

# Exploring the Implementation of In-Service Training Program: A Case Study in Public Elementary Schools

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**Abstract:** *This study explores the Implementation of In-Service Training Program In-service training (INSET) in public elementary schools. It utilized multiple case study which is a valuable approach and employed triangulation through interview, focus group discussion and observation. Themes and sub-themes were generated from the interviews conducted for this research. In the statement of the problem 1 on the school administrators' response, the theme is Maximizing Team Performance through Collaboration, Professional Development and Support, the sub themes are: (1) Collaboration and Teamwork, (2) Professional Development, and (3) Training Support. In the statement of the problem 2 on the teachers' response, the theme is on Strategic Conduct of Activities to Optimize Organizational Performance for Training and Development, the sub themes are: (4) The school head did a systematic needs assessment, (5) Communication strategies were done, (6) The school head made an effective facilitation of training and workshops, and (7) Planning and Coordination of Training and Development Activities. In the statement of the problem 2 on the teachers' response, the theme is the Teachers Found Contentment and Appreciation in the Process of Acquiring New Information and Skills Despite the Constraints of Limited Resources and Time, the sub themes are: (8) The Teachers are Mentored through the Activities during the INSET, (9) The Teachers are Contented and Appreciates the Process of Acquiring New Information and Skills, (10) Limited Resources and Lack of Ample Time, and (10) The Teachers Felt the Struggle in Accomplishing the Activities. These findings highlight the need for a contextually relevant, school-based INSET enhancement plan that addresses these constraints and optimizes the effectiveness of professional development for public elementary school teachers.*

## 1. INTRODUCTION

In-service training (INSET) is a structured professional development program for employed Department of Education teachers. It offers lifelong learning to enhance their knowledge, skills, and competencies throughout their careers. INSET aims to develop effective teaching, achieve school goals, build teacher capacity, foster rapport among faculty, and equip them to confidently face challenges, ultimately leading to quality educational output and dependable, competent staff with positive work values.

Nevertheless, insufficient analysis of how resource limitations on materials used and time allotted for the activities affect the implementation and success of in-service training. This gap could be addressed by exploring the In-Service Training conducted by Public School Administrators for optimizing training delivery under constraints.

The success of an In-service training depends on the school administrator and the teachers as to their preparation on the activities or topics that will be covered during the INSET. It is the school administrator who takes the lead in planning. It is conducted once a year. During this time, the faculty is given five days to undergo series of activities.

Norwani et al (2018) define in-service training (INSET) as a program focused on enhancing teachers' knowledge, abilities, and work attitudes. They emphasize the need for appropriate skills, knowledge, and attitude to navigate rapid changes in education and the importance of assessing school resources to meet organizational goals. Furthermore, INSET aims to foster a positive work attitude, including teamwork, motivation, and commitment, leading to a healthier and more passionate work environment.

While in-service training (INSET) has long been recognized as a crucial component in enhancing teacher competence, motivation, and collaboration, existing literature tends to emphasize its general benefits and intended outcomes. However, there is limited empirical research that explores the actual lived experiences of teachers during in-service training, particularly under conditions of limited resources and time constraints. Studies often overlook the qualitative, subjective experiences of teachers, which are vital in understanding how these trainings are perceived, implemented, and sustained in real school settings.

Moreover, the planning and delivery processes of INSET activities, as well as how school administrators and teachers collaboratively engage in these processes, remain under-assessed and under-documented. The impact of contextual factors such as school resources, administrative support, and teacher involvement on the effectiveness and sustainability of INSET programs also lacks sufficient exploration. Therefore, this study addresses a significant gap by employing This approach aims to explore the implementation of in-service training programs by examining the phenomenon in various distinct contexts.

## Problem Statement

Despite the established recognition of in-service training (INSET) as a critical instrument for enhancing the professional capabilities, motivation, and collaborative spirit of teachers within the Department of Education, a notable deficiency exists in the comprehensive understanding of its practical implementation, particularly concerning the constraints imposed by limited resources and time. While existing literature often underscores the theoretical advantages and intended outcomes of INSET, there remains a scarcity of empirical research that delves into the actual, lived experiences of teachers as they participate in these

programs under such restrictive conditions. Furthermore, the intricate dynamics of the planning and delivery stages of INSET activities, including the collaborative engagement between school administrators and teachers, are inadequately assessed and documented. Consequently, this study seeks to address this significant gap by thoroughly exploring the implementation of in-service training programs, aiming to uncover the nuanced realities and challenges encountered within diverse contextual settings.

#### **Aim of the Research**

- To explore the practices in the implementation of in-service training program in public elementary schools.
- To gain an in-depth understanding of teachers' perceptions and experiences of the activities implemented during the in-service training program.
- To formulate a contextually relevant, school-based in-service training enhancement plan that addresses the identified needs and feedback of teachers.

#### **Research Questions**

1. What are the practices in the implementation of in-service training program in public elementary schools?
2. What are the feedbacks of the teachers in relation to the activities conducted in the in-service training program?
3. What proposed school-based in-service training enhancement plan can be made to improve the effectiveness of the INSET program?"

#### **Literature Review**

The legal basis for this research on INSET in Don Carlos, Northern Mindanao, Philippines is supported by several key documents. Sustainable Development Goal 4 (SDG 4) emphasizes quality education and lifelong learning, highlighting teacher development as crucial. Republic Act 9155 (Governance of Basic Education Act of 2001) positions schools as central to education and mandates staff development, making INSET an integral part. DepEd Order 32, s. 2011 outlines policies for Training and Development, aiming to enhance teacher effectiveness and achieve Education for All (EFA), thus justifying INSET for school improvement. Finally, DM-OUHROD-2024-0037 specifically guides the conduct of INSET for teachers, emphasizing its role in addressing identified needs through participatory, small-group sessions, which aligns with the study's focus on INSET's effectiveness in teacher growth.

In-service education and training (INSET) significantly improves school operations, particularly the teaching-learning process. Studies by Ashrafuzzaman (2018), Junejo et al. (2017) demonstrate that providing teachers with professional development opportunities keeps them abreast of the latest educational trends, resulting in more effective and engaging learning experiences for students. This fosters a culture of continuous improvement and professional growth, ultimately leading to better school outcomes.

Achana et al.'s (2017) research highlights the benefits of INSET in enhancing teachers' skills and confidence. The training equips teachers with new teaching strategies, subject matter expertise, and technological skills, boosting their professional competence and job satisfaction. Furthermore, the collaborative nature of INSET programs facilitates knowledge sharing and peer support, fostering a strong sense of community and professional growth. Sezer et al. (2019) and Asad & Javed (2023) corroborate these findings, emphasizing the crucial role of professional development in improving teacher skills and attitudes in public elementary schools.

Effective INSET programs require careful planning and execution by school administrators. Katman & Tutkun (2015) underscore the importance of effective communication strategies to inform teachers about upcoming training. Osamwonyi (2016) stresses the need for well-defined goals and a systematic needs assessment to ensure that INSET programs are relevant and impactful. Norwani et al. (2018) and Safi (2016) emphasize the importance of aligning training content with the specific needs of teachers, highlighting the negative consequences of neglecting needs assessments.

However, challenges remain. Asma & Saylam (2022) point to the frequent mismatch between INSET offerings and teachers' actual needs and expectations, resulting in ineffective training. Ozturk & Ozturk (2019) and Yabo (2020) highlight the importance of identifying teachers' learning characteristics to ensure relevant and engaging training. Studies by Aykac & Yildirim (2017), Saritepeci et al. (2016), Huhtala et al. (2017) further emphasize that understanding teachers' needs is crucial for developing effective INSET programs.

Successful INSET also depends on effective facilitation and a collaborative learning environment. Onalan & Gursoy (2020) and Jumani (2016) highlight the value of collaborative learning, where teachers share experiences and learn from each other. School administrators play a vital role in creating this environment and ensuring that the training translates into meaningful improvements in classroom practice. Sodiya & Hajiyevea (2022), Stravakou & Lozgka (2018), and Eusanio (2022) emphasize the importance of school administrators' active involvement in soliciting feedback and providing follow-up support to maximize INSET's impact. Finally, studies by Sezer et al. (2019), Izci & Goktas (2017), Knie et al. (2022), Kabadayi (2016), Hung (2016), Arslan et al. (2019), Özsirkıntı & Akay (2019), Guven & Cakir (2020), Alkaria & Alhassan (2017), Gungor & Yildirim (2016), and Bulut (2022) provide further insights into the various aspects of effective INSET programs.

### **Methodology**

The qualitative descriptive method of research was used wherein the researcher did triangulation through interview, focus group discussion and observation to investigate the extent of activities conducted. This research is an in-depth study about a phenomenon, its process and meaning in the participants' lives.

The researcher utilized multiple case study which is a valuable approach for exploring the implementation of in-service training programs by examining the phenomenon across several distinct contexts. This design allows for the in-depth investigation of how training programs are implemented in different settings, identifying common patterns, unique variations, and the factors influencing their success or challenges. Comparing and contrasting findings across multiple cases, the researcher gained a richer and more nuanced understanding of the implementation process of the in-service training.

### **Participants**

The respondents of this research were taken purposively. There were eight school administrators and fifty-seven teachers in the 2nd District of Don Carlos, Division of Bukidnon. The 2nd District consists of fourteen schools. Thirteen schools were involved as participants of this study regardless of their designation, gender and length of service. However, teachers on leave were not included in the conduct of the study. To prevent potential bias arising from the familiarity with the setting, the school where the researcher was assigned was excluded from the participants.

### **Data Collection**

The researcher began by obtaining a letter of recommendation from the dean of the graduate school of Bukidnon State University. This letter served as an endorsement of the researcher's study and its significance, addressed to the Schools Division Superintendent of the Division of Bukidnon. This step demonstrated professionalism and ensured that the study was formally introduced to key stakeholders in the educational hierarchy. Upon receiving the superintendent's acknowledgment, the letter was subsequently forwarded to the District In-Charge for further approval and coordination. This hierarchical approach reflected the researcher's adherence to proper protocols within the educational system.

The researcher then approached the school administrators to inform them about the study. They were presented with the letter of approval and requested to sign it as a formal acknowledgment of their cooperation and support. This process ensured transparency and alignment with administrative guidelines. After finalizing the list of teacher-participants for the study, the researcher prepared and sent verification letters to each selected individual. These letters served as formal notifications informing the participants of their selection for the study. The letters included details about their involvement, such as their participation in interviews and focus group discussions, and reiterated the significance of their contributions to the research. By doing so, the researcher established clear communication and set expectations for the participants' roles in the study."

### **Data Analysis**

The data analysis for this study was conducted using the seven-step phenomenological method developed by Colaizzi (1978). This involved familiarization, where all interview transcripts were thoroughly reviewed to gain a deep understanding of teachers' experiences with INSET programs. Next, significant statements were extracted from the transcripts, focusing on those that directly pertained to the phenomenon under investigation. These statements were then used to formulate meanings, which were subsequently clustered into themes that captured the essence of teachers' experiences. Following this, an exhaustive description of the findings was developed, encapsulating the core experiences of teachers with INSET. This description was further refined into a fundamental structure, highlighting the key aspects of how INSET programs influence teacher development. Finally, validation by participants was conducted to ensure that the findings accurately reflected in exploring the implementation of in-service training programs.

### **Results and Discussion**

Ongoing professional development through in-service training is crucial for ESL teachers. Teachers emphasize the value of continuous learning to improve skills, stay current with research and best practices, and ultimately enhance student learning. These programs benefit not only individual teachers but also the entire teaching profession. Given the dynamic nature of education, with evolving methodologies, technologies, and student populations, continuous professional development is essential for equipping educators to meet the needs of today's learners. In-service training is therefore a cornerstone of empowering teachers. Themes and sub-themes were generated from the interviews conducted for this research. In the statement of the problem 1 on the school administrators' response, the theme is Maximizing Team Performance through Collaboration, Professional Development and Support, the sub themes are: (1) Collaboration and Teamwork, (2) Professional Development, and (3) Training Support. In the statement of the problem 1 on the teachers' response, the theme is on Strategic Conduct of Activities to Optimize Organizational Performance for Training and Development, the sub themes are: (4) The school head did a systematic needs assessment, (5) Communication strategies were done, (6) The school head made an effective facilitation of training and workshops, and (7) Planning and Coordination of Training and Development Activities. In the statement of the problem 2 on the teachers' response, the theme is the Teachers Found Contentment and Appreciation in the Process of Acquiring New Information and Skills

Despite the Constraints of Limited Resources and Time, the sub themes are: (8) The Teachers are Mentored through the Activities during the INSET, (9) The Teachers are Contented and Appreciates the Process of Acquiring New Information and Skills, (10) Limited Resources and Lack of Ample Time, and (10) The Teachers Felt the Struggle in Accomplishing the Activities.

#### **Sub-theme 1. Collaboration and Teamwork**

School administrators plan In-Service Training (INSET) collaboratively through faculty consultation, emphasizing teamwork to ensure effectiveness and clearly define learning objectives. Teachers actively contribute ideas, aligning efforts based on shared goals. participant 4 stated: *"We have collected ideas through the collaboration with the active participation of the teachers to come up with the good ideas. With the group, the majority rule will prevail."* This would mean that teachers have actively collaborated with the group to acquire suggestions. Teachers offered their ideas and suggestions in order to come up with a good planning for the In-Service Training. With an emphasis on needs analysis, teachers are encouraged to take an active part in the generation of ideas. Needs analysis is prioritized, making training relevant and applicable (Bulut, 2022). Administrators value teacher input, recognizing their experience and ensuring training aligns with their teaching context (Asma & Saylam, 2022). School administrators see INSET as crucial for team development and school advancement (RA 9155; Gungor & Yildirim, 2016). Collaboration and planning lead to the creation of committees, enhancing efficiency, shared responsibility, and accountability among teachers (Sezer et al., 2019). This collaborative approach strengthens faculty unity and the overall success of INSET.

#### **Sub-theme 2. Professional Development**

Professional development based on identified teacher needs, often through a needs assessment like the TSNA, is vital for improving teaching effectiveness and educational outcomes. Participant 5 stated: *"INSET in our school is to be conducted according to the latest and priorities of the teachers that is based on the TSNA of teachers."* Teachers can focus on specific areas identified as strengths or needs. This ensures that the training directly addresses their professional growth requirements. This targeted approach ensures INSET directly addresses teachers' professional growth, increasing engagement and leading to improved practices and student learning (Safi, 2014; Arslan, 2019). School administrators also prioritize values formation during INSET, aiming to build a positive and ethical school culture by modeling desired values and aligning them with educational goals (Sezer et al., 2020). Administrators emphasize adherence to ethical standards like RA 6713, fostering professionalism and respect (Achana et al., 2019). Teachers serve as crucial role models, demonstrating moral and virtuous actions (Quilapio & Callo, 2022). Some schools enhance INSET by inviting expert resource speakers who provide in-depth knowledge and best practices, enriching the learning experience.

#### **Sub-theme 3. Training Support**

Public school administrators, as educational leaders and chief educators (Sodiya & Hajiyeva, 2022; Eusanio, 2022), take a central role in leading and managing in-service training (INSET). This proactive involvement, including initiating planning, directing activities, and monitoring implementation, reflects their commitment to fostering continuous professional development and improving teaching effectiveness, ultimately contributing to a positive learning environment and enhanced educational quality. Participants 3,6 and 1 had these in details: *"(3) In our school, we have as the principal I am the leader so I lead the teachers and facilitate the activities..." "(6) Simply the school head will lead the activity..." "(1) I guide them in all the things that are needed during the In-service training."* Effective leadership in INSET ensures alignment with organizational goals, addresses teacher needs through systematic planning, and optimizes organizational performance to benefit learner outcomes.

#### **Sub-theme 4. The School Head Did a Systematic Needs Assessment**

School administrators systematically conduct needs assessments, often through consultations and tools like the Teacher Strengths and Training Needs Assessment (TSNA). Participant 37 clearly stated, *"The School Administrator would plan an activity based on the TSNA or the Teacher Strengths and Needs Assessment."* The goal of needs assessment is to pinpoint specific professional development requirements of their teaching staff, aligning INSET with teacher priorities and school goals (Huhtala et al., 2017; Norwani et al., 2018). This targeted approach ensures training relevance, improves job satisfaction and directly impacts classroom instruction. Furthermore, administrators address specific documentation needs within the Results-Based Performance Management System-Individual Performance Commitment and Review Form (RPMS-IPCRF) during INSET, providing focused support for professional growth and ensuring training activities are aligned with teacher needs and school requirements (Saritepeci et al., 2016).

#### **Sub-theme 5. Communication Strategies were Done**

Effective communication methods, such as memoranda, letters, text messages, phone calls, and hierarchical information dissemination from the Public Schools District Supervisor, are crucial when organizing INSET activities. Participant 1 articulated: *"He sent memo before the meeting stipulating the purpose and the agenda to be discussed."* Communication strategies ensure that participants are well-informed about objectives, schedules, and expectations, fostering active engagement and participation. Providing advance notice allows teachers to prepare, promotes efficient use of time, and contributes to a more organized and



productive planning process (Stravakou & Lozgka, 2018; Ozturk & Ozturk, 2019; Osamwonyi, 2016). Clear communication also maximizes attendance and enhances motivation by ensuring teachers understand the value and their role in the training.

#### **Sub-Theme 6. The School Head Made an Effective Facilitation of Training and Workshops**

Public school administrators effectively facilitated INSET through active involvement. "Participant 12 stated, *"Our school principal gave an orientation on the things that we need to know and the expected output after the training."* Effective facilitation of trainings and workshops sets a positive tone and providing crucial orientation, examples, and opportunities for experience sharing and immediate clarification, which encourages teacher engagement (Katman & Tutkun, 2015). They guided discussions by providing overviews before detailed topic exploration, enhancing understanding and relevance to teaching practices. Collaborative learning was fostered through group activities that encouraged knowledge sharing, problem-solving, and a sense of unity (Onalan & Gursoy, 2020; Jumani, 2016). Group presentations and delegating teachers as facilitators, particularly in areas like ICT (Copriady et al., 2021; Fauzan, 2021), further enriched the learning environment, promoted peer teaching, and empowered teachers to share expertise and learn from each other.

#### **Sub-theme 7. Planning and Coordination of Training and Development Activities**

Public school administrators have a deep understanding of the school's strengths and weaknesses. This allows them to design training programs to address specific needs of the school. By gathering teachers through a meeting, the activities were finalized and agreed by the majority. Participant 2 said that, *"In all of our activities, we always have a meeting first, then others teachers or all of us suggested on what should be done, and then we cast a vote on what to do."* It was a consultative way to decide what activities will be taken during the in-service training. Public school administrators leverage their understanding of school strengths and weaknesses to design INSET programs, often consulting with teachers to finalize activities, although some research indicates that teacher input in planning can be limited despite its importance (Aykac & Yildirim, 2017). Schools also invite expert resource speakers to enhance learning and teacher confidence. Participant 40 expressed that, *"We requested facilitators who are also experts in the activity, on that topic."* Inviting a resource speaker adds authority to the information presented and increases the teachers' confidence during the training. A well-defined training design and matrix provide clear objectives and schedules. Despite limited resources and time, teachers generally find contentment and value in acquiring new information and skills, which intrinsically motivates them, fosters professional growth, and highlights their adaptability and dedication to improving teaching practices and student outcomes.

#### **Sub-theme 8. The teachers are mentored through the activities during the INSET.**

Mentoring provides a platform for teachers to enhance their instructional skills. Through guidance and feedback from experienced mentors, teachers can refine their teaching techniques, classroom management, and other teaching-related skills. Teachers felt that they are really helped through the training. Participant 22 stated: *"For me In-Service training really helps." Through in-service training, teachers will be more equipped and can apply new and effective teaching strategies into their classrooms.* Teachers gain valuable insights in which they can effectively implement it. The insights gained from the INSET contribute to their ability to implement effective teaching strategies. INSET enhances teachers' instructional skills through guidance and feedback, equipping them with effective teaching strategies for classroom implementation (Knie et al., 2002). Teachers also acquire knowledge on creating and selecting appropriate instructional materials that engage learners and improve learning outcomes (Kabadayi, 2016). Furthermore, INSET provides guidance on classroom and school activities, ultimately aiming to improve student performance (Izci & Goktas, 2017). Overall, teachers perceive INSET as beneficial, providing them with practical skills and knowledge to enhance their teaching and positively impact student learning.

#### **Sub-theme 9. The teachers are contented and appreciates the process of acquiring new information and skills.**

Participant stated, *"I was very thankful having this kind of training being a participant can help improve my performance as a teacher."* When educators are enthusiastic about acquiring new knowledge and skills, they are more likely to actively participate in the training. This leads to a more effective professional development experience. Contented teachers, who find INSET relevant and understand the presented information through clear examples, are more likely to apply newly acquired skills and knowledge, enhancing their teaching effectiveness and instructional practices (Asad & Javed, 2023). Understanding concepts through examples, such as action research, provides practical application and motivates teachers to embrace challenges and improve learner outcomes (Junejo et al., 2017). This satisfaction and comprehension lead to a more impactful professional development experience.

#### **Sub-theme 10. Limited resources and lack of ample time.**

In-service training aims to improve and update the knowledge and skills of teachers. It provides opportunities for teachers to acquire new instructional materials, classroom management strategies and technological skills. However, there are also challenges encountered by the teachers. The lack of time and limited resources were experienced by them. Participant 7 stated: *"Not satisfied to the fullest because it needs enough time to practice using the laptop and also they need to discuss thoroughly how*

to write an action research. In terms of making instructional materials we need more time in making it." Teachers revealed their sentiments on the limited time provided to submit their output during the INSET on action research. Despite the aim of INSET to enhance teacher knowledge and skills with new materials and strategies, teachers often face challenges including insufficient time for practice (Guvén & Cakir, 2020; Ozsirkinti, 2019; Hung B. P., 2016), and the creation of outputs like action research and instructional materials. Limited resources, such as the lack of materials for hands-on activities and insufficient computer units for ICT training (Alkaria & Alhassan, 2017), further impede effective learning and application of skills, leading to frustration and hindering the realization of the training's significance.

#### Sub-theme 11. The teachers felt the struggle in accomplishing the activities

Teachers were confused on how to make an action research. Participant 23 expressed, "Action research was unclear. It's confusing. You would have wanted more examples but they were limited." Teachers experiencing confusion may become frustrated and demotivated. They perceive the training as difficult to grasp. This negative emotional response can impact their overall professional development experience. Teachers found the demand for outputs, particularly action research, confusing due to unclear instructions and limited examples, leading to frustration and hindering the achievement of learning outcomes (Nzarirwehi, 2019). The overwhelming number of activities also made it difficult for teachers to master new skills, with a preference for focusing on fewer topics (Ashrafuzzaman, 2018). Furthermore, the output-making process, especially tasks like action research and the encouraged use of technology for IPCRF, was perceived as laborious and an additional burden, particularly for experienced teachers who may resist new methods.



Figure 2. HadassahGape Model on Enhancing Teachers' Skills: An Analysis of In-Service Training Program (INSET) in Public Elementary Schools

The "HadassahGape Model" summarizes the perspectives of public school administrators and teachers on in-service training (INSET) conducted under DM-OUHROD-2024-0037 for the 2023-2024 school year. Administrators reported employing diverse instructional and communication methods, effectively leading training sessions focused on professional development and disseminating crucial information. Teachers highlighted their active participation through interactive activities designed to enhance skills like action research and instructional material creation. Both groups concurred on a collaborative and coordinated approach to INSET, emphasizing shared leadership in planning and execution, alongside the systematic use of needs assessments to tailor training content.

Teacher feedback on their INSET experiences was largely positive, noting the benefits of new knowledge and practical guidance in improving teaching practices. They expressed appreciation for the professional growth opportunities. However, significant concerns emerged regarding insufficient time for full engagement and implementation of training content, particularly for complex tasks. Additionally, some teachers pointed out the inadequacy of materials and resources, as well as feelings of being overwhelmed by the volume of information, suggesting a need for more focused and better-resourced training sessions.

#### Conclusion

In conclusion, the analysis of themes provides valuable insights into the research questions regarding the in-service training program in public elementary schools. The themes discussed in relation to the research questions highlight the following key findings:

##### 1.1 Maximizing Team performance through Collaboration, Professional Development and Support

Improving team performance depends on teamwork, continuous learning, and strong support. When team members collaborate, share knowledge, and communicate well, they become more productive and efficient. Providing training and learning opportunities helps teachers grow. This leads to overall team success. Support through mentorship, resources, and guidance also helps teachers overcome challenges and do their best. By focusing on these key areas, the school can build a stronger, more motivated, and high-performing workforce for long-term success.

##### 1.2 Strategic Conduct of Activities to Optimize Organizational Performance for Training and Development

The strategic conduct of activities plays a crucial role in optimizing organizational performance for training and development. Proper planning, effective communication, and well-structured training programs ensure that employees gain relevant skills and knowledge to enhance productivity. Conducting needs assessments, facilitating engaging workshops, and coordinating training efforts help organizations address gaps and improve overall performance. By prioritizing these strategies, organizations can create a more skilled, efficient, and high-performing workforce, leading to sustained growth and success.

## 2. The Teachers Found Contentment and Appreciation in the Process of Acquiring New Information and Skills Despite the Constraints of Limited Resources and Time

The third grand theme highlights the resilience and dedication of teachers. Even when faced with the challenges of insufficient resources and time, Teachers continued to find joy and fulfillment in their professional growth. This process of continuous learning and skill acquisition not only enhanced their personal and professional development but also strengthened their ability to inspire and engage students. Ultimately, the teachers' commitment to evolving in the face of adversity reflects their unwavering passion for education and their deep sense of purpose in shaping the future of the learners.

3. An in-service training enhancement plan is needed to contextualize the design and delivery of relevant and meaningful in-service trainings among teachers.

Table 2. Proposed School-Based In-Service Training Enhancement Plan

Objectives/Description	Activities	Personnel Involved	Time Frame	Output
<b>Pre-Implementation</b>				
• To establish clear and effective communication prior to the planning for the in-service training.	• Send memo • Two-Manager Coordination	• Teachers • Public School Administrator	• 1 month before the INSET	• memo
• To conduct needs assessment among teachers.	• Needs assessment • One-on-one consultation • Use teacher feedback from past INSET	• Teachers • Public School Administrator	• 1 month before the INSET	• needs assessment result
• To make a strategic planning that covers the efficient allocation of time, personnel, materials, and technology.	• To make a training design and strategy • Invite experts as speakers • Allocate time and budget for materials needed • Provide ICT tools if needed	• Teachers • Public School Administrator	• 1 month before the INSET	• attendance • minutes of the training • training design and training notes
<b>During Implementation</b>				
• To conduct orientation, goal setting and training proper.	• Presentation of objectives, expected output and feedbacks • Motivate participants with inspiration stories	• Teachers • Public School Administrator	• During the INSET	• pictures • attendance
<b>Post Implementation</b>				
• To facilitate collaborative tasks that promote ownership.	• Set group experience • Conduct of various topics such as ICT Integration, 21st Century Learning, Action Research, Differentiated Instruction, Lesson Plan, etc. • Group 60 production • Group working stories • Peer Coaching • Classroom Problem Solving	• Teachers • Public School Administrator	• During the INSET	• pictures • attendance
• To conduct collaborative activities.	• Group presentation of outputs • Action research proposals • Reflection activity	• Teachers • Public School Administrator	• During the INSET	• pictures • attendance
<b>Post Implementation</b>				
• To monitor and evaluate the effectiveness of the in-service training program.	• Post evaluation survey • Focus group sharing	• Teachers • Public School Administrator	• After the INSET	• pictures • attendance • M&E monitoring form
• To follow-up on the effectiveness of the in-service training program.	• Quarterly mentoring sessions	• Teachers • Public School Administrator	• Quarterly after INSET	• pictures • attendance

This table outlines the key phases and activities involved in the in-service training (INSET) program. The pre-implementation stage focuses on establishing communication through memos and coordination, conducting needs assessments via consultations and past feedback, and strategic planning encompassing training design, resource allocation (personnel, materials, ICT), and inviting experts. During implementation, the program includes orientation, goal setting, motivational sessions, and the delivery of various topics like ICT integration and action research. Collaborative tasks such as group material production and peer coaching are facilitated, culminating in output presentations and reflection. The post-implementation phase involves monitoring and evaluating the training's effectiveness through surveys and focus groups, followed by quarterly mentoring sessions to ensure sustained impact.

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