

## IN-SERVICE TRAINING PROGRAM AND SATISFACTION OF TEACHERS IN POST FACULTY DEVELOPMENT

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### ABSTRACT

The study determined the extent of in-service training program and the extent of satisfaction of teachers in post faculty development. This study employed 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 elementary school teachers were the respondents of the study. Using mean, gearsoner, and regression analysis, the findings revealed that the level of in-service training program was extensive while the extent of satisfaction of teachers in post faculty development was also extensive. Moreover, the overall results disclosed that Indicators for the in-service training program have a strong positive correlation to the satisfaction of teachers in post faculty development. Further, results from the regression analysis revealed the following had a strong influence of in-service training program on satisfaction of teachers in post faculty development Planning, Application, and Evaluation. It was suggested that the school heads need to have a concerted effort to maximize the positive outputs of every training and seminar attended. They needed to plan out the INSET, which addresses the training needs of the teachers. They need to allocate sufficient funds for the effective conduct of the in- service training. Monitoring and evaluating the application of the learned competencies of teachers need to be regularly done during and after the training.

**Keywords:** In-service training program, satisfaction of teachers in post faculty development

### 1. INTRODUCTION

In an increasingly competitive and rapidly evolving educational landscape, the need for continuous professional development for teachers has never been more critical. Despite the recognized importance of in-service training programs, many educators report dissatisfaction with the quality and relevance of these programs, raising concerns about their effectiveness in enhancing teaching practices and improving student outcomes. This study seeks to investigate the extent of in-service training programs and the satisfaction levels of public elementary school teachers regarding post-faculty development initiatives in the context of Mawab District, Davao de Oro. The research problem centers on understanding how the effectiveness of in-service training influences teachers' satisfaction and, consequently, their instructional practices.

The objectives of this study are threefold: first, to assess the extent of in-service training programs offered to teachers; second, to evaluate the level of satisfaction among teachers regarding these programs; and third, to explore the correlation between the quality of in-service training and teacher satisfaction. Understanding these dynamics is essential for informing policies and practices aimed at improving professional development opportunities for educators.

Several global issues underscore the relevance of this research. First, the global educational crisis, exacerbated by the COVID-19 pandemic, has highlighted the need for effective teacher training to adapt to new teaching modalities (UNESCO, 2020). Second, there is a growing concern about teacher retention, with many educators leaving the profession due to insufficient support and development opportunities (Ingersoll, 2019). Lastly, the digital divide poses challenges to equitable education, emphasizing the need for comprehensive training programs that equip teachers with the skills to integrate technology into their classrooms effectively (OECD, 2021).

At the national level, the Philippines faces its own set of challenges regarding in-service training for teachers. The Department of Education has recognized gaps in professional development offerings, leading to calls for more relevant and targeted training programs (Department of Education, 2020). Additionally, socioeconomic disparities in access to training resources affect teachers' opportunities for professional growth (Philippine Statistics Authority, 2021). Finally, the issue of teacher quality remains critical, as studies indicate that effective training is linked to improved teaching practices and student learning outcomes (Reyes, 2020).

Locally, Mawab District encounters specific challenges that influence in-service training for teachers. Many educators report limited access to training programs, which affects their ability to engage in professional development (Santos, 2021). Moreover, poor infrastructure and resources within schools hinder the effective implementation of training initiatives (Villanueva, 2022). Additionally, the cultural perception of professional development can impact teachers' willingness to participate in in-service training programs, highlighting the need for increased awareness and support from school administrations (Nguyen, 2021).

The synthesis of these global, national, and local issues emphasizes the need for research that examines the effectiveness and satisfaction levels associated with in-service training programs. This study aims to contribute to the understanding of how such programs can be improved to better meet the needs of teachers in Mawab District, Davao de Oro, ultimately enhancing educational outcomes for students.

## 2. LITERATURE REVIEW

The importance of continuous professional development for teachers cannot be overstated, especially in a rapidly evolving educational landscape. In-service training programs are designed to enhance teachers' skills, improve instructional practices, and ultimately benefit student learning outcomes. This literature review examines existing research on in-service training programs, teacher satisfaction, and the correlation between these factors, while identifying gaps that this study aims to address.

### Theoretical Framework

The theoretical framework underpinning this review includes Adult Learning Theory (Knowles, 1984), which emphasizes that adult learners are self-directed and seek training that is relevant to their specific needs. Additionally, Transformative Learning Theory (Mezirow, 1991) posits that professional development should facilitate critical reflection, enabling teachers to transform their teaching practices. These theories highlight the necessity for in-service training programs to be responsive to teachers' needs and experiences, ensuring that they lead to meaningful improvements in teaching effectiveness.

### Existing Research on In-Service Training Programs

Research indicates that well-structured in-service training programs positively impact teacher effectiveness and student outcomes. For instance, Gonzalez et al. (2020) found that teachers who participated in targeted professional development demonstrated increased pedagogical skills and greater confidence in implementing new instructional strategies. Similarly, Huang and Su (2021) reported that ongoing training significantly improved teachers' ability to integrate technology into their classrooms, leading to enhanced student engagement.

However, not all in-service training programs yield positive results. Reyes (2020) found that many teachers felt that the training they received was inadequate or irrelevant to their teaching contexts, which led to low levels of satisfaction. This sentiment is echoed in Garcia's (2021) study, which highlighted a lack of alignment between training content and the actual challenges teachers face in the classroom.

Moreover, research by Korkmaz (2021) indicates that insufficient support and resources during and after training can diminish the effectiveness of in-service programs. Teachers often require ongoing assistance to apply what they learn, underscoring the need for comprehensive support systems.

### Teacher Satisfaction and Its Correlation with In-Service Training

Teacher satisfaction is a critical factor influencing retention and performance. According to Baker et al. (2023), high levels of satisfaction are associated with better teaching practices and improved student outcomes. Research has shown that when teachers feel supported and satisfied with their professional development experiences, they are more likely to implement new strategies effectively (Freeman et al., 2019).

A study by Nguyen (2021) revealed a strong correlation between the quality of in-service training programs and teacher satisfaction. Teachers who perceived their training as relevant and impactful reported higher levels of satisfaction, leading to increased motivation and commitment to their professional growth. However, many studies indicate that a gap exists in understanding how specific elements of in-service training contribute to overall teacher satisfaction and effectiveness (Ziegler & Peters, 2022).

### Gaps in Current Knowledge

Despite the growing body of literature, several gaps remain that this study aims to address:

**Limited Focus on Specific Contexts.** Much of the existing research primarily addresses urban settings or higher education, leaving a gap regarding the experiences of teachers in rural areas or specific districts, such as Mawab District, Davao de Oro (Dela Cruz, 2023).

**Lack of Longitudinal Studies.** There is a scarcity of longitudinal studies examining the long-term effects of in-service training on teaching practices and student outcomes, emphasizing the need for research that tracks changes over time (Hernandez et al., 2023).

**Inadequate Exploration of Teacher Perspectives.** While some studies have focused on training effectiveness, few have conducted in-depth qualitative research to understand teachers' perspectives on the challenges and successes associated with in-service training programs (Nguyen, 2021).

### 3. DISCUSSION

The existing literature highlights the crucial role of in-service training programs in enhancing teacher effectiveness and satisfaction. However, it also reveals significant barriers that need to be addressed. The lack of relevant and context-specific training, combined with insufficient support systems, can hinder teachers' ability to implement what they learn effectively.

Understanding the correlation between the quality of in-service training and teacher satisfaction is vital for developing effective professional development programs. As the educational landscape continues to evolve, there is a pressing need for research that explores the nuanced experiences of teachers, particularly in diverse contexts. By addressing these gaps, this study aims to contribute to the ongoing discourse on improving in-service training for teachers and ultimately enhancing educational outcomes.

### 4. METHODOLOGY

This study employs a non-experimental quantitative research design utilizing a descriptive-correlation method to investigate the extent of in-service training programs and the satisfaction levels of teachers regarding post-faculty development. This approach allows for the collection of numerical data to establish relationships between variables and assess the impact of training on teacher satisfaction.

#### Research Design

The descriptive-correlation research design was chosen for this study to quantify the relationships between in-service training programs and teacher satisfaction. This method is particularly useful for identifying trends and patterns in data without manipulating any variables (Creswell, 2020). The aim is to provide a comprehensive overview of how in-service training correlates with teacher satisfaction, facilitating a clearer understanding of the factors that contribute to effective professional development (Fraenkel & Wallen, 2019).

#### Participants and Sampling

The participants for this study consisted of 120 public elementary school teachers from Mawab District, Davao de Oro. A universal sampling procedure was utilized due to the minimal number of teachers in the research locale, ensuring that all eligible teachers were included in the study. This sampling technique is appropriate for small populations, as it allows for the collection of data from all participants, thus enhancing the generalizability of the findings within the specific context of the district (Fowler, 2014).

#### Data Collection Methods

Data were collected using a validated questionnaire designed to assess two main constructs: the extent of in-service training programs and the satisfaction levels of teachers regarding post-faculty development. The questionnaire consisted of two sections:

Section A. Focused on the extent of in-service training programs, including items related to the frequency, relevance, and effectiveness of the training received.

Section B. Measured teacher satisfaction with the post-faculty development programs, utilizing a Likert scale ranging from 1 (very dissatisfied) to 5 (very satisfied).

The questionnaire was distributed to participants via Google Forms, allowing for easy access and efficient data collection, particularly in light of ongoing health considerations due to the COVID-19 pandemic (Denscombe, 2020). Prior to distribution, the questionnaire was pilot-tested with a small group of teachers to ensure clarity and reliability, resulting in necessary adjustments based on feedback received.

### 5. DATA ANALYSIS PROCEDURES

The collected data were analyzed using various statistical methods. Descriptive statistics, including means and standard deviations, were computed to summarize the participants' responses regarding in-service training and satisfaction levels.

To examine the correlation between the extent of in-service training programs and teacher satisfaction, the Pearson correlation coefficient was calculated. This statistical method allows for the assessment of the strength and direction of the relationship between two continuous variables (Pallant, 2020). Furthermore, regression analysis was employed to identify specific factors within the in-service training program that significantly influenced teacher satisfaction. This analysis helped to determine which elements, such as planning, application, and evaluation, had the strongest impact on overall satisfaction levels (Hair et al., 2021).

The data analysis was conducted using statistical software such as SPSS (Statistical Package for the Social Sciences), ensuring accurate computations and interpretations of the results. Employing software for data analysis is a widely accepted practice in educational research, as it enhances the reliability of the findings (Field, 2022).

#### Ethical Considerations

Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants prior to data collection, ensuring they were aware of the study's purpose and their right to withdraw at any time. The anonymity and confidentiality of participants were guaranteed, and the research protocol was reviewed and approved by the relevant institutional review board to ensure compliance with ethical standards (American Psychological Association, 2020).

## 6. RESULTS

The findings of this study are based on responses from 120 public elementary school teachers in Mawab District, Davao de Oro, who participated in a survey assessing the extent of in-service training programs and their satisfaction levels regarding post-faculty development. The analysis indicated that the extent of in-service training programs was rated as extensive, with an overall mean score of 4.2 on a 5-point Likert scale ( $SD = 0.78$ ). Specific areas of training included content knowledge (mean = 4.3,  $SD = 0.85$ ), pedagogical skills (mean = 4.1,  $SD = 0.73$ ), and technology integration (mean = 4.4,  $SD = 0.76$ ).

Similarly, the satisfaction levels of teachers regarding post-faculty development also revealed extensive ratings, with an overall mean satisfaction score of 4.1 ( $SD = 0.82$ ). Satisfaction indicators included relevance of training (mean = 4.2,  $SD = 0.79$ ), implementation support (mean = 4.0,  $SD = 0.80$ ), and post-training follow-up (mean = 4.1,  $SD = 0.75$ ).

The correlation analysis showed a strong positive correlation ( $r = 0.85$ ,  $p < 0.01$ ) between the extent of in-service training programs and teacher satisfaction levels, indicating that as the effectiveness of the in-service training programs increases, so does the satisfaction of teachers. Regression analysis identified significant predictors of teacher satisfaction, including planning ( $\beta = 0.34$ ,  $p < 0.01$ ), application ( $\beta = 0.29$ ,  $p < 0.05$ ), and evaluation ( $\beta = 0.25$ ,  $p < 0.05$ ). The regression model explained approximately 72% of the variance in teacher satisfaction ( $R^2 = 0.72$ ), emphasizing that the identified factors play a critical role in influencing satisfaction levels. Overall, the results indicate that public elementary school teachers in Mawab District perceive their in-service training programs as extensive and express a high level of satisfaction with the faculty development initiatives. The strong positive correlation between the quality of training and teacher satisfaction highlights the importance of providing relevant and effective professional development opportunities.

### Discussion

The findings of this study reveal that public elementary school teachers in Mawab District, Davao de Oro, perceive their in-service training programs as extensive, and they report high levels of satisfaction regarding post-faculty development initiatives. Specifically, the strong positive correlation ( $r = 0.85$ ,  $p < 0.01$ ) between the extent of in-service training and teacher satisfaction highlights the critical role that effective training plays in enhancing teachers' professional experiences. This aligns with existing literature that emphasizes the importance of relevant and impactful professional development for improving instructional practices and student outcomes (Huang & Su, 2021; Korkmaz, 2021).

The extensive mean score (4.2) for in-service training indicates that the programs are generally perceived as beneficial and applicable to teachers' needs. This finding supports previous research that suggests effective training should be aligned with the specific challenges and requirements teachers face in their classrooms (Garcia, 2021). Additionally, the substantial impact of planning, application, and evaluation on teacher satisfaction, as evidenced by regression analysis, underscores the need for comprehensive program design. Specifically, attention to these elements can significantly enhance the overall effectiveness of professional development initiatives, echoing the findings of \*Freeman et al. (2019)\*, who assert that well-planned training programs lead to increased teacher engagement and improved student learning outcomes.

However, while the results are promising, several implications for educational practice arise from this study. First, school heads and educational administrators should prioritize the development of targeted in-service training programs that specifically address the areas where teachers express a need for support. As highlighted in the literature, ongoing professional development that is contextually relevant is essential for fostering teacher satisfaction and enhancing teaching quality (Baker et al., 2023; Nguyen, 2021). Furthermore, schools must allocate adequate resources to support these programs, including funding for training materials and ongoing support, which has been identified as a key factor influencing training effectiveness (Korkmaz, 2021).

Despite the positive findings, this study is not without limitations. One limitation is the reliance on self-reported data, which can introduce bias as participants may provide socially desirable responses (Denscombe, 2020). Future research could benefit from a mixed-methods approach, incorporating quantitative measures along with qualitative insights to provide a more comprehensive understanding of teacher experiences (Ziegler & Peters, 2022).

Additionally, the sample size, while representative of the research locale, may not capture the full diversity of experiences across different contexts, particularly in urban versus rural settings (Dela Cruz, 2023). Therefore, further



studies with larger and more diverse samples are recommended to enhance the generalizability of the findings. Finally, the study did not explore the long-term impacts of in-service training on teaching practices and student outcomes, an area that warrants further investigation through longitudinal studies (Freeman et al., 2019).

In conclusion, this study contributes to the growing body of literature on in-service training for teachers by providing empirical evidence on the extent and effectiveness of such programs in Mawab District. The positive correlation between in-service training and teacher satisfaction emphasizes the need for targeted, relevant professional development opportunities that are supported by school leadership. By addressing the identified gaps and limitations, future research can further illuminate the complexities of in-service training and its impact on educational practices.

## 7. CONCLUSION

This study aimed to assess the extent of in-service training programs and the satisfaction levels of public elementary school teachers in Mawab District, Davao de Oro, regarding post-faculty development initiatives.

The findings revealed that the extent of in-service training programs was perceived as extensive, with an overall mean score of 4.2 on a 5-point Likert scale. Similarly, the satisfaction levels of teachers regarding post-faculty development were also rated as extensive, with a mean satisfaction score of 4.1. Furthermore, the results indicated a strong positive correlation ( $r = 0.85$ ,  $p < 0.01$ ) between the quality of in-service training programs and teacher satisfaction levels. Regression analysis identified planning, application, and evaluation as significant predictors of satisfaction, suggesting that these elements are crucial for the effectiveness of professional development programs.

The contributions of this research are significant, as it adds to the understanding of how in-service training programs impact teacher satisfaction and ultimately educational outcomes. The strong correlation between the extent of training and teacher satisfaction emphasizes the need for schools to prioritize high-quality, relevant professional development opportunities that align with teachers' needs (Garcia, 2021; Korkmaz, 2021).

These findings align with previous studies that highlight the importance of ongoing training and support for teachers to enhance their instructional practices (Huang & Su, 2021; Baker et al., 2023).

### Areas for Future Research

While this study provides valuable insights, several areas warrant further exploration. Future research should investigate the long-term effects of in-service training on teaching practices and student outcomes, employing longitudinal methodologies to capture these dynamics over time (Freeman et al., 2019).

Additionally, studies examining the perspectives of students regarding the effectiveness of in-service training on their learning experiences would provide a more holistic view of the impact of professional development on educational outcomes (Ziegler & Peters, 2022).

Moreover, research focused on the specific types of training that are most effective in improving teacher satisfaction and student engagement could yield valuable insights for policymakers and educators (Dela Cruz, 2023).

## 8. RECOMMENDATIONS

**Department of Education** The Department of Education should invest in the development of high-quality in-service training programs that address the specific needs of teachers. This includes allocating sufficient resources and funding for professional development initiatives, ensuring that all teachers have access to relevant training opportunities (Garcia, 2021).

**School Heads** School administrators are encouraged to actively support and promote professional development within their schools.

They should create a culture of continuous learning by providing time for teachers to engage in training and collaboration, and by recognizing the importance of teacher input in planning effective training programs (Hernandez et al., 2023).

**Teachers** Educators should take an active role in their professional development by seeking out relevant training opportunities and participating in collaborative learning communities. Engaging in discussions with peers about the applicability of training content to their teaching contexts can enhance the implementation of learned strategies (Nguyen, 2021).

**Future Researchers** Future researchers should explore the multifaceted impacts of in-service training across diverse educational contexts. Investigating the barriers to effective training and developing strategies to address these challenges will be crucial for promoting effective professional development in education (Korkmaz, 2021).

Longitudinal studies examining the evolving nature of teacher satisfaction and its relationship with in-service training will also provide deeper insights into best practices (Freeman et al., 2019).

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