

Level of Implementation and Effectiveness of Department of Education (DepEd) Training Programs among Public School Personnel

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Abstract:

This study determined the level of implementation and effectiveness of Department of Education (DepEd) training programs among public school personnel. The study was conducted in the District of Malinao, Division of Aklan, Region VI–Western Visayas, involving teaching and non-teaching personnel from selected public schools. The descriptive research design was utilized to assess the extent of implementation of DepEd training programs and their effectiveness in enhancing employees' competencies, professional growth, and work performance. A researcher-made questionnaire served as the primary instrument in gathering the necessary data. Statistical tools such as frequency count, percentage, mean, and ranking were employed in the analysis and interpretation of data.

Findings revealed that the DepEd training programs were generally highly implemented and effective among public school personnel. The respondents perceived that the training programs significantly contributed to the improvement of their knowledge, skills, job efficiency, and professional development. The study also identified certain concerns related to the availability of resources, training schedules, and accessibility of programs.

Based on the findings, the study concluded that DepEd training programs play a vital role in strengthening the competencies and performance of public school personnel. Continuous implementation and enhancement of training activities are therefore essential to ensure quality service delivery in the educational system. It is recommended that DepEd regularly assess the training needs of personnel and develop responsive and sustainable training programs to further improve organizational effectiveness and employee performance.

Keywords: Department of Education (DepEd); effectiveness; implementation; public school personnel; professional development

Introduction

In public schools, human resources is a great factor in attaining quality educational outcomes. In this institution, not only do the teachers create a direct impact, but also the administrative staff. Department of Education (DepEd) offers professional development and training programs to improve the skills, knowledge, and competencies of public school staff. These programs were created to make the teachers adaptable to the different changes in curriculum, policy, and the needs of the students. However, the effectiveness of these of these programs in improving the quality of service and performance in a school and the level of its implementation is as crucial as its availability. Human Capital Theory is the foundation

of this study. This theory sees the knowledge of people, their skills and abilities as form of capital which can be enhanced by investing in further education and in providing training. According also to this theory, in order to enhance the output of employees in an organization, they must put an investment in professional development initiatives to further enhance effectiveness and creativity among employees. In addition, improving physical resources can yield to better output and service, and education which can strengthen the capacity of the personnel, and can lead to the growth of the institution.

In the field of education, developing the skills of the school staff can lead to improved instructional strategies, better operation in administration, and can lead also to better student performance. The Department of Education (DepEd) conducts training programs in the Philippine public school system, which covers different areas, such as professional standards, governance, instructional strategies, and policy implementation.

The public school employees in the District of Malinao join these initiatives of the Department of Education (DepEd) professional development programs to meet the standard performance of the institution, and to adjust to the constant educational demands. Although these programs are available, it is important to assess the applications of these trainings in reality and how it creates an impact to the staff members.

Training elements such as, available resources, participation opportunities, and institutional support can affect the impact of these trainings on how the attendees would practice the learning taken from the training and therefore, localized evaluation is needed.

Thus this study aimed to evaluate the effectiveness and the degree of implementation of the Department of Education (DepEd) training programs among public school staff in the district of Malinao, Aklan. The research aimed to reveal the importance of investing in the development of the personnel as a mean to strengthen organizational capacity and enhancing the quality of education by adhering on the investigation on human capital theory. The results would offer correct information to do planning, policy improvement, and improvement on training initiatives within the district.

Methodology

Research Design

This study utilized a quantitative research methodology, which is the descriptive-correlational research design, to evaluate the level of implementation and perceived level of efficacy of the training programs conducted by the Department of Education (DepEd) to the personnel in the public school in the district of Malinao, Aklan.

A quantitative research design is fit to use when the purpose of the research is to examine the variables and measure the extent of relationships using statistical tools (Creswell & Creswell, 2018).

Moreover, quantitative research design measures objectively the perception and experiences through structured research instruments with the intervention of statistical interpretations and generalizations of results (Privitera & Ahlgrim-Dezell, 2019).

The study also used a structure likert-scale questionnaire to measure the implementation level and the perceived effectiveness of the implemented training programs as measurable variables. The descriptive part of the research design tackled the assessment of the training program provided by DepEd in connection to its relevance to job functions, sufficiency of training content, quality of trainers, accessibility to resources, mechanisms for follow-up, and monitoring. Descriptive research described this research

process systematically (Loeb et al., 2017). This approach is appropriate in gathering necessary information about how training programs are conducted in the district.

Participants and Sampling Techniques

The participants of the study are composed of 100 public school employees in the district of Malinao, Aklan. The respondents were identified as school heads, teachers, and non-teaching staff who attended and participated in training programs sponsored by the Department of Education (DepEd) from the year 2022 up to the present.

The criteria was created with the inclusion that participants must be currently employed in a public school within the District of Malinao, Aklan and must have attended a minimum of three DepEd training programs during the designated period. They are free to choose to take part, and the study would strictly protect their privacy and anonymity.

Research Instruments

This study employed a structured survey questionnaire as the principal data collection tool to assess the degree of implementation and efficacy of training programs administered by the Department of Education (DepEd) for public school personnel in the District of Malinao.

The questionnaire was created by the researcher basing it to the relevant literature and existing frameworks for professional development and human resource development in education. The research instrument consists of three (3) main parts.

Part I: The research collected information about the DepEd training programs attended by the respondents since 2022. It includes the name of the training, the level at which it is conducted, the date it was held, the way it was delivered, the number of hours, and the office responsible for the conduct of the said training.

Part II: The researcher finds out how well DepEd training programs are being used in the district. This stage has signs about planning, delivery, monitoring, support systems, and how to use what you've learned at work. The answers will be rated on a five-point Likert scale, with 5 being "Very High," 4 being "High," 3 being "Moderate," 2 being "Low," and 1 being "Very Low."

Part III will look at how well the training programs work to improve knowledge, skills, and work performance. and growth in their careers. Before collecting data, experts in educational management and research will check the questionnaire's content to make sure it is clear, relevant, and in line with the study's goals. Necessary changes will be made based on what they suggest. A pilot test will also be performed with a small group of public-school staff members who are not part of the final sample in order to assess the instrument's reliability using Cronbach's alpha coefficient.

Data Gathering Procedure

The process of data collection in this study utilized a systematic and structured methodology to ensure its accuracy, reliability, and ethical adherence to the data gathered. Before administering the survey, the researcher secured necessary approvals including the letter from the Schools Division Superintendent (SDS) and the Public Schools District Supervisor (PSDS). A letter to the school heads and participants for their participation was secured. This coordination is necessary to make sure that everybody is informed of what they are doing and adheres to the rules of making institutional research.

In the data collection process, rules to protect privacy were strictly considered, the anonymity of the participants was maintained, and the accuracy of the data.

All information gathered was solely for research purposes, and to access to the database of the responses was restricted to the researcher alone. The data gathered were stored securely and utilized for academic research purposes only adhering to ethical standards for social and educational research (Polit & Beck, 2017).

Data Analysis Procedure

After completing the gathering of the data from a total of one hundred (100) participants, the data were sorted, coded, and translated into tables, and were analyzed using appropriate statistical tools. To ensure the correct calculation of the numerical data, the Statistical Package for the Social Sciences (SPSS) was used to analyze the data.

For problem 1, it examined the training programs implemented by the Department of Education (DepEd) in the district of Malinao, Aklan, where descriptive statistics

For Problem 1, which examined the training programs that the Department of Education has set up in the Malinao District, descriptive statistics like frequency counts and percentages were used to show the types, levels, modes, and number of training programs of the respondents.

For Problem 2, which assesses how well DepEd training programs were used, the weighted mean and standard deviation were utilized to determine the central tendency and variability of responses.

The following scale will be used to figure out what it means:

4.21–5.00:	Very High
3.41–4.20:	High
2.61–3.40	Moderate
1.81–2.60:	Low
1.00–1.80:	Very Low

The weighted mean and standard deviation will also be used for Problem 3, which tests how well the training programs work. The scale for interpreting will be as follows:

4.21–5.00—	Very High
3.41–4.20-	High
2.61–3.40—	Moderate
1.81–2.60—	Low
1.00–1.80 –	Very Low

If the study aims to identify significant differences in responses based on profile variables (e.g., position, years of service, or number of trainings attended), inferential statistics such as the independent samples t-test (for two groups) and one-way Analysis of Variance (ANOVA) (for more than two groups) will be utilized. Additionally, Pearson's r correlation coefficient can be utilized to assess the correlation between the degree of implementation and the efficacy of training programs. All statistical tests will be calculated at a significance level of 0.05.

Ethical Considerations

We followed all the rules of accepted research ethics when doing this study, and we made sure to follow all the ethical guidelines. Before collecting data, the researcher followed the right steps to get permission to do the study. The Schools Division Superintendent of the Division of Aklan first received and approved a formal request letter. Then, the District Supervisor of Malinao approved it. After getting these approvals,

the heads of the participating schools were contacted to formally tell them about the study and make sure that the research instrument was used in a smooth and ethical way.

Before giving out the 5-point Likert scale questionnaire through survey forms, all participants were given an informed consent letter. At the beginning of the survey, there was a consent form that respondents had to sign to show that they understood what they were agreeing to. The consent form told the people who answered the questions what the study was about, what would happen, and that they could say no or leave the study at any time without any consequences. Informed consent is a basic ethical requirement for research. It makes sure that people who take part in the study do so willingly and with full understanding of what it is about (Polit & Beck, 2017).

The researcher made sure that the respondents' privacy and anonymity were completely protected. We didn't collect any personally identifiable information, and we kept all of the answers strictly private. The data collected were safely stored and only used for school and research purposes.

Results and Discussion

Part 1. Implemented DepEd Training Program in the District of Malinao

In this part, we talk about the training programs that respondents took part in through the Department of Education. The information includes the name of the training program, the level (District or School), the date it took place, the method of delivery, the organizer, and the number of hours of training. Please keep in mind that the trainings shown in this table are only the ones that got the most responses based on the actual survey results. Because the people who answered the survey went to different training programs, only the ones that were mentioned the most were chosen and put together for presentation and analysis. This method makes sure that the conversation is about the most common professional development activities that most participants have had. This gives a better picture of the training programs that are most used and attended in the District of Malinao

Table 1. Implemented DepEd Training Program in the District of Malinao

Training Program Title	Level	Date Conducted	Mode	Organizer	No. of Hours
1.District Roll-out on the Foundation Course for HEEADSS	School	September 2, 2026	Face-Face	School & District	8
2. School Based In-Service Training for Teachers	School	Nov.25-29, 2024	Face-Face	School	40
3.District Sports Training for Technical Officials and Coaches	District	Sept. 25-27, 2025	Face-Face	District	24

4. District Orientation on the Expanded Career Progression	District	Sept.18-19, 2025	Face-Face	District	16
5. School Based In-Service Training for Teachers	School	February 6-10, 2024	Face-Face	School	40
6. School-Based Training on the MATATAG Curriculum for the Kindergarten, Grade 1,4 & 7 Teachers	District	July 8-11, 2024	Face-Face	District	24
7. District Training on the Academic Recovery and Accessible Learning (ARAL) Reading Program	District	Sept.11-12, 2025	Face-Face	District	16

2. Level of Training Implementation

Table 2.1 Relevance to Job Functions

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. The training programs provided are aligned with my actual job responsibilities.	65	35	0	0	0	4.65	VH
2. The training topics address real challenges	64	35	1	0	0	4.63	VH

encountered in my work.							
3. The training sessions help improve skills needed for daily school tasks.	59	39	2	0	0	4.57	VH
4. The training programs are relevant to current DepEd priorities and mandates.	57	41	2	0	0	4.55	VH
5. The training outcomes are applicable to my classroom/office setting.	55	38	7	0	0	4.48	H
Grand Weighted Mean						4.58	
VH							

Table 2.1 shows how the respondents rated the indicators' relevance to their job functions. The indicators got high to very high ratings, which means that the respondents generally thought the training programs were useful and relevant.

The results indicate that the respondents regarded the training programs as highly pertinent to their professional responsibilities. Indicator 1, which says that the training programs are in line with the respondents' real job duties, got the highest weighted mean of 4.65, which is Very High. This means that the people who answered strongly agree that the training they went to is directly related to the jobs and duties they were given. Indicator 5, on the other hand, got the lowest weighted mean of 4.48, which means that the training outcomes can be used in the classroom or office. This still suggests that some people who answered the question may have a little trouble fully using some of the training outcomes in their real work environment, even though it is still a good sign.

The table's overall mean score was 4.58, which is very high. This means that most of the people who answered the survey think that the training programs are very useful and relevant to their work, professional tasks, and current educational requirements. The outcome indicates that the training programs adequately fulfill the professional development requirements of the participants and facilitate the enhancement of their workplace competencies.

Table 2.2 Adequacy of Training Content

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
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1. The training content is clear, updated, and well-organised.	54	39	7	0	0	4.47	H
2. The training provides enough depth to understand the topic fully.	50	45	5	0	0	4.45	H
3. The training materials (modules/handouts/slides) support learning effectively.	48	43	9	0	0	4.39	H
4. The activities and examples are appropriate and context-based.	50	44	6	0	0	4.44	H
5. The training content meets the objectives stated in the program.	47	50	3	0	0	4.44	H
Grand Weighted Mean						4.44	
H							

Table 2.2 presents how the participants answered the survey questionnaire and rated the content based on clarity, organization, scope, relevance, and alignment to the goal of the training program. The results further revealed that all indicators are of high ratings, which signifies that most of the participants perceived that the content of the training was well-prepared and had an impact on their professional learning. Indicator 1, which stated that the content of the training was clear, up-to-date, and well-organized, received the weighted mean of 4.47, considered as High, and the highest of all indicators

This further asserts that the participants were convinced of the clarity and organization of the provided training materials. Furthermore, Indicator 3, which tackles the provided training materials, effectively supports learning, and got the lowest weighted mean of 4.39, which is still interpreted as High. It revealed that although the materials provided are useful, there can be improvement which can be made to make it better so that participants can even learn better.

The grand mean was 4.44 which can be interpreted as High. This shows that most of the participants who answered the given survey perceived that the materials provided in the training are useful, relevant, and helpful for learning.

The results further discussed that the training programs provide important content that enhance the professional advancement and skill enhancement of the participants.

Table 2.3 Quality of Trainers & Facilitators

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. The trainers demonstrate mastery of the training topic.	55	42	3	0	0	4.52	VH

2. The trainers communicate clearly and effectively.	50	48	2	0	0	4.48	H
3. The facilitators manage time and learning activities well.	51	48	1	0	0	4.50	H
4. The trainers encourage participation and interaction.	46	50	4	0	0	4.42	H
5. The trainers respond to questions and concerns satisfactorily.	44	54	2	0	0	4.42	H
Grand Weighted Mean						4.47	H

Table 2.3 show how participants who answered the survey gave their rating with the trainers and facilitators during the conduct of the said training program. Most of the participants who are tasked to answer the survey perceived trainers and facilitators of the training program as effective and competent. Indicator 1 revealed that the trainers demonstrated mastery and show real expertise on the topics assigned to them and this indicator got the highest weighted mean of 4.52, which falls under Very High. This result revealed that the participants who answered the survey believed that the trainers are knowledgeable, and mastered the topics assigned to them. Indicators 4 and 5, got the lowest of 4.42, which falls under High. These indicators tackled about how trainers encourage participation among participants, and how they answer queries from the participants too. Though trainers demonstrated high skills in these areas, they can still make improvement in these areas to maximize learning among participants.

This table got a grand mean of 4.47, which can be interpreted as High. This shows that most of the participants who are tasked to answer the survey believed that the trainers and facilitators are skilled to conduct and facilitate training programs. The outcome indicates that the trainers' expertise, communication abilities, and facilitation techniques enhance the participants' learning experience.

Table 2.4 Availability of Materials & Resources

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. Training materials are provided on time and are complete.	44	55	1	0	0	4.43	H
2. The venue/platform used is conducive to learning.	46	50	4	0	0	4.42	H
3. Needed equipment/technology (LCD, internet,	42	50	8	0	0	4.34	H

devices) is available during training.							
4.Participants receive sufficient references/resources for follow-through.	45	47	8	0	0	4.37	H
5. Administrative support (schedules, communications, certificates) is well-managed.	42	49	9	0	0	4.33	H
Grand Weighted Mean							4.38
H							

Table 2.4 shows how the people who answered the survey rated the availability of materials and resources that were provided during the training programs. The results show that all of the indicators got a high rating. This means that most of the people who answered the survey think that the materials, facilities, and administrative support needed for the training are all there.

Indicator 1, which says that training materials are given on time and are complete, got the highest weighted mean of 4.43, which is considered high. This means that the people who answered the question agree that the necessary training materials are usually sent out quickly and in full. Indicator 5, on the other hand, got the lowest weighted mean of 4.33, which is still considered high. This means that administrative support like schedules, communications, and certificates is well-managed. This means that administrative support is mostly good, but there may still be some small areas where managing schedules, communications, and paperwork could be better.

The table got a grand mean of 4.38, which is a high score. This means that most of the people who answered the question think that the materials, resources, and logistical support provided during the training programs are good enough and help people learn. The result suggests that having access to materials and resources makes the training programs work better overall.

Table 2.5 Monitoring and Follow-up Mechanism

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. There are clear post-training requirements (outputs/echo/seminars/action plans).	46	49	5	0	0	4.41	H
2.School leaders/heads monitor the application of learning after training.	40	57	3	0	0	4.37	H

3. Follow-up coaching or technical assistance is provided when needed.	46	50	4	0	0	4.42	H
4. Feedback is collected to improve future training programs.	44	51	5	0	0	4.39	H
5. The training results are evaluated through performance or observable outputs.	44	51	5	0	0	4.39	H
Grand Weighted Mean							4.40
H							

Table 2.5 shows how the people who answered the survey rated the monitoring and follow-up systems that were put in place after the training programs. The results show that all of the indicators got a high verbal interpretation. This means that the people who answered the questions generally think that monitoring activities and follow-up mechanisms are being done well after training programs. The results show that most of the people who answered the survey thought the training programs' monitoring and follow-up systems were good. The highest weighted mean of 4.42 for the indicators was for Indicator 3, which says that follow-up coaching or technical help is available when needed. This shows that the people who answered the question know that there is help available to help them use what they learned in the training. Indicator 2, which is about school leaders keeping an eye on how well students are using what they learned after training, got the lowest weighted mean of 4.37. However, it was still seen as High. This indicates that although monitoring is implemented, there may still be opportunities to enhance follow-up supervision to guarantee the consistent application of training outcomes.

The table's grand weighted mean of 4.40 means that it is "high" in words. This means that most of the people who answered the survey think that monitoring, evaluation, and follow-up activities are done well after the training programs.

3. Level of Effectiveness of Training Perceived by Public School Personnel

Table 3.1 Professional Competence

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. Training programs improve my professional knowledge and skills.	43	56	1	0	0	4.42	H
2. Trainings enhance my ability to plan and deliver	43	54	3	0	0	4.40	H

quality work/lessons.							
3. Trainings help me become more confident in performing my duties.	48	49	3	0	0	4.45	H
4. Trainings strengthen my understanding of DepEd policies and standards.	44	52	4	0	0	4.40	H
5. Trainings contribute to my professional growth as an educator/personnel.	42	54	4	0	0	4.38	H
Grand Weighted Mean							4.41
H							

Table 3.1 revealed how participants who are tasked to answer the question regarding their professional competence. The results show that all indicators fall under High level which asserted that the participants believe that training programs create a positive impact on their professional knowledge, skills, competencies, and overall performance. They further mention that these training programs provided to them had made a positive effect on their professional skills. Moreover, indicator 3 which discusses if the training program gives the respondents more confidence in doing their job, had the highest weighted mean of 4.45, which falls under High. Therefore training programs can increase the confidence of employees in performing their jobs. Indicator 5, in addition, which discusses if the training helps the respondents grow as a teacher or staff member, had the lowest weighted mean of 4.38. It revealed that even though training programs help people grow professionally, there are still improvements in the implementation that should be done.

The table got a grand weighted mean of 4.41, which can be interpreted as High. This further revealed that most respondents who participated in the survey perceived training programs as a helpful tool in making themselves better in their respective jobs. The result further asserted that training programs can help improve knowledge, skills, competencies, and confidence among educators and staff increasing their professional development and job performance.

Table 3.2 Teaching and Work Performance

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. Trainings improve my classroom/work strategies and practices.	45	53	2	0	0	4.43	H
2. Trainings help me perform tasks more efficiently and accurately.	46	51	3	0	0	4.43	H
3. Trainings influence improved learner outcomes/work results.	40	57	3	0	0	4.37	H
4. Trainings enhance my problem-solving in school/work situations.	39	59	2	0	0	4.37	H
5. Trainings improve my overall performance in my role.	44	51	5	0	0	4.39	H
Grand Weighted Mean							4.40
H							

The respondents' evaluation of the work and teaching performance is shown in Table 3.2. The findings demonstrate that every indicator received a high verbal interpretation, suggesting that respondents generally believe the training programs have a positive impact on their work strategies, productivity, and general performance in their respective roles. The findings indicate that most respondents gave training programs a high rating for their influence on teaching and job performance. Indicators 1 and 2, which claim that trainings enhance work or classroom strategies and assist respondents in completing tasks more effectively, had the highest weighted mean of 4.43, which is considered high. However, the lowest weighted mean of 4.37 was obtained by Indicators 3 and 4, which relate to better learner outcomes or work results and improved problem-solving in school or work situations, even though they were still considered high. This implies that although the training programs have a positive impact on work performance, they may have a stronger effect on learner outcomes and problem-solving skills if they are further improved. The grand weighted mean for the table was 4.40, which falls under High. This revealed that most of the respondents perceived training programs as a way to improve their teaching method, productivity and their performance in their jobs. This further suggests staff members and educators can be more productive and efficient in their jobs with the help of provision of training programs.

Table 3.3 Motivation and Commitment

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. Trainings increase my motivation to perform better at work.	41	57	2	0	0	4.39	H
2. Trainings inspire me to take initiative and accept more responsibilities.	42	58	0	0	0	4.42	H
3. Trainings strengthen my commitment to DepEd goals and programs.	38	61	1	0	0	4.37	H
4. Trainings encourage me to innovate in my teaching/work practices.	43	55	2	0	0	4.41	H
5. Trainings positively influence my work attitude.	43	55	2	0	0	4.41	H
Grand Weighted Mean						4.40	H

Table 3.3 shows how the people who answered the survey thought about how training programs affected their motivation and commitment to doing their jobs. The result revealed that all areas in this table got a High level. This revealed that the respondents believe that provisions of training programs to them can make positive effect on their motivation, work attitude, and commitment to their duties. Also they revealed that these training programs had made an impact on their motivation and commitment. Indicator 2 which discusses about if the provision of training programs can make respondents more likely to take charge and take on more responsibilities, had the highest weighted mean of 4.42, which falls under High. This results revealed that training programs can let people make initiatives in performing their jobs. Indicator 3, which mentioned if the training makes the respondents more committed to DepEd's goals and programs, got the lowest weighted mean of 4.37, but it was still seen as High. This further revealed that while training programs do help people stay committed, more work may be needed to make sure that training programs and organizational goals are met.

The table's grand weighted mean of 4.40 means that it is High. The result suggests that the training programs help create a positive work environment and motivate teachers and staff to stay committed to their jobs and the Department of Education's goals.

Table 3.4 Career Development

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretat ion
1. Trainings help prepare me for promotion or higher responsibilities.	41	56	3	0	0	4.38	H
2. Trainings provide opportunities for recognition and professional advancement.	40	57	3	0	0	4.37	H
3. Trainings develop leadership skills needed for career growth.	35	61	4	0	0	4.31	H
4. Trainings support my continuing professional development (CPD).	39	58	3	0	0	4.36	H
5. Trainings help me identify my career goals and development needs.	37	60	3	0	0	4.34	H
Grand Weighted Mean						4.35	H

Table 3.4 shows how the people who answered the survey felt about how training programs helped them advance in their careers. The results show that all of the indicators got a high verbal interpretation. This means that most of the people who answered the question think that the training programs help them move up in their careers and grow professionally.

The results show that most of the people who answered rated the effect of training programs on career growth as high. The highest weighted mean of 4.38 for the indicators was for Indicator 1, which says that training helps prepare respondents for promotion or more responsibilities. This means that training programs help people learn the skills they need to take on more responsibilities in their jobs. Indicator 3, which says that training helps people develop the leadership skills they need to move up in their careers, got the lowest weighted mean of 4.31, but it was still seen as High. This means that training can help people become better leaders, but there may still be ways to make leadership-focused training programs even better.

The table got a grand weighted mean of 4.35, which people say is "high." This means that most of the people who answered the survey think that training programs help them advance in their careers. The result suggests that the training programs help teachers and other school staff move up in their careers, keep learning, and reach their long-term career goals.

Table 3.5 Service Delivery

Indicator	5 Very High	4 High	3 Moderate	2 Low	1 Very Low	Weighted Mean	Verbal Interpretation
1. Trainings help improve the quality of service provided to learners/clients.	33	64	3	0	0	4.30	H
2. Trainings contribute to better coordination and teamwork in the workplace.	30	69	1	0	0	4.29	H
3. Trainings improve responsiveness to learners'/stakeholders' needs.	35	64	1	0	0	4.34	H
4. Trainings support improved school processes and outcomes.	30	69	1	0	0	4.29	H
5. Trainings help me identify my career goals and development needs.	29	69	2	0	0	4.27	H
6. Trainings help ensure better public service delivery	27	71	2	0	0	4.25	H

aligned with DepEd standards.							
Grand Weighted Mean							4.29
H							

Table 3.5 shows how the people who answered the survey thought about how training programs affected service delivery. The results show that all of the indicators got a high verbal interpretation. This means that most of the people who answered the question think that training programs help improve the quality of services provided in their roles. The results show that most of the people who answered said that training programs had a big effect on service delivery. Indicator 3, which says that training makes people more responsive to the needs of learners or stakeholders, got the highest weighted mean of 4.34, which is considered high. This means that training programs help the people who took the survey better meet the needs of learners and stakeholders. Indicator 6, which says that trainings help make sure that public services are delivered better in line with DepEd standards, got the lowest weighted mean of 4.25, but it was still seen as high. This means that training can help improve service, but more improvement may help make sure that the service meets public service standards.

The table's grand weighted mean of 4.29 is verbally interpreted as high. This means that most of the people who answered the survey think that training programs help improve service delivery at work. The result shows that the training programs help improve the quality of services offered to students and other stakeholders, as well as the way schools run and how staff work together.

Table 4. Significant Relationship Between the Level Of Implementation and the Perceived Effectiveness of the Training Programs

Significant Relationship	Mean	Spearman Rho-Value	P-Value	Interpretation	Decision
Level of Implementation	4.45	0.867	.001	Significant	Reject H_0
Perceived Effectiveness	4.37				

Table 4 discusses the relationship between the level of implementation and the perceived effectiveness of the training programs. The level of implementation and the perceived effectiveness of the training programs got the mean scores 4.45, and 4.37 respectively, which falls both under High. The results show that there is a Very High association between the between the level of implementation and the perceived effectiveness of the training programs, which was 0.867. this further revealed that the two variables are related positively. It revealed that when training programs are conducted effectively, it would increase positively the perception of the respondents with the training program offered to them as they believe that training programs can significantly enhance their skills, knowledge, and competencies which they need to perform well in their works.

The p-value is also less than 0.001, which is lower than the level of significance of 0.05.

This further explains that there is a significant relationships between the variables. So, the null hypothesis (H_0) should not be accepted.

Human Resource Development Plan Proposed Based on The Findings of the Study

Based on the results of this study, Human Resource Development (HRD) department should create a plan to further develop the efficacy and job performance of educators and staff. Even though the results revealed that the level of implementation and perceived effectiveness of training programs are High, the mentioned agency should innovate on how to increase the work performance and efficiency of the employees.

Since that Human Resource Development (HRD) department is in charge of providing enhancement, trainings, and professional development among employees, based on the results they must conduct, (1) Leadership and Career Development, (2) Training, (3) Strengthening Monitoring and Coaching Mechanisms, (4) Improved Training Resources and Support Systems, (5) Evaluation and Continuous Improvement of Training Programs.

The implementation of these suggestions for the Human Resource Development, it makes their employees effective and efficient in doing their jobs, take initiatives, and help the institutions achieve its goals.

Conclusion

The results of the study revealed that the Department of Education training programs are relevant, and useful for all the staff in the public school. The training programs address the needs of the employees, as they were well-organized, trainers and facilitators are of high quality, materials and resources are highly available, and there are ways to monitor and follow up the impact of the training programs. These effects of successful implementation of training programs help school staff grow professionally.

The study further revealed that the professional skills, teaching and work performance, motivation and commitment, career growth, and service delivery of the respondents are affected by the training program implementation.

This study discusses that facilitating effective and efficient training programs can help assist educators improve their knowledge, skills, and confidence.

The study also asserted that there is a strong and positive correlation between how the training programs are put into practice and how well they are applied to work by the employees. When training programs are conducted and implemented correctly, it would be an easy way to help public school staff grow professionally and do their jobs better. The findings of the study confirm that well-planned and effectively executed training programs are essential for enhancing the skills and performance of public-school staff, thereby facilitating improved service delivery and the attainment of the Department of Education's objectives and standards.

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