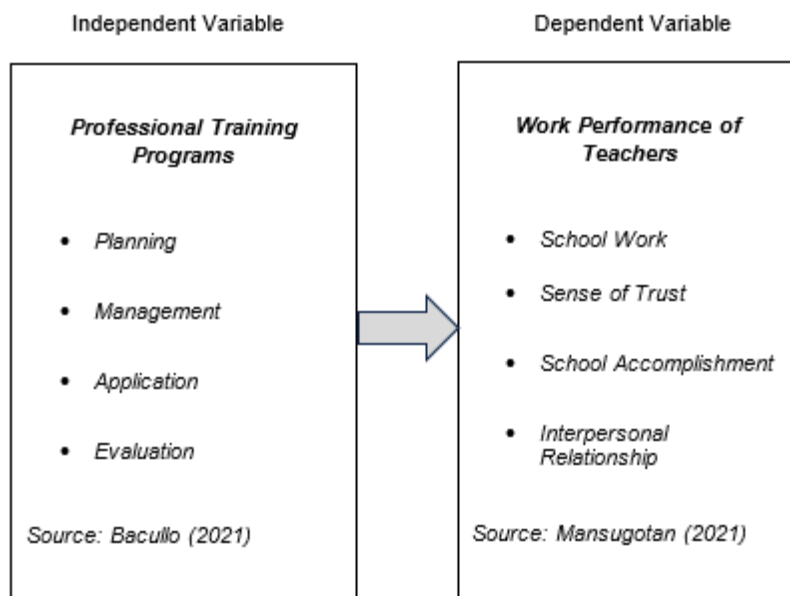


Fig. 1. Theoretical and Conceptual Framework of the Study

with the goals of quality education and lifelong learning. Presented in Figure 1 is the theoretical and conceptual framework of study where the professional training program with the indicators of independent variable namely: planning, management, application, and evaluation, and

the dependent variable is the work performance of teachers which includes schoolwork, sense of trust, school accomplishment, interpersonal relationship of the public secondary schools of Cluster 12, Division of Davao City.

2. Methodology

This chapter discusses the research methods, which give direction in this investigation. It includes the research design, research respondents of the study, research instrument, and the data gathering procedures.

2.1. Research Design—The correlational analysis was used in this study's non-experimental quantitative research strategy. Deloy (2023) states that the descriptive correlational method is utilized to identify the relationship and relationship between two or more variables. In summary, Dela Peña (2020) highlights that this approach is employed since the research offers an account of the participants and seeks to clarify the characteristics of the information. This study is descriptive since it assesses the professional training program and work performance of public secondary school

teachers in Cluster 12, Division of Davao City. This is correlational since it determines the professional training programs and work performance of public secondary school teachers.

2.2. Ethical Consideration—The research will promptly observe the protocols deemed appropriate and necessary as the standard guidelines in carrying out the research study following the study protocol assessment criteria, particularly in managing the population data. The survey questionnaire with supporting authors were submitted for further evaluation. After approval from the Ethics Committee, the re-

searcher will proceed to the next study phase. Social Value. The social impact of professional training schemes in public secondary school teachers' work performance is of considerable importance since it contributes to the general quality of education, learners' achievement, and community growth. Professional training provides teachers with new pedagogical techniques, IT skills, and subject knowledge, which enable them to teach more effectively and dynamically. Consequently, learners enjoy enhanced learning experiences, resulting in enhanced academic performance and greater prospects for future success. In addition, such programs enhance equity and inclusiveness in education through the preparation of teachers to teach diverse learner populations, including learners from disadvantaged groups and learners with disabilities. Professional training fosters a more inclusive learning environment, which minimizes educational inequalities and enhances social cohesion. Furthermore, continuous development improves teacher motivation and job satisfaction, resulting in less burnout and turnover. Outside the classroom, highly qualified teachers are also mentors and role models, building school, family, and community relationships. They are also part of educational resilience and innovation, especially in learning how to adopt new teaching modes like flexible blended learning. Their capacity to adapt and deal with challenges guarantees that education is dynamic and sensitive to changes in society. In the end, investing in professional development programs not only boosts teacher performance but also creates an educated, empowered, and socially responsible generation, ensuring the long-term development of society. Informed Consent. The researcher asked for the respondents' permission through written informed consent. They were adequately informed about the purpose of the study, and ample explanation was given to them for a better understanding of the reason for their participation so that they could choose

whether to participate or not. It was made clear that the respondents' involvement in the study was voluntary. If they refused to participate, the researcher did not force them. Moreover, the researcher was cautious in ensuring the respondents' psychological well-being. Written permission was secured from the respondents. The researcher informed the respondents that the study aimed to conduct research on the role of educational management in enhancing teacher professionalism. Vulnerability of Research Participants. The study's respondents were teachers, so they were not considered vulnerable since all of them were of legal age and were not regarded as highly vulnerable psychologically. The researcher emphasized that the survey was set at the respondents' convenience. Also, the researcher ensured the confidentiality of the information disclosed. Privacy and Confidentiality. This study observed the Data Privacy Act of 2012. The researcher ensured that the data could not be traced back to the participant, who was the natural source of information, to protect the participants' identities. Moreover, the researcher ensured that no personal data was shared without the respondents' consent. Thus, access was limited to the researcher alone to ensure that no personal data was exposed. To protect the privacy of the respondents, it was assured that the researcher was the only person who could access the survey information. After the necessary data was collected, the researcher permanently deleted all the survey results to ensure that the data could not be traced back to the respondents, who were the natural sources of information. Risk, Benefits, and Safety. In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and thoroughly and adequately explained the purpose and benefits of the study as well as the confidentiality of their responses as stated in the online survey questionnaire. The respondents, without restrictions, were able to ask questions related to the

study. Further, the researcher ensured that the respondents were not subjected to harm in any way whatsoever. Moreover, the study's questionnaire and interview guide did not contain any derogatory or unacceptable statements offensive to the study's respondents. Likewise, the study was designed purely to collect academic information related to the research, and they were not asked for personal information. To minimize inconvenience, the researcher ensured that the respondents were given ample time to answer the survey questionnaire online. The respondents were given the freedom not to answer questions that made them feel any psychological or emotional distress, and they were free to withdraw as respondents if they could not discuss the information being asked of them. Justice. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equally regardless of whether they were willing to participate. The researcher was not prejudiced in selecting the respondents for the study. Anybody who fit the qualifications of being bonafide permanent-regular secondary teachers in the purposely selected schools was included. During the study, the researcher respected the respondents by interrupting their routines as little as possible. To compensate for the time spent during data gathering, the researcher gave a token of appreciation to the respondents. This token was an assortment of souvenirs. The tokens were sent via courier and were carefully sealed in a package. Transparency. Any communication concerning the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher adequately implemented the methods discussed in the study. All the necessary documents that supported the data analysis were included. Notably, the researcher described the extent of the respondents' involvement in the study and shared how objectivity was maintained in analyzing the data and presenting the study results. Qualification of the Researcher. The re-

searcher ensured that other factors, such as conflicts of interest, did not influence the respondents' responses. The respondents could access the findings of the study, as well as the school administrators of the participating schools, because the information was made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the efforts of every person who contributed to the study's success. The Schools Division of Davao City was given a furnished copy of the research results so it could be accessed by the respondents and used for learning and further study. Adequacy of Facilities. The researcher engaged the respondents in a conducive environment with ample learning materials, which were available for the study and conducted within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding the respondents' ratings properly on the day when the researcher was energized to avoid encoding errors. Additionally, the analysis and results gathered were proficient and aligned, serving as a primary basis for adequacy. Community Involvement. Community involvement during every research phase, from planning to reporting, was considered a good practice. Hence, the researcher shared the findings generated with the community. Community involvement was accorded primacy in making decisions about the research agenda, appropriate methods to apply in their context, and using the results or findings. The findings of the study were shared with the community through gatherings, fora, and conferences.

2.3. Research Respondents—This study was conducted in seventeen (17) schools of Cluster 8, Division of Davao City. The respondents were composed of 120 selected secondary school teachers from Cluster 12, Division of Davao City. They have been in the service for at least five to ten years of teaching experience in the Department of Education (DepED)

and have said something about the professional training programs and work performance of public secondary school teachers. Universal sampling techniques were employed in this study. The respondents of this study were the 120 randomly selected public secondary school teachers of Cluster 12, Division of Davao City for School Year 2023-2024. Randomly selected large schools were used in the study. The classification of the school was based on DepED Memorandum No. 32 series of 2020. Using Slovin's Formula at a confidence level of 0.05, the respondents were chosen using random sampling. The required number of respondents to represent the study was drawn from a total population of one hundred seventy-two (172). Thus, the total population of respondents was one hundred twenty (120). Random sampling was applied in the study due to the wide geographic scattering of the respondents. In this type of sampling, every member of the population had an equal chance of being selected to participate in the study. The main goal of random sampling was to focus on characteristics of the population of interest that would best enable answering the research questions. The idea was to concentrate on the precise similarity and how it related to the topic being researched.

2.4. Research Instrument—This study was adopted a questionnaire on the Theory of Experiential Education by Dewey (1938) as cited in Bacullo (2021). The principle that the development of experience comes about through interaction means that education is essentially a social process. There is an intimate and necessary relation between the process of experience and

education. He believed that human beings learn through a 'hands-on' approach. This places Dewey in the educational philosophy of pragmatism. Pragmatists believe that reality must be experienced. This is supported by the Socio-cultural Theory by Vygotsky (1978) as cited in Mansugotan (2021). He believed that human development and learning originate in social and cultural interaction. In other words, the ways people interact with others and the culture in which they live shape their mental abilities. The questionnaire was modified mainly through the researcher's preferences to suit the needs of the study. The adapted questionnaire was validated by experts from the DepEd-Division of Davao City. The validity of the instrument was ensured through expert opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted by calculating the value of Cronbach's Alpha with the obtained values of 0.923. The questionnaire was divided into two (2) parts, professional training programs and work performance in public secondary school teachers. Hence, Cronbach's value of the construct meets the minimum reliability of 0.923 which means that the measures used are consistent enough for the study. In terms of the instrument's face validity, the items were modified to suit the purpose of this study and were validated by experts. The questionnaire was presented to the adviser for comments, corrections, and suggestions. Part 1 of the questionnaire contained the items on professional training programs with the following aspects: planning, management, application; and evaluation.

Part 2 pertains to the work performance with the dimensions, namely: schoolwork, sense of trust, school accomplishment; and interpersonal relationships. The perceptions of the respon-

dents among the Cluster 12 public secondary school teachers were based on the following Five-point Likert rating scales:

2.5. Data Gathering Procedure—

Scale Descriptive Ratings and Interpretation for Professional Training Programs

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very Extensive	Professional training programs are always evident.
3.40–4.19	Extensive	Professional training programs are oftentimes evident.
2.60–3.39	Moderately Extensive	Professional training programs are sometimes evident.
1.80–2.59	Less Extensive	Professional training programs are rarely evident.
1.00–1.79	Not Extensive	Professional training programs are not evident.

Scale Descriptive Ratings and Interpretation for Work Performance of Teachers

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very Extensive	The work performance of teachers is always evident.
3.40–4.19	Extensive	The work performance of teachers is oftentimes evident.
2.60–3.39	Moderately Extensive	The work performance of teachers is sometimes evident.
1.80–2.59	Less Extensive	The work performance of teachers is rarely evident.
1.00–1.79	Not Extensive	The work performance of teachers is not evident.

Permission to Conduct Study. The researcher writes a letter asking permission from the Dean of Graduate School to conduct this research study. The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Davao City through channels to the Office of the Public Schools District Supervisor (PSDS) of the different schools. Distribution and retrieval of questionnaires. Upon approval of the permit to conduct the study, the sets of questionnaires are sent to the respondents via Google Forms and through the email addresses of the school heads and teachers. The questionnaires were retrieved right after the respondents are through answering the questions and sent back through the researcher's email-add or messenger. Collection and statistical treatment of data. The collection of data was based on the protocols set by the Inter-Agency Task Force (IATF)

standards. It is a task force organized by the executive of the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippine which was convened in January 2023. For some participants who missed answering the questionnaire, the video

call, via messenger, viber, zoom or goggle meet were used to gather the data or responses of the participants. These were submitted to the statistician for analysis. The researcher together with the statistician tabulated the data, analyzed and subject them for statistical analysis.

2.6. Data Analysis—The following statistical tools were used in the analysis and interpretation of the responses in this study: Mean. It was used to determine the extent of the professional training programs and work performance of public secondary school teachers in Cluster 12, Division of Davao City. The mean is a widely used statistical tool in professional training programs and the assessment of work performance among public secondary school teachers for several reasons. Firstly, the mean provides a measure of central tendency, offering a single value that represents the average performance of teachers who have undergone specific training programs. This helps in summarizing the overall performance level of teachers, making it easier to interpret and compare results across different groups or periods. Additionally, calculating the mean allows for quantifying performance changes before and after training, enabling program organizers and school administrators to assess the effectiveness of professional development initiatives quantitatively. Moreover, the mean simplifies data analysis and interpretation by condensing complex data sets into a single value, facilitating the identification of trends, patterns, and areas of improvement in teacher performance. Furthermore, the mean enables comparative analysis between different groups of teachers who have undergone varying training programs, aiding in evaluating the relative effectiveness of different initiatives and informing decision-making based on aggregated data. Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in determining the significant com-

ponents of professional training programs and work performance of public secondary school teachers in Cluster 12, Division of Davao City. Pearson's correlation coefficient (Pearson-r) is a crucial statistical tool in professional training programs and the assessment of work performance among public secondary school teachers due to its ability to quantify and analyze the relationship between variables. By utilizing Pearson-r in this context, educators and administrators can measure the strength and direction of the correlation between participation in training programs and subsequent improvements in teacher performance. Furthermore, Pearson-r facilitates data analysis by enabling stakeholders to determine the significance of the relationship between training and performance outcomes. This statistical tool helps in identifying the impact of professional training on teacher performance, guiding decision-making processes regarding program development, resource allocation, and strategic planning. Additionally, Pearson-r serves as a means to validate the effectiveness of training programs by quantifying the relationship between training participation and improved performance, ultimately supporting evidence-based practices and continuous improvement in public secondary school education. Multiple Linear Regression. This was utilized to determine the significant influence of components of professional training programs and work performance of public secondary school teachers of Cluster 12, Division of Davao City. Multiple linear regression is a valuable statistical tool in professional training programs and the evaluation of work

performance among public secondary school teachers for several reasons. Firstly, multiple linear regression allows for the examination of the relationship between multiple predictor variables (such as types of training, years of experience, and educational background) and a single outcome variable (work performance). This enables educators and administrators to assess the combined impact of various factors on teacher performance, providing a comprehensive understanding of the factors influencing work effectiveness. Additionally, multiple linear regression helps in identifying which specific factors have a significant influence on work performance, allowing for the prioritization of resources and interventions to enhance teacher effectiveness. By using this statistical

tool, stakeholders can analyze the complex interactions between different variables and predict how changes in training programs or other factors may impact teacher performance in public secondary schools. Furthermore, multiple linear regression provides a quantitative and data-driven approach to decision-making, enabling evidence-based strategies for designing and implementing effective professional development initiatives tailored to improve teacher work performance. In summary, multiple linear regression is a powerful statistical tool that offers insights into the multifaceted relationships between various factors and work performance, guiding informed decisions and strategies for enhancing the quality of education in public secondary schools.

3. Results and Discussion

This chapter presents the results of the data gathered in the study. Two sets of research instruments were utilized to examine the extent of professional training programs and their relationship to the work performance of public secondary school teachers in Cluster 12, Division of Davao City. The discussion of results and interpretations is presented in alignment with the statement of the problems. The interpretation is organized under the following subheadings: the extent of professional training programs in terms of planning, management, application, and evaluation; the extent of work performance of public secondary school teachers in terms of school work, sense of trust, school accomplishment, and interpersonal relationships; and the factors within professional training programs that significantly influence the work performance of public secondary school teachers in Cluster 12, Division of Davao City.

3.1. Extent of Professional Training Programs—Professional development courses are created to improve the technical skills, knowledge, and abilities of professionals in a particular area, to enhance job performance and career progression. Such courses provide focused learning opportunities that suit the demands of professionals, allowing them to keep abreast of industry norms, best practices, and new trends. By undergoing such courses, one can fine-tune their abilities, continue learning, and make better contributions to their organizations and industries.

Summary on the Extent of Professional Training Programs. Table 1 provides a summary of the extent of professional training programs, revealing an overall mean rating of (3.77), categorized as extensive. This means that teachers expressed positive feedback regarding the professional training programs offered by the school. These programs provided valuable opportunities for teachers to enhance their knowledge and skills, reflecting the respondents' strong appreciation for their benefits. The professional training programs, typically delivered as school-based seminar-workshops, were de-

signed to address teachers' specific needs. They aimed to improve teaching methods, classroom management, and professional growth while fostering the development of skills and knowledge to support learner-centered education effectively. Martin and Ildefonso (2025) examined the effects of extension programs by a college of teacher education on public elementary

school teachers. The study revealed that the participants mentioned significant positive effects of these programs as being effective or very effective. The study emphasizes the need for personalized professional development, long-term effects analysis, cultural sensitivity, and community participation in designing training programs.

Table 1. Summary on the Extent of Professional Training Programs

No	Indicators	Mean	Descriptive Equivalent
1	Planning	4.00	Extensive
2	Management	3.67	Extensive
3	Application	3.57	Extensive
4	Evaluation	3.84	Extensive
Overall Mean		3.77	Extensive

A great teacher becomes an exceptional one by surpassing the boundaries of their job description and continually building on their skills and abilities. This journey requires a commitment to ongoing professional growth. As Kelly (2019) emphasizes, just like any specialized profession, teaching requires continuous training. Teachers must prepare extensively before entering the classroom and continue learning and developing even while actively teaching. This life-long training journey begins with certification coursework in college, extends through student teaching experiences, and evolves into ongoing professional development that helps teachers adapt and thrive in an ever-changing educational landscape.

3.2. Extent of Work Performance of Public Secondary School Teachers—The performance of public secondary school teachers plays a crucial role in shaping the quality of education imparted to students. It entails the teaching of effective lessons, classroom management, and keeping learners engaged, all of which contribute to academic achievement.

Summary on the Extent of Work Performance of Public Secondary School Teachers. Table 2 provides a summary of the extent of work performance of public secondary school teachers, revealing an overall mean rating of (3.98), categorized as extensive. This means that teachers are performing their duties effectively, contributing positively to the educational environment. Studies have highlighted those various factors influence teachers' work performance. For instance, Tarraya (2023) research conducted in the Philippines indicates that while teachers often receive very satisfactory performance ratings, high workloads significantly contribute to increased burnout levels. This underscores the importance of effective workload management in maintaining high performance among teachers. Similarly, a study by Magtalas and Eduvala (2024) examined the relationship between teachers' workloads, burnout levels, and work performance among permanent elementary school teachers in the Masinloc District, Division of Zambales. The findings revealed that teachers perceived a high level

of work/role overload and experienced significant burnout, particularly concerning career satisfaction and attitudes toward learners. De-

spite these challenges, teachers maintained high performance, attributed to their dedication and commitment to their profession.

Table 2. Summary on the Extent of Work Performance of Public Secondary School Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Schoolwork	3.86	Extensive
2	Sense of Trust	3.91	Extensive
3	School Accomplishment	4.02	Extensive
4	Interpersonal Relationship	4.16	Extensive
Overall Mean		3.98	Extensive

For instance, indicator 4 “Interpersonal Relationship” received the highest mean score of (4.16) identified as extensive. This means that public secondary school teachers place a strong emphasis on fostering harmonious and supportive relationships with their peers. Research indicates that positive interpersonal relationships among teachers and between teachers and administrators are closely linked to higher job satisfaction. A study conducted by Okekeocha, et. al., (2021) found a strong positive relationship between principal-teacher and teacher-teacher interpersonal relationships and teachers’ job satisfaction. Similarly, a study by Sukawati, et. al., (2020) explored the impact of teacher personality on interpersonal relationships, performance, and professionalism in the learning process. The study concluded that teachers with positive interpersonal relationships contribute to a more effective and professional learning environment. On the other hand, the indicator “Schoolwork” obtained the lowest mean score of (3.86), again categorized as extensive. This means that while teachers are generally committed to their schoolwork, there may be areas for improvement to enhance their performance. As clearly emphasized on Article IX, Section 1 of the Code of

Ethics of Teachers states that every teacher shall establish and maintain cordial relations with parents and shall conduct himself to merit their confidence and respect. Hence, DepEd should continually remind teachers about the importance of this code and it should be personified especially those new in the teaching profession. Further, the Code of Professional Teachers or the Republic Act (RA) No. 7836 stipulates that teacher should adhere on what was been stated in the article. They should possess desirable undertakings in response to the rights of learners, parents and teachers in the academic aspect. This finding is complementary to the knowledge of Patzer (2020), collaboration between teachers is a powerful professional development activity that can help teachers improve their subject knowledge, think about teaching strategies in different ways and learn new ideas to try in the classroom. Teachers who are experts in their fields are empowered to help their co-teachers to also improve because their poor performance can also affect the entire school performance. Educational and teaching expertise is a powerful gift, especially when shared with other teachers. Additionally, Patzer (2023) explored the effectiveness of peer coaching as a

strategy to enhance teaching performance. The research highlighted that co-teaching, where a coach collaborates directly with a teacher in the classroom, can be particularly beneficial in improving teaching practices.

3.3. *Significant Relationship Between the Professional Training Programs and the Work Performance of Public Secondary School Teachers of Cluster 12, Division of Davao City*—The statistical results presented in Table 3 provide compelling evidence that professional training programs have a significant positive relationship with the work performance of public secondary school teachers in Cluster 12, Division of Davao City. The overall correlation coefficient r -value of 0.759 with a p -value of 0.000 indicates a strong and statistically significant relationship between professional training pro-

grams and teacher performance in the Cluster 12, Division of Davao City. This suggests that improvements in professional training programs lead to enhancements in teachers' ability to plan, manage, apply, and evaluate their instructional practices effectively. Relatively, the overall strong correlation of the analysis in this study emphasizes the rejection of the null hypothesis across all sub-indicators and further reinforces the necessity of structured and well-implemented training programs in sustaining high-quality teaching performance. This highlights the collective impact of all four dimensions of professional training on teacher performance which aligns with the global best practices advocating for holistic and continuous teacher development programs.

Table 3. Significant Relationship Between the Professional Training Programs and the Work Performance of Public Secondary School Teachers of Cluster 12, Division of Davao City

Professional Training Programs	r	p -value	Decision on H_0
Planning	0.660	0.000	Reject
Management	0.524	0.000	Reject
Application	0.424	0.000	Reject
Evaluation	0.634	0.000	Reject
Overall	0.759	0.000	Reject

For teachers in Cluster 12, a comprehensive approach to professional training programs one that integrates planning, management, application, and evaluation can significantly enhance instructional quality and learner learning outcomes. Among the sub-indicators of Professional Training Programs of Public Secondary School Teachers of Cluster 12, Division of Davao City, Planning exhibits the highest correlation coefficient r -value of 0.660 with a p -value of 0.000, signifying its crucial role in shaping effective teaching practices. Planning is fun-

damental to instructional delivery, as it ensures that learning objectives, resources, and pedagogical strategies are systematically aligned to meet learner needs. The strong relationship in this analysis also suggests that public secondary school teachers of Cluster 12, Division of Davao City who undergo professional training in planning demonstrate improved lesson structuring, curriculum alignment, and classroom management skills. The Evaluation indicator of Professional Training Programs of Public Secondary School Teachers of Cluster 12, Division of

Davao City follows closely, with a correlation coefficient r -value of 0.634 and a p -value of 0.000. This statistical result highlights its importance in assessing learner learning outcomes and refining teaching strategies. Evaluation allows educators to monitor learner progress, identify learning gaps, and adjust instructional approaches accordingly. The strong correlation indicates that professional training equips school teachers of Cluster 12, Division of Davao City with skills in formative and summative assessment, data interpretation, and evidence-based decision-making. The said teachers are with robust evaluation competencies that are better positioned to enhance learner performance through timely feedback and differentiated instruction. Consequently, the Management indicator of Professional Training Programs of Public Secondary School Teachers of Cluster 12, Division of Davao City also demonstrates a significant correlation with work performance with a correlation coefficient r -value of 0.524 and a p -value of 0.000, reflecting its impact on classroom leadership, organization, and student engagement. Effective management skills are essential in fostering a conducive learning environment and ensuring the smooth execution of lesson plans. The statistical findings suggest that professional training enhances teachers' abilities in Cluster 12, Division of Davao City to handle classroom behavior, utilize instructional time effectively, and implement discipline strategies. These teachers are with strong management skills to create structured learning environments that facilitate learner engagement and academic achievement. Lastly, the Application aspect of professional training, while having the lowest correlation coefficient r -value of 0.424 and a p -value of 0.000, remains statisti-

cally significant, indicating its role in translating theoretical knowledge into practical teaching methodologies. Application focused training ensures that school teachers of Cluster 12, Division of Davao City can effectively integrate instructional technologies, hands-on activities, and learner-centered learning approaches into their teaching practices. Although the correlation is comparatively lower than other sub-indicators, it still highlights the necessity of experiential learning and real-world application in teacher training. The following teachers of Cluster 12, Division of Davao City received training in applied pedagogies, such as problem-based learning and technology integration thus, demonstrate greater instructional adaptability and innovation.

3.4. Regression Analysis on the Significant Influence of Professional Training Programs on the Work Performance of Public Secondary School Teachers of Cluster 12, Division of Davao City—The regression analysis results presented in Table 4 indicate a statistically significant influence of professional training programs on the work performance of public secondary school teachers in Cluster 12, Division of Davao City. The overall regression analysis demonstrated a strong predictive capacity, with an R -value of 0.781 and an R -squared (R^2) value of 0.609, indicating that approximately 60.9 percent of the variance in work performance can be attributed to the identified professional training program components. This result suggests that targeted training in planning, management, application, and evaluation significantly enhances teacher performance in Cluster 12, Division of Davao City. Hence, rejecting the set null hypothesis.

Consequently, the F -value of 44.828 and the p -value of 0.000 further confirm the statistical significance of the statistical findings, reinforcing

the assertion that professional training is a crucial determinant of effective teaching practices. Relatively, the significant findings of this

Table 4. Regression Analysis on the Significant Influence of Professional Training Programs on the Work Performance of Public Secondary School Teachers of Cluster 12, Division of Davao City

Professional Training Programs	β	Std. Error	Beta	t	Sig.	Decision on Ho	Interpretation
Constant	1.072	.234	–	4.588	.000	Reject	Significant
Planning	.303	.048	.429	6.323	.000	Reject	Significant
Management	.215	.055	.268	3.315	.011	Reject	Significant
Applications	.251	.052	.299	3.572	.001	Reject	Significant
Evaluation	.281	.050	.321	5.362	.000	Reject	Significant
R = 0.781, R² = 0.609, F-Value = 44.828, p-value = .000							

study highlight the necessity for education policymakers and administrators in Cluster 12, Division of Davao City, to design and implement robust professional training programs tailored to teachers' specific needs. Prioritizing training in planning, evaluation, application, and management can lead to substantial improvements in teaching effectiveness and overall work performance. Among the four indicators of professional training programs, planning exhibited the highest influence on work performance, as evidenced by its unstandardized coefficient ($B = 0.303$) and standardized beta coefficient ($= 0.429$), with a highly significant t-value of 6.323 and a p-value of 0.000. This finding implies that equipping public secondary school teachers of Cluster 12, Division of Davao City with strategic planning skills substantially enhances their ability to design effective lesson plans, set learning objectives, and structure classroom activities for optimal learner engagement. These teachers undergone comprehensive planning-focused training that are more likely to implement structured and goal-oriented pedagogical strategies. The second most influential factor, evaluation, was found to have a significant impact on work performance, with an unstandardized coefficient

of 0.281 and a standardized beta of 0.321, with a highly significant t-value of 5.362 and a p-value of 0.000. Evaluation skills enable the public secondary school teachers of Cluster 12, Division of Davao City to assess learner learning effectively, adapt instructional strategies, and implement evidence-based improvements to their teaching methods. Professional training in assessment techniques enhances the said teachers' ability to measure student progress accurately and refine their pedagogical approaches accordingly. Application skills ranked third in terms of influence, with an unstandardized coefficient of 0.251 and a standardized beta of 0.299, with a highly significant t-value of 3.572 and a p-value of 0.001. This result implies that practical training experiences that allow public secondary school teachers of Cluster 12, Division of Davao City to apply theoretical knowledge in real-world classroom settings significantly improve work performance. Hands-on training methodologies, such as micro-teaching and classroom simulations, are essential in bridging the gap between theoretical learning and practical teaching competencies. Management skills, although ranked fourth, still had a significant effect on work performance, with an unstandard-

ized coefficient of 0.215 and a standardized beta of 0.268 with a significant t-value of 3.315 and a p-value of 0.011. This suggests that while classroom and instructional management play a significant role in teacher effectiveness in the Cluster 12, Division of Davao City, their direct

impact on work performance is slightly lower than other factors. Effective classroom management training helps the said teachers maintain discipline, foster a conducive learning environment, and enhance learner engagement.

4. Conclusions and Recommendations

This section gives the findings of the study based on the data outcome. The conclusions drawn from the findings of the study are also provided in this section. In order to make a significant contribution, the researcher has made recommendations in this chapter.

4.1. Findings—This non-experimental research using correlation design in this study aimed to determine the extent of professional training programs and the extent of work performance of public secondary high school teachers. Specifically, this study aimed to determine the extent of professional training programs in terms of planning, management, application, and evaluation. Moreover, this identified the extent of work performance of public secondary school teachers in terms of schoolwork, sense of trust, school accomplishment, and interpersonal relationship. Finally, this study determined the significant relationship between the extent of professional training programs and the extent of work performance of public secondary school teachers. Using non-experimental research, the extent of professional training programs and work performance of public secondary school teachers was determined. The respondents of the study were the 120-public secondary school teachers in Cluster 12, Division of Davao City. A modified teacher-made survey questionnaire was adopted from the study of Theory of Experiential Education (1984 by Kolb as cited by Bacullo (2021) and Theory of Sociocultural (1978) by Vygotsky also cited in Mansunogutan (2021) was utilized as the main instrument of this study. After thorough analysis, significant findings showed that the extent of professional training programs in terms of planning, manage-

ment, application, and evaluation was extensive. Similarly, the extent of work performance of public secondary school teachers in terms of schoolwork, sense of trust, school accomplishment, and interpersonal relationship was also extensive which means that it was oftentimes manifested while in terms of professional training programs which is extensive. Hence, the extent of work performance as demonstrated by public secondary school teachers of Cluster 12, Division of Davao City was extensive. The overall regression analysis demonstrated a strong predictive capacity, with an R-value of 0.781 and an R-squared (R^2) value of 0.609, indicating that approximately 60.9 percent of the variance in work performance can be attributed to the identified professional training program components. This result suggests that targeted training in planning, management, application, and evaluation significantly enhances teacher performance in Cluster 12, Division of Davao City. Hence, rejecting the set null hypothesis. Finally, indicators of professional training programs such as planning, management, application, and evaluation have significant influence on work performance of public secondary school teachers of Cluster 12, Division of Davao City.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: The professional training programs of

public secondary school teachers were extensive. The work performance of public secondary school teachers was also extensive. There was a strong positive relationship between professional training programs and work performance of public secondary school teachers of Cluster 12, Division of Davao City based on the indicators. Based on the results revealed, the following indicators have a strong influence of professional training programs on the work performance of public secondary school teachers: Planning, Management, Application, and Evaluation.

4.3. *Recommendations*—The following interventions were offered based on the conclusions of the study: The Department of Education (DepEd) must implement continuous professional development programs that address the evolving needs of education. These programs should focus on pedagogical innovation, technology integration, classroom management, and differentiated instruction to equip teachers with the essential skills for effective teaching. School heads must ensure that teachers’

professional training enhances classroom performance by promoting continuous learning through training, mentorship, and collaboration. They should also regularly evaluate and provide feedback to help teachers improve their practices. Teachers should view professional development as a tool for career growth and improved classroom performance. They must actively engage in capacity-building activities, apply new skills to enhance learning outcomes, and practice reflective teaching while staying updated on current educational trends and policies. Learners are not direct beneficiaries of professional training, their educational progress relies on well-trained teachers. Schools should involve learners in feedback processes to gather their input on teaching competence, classroom engagement, and instructional delivery. Future research should explore how professional training programs impact teacher performance and student progress, focusing on the effectiveness of models like online development, micro-credentialing, and mentoring in enhancing teacher competencies.

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