

Upskilling Training Program to the Teachers' Professional and Personal Development

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Abstract—The study aims to examine the Upskilling Training Program and its relationship to teachers' professional and personal development in public elementary schools. Specifically, it sought to determine the level of the Upskilling Training Program in terms of pedagogical skills training, technological skills training, assessment practices training, communication skills training, and leadership skills training; the extent of teachers' professional development in terms of pedagogical practices, technological integration in instruction, assessment application, collaboration networking, and leadership capacity in academic settings; and the extent of teachers' personal development in terms of communication skills, interpersonal relationships, professional confidence, work-life balance, and adaptability to change. It also determined the significant relationship between the Upskilling Training Program and teachers' professional development, as well as its relationship with teachers' personal development. This study employs a descriptive-correlational research design using a researcher-made survey questionnaire to gather data from 138 elementary teachers in public schools in Majayjay Sub-Office. The questionnaire was designed to measure the Upskilling Training Program and its influence on teachers' professional and personal development, using a 5-point Likert scale to quantify responses. The data was analyzed using statistical tools including mean, standard deviation, and Pearson Product Moment Correlation. The data show that the Upskilling Training Program is extremely good in terms of pedagogical skills training, technological skills training, assessment practices training, and leadership skills training, but it is high in terms of communication skills training, which is somewhat lower. In terms of teachers' professional development, is very high across all indicators, particularly in pedagogical practices, technological integration, assessment application, collaboration networking, and leadership capacity. Similarly, teachers' personal development is very high in all areas, including communication skills, interpersonal relationships, professional confidence, work-life balance, and adaptability to change. The results further show a significant positive relationship between the Upskilling Training Program and both professional and personal development, leading to the rejection of the null hypotheses. There is a strong positive relationship between the Upskilling Training Program and teachers' professional and personal development. This highlights that well-structured training programs contribute significantly to improving instructional practices, strengthening professional competencies, and enhancing personal well-being among teachers. Based on the findings, it is recommended that the Department of Education continue strengthening and institutionalizing upskilling programs to further enhance teacher competencies across all domains. School administrators are encouraged to provide continuous support, mentoring, and opportunities for professional collaboration to sustain teacher development. Teachers are likewise encouraged to actively participate in training programs and apply learned competencies in their teaching practice, particularly focusing on improving

communication skills to further enhance both professional and personal growth outcomes.

Keywords— development, personal, professional, training, upskilling

I. INTRODUCTION

An upskilling program refers to a continuous learning and professional development process designed to improve the knowledge, skills, and competencies of individuals in their specific field. In education, upskilling programs help teachers enhance their teaching strategies, adapt to technological advancements, and respond effectively to the evolving needs of learners. These programs may include trainings, workshops, seminars, graduate studies, and digital learning activities that support teachers in improving both their instructional practices and professional capabilities. Ultimately, it serves as a key strategy in ensuring that teachers remain competent, innovative, and responsive in delivering quality education.

According to Darling-Hammond et al. (2017), effective professional development helps teachers improve instructional quality, increase student engagement, and strengthen learning outcomes. Their study emphasized that sustained and collaborative training programs enable teachers to adapt to modern educational practices and technological innovations. Similarly, Desimone and Garet (2015) explained that continuous professional learning enhances teachers' content knowledge and pedagogical skills, which are essential in improving classroom performance and student achievement. These findings support the importance of upskilling programs in maintaining teacher effectiveness in today's rapidly changing educational environment. Globally, teacher education emphasizes sustained professional learning as a key factor in improving teaching quality and educational outcomes (Darling-Hammond et al., 2017). Professional development programs are considered essential in strengthening teaching effectiveness, which in turn leads to improved student achievement and enhanced professional practice. Through research-based teaching methodologies, teachers contribute to the advancement of effective instructional practices grounded in sound educational principles and models (Darling-Hammond, 2017).

Achieving desired student competencies requires refined and effective teaching practices, which are developed through continuous professional learning (Darling-Hammond et al., 2017). Teaching, therefore, is a profession that demands lifelong learning and constant improvement to respond to emerging educational challenges (Bates & Morgan, 2018). As

societal needs and educational contexts continue to change, teachers must engage in relevant upskilling and professional development programs that enhance both their professional expertise and personal development, such as confidence, adaptability, communication skills,

In light of these concerns, this study focuses on the upskilling training programs undertaken by teachers in the Majayjay Sub-office and examines their relationship to teachers' professional and personal development in promoting an effective teaching-learning process. The goal of this study is to determine the extent to which the Upskilling Training Program contributes to teachers' professional and personal development. Specifically, the study aims to determine the extent to which these training programs contribute to teachers' growth and whether a significant relationship exists between the upskilling initiatives and their professional and personal development.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to examine the Upskilling Training Program to Teachers' Professional and Personal Development.

Specifically, it sought to answer the following problems:

1. What is the level of the Upskilling Training Program in terms of:
 - 1.1 Pedagogical Skills Training;
 - 1.2 Technological Skills Training;
 - 1.3 Assessment Practices Training;
 - 1.4 Communication Skills Training; and
 - 1.5 Leadership Skills Training?
2. What is the extent of Teachers' Professional Development as influenced by in terms of:
 - 2.1 Pedagogical Practices;
 - 2.2 Technological Integration in Instruction;
 - 2.3 Assessment Application;
 - 2.4 Collaboration Networking; and
 - 2.5 Leadership Capacity in Academic Settings?
3. What is the extent of Teachers' Personal Development as influenced by the Training Program in terms of:
 - 3.1 Communication Skills;
 - 3.2 Interpersonal Relationships;
 - 3.3 Professional Confidence;
 - 3.4 Work-life Balance; and
 - 3.5 Adaptability to Change?
4. Is there a significant relationship between the Upskilling Training Program and the Teachers' Professional Development?
5. Is there a significant relationship between the Upskilling Training Program and the Teachers' Personal Development?

II. METHODOLOGY

This study employs a descriptive-correlational research design using a researcher-made survey questionnaire to gather data from 138 elementary teachers in public schools in Majayjay Sub-Office. The questionnaire was designed to measure the Upskilling Training Program and its influence on

teachers' professional and personal development, using a 5-point Likert scale to quantify responses. Statistical tools such as mean, standard deviation, and Pearson Product Moment Correlation were used to analyze the data.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected to examine the significant relationship between the level of the Upskilling Training Program and the extent of teachers' Professional and Personal Development.

Level of the Upskilling Training Program

In this study, the Upskilling Training Program refers to structured learning initiatives designed to help teachers improve and expand their skills in pedagogy, technology, assessment, communication, and leadership.

The level of the upskilling training program in terms of pedagogical skills training was revealed in the following tables, which show the statement, mean, SD, and remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the respondents' level of agreement regarding the effectiveness of the training program.

Table 1 presents the level of the Upskilling Training Program in terms of Pedagogical Skills Training.

Table 1. Level of the Upskilling Training Program in terms of Pedagogical Skills Training

Statements	Mean	SD	Remarks
The training...			
...strengthens my knowledge of effective teaching strategies.	4.43	0.54	Strongly Agree
...helps me design engaging learning activities.	4.48	0.53	Strongly Agree
...improves my classroom management techniques.	4.49	0.54	Strongly Agree
supports differentiated instruction for diverse learners.	4.53	0.52	Strongly Agree
...develops my skills in facilitating learner-centered teaching.	4.42	0.55	Strongly Agree
...expands my capacity to align lessons with curriculum standards.	4.46	0.51	Strongly Agree
...motivates me to innovate in my instructional practices.	4.45	0.53	Strongly Agree
Weighted Mean	4.46		
SD	0.53		
Verbal Interpretation	Highly Upskilled		

The findings imply that the Upskilling Training Program plays a significant role in strengthening teachers' pedagogical competence and instructional effectiveness. Since the respondents strongly agreed that the training improved their teaching strategies, classroom management, differentiated instruction, and learner-centered approaches, the program may contribute to more engaging, inclusive, and curriculum-aligned classroom practices. Furthermore, the results suggest that continuous professional development initiatives can encourage innovation and enhance teachers' capacity to address diverse learning needs effectively.

The weighted mean of 4.46 and standard deviation of 0.53 indicate a high level of upskilling. This signifies that the Upskilling Training Program is highly effective in enhancing

teachers’ pedagogical skills and contributes positively to instructional improvement.

In general, the findings demonstrate that the Upskilling Training Program serves as an effective professional development initiative that enhances teachers’ instructional competence and pedagogical practices. The program strengthens teachers’ knowledge and skills in applying effective teaching strategies, learner-centered approaches, classroom management, and differentiated instruction, which contribute to improved teaching performance and learning outcomes.

Table 2 shows the level of the Upskilling Training Program in terms of Technological Skills Training.

Table 2. Level of the Upskilling Training Program in terms of Technological Skills Training

Statements	Mean	SD	Remarks
The training...			
...improves my ability to use digital teaching platforms.	4.43	0.51	Strongly Agree
...reinforces my confidence in integrating ICT in lessons.	4.43	0.55	Strongly Agree
...enhances my ability to use online assessment tools.	4.47	0.53	Strongly Agree
...develops my skills in creating digital instructional materials.	4.47	0.53	Strongly Agree
...helps me manage online or blended learning delivery.	4.46	0.51	Strongly Agree
...strengthens my troubleshooting skills for classroom technology.	4.42	0.52	Strongly Agree
...exposes me to new and emerging educational technologies.	4.43	0.51	Strongly Agree
Weighted Mean	4.45		
SD	0.52		
Verbal Interpretation			Highly Upskilled

The results reveal that the respondents strongly agree that the training enhances their capability to utilize digital teaching platforms and strengthens their confidence in incorporating information and communication technology in classroom instruction. They also recognize that the program develops their skills in using online assessment tools, producing digital instructional resources, and managing online or blended learning environments. Furthermore, the participants affirm that the training helps them address common technological challenges and introduces them to emerging educational technologies that can support innovative teaching practices. These findings indicate that the program effectively promotes the development of teachers’ technological skills and supports technology-enhanced instruction.

Overall, the weighted mean of 4.45 and standard deviation of 0.52 indicate a highly upskilled level. This implies that the Upskilling Training Program is highly effective in strengthening teachers’ digital competencies and equipping them with the necessary skills to integrate technology meaningfully into the teaching and learning process.

In general, the findings suggest that the training program significantly contributes to improving teachers’ technological proficiency. By enhancing digital literacy, encouraging the use of modern instructional tools, and supporting innovative learning environments, the program fosters continuous professional development and helps teachers respond

effectively to the demands of technology-driven education. The results further indicate that sustained participation in upskilling initiatives is essential in ensuring that teachers remain competent, adaptable, and effective in a rapidly evolving digital education landscape.

Table 3 presents the level of the Upskilling Training Program in terms of Assessment Practices Training.

Table 3. Level of the Upskilling Training Program in terms of Assessment Practices Training

Statements	Mean	SD	Remarks
The training...			
...improves my skills in developing reliable test items.	4.41	0.52	Strongly Agree
...strengthens my ability to design performance-based assessments.	4.46	0.51	Strongly Agree
...helps me provide effective feedback to learners.	4.45	0.53	Strongly Agree
...expands my awareness of alternative assessment strategies.	4.44	0.53	Strongly Agree
...enables me to align assessments with learning objectives.	4.45	0.51	Strongly Agree
...develops my skills in interpreting student assessment results.	4.45	0.51	Strongly Agree
...supports me in using assessments to improve instruction.	4.45	0.53	Strongly Agree
Weighted Mean	4.45		
SD	0.52		
Verbal Interpretation			Highly Upskilled

The findings indicate that participants strongly agree that the training improves their ability to create reliable test items, design performance-based assessments, and provide constructive feedback to learners. They also recognize that the program broadens their understanding of alternative assessment strategies, helps align assessments with learning objectives, and develops their skills in interpreting results to inform instruction. These perceptions indicate that the training effectively strengthens teachers’ assessment practices and supports data-driven instructional improvement.

The weighted mean of 4.45 with a standard deviation of 0.52 indicates a highly upskilled level, showing that the Upskilling Training Program is highly effective in enhancing teachers’ assessment-related competencies.

Table 4. Level of the Upskilling Training Program in terms of Communication Skills Training

Statements	Mean	SD	Remarks
The training...			
...enhances my oral communication with students.	4.48	0.53	Strongly Agree
...improves my writing skills for professional communication.	4.43	0.54	Strongly Agree
...develops my ability to listen actively during discussions.	4.43	0.53	Strongly Agree
...supports my confidence in public speaking.	4.48	0.56	Strongly Agree
...helps me communicate effectively with parents and stakeholders.	4.43	0.53	Strongly Agree
...builds my confidence in expressing ideas in meetings.	4.41	0.51	Strongly Agree
...develops my ability to adapt communication styles to audiences.	4.49	0.52	Strongly Agree
Weighted Mean	4.45		
SD	0.53		
Verbal Interpretation			Highly Upskilled

In general, the findings demonstrate that the training program serves as a comprehensive professional development initiative that equips teachers with the skills to design, implement, and analyze assessments effectively. By improving feedback practices, aligning assessments with learning objectives, and supporting reflective instruction, the program fosters continuous professional growth and contributes to enhanced teaching and learning outcomes.

The findings indicate that participants strongly agree that the training improves their ability to communicate clearly with students, colleagues, and parents, strengthens confidence in public speaking, and develops skills in active listening and adapting communication to diverse audiences. They also recognize that the program builds competence in professional writing, expressing ideas in meetings, and fostering effective stakeholder engagement. These perceptions indicate that the training effectively enhances teachers' communication practices and supports positive interactions across classroom and school communities.

The weighted mean of 4.45 with a standard deviation of 0.53 indicates a highly upskilled level, showing that the Upskilling Training Program is highly effective in developing teachers' communication-related competencies.

In general, the findings demonstrate that the training program serves as a comprehensive professional development initiative that equips teachers with essential communication skills. By improving classroom interactions, stakeholder engagement, and the ability to convey ideas effectively, the program fosters continuous professional growth and contributes to better teaching and learning outcomes.

Table 5 presents the level of the Upskilling Training Program in terms of Leadership Skills Training.

Table 5. Level of the Upskilling Training Program in terms of Leadership Skills Training

Statements	Mean	SD	Remarks
The training...			
...improves my ability to take initiative in school projects.	4.41	0.55	Strongly Agree
...helps me mentor and guide junior colleagues.	4.41	0.56	Strongly Agree
...develops my decision-making in academic activities.	4.45	0.51	Strongly Agree
...strengthens my confidence in leading group tasks.	4.40	0.53	Strongly Agree
...encourages me to accept leadership responsibilities.	4.48	0.53	Strongly Agree
...builds my skills in conflict resolution and team management.	4.42	0.51	Strongly Agree
...prepares me for future leadership roles in education.	4.46	0.53	Strongly Agree
Weighted Mean	4.43		
SD	0.53		
Verbal Interpretation	Highly Upskilled		

The findings indicate that participants strongly agree that the training improves their decision-making in school activities, develops skills in guiding and mentoring junior teachers, and builds confidence in leading group tasks. They also recognize that the program encourages initiative, prepares them for future leadership responsibilities, and enhances their abilities in conflict resolution and team management. These

perceptions indicate that the training effectively promotes leadership competencies and supports professional growth beyond classroom instruction.

The weighted mean of 4.43 with a standard deviation of 0.53 indicates a highly upskilled level, showing that the Upskilling Training Program is highly effective in developing teachers' leadership-related competencies. In general, the findings demonstrate that the training program serves as a comprehensive professional development initiative that equips teachers with essential leadership skills. By fostering mentoring capacity, confidence in decision-making, and team management abilities, the program encourages professional growth and contributes to school-wide instructional improvement.

Extent of Teachers' Professional Development

In this study, the extent of teachers' professional development in terms of pedagogical practices, technological integration in instruction, assessment application, collaboration networking, and leadership capacity in academic settings.

The level of teachers' professional development in terms of pedagogical skills training is presented in the following tables, which show the statements, mean, standard deviation, and corresponding remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the respondents' level of agreement regarding their professional development.

Table 6 presents the extent of teachers' professional development as influenced by the training program in terms of pedagogical practices.

Table 6. Extent of teachers' Professional Development as influenced by the training program in terms of Pedagogical Practices

Statements	Mean	SD	Remarks
I...			
...apply innovative teaching strategies learned from training.	4.36	0.50	Strongly Agree
...design lessons that cater to different learning styles.	4.37	0.50	Strongly Agree
...adjust teaching strategies based on learners' needs.	4.43	0.51	Strongly Agree
...implement classroom activities that engage students actively.	4.41	0.54	Strongly Agree
...reflect on my teaching practices for continuous improvement.	4.46	0.51	Strongly Agree
...incorporate learner-centered approaches in my lessons.	4.46	0.51	Strongly Agree
...improve my instructional planning through training experiences.	4.40	0.52	Strongly Agree
Weighted Mean	4.41		
SD	0.51		
Verbal Interpretation	Highly Developed		

The findings show that teachers strongly agree that the training enables them to apply innovative instructional strategies, design lessons for diverse learning styles, adjust teaching based on student needs, implement engaging classroom activities, and reflect on their practices for continuous improvement. Participants also recognize that the program supports the integration of learner-centered approaches and strengthens their instructional planning skills.

These results indicate that the training program effectively fosters growth in key pedagogical competencies.

The weighted mean of 4.41 with a standard deviation of 0.51 indicates a highly developed level, demonstrating that the training program significantly contributes to enhancing teachers' pedagogical practices.

In general, the findings highlight that the Upskilling Training Program serves as a comprehensive professional development initiative, equipping teachers with the knowledge, skills, and confidence to implement effective and learner-centered instruction.

Table 7 presents the extent of teachers' professional development as influenced by the training program in terms of technological integration in instruction.

Table 7. Extent of teachers' Professional Development as influenced by the training program in terms of Technological Integration in Instruction

Statements	Mean	SD	Remarks
I...			
...integrate ICT tools effectively in my classroom practices.	4.38	0.53	Strongly Agree
...use digital platforms to facilitate student collaboration.	4.41	0.51	Strongly Agree
...employ multimedia resources to enrich instruction.	4.42	0.52	Strongly Agree
...adapt my lessons to online or blended learning contexts.	4.41	0.51	Strongly Agree
...support learners in using technology for academic tasks.	4.41	0.51	Strongly Agree
...design technology-based learning materials.	4.40	0.53	Strongly Agree
...promote responsible use of technology among my students.	4.43	0.51	Strongly Agree
Weighted Mean	4.41		
SD	0.52		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training enables them to integrate ICT tools in classroom practices, utilize digital platforms to support collaboration, employ multimedia resources, and adapt lessons for online or blended learning. They also recognize that the program helps them design technology-based learning materials, support students in using technology responsibly, and enhance overall instructional practices. These perceptions indicate that the training program effectively promotes the development of teachers' technological competencies.

The weighted mean of 4.41 with a standard deviation of 0.52 indicates a highly developed level, showing that the program is highly effective in enhancing teachers' skills in integrating technology into instruction.

In general, the findings demonstrate that the Upskilling Training Program equips teachers with the competencies needed to implement technology-rich learning environments. By fostering effective ICT use, promoting student engagement through digital tools, and supporting responsible technology practices, the program contributes to continuous professional growth and improved teaching and learning outcomes

Table 8 presents the extent of teachers' professional development as influenced by the training program in terms of assessment application.

Table 8. Extent of teachers' Professional Development as influenced by the training program in terms of Assessment Application

Statements	Mean	SD	Remarks
I...			
...design assessments aligned with instructional objectives.	4.38	0.50	Strongly Agree
...apply varied assessment tools in my teaching.	4.41	0.51	Strongly Agree
...use student assessment results to improve my instruction.	4.45	0.51	Strongly Agree
...provide timely and constructive feedback to students.	4.46	0.51	Strongly Agree
...apply rubrics and scoring guides to assess performance tasks.	4.46	0.53	Strongly Agree
...consider both formative and summative assessments in teaching.	4.44	0.51	Strongly Agree
...evaluate assessment results to monitor student progress.	4.43	0.51	Strongly Agree
Weighted Mean	4.43		
SD	0.51		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training enhances their skills in designing assessments aligned with instructional objectives, applying varied assessment tools, and using assessment results to improve instruction. They also recognize that the program helps them provide timely and constructive feedback, apply rubrics and scoring guides, consider both formative and summative assessments, and monitor student progress. These perceptions indicate that the training program effectively supports teachers' development in assessment practices.

The weighted mean of 4.43 with a standard deviation of 0.51 indicates a highly developed level, showing that the program is highly effective in improving teachers' competencies in assessment application.

In general, the findings demonstrate that the Upskilling Training Program equips teachers with the skills to implement comprehensive assessment practices that enhance student learning outcomes. By promoting alignment with instructional objectives, timely feedback, and the use of diverse assessment tools, the program contributes to continuous professional growth.

Table 9 presents the extent of teachers' professional development as influenced by the training program in terms of collaboration networking.

The findings indicate that participants strongly agree that the training enhances their ability to collaborate in lesson planning, share teaching strategies and resources, and engage in school-based professional learning communities. They also recognize that the program supports discussions to improve teaching, collaboration with teachers from other schools, participation in group reflections, and collaborative problem-solving. These perceptions indicate that the training program effectively strengthens teachers' collaborative competencies and professional networking.

The weighted mean of 4.43 with a standard deviation of 0.51 indicates a highly developed level, showing that the program is highly effective in promoting collaborative skills among teachers.

Table 9. Extent of teachers' Professional Development as influenced by the training program in terms of Collaboration Networking

Statements	Mean	SD	Remarks
I...			
...collaborate with colleagues in planning lessons.	4.42	0.51	Strongly Agree
...share teaching strategies and resources with peers.	4.44	0.53	Strongly Agree
...join school-based professional learning communities.	4.38	0.52	Strongly Agree
...engage in discussions with colleagues to improve teaching.	4.46	0.51	Strongly Agree
...collaborate with teachers from other schools for professional growth.	4.49	0.52	Strongly Agree
...participate in group reflections after training.	4.42	0.51	Strongly Agree
...engage in collaborative problem-solving with colleagues.	4.42	0.51	Strongly Agree
Weighted Mean	4.43		
SD	0.51		
Verbal Interpretation	Highly Developed		

In general, the findings demonstrate that the Upskilling Training Program equips teachers with the skills to engage in meaningful professional collaboration. By fostering peer discussions, shared resources, and cooperative problem-solving, the program contributes to continuous professional growth and improved teaching practices.

Table 10 shows the extent of teachers' professional development as influenced by the training program in terms of leadership capacity in academic settings.

Table 10. Extent of teachers' Professional Development as influenced by the training program in terms of Leadership Capacity in Academic Settings

Statements	Mean	SD	Remarks
I...			
...take part in school leadership roles when assigned.	4.31	0.55	Strongly Agree
...lead small groups in instructional or co-curricular tasks.	4.38	0.53	Strongly Agree
...volunteer to organize academic events.	4.36	0.55	Strongly Agree
...mentor colleagues who need instructional support.	4.36	0.55	Strongly Agree
...contribute ideas in decision-making meetings.	4.39	0.52	Strongly Agree
...initiate projects that benefit the school community.	4.37	0.54	Strongly Agree
...exercise leadership in the classroom or school-based activities.	4.37	0.51	Strongly Agree
Weighted Mean	4.36		
SD	0.54		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training improves their ability to take part in school leadership roles, lead small groups, volunteer in academic activities, mentor colleagues, contribute in decision-making, initiate projects, and exercise leadership in classroom or school-based activities. These perceptions indicate that the training program effectively strengthens teachers' leadership competencies and prepares them for active roles in their academic community.

The weighted mean of 4.36 with a standard deviation of 0.54 indicates a highly developed level, showing that the

program is highly effective in promoting leadership skills among teachers.

In general, the findings demonstrate that the Upskilling Training Program equips teachers with the skills to assume leadership roles and responsibilities in academic settings. These competencies are further strengthened through continuous exposure to practical leadership training and collaborative school-based experiences. By encouraging initiative, mentoring, and collaborative decision-making, the program fosters continuous professional growth and strengthens leadership capacity.

Extent of Teachers' Personal Development

In this study, the extent of teachers' personal development in terms of communication skills, interpersonal relationships, professional confidence, work-life balance, and adaptability to change.

The level of teachers' personal development in terms of self-management, well-being, professional confidence, work-life balance, and adaptability is presented in the following tables, which show the statements, mean, standard deviation, and corresponding remarks.

The mean scores were interpreted using the corresponding verbal interpretation scale to determine the respondents' level of agreement regarding their personal development.

Table 11 presents the extent of teachers' personal development as influenced by the training program in terms of communication skills.

Table 11. Extent of teachers' Personal Development as influenced by the training program in terms of Communication Skills

Statements	Mean	SD	Remarks
I...			
...express myself clearly in professional contexts.	4.39	0.50	Strongly Agree
...listen attentively to colleagues and students.	4.45	0.51	Strongly Agree
...confidently participate in school presentations.	4.43	0.51	Strongly Agree
...communicate effectively with parents and stakeholders.	4.47	0.52	Strongly Agree
...adjust my communication style based on context.	4.47	0.53	Strongly Agree
...write clear and concise professional correspondence.	4.43	0.53	Strongly Agree
...use respectful language in professional discussions.	4.46	0.51	Strongly Agree
Weighted Mean	4.44		
SD	0.52		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training enhances their ability to express themselves clearly in professional contexts, listen attentively, participate confidently in school presentations, communicate effectively with parents and stakeholders, adjust communication style based on context, write professional correspondence, and use respectful language in discussions. These perceptions indicate that the program effectively develops teachers' communication competencies, which are crucial for instructional effectiveness and engagement.

The weighted mean of 4.44 with a standard deviation of 0.52 indicates a highly developed level, showing that the program is highly effective in improving teachers' communication skills.

In general, the findings demonstrate that the Upskilling Training Program equips teachers with strong communication abilities, fostering clear expression, active listening, and respectful interaction in professional and classroom settings.

Table 12 shows the extent of teachers' personal development as influenced by the training program in terms of interpersonal relationships.

Table 12. Extent of teachers' Personal Development as influenced by the training program in terms of Interpersonal Relationships

Statements	Mean	SD	Remarks
I...			
...maintain harmonious relationships with colleagues.	4.47	0.52	Strongly Agree
...show respect and empathy in my interactions.	4.55	0.53	Strongly Agree
...cooperate effectively in team activities.	4.49	0.52	Strongly Agree
...resolve interpersonal conflicts professionally.	4.49	0.52	Strongly Agree
...contribute positively to group discussions.	4.52	0.52	Strongly Agree
...support my colleagues in achieving shared goals.	4.51	0.52	Strongly Agree
...establish rapport with co-workers and administrators.	4.56	0.51	Strongly Agree
Weighted Mean	4.51		
SD	0.52		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training program improves their ability to maintain harmonious relationships with colleagues, demonstrate respect and empathy, cooperate effectively in team activities, resolve conflicts professionally, contribute positively to group discussions, support colleagues in achieving shared goals, and establish rapport with co-workers and administrators. These perceptions indicate that the training program effectively strengthens teachers' interpersonal skills, which are crucial for a collaborative and supportive professional environment.

The weighted mean of 4.51 with a standard deviation of 0.52 indicates a highly developed level, showing that the program is highly effective in promoting positive interpersonal relationships among teachers.

In general, the findings demonstrate that the Upskilling Training Program equips teachers with the skills to foster strong professional relationships, enhance teamwork, and contribute to a positive school climate.

Table 13 presents the extent of teachers' personal development as influenced by the training program in terms of professional confidence

The findings indicate that participants strongly agree that the training enhances their confidence in implementing learned strategies, encourages initiative in solving work-related challenges, fosters openness to feedback, and reinforces belief in their professional capabilities. They also recognize that the program motivates them to try innovative practices without fear of failure, see themselves as competent

educators, and remain committed to continuous professional growth. These perceptions indicate that the training program effectively bolsters teachers' self-confidence and professional agency.

Table 13. Extent of teachers' Personal Development as influenced by the training program in terms of Professional Confidence

Statements	Mean	SD	Remarks
I...			
...feel confident in applying what I learned from training.	4.42	0.54	Strongly Agree
...take initiative in solving work-related challenges.	4.37	0.53	Strongly Agree
...am open to feedback and willing to improve.	4.44	0.53	Strongly Agree
...believe in my ability to meet professional demands.	4.43	0.53	Strongly Agree
...try innovative practices without fear of failure.	4.43	0.51	Strongly Agree
...see myself as competent in my teaching role.	4.44	0.51	Strongly Agree
...am motivated to continue professional growth.	4.46	0.51	Strongly Agree
Weighted Mean	4.43		
SD	0.52		
Verbal Interpretation	Highly Developed		

The weighted mean of 4.43 with a standard deviation of 0.52 indicates a highly developed level, showing that the program is highly effective in promoting professional confidence among teachers.

In general, the findings demonstrate that structured upskilling programs equip teachers with the confidence and competence to navigate instructional challenges and innovate in their practice.

Table 14 presents the extent of teachers' personal development as influenced by the training program in terms of work-life balance.

Table 14. Extent of teachers' Personal Development as influenced by the training program in terms of Work-life Balance

Statements	Mean	SD	Remarks
I...			
...manage my workload without excessive stress.	4.39	0.55	Strongly Agree
...balance teaching responsibilities with personal time.	4.38	0.57	Strongly Agree
...apply strategies to manage stress effectively.	4.43	0.54	Strongly Agree
...prioritize tasks to maintain efficiency.	4.37	0.55	Strongly Agree
...find time for rest and family despite work demands.	4.38	0.56	Strongly Agree
...maintain a healthy lifestyle while fulfilling work duties.	4.41	0.58	Strongly Agree
...feel training has helped me achieve better balance in work and life.	4.41	0.52	Strongly Agree
Weighted Mean	4.40		
SD	0.55		
Verbal Interpretation	Highly Developed		

The findings indicate that participants strongly agree that the training helps them manage workloads without excessive stress, balance teaching duties with personal time, and apply strategies to handle stress effectively. They also recognize that it enables them to prioritize tasks efficiently, allocate time for

rest and family, maintain a healthy lifestyle while fulfilling work obligations, and improve overall balance between work and personal life. These perceptions indicate that the training program effectively promotes sustainable professional engagement and well-being among teachers.

The weighted mean of 4.40 with a standard deviation of 0.55 indicates a highly developed level, showing that the program is highly effective in enhancing teachers' work-life balance.

In general, the findings demonstrate that structured upskilling programs contribute to teachers' well-being by providing strategies for stress management, time allocation, and maintaining healthy professional practices.

Table 15 presents the extent of teachers' personal development as influenced by the training program in terms of adaptability to change.

The findings reveal that participants strongly agree they are able to adjust quickly to new teaching policies, accept instructional changes with a positive attitude, adapt to new technologies, remain composed during unexpected school activities, learn from mistakes, maintain effectiveness during transitions, and embrace innovative practices. These responses indicate that the training program equips teachers with strategies to navigate change confidently and maintain professional performance under evolving educational demands.

The weighted mean of 4.41 with a standard deviation of 0.52 indicates a highly developed level, demonstrating that the program is effective in fostering teachers' adaptability skills.

In general, the results suggest that the Upskilling Training Program strengthens teachers' capacity to manage change and respond to new challenges in school settings. It also encourages a proactive mindset among teachers, enabling them to anticipate challenges rather than merely react to them. This is further enhanced through continuous exposure to dynamic learning environments that require flexible thinking and problem-solving.

Table 15. Extent of teachers' Personal Development as influenced by the training program in terms of Adaptability to Change

Statements	Mean	SD	Remarks
...adjust quickly to new teaching policies or guidelines.	4.40	0.53	Strongly Agree
...accept changes in instruction with a positive attitude.	4.39	0.52	Strongly Agree
...adapt to new technology used in teaching.	4.39	0.50	Strongly Agree
...stay composed during unexpected changes in school activities.	4.43	0.53	Strongly Agree
...learn from mistakes and improve after challenges.	4.43	0.51	Strongly Agree
...remain effective during times of organizational transition.	4.44	0.53	Strongly Agree
...embrace innovative practices introduced in the school system.	4.39	0.52	Strongly Agree
Weighted Mean	4.41		
SD	0.52		
Verbal Interpretation	Highly Developed		

Table 16 presents the significant relationship between the level of the Upskilling Training Program and the extent of teachers' Professional Development across five dimensions.

Table 16. Significant relationship between the level of the Upskilling Training Program and the extent of teachers' Professional Development

Upskilling Training Program		Teachers' Professional Development				
		PP	TII	AA	CN	LCAS
Pedagogical Skills Training	Pearson Correlation	.798***	.796***	.814***	.832***	.802***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Technological Skills Training	Pearson Correlation	.810***	.830***	.802***	.836***	.804***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Assessment Practices Training	Pearson Correlation	.820***	.797***	.817***	.862***	.826***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Communication Skills Training	Pearson Correlation	0.121	0.133	0.147	.178*	0.026
	Sig. (2-tailed)	0.159	0.119	0.085	0.037	0.761
	N	138	138	138	138	138
Leadership Skills Training	Pearson Correlation	.848***	.813***	.793***	.839***	.852***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138

Note: *p<.05, **p<.01, ***p<.001

The results show that Pedagogical Skills Training has strong and statistically significant positive relationships with all areas of teachers' professional development, with correlation coefficients ranging from .796 to .832 (p < .001). This indicates that enhanced pedagogical training is closely associated with improvements in instructional practices, technology integration, assessment application, collaboration, and leadership capacity.

Similarly, Technological Skills Training demonstrates strong and significant associations across all professional development dimensions, with coefficients ranging from .802 to .836 (p < .001). These values mean that strengthening teachers' technological competencies substantially supports their overall professional growth, particularly in instructional innovation and collaborative engagement.

In the same manner, Assessment Practices Training exhibits strong and statistically significant correlations with all

domains, with coefficients ranging from .797 to .862 ($p < .001$). The particularly high association with collaboration networking implies that assessment literacy may enhance teachers' ability to engage in professional dialogue and shared academic responsibilities.

Moreover, Leadership Skills Training reveals very strong and significant relationships with all professional development areas, with correlation coefficients ranging from .793 to .852 ($p < .001$). These findings imply that leadership-focused training plays a critical role in reinforcing not only administrative and academic leadership capacity but also pedagogical competence, technological integration, assessment practices, and professional collaboration.

On the other hand, Communication Skills Training shows weak relationships with most dimensions of professional development and is generally not statistically significant. Only collaboration networking reflects a small but significant association, while its relationships with pedagogical practices, technological integration, assessment application, and leadership capacity are not significant. This emphasize that communication-focused training may primarily influence

collaborative aspects rather than broader professional competencies.

In summary, the findings imply that the Upskilling Training Program significantly enhances teachers' professional development when it emphasizes pedagogical, technological, assessment, and leadership skills. The results underscore the importance of comprehensive and competency-based training initiatives in strengthening teachers' effectiveness and capacity within academic settings.

Table 17 presents the significant relationship between the level of the Upskilling Training Program and the extent of teachers' Personal Development across the dimensions.

The results indicate that Pedagogical Skills Training has strong and statistically significant positive relationships with all areas of personal development, with correlation coefficients ranging from .770 to .849 ($p < .001$). This means that strengthening pedagogical competence is closely associated not only with instructional improvement but also with enhanced confidence, better interpersonal engagement, improved communication, balanced work-life management, and greater adaptability.

Table 17. Significant relationship between the level of the Upskilling Training Program and the extent of teachers' Personal Development

Upskilling Training Program		Teachers' Personal Development				
		CS	IR	PC	WLB	AC
Pedagogical Skills Training	Pearson Correlation	.849***	.770***	.827***	.782***	.780***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Technological Skills Training	Pearson Correlation	.872***	.744***	.838***	.791***	.789***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Assessment Practices Training	Pearson Correlation	.835***	.765***	.849***	.792***	.798***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138
Communication Skills Training	Pearson Correlation	0.152	0.115	0.127	0.149	0.156
	Sig. (2-tailed)	0.075	0.178	0.136	0.082	0.067
	N	138	138	138	138	138
Leadership Skills Training	Pearson Correlation	.846***	.697***	.842***	.809***	.846***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	138	138	138	138	138

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Similarly, Technological Skills Training demonstrates very strong and significant correlations across all personal development domains, with coefficients ranging from .744 to .872 ($p < .001$). The particularly high relationship with communication skills implies that technological proficiency may enhance teachers' ability to express ideas effectively and engage in modern communication platforms, thereby supporting overall personal growth.

In the same way, Assessment Practices Training shows strong and statistically significant associations with all personal development dimensions, with correlation values ranging from .765 to .849 ($p < .001$). These findings indicate that competence in assessment practices contributes to increased professional confidence, improved interpersonal relationships, and better adaptability in academic environments.

Moreover, Leadership Skills Training reveals strong to very strong and statistically significant relationships with all areas of personal development, with coefficients ranging from .697 to .846 ($p < .001$). This implies that leadership-oriented training substantially strengthens teachers' self-confidence, resilience, adaptability, and ability to maintain productive professional and personal relationships.

On the other hand, Communication Skills Training shows weak and non-significant relationships with all personal development dimensions, with correlation coefficients ranging from .115 to .156 and probability values greater than .05. This indicates that, within this dataset, communication-focused training does not demonstrate a statistically significant direct influence on broader aspects of teachers' personal development

Overall, the findings signifies that the Upskilling Training Program significantly contributes to teachers' personal development when it emphasizes pedagogical, technological, assessment, and leadership competencies. The strong and consistent correlations highlight the program's role in fostering holistic growth that extends beyond professional practice to personal well-being and adaptability.

IV. CONCLUSION AND RECOMMENDATIONS

The Upskilling Training Program demonstrates a strong and significant relationship with teachers' professional development. Teachers who participated in training in pedagogical skills, technological skills, assessment practices, and leadership skills showed marked improvements in their instructional practices, technology integration, assessment application, collaboration, and leadership capacity. Thus, the null hypothesis is rejected. These implies that comprehensive and well-structured professional development enhances teachers' effectiveness and competency in delivering instruction. Overall, the study concludes that the Upskilling Training Program is an effective intervention for enhancing teachers' professional development.

Similarly, the Upskilling Training Program is closely related to teachers' personal development. Training in pedagogical, technological, assessment, and leadership skills is associated with greater professional confidence, stronger interpersonal relationships, improved communication, better work-life balance, and increased adaptability to change. Thus, the null hypothesis is rejected. The results indicate that such training contributes not only to professional growth but also to personal well-being and resilience. The findings underscore the importance of designing holistic, competency-based training programs that strengthen teacher capabilities, improve instructional quality, and promote overall well-being within educational settings.

In light of the observed significant relationships between the Upskilling Training Program and teachers' professional and personal development, the following recommendations are proposed to guide key stakeholders in enhancing the effectiveness of training initiatives:

To the Curriculum Developers. Integrate practical, competency-based activities in training modules focusing on pedagogy, technology, assessment, and leadership, with

attention to personal development areas such as communication, adaptability, and work-life balance.

To the Policy Makers. Institutionalize structured upskilling programs, allocate sufficient funding and resources, establish clear implementation standards, and promote collaboration among schools and training institutions.

To the School Heads. Support and provide opportunities for teachers to attend training programs. Implement mentoring and peer coaching, monitor progress, provide feedback, and recognize achievements to encourage continuous growth.

To the Teachers. Actively participate in upskilling programs, particularly in pedagogical, technological, assessment, and leadership skills. Apply the strategies learned in the classroom, collaborate with colleagues, and pursue training in communication and interpersonal skills to enhance both professional and personal development.

To Future Researchers. Explore additional factors affecting the relationship between training programs and teacher development, particularly focusing on communication skills as a weaker area in both professional and personal development outcomes. Future studies may further investigate how targeted communication-focused interventions, such as coaching, simulation activities, and real-life classroom communication training, can improve teachers' instructional delivery and interpersonal effectiveness. It is also recommended to use longitudinal or mixed-method approaches to assess the long-term impact of communication training on teachers' professional confidence, classroom interaction, and personal development, including self-expression and relationship-building skills.

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