

Teachers' Participation In In-Service Training

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Abstract

As technology advances, student needs evolve, and curricular demands shift; thus, it becomes imperative to scrutinize teachers' participation in in-service training programs to ensure the relevance and impact of such programs on professional development. In this context, this study aimed to determine the level of teachers' participation in In-Service Training (INSET) in a District of Negros Occidental during the school year 2023-2024. The data for this descriptive study was collected from 128 elementary school teachers from the district of La Castellana 2 using a researcher-made questionnaire that underwent thorough tests of validity and reliability from various experts. The findings showed that teachers generally participated in In-Service Training at a high level, particularly in program planning and management. However, some areas need improvement, such as access to digital resources and program content. Remarkably, age played a significant role in participation, wherein older teachers were more engaged in program planning and utilizing support materials. On the other hand, factors like civil status, school location, and length of service didn't show significant differences, indicating that all teachers have equal learning opportunities. The study concluded that while In-Service Training programs are effective, there is room for improvement, including refining training materials, incorporating differentiated instruction strategies, and enhancing resource accessibility to better meet teachers' specific professional needs and maximize the benefits of their development.

Keywords: Education, In-Service Training, Teacher participation, elementary school

Bio-Profile:

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Introduction

Rationale

Education is always considered the most essential aspect of society, and it brings positive change in people's social, political, economic, and cultural lives. It has great importance in building strong and developed societies. Teachers are at the heart of this transformation, whose success hinges on their ongoing professional development. In-Service Training (INSET) is essential for equipping teachers to meet the ever-changing demands of education, helping them sharpen their skills in teaching methods, digital tools, leadership, and student-focused policies (Jala, 2022).

The Department of Education (DepEd) strongly emphasizes INSET to enhance the quality of teaching, especially in critical areas like higher-order thinking skills, instructional leadership, and creating safe learning environments. However, obstacles such as insufficient funding, limited resources, and unreliable internet access, particularly in rural areas, pose significant challenges to effective training delivery (UNESCO, 2020).

Motivated by firsthand experience, the researcher sought to assess teachers' participation in In-Service Training, investigate the factors that influence their participation, explore influencing factors, and propose a development plan that addresses these challenges. The findings aim to guide improvements in future In-Service Training programs and support more effective, inclusive professional development for teachers.

Literature Review

This section provides an overview of the knowledge surrounding teachers' participation in In-Service Training (INSET). It draws on insights from local and international researchers who have made significant contributions to the factors of the study. Continuous professional development through In-Service Training (INSET) is essential for upholding high teaching standards and helping educators keep pace with changes in curriculum, teaching methods, and technology. Seham and Elhassan (2020) highlighted that INSET allows teachers to stay current and professionally adept, fostering their personal growth and enhancing student learning outcomes. Similarly, UNICEF (2019) pointed out that well-trained teachers are vital in boosting learning outcomes, particularly in rapidly changing educational landscapes.

For INSET to be effective, it must provide relevant content, clear goals, supportive delivery, and a positive learning atmosphere. Omar (2014) mentioned that the purpose of INSET is to strengthen teacher capabilities through well-organized programs, while Kivirand et al. (2021) emphasized the importance of collaboration within and between schools to identify training needs and implement effective solutions.



Research shows that INSET can enhance instructional quality and support student success. Altun (2011) noted that ongoing training helps teachers improve their skills and adaptability. Alfaidi and Elhassan (2020) further argued that educators who participate in regular professional development are better equipped to address student needs, resulting in better classroom outcomes.

In addition to instructional advantages, INSET aids teachers in decision-making, ethics, and professional behavior. Harrison (2019) pointed out that incorporating ethics training into professional development enhances teachers' ability to make sound decisions in both classroom and institutional contexts. Furthermore, as Caena and Redecker (2019) observed, training must be flexible and responsive to evolving educational objectives and technological advancements.

Teachers appreciate professional development that is practical, collaborative, and engaging. Akçadag (2011) found that trainers' content, delivery methods, and expertise significantly impact teacher satisfaction and learning. DeMonte (2013) emphasized that effective INSET should include active learning opportunities.

Theoretical Underpinnings

This study is anchored on Self-Determination Theory (SDT) by Deci and Ryan and Transformative Learning Theory (TLT) by Jack Mezirow. SDT highlights three fundamental psychological needs: autonomy, competence, and relatedness, which are crucial for nurturing intrinsic motivation. When teachers feel they have control over their learning (autonomy), achieve mastery of their skills (competence), and build connections with their peers (relatedness), they become more engaged and motivated in their professional development.

Teachers' autonomy is boosted when they select training that resonates with their interests. Their sense of competence flourishes through well-defined goals, skill-building exercises, and constructive feedback. Relatedness is cultivated through collaboration and peer learning, which helps create a sense of community and shared purpose.

Mezirow's Transformative Learning Theory complements SDT by emphasizing deep, reflective learning that can shift perspectives. Transformative learning happens when individuals critically evaluate their beliefs through experiences, resulting in meaningful personal and professional growth.

Together, these theories shed light on the psychological and cognitive processes that fuel teacher engagement in professional development. Actively participating in in-service training enhances teaching practices and fosters a culture of continuous learning, ultimately improving teacher performance and student outcomes.

Objectives

This study aimed to determine the level of teachers' participation in the In-Service Training (INSET) within a District in Negros Occidental during the school year 2023–2024. More specifically, it aimed to assess 1) the level of teachers' participation in the INSET across various areas, including program planning and management, delivery of program content, trainees' learning, provision of support materials, and venue and accommodation; and 2) whether



there were any significant differences in participation levels based on the teachers' profile variables.

Methodology

This section discusses the methods used to gather and analyze the data based on the specific predetermined objectives. This outline includes the research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study utilized a descriptive research design to determine the level of teachers' participation in the In-Service Training (INSET) during the school year 2023–2024 in the District of La Castellana 2, Division of Negros Occidental. According to Cole (2016), a descriptive research design involves observing and describing behavior without interference and can include categories like gender, technology use patterns, or numerical data such as test scores or feature usage frequency.

Respondents

This research employed stratified random sampling to choose elementary teacher respondents from 13 schools in the District of La Castellana 2, Division of Negros Occidental. (N= 191; n=128).

Instrument

This study utilized a survey questionnaire to collect data from elementary school teachers. The questionnaire consists of 25 items that focus on teachers' participation in In-Service Training, including program management, delivery methods, trainee learning, support materials, and venue accommodations, with five specific items dedicated to each area. The teachers were asked to rate each item using a five-point Likert scale, which ranges from 5 as always, 4 as often, 3 as sometimes, 2 as rarely, to 1 as never, reflecting their perceptions and experiences. This scale captures their quantitative data to analyze and interpret the participant's responses systematically.

Procedure for Data Collection

A formal letter was forwarded to the Public Schools District Supervisor for notice and approval after establishing the validity and reliability test of the instrument. Upon approval, the furnished copy was distributed to the School Heads following the reliability testing. Data



collection was conducted face-to-face during the District Professional Meeting, ensuring timely retrieval.

Data Analysis and Statistical Treatment

Objective 1 utilized the descriptive-analytical scheme and mean as a statistical tool to determine the level of teachers' participation in In-service training in terms of program planning and management, delivery of program content, trainees' learning, provision of support materials, and venue and accommodation. Objective 2 used the comparative-analytical scheme and Mann-Whitney U to determine the significant difference in teachers' participation in the In-service training for teachers when they are grouped and compared according to the various factors and demographics.

Ethical Considerations

This research paper aimed to minimize the risk of harm to its respondents by assuring the confidentiality of their responses and maintaining their anonymity throughout the research process. The researcher ensured that no personal information that could reveal the respondents' identities was stored on any device, per the Data Privacy Act of 2012, especially concerning access to the data by the researcher and analyst. Only the researcher had access to all the collected data. Consequently, participants were fully informed about the research methods and encouraged to sign a consent form to participate. They were also reassured that no one, including the public, would have access to the information they shared. Additionally, all materials collected were disposed of properly. Finally, participants had the right to withdraw from the study voluntarily at any time during the research.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Level of Participation in In-service Training for Teachers (INSET) in Program Planning and Management, Delivery of Program Content, Trainees' Learning Provision of Support Materials, and Venue and Accommodation

Table 1

Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management

Items	Mean	Interpretation
1. The training schedule was communicated clearly and promptly.	4.61	Very High





2. The goals and objectives of the training program were communicated in advance.	4.58	Very High
3. The program management team effectively involved teachers in organizing activities.	4.59	Very High
4. Adequate resources and materials were prepared before the program started.	4.52	Very High
5. The planning process addressed the professional needs of participants.	4.52	Very High
Overall Mean	4.56	Very High

Table 1 reveals that teachers were highly engaged in planning and managing their In-Service Training (INSET), with a Very High-Level rating of 4.56. However, there were slightly lower ratings (4.52) in areas concerning the adequacy of materials and addressing professional needs, highlighting some opportunities for improvement. These findings imply that INSET organizers should continue prioritizing strong communication practices, which are clearly impactful. At the same time, there is a need to improve the preparation and customization of support materials. Supporting research (Johnson & Reyes, 2021; Martinez et al., 2022; Delos Santos & Rivera, 2023) supports the idea that well-structured, clear, and needs-based training can significantly boost teacher motivation, confidence, and effectiveness in the classroom.

Table 2

Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content

Items	Mean	Interpretation
1. Facilitators encouraged interaction and collaboration among participants.	4.51	Very High
2. The content was delivered in an engaging and relevant manner.	4.51	Very High
3. Delivery methods were inclusive of different learning styles.	4.46	High
4. Opportunities were provided for me to ask questions and seek clarification.	4.48	High
5. The delivery of the content was tailored to the needs of the participants.	4.44	High
Overall Mean	4.48	High

Table 2 reveals that teachers are highly engaged in in-service training, with an impressive over all mean score of 4.48 HL. The standout areas that received the highest ratings were interaction encouragement and engaging content, both scoring 4.51. On the other hand, the lowest scores—though still commendable—were for tailoring content to individual needs at 4.44, accommodating different learning styles at 4.46, and providing opportunities for questions at 4.48. These findings indicate that while the training is effective, there's room for improvement



by making the content more personalized and boosting interaction. Research by Smith & Johnson (2022) and Lee et al. (2023) backs the idea that using active, collaborative methods can enhance teacher development.

Table 3
Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning

Items	Mean	Interpretation
1. The training sessions enhanced my knowledge and teaching practices.	4.39	High
2. Participation in activities designed to improve understanding and enhance the learning experience.	4.40	High
3. Feedback received during the training was applied to improve skills.	4.37	High
4. The program encouraged me to apply new strategies in my teaching.	4.41	High
5. The training motivated me to pursue continuous professional development.	4.38	High
Overall Mean	4.39	High

Table 3 shows that teachers are actively learning during INSET, with a strong average score of 4.39. The training encouraged them to try new teaching strategies (4.41), showing that it helps them bring fresh ideas into the classroom. The lowest score (4.37) was about using feedback to improve skills, which suggests that while feedback is given, some teachers may need more support, like mentoring or follow-ups, to apply it effectively. This lines up with what Guskey (2022) points out: professional development works best when teachers can apply what they learn. Similarly, Darling-Hammond and Hyler (2021) emphasize the importance of ongoing support to help teachers put training into practice.

Table 4
Level of Participation in In-Service Training for Teachers (INSET) in Provision of Support Materials

Items	Mean	Interpretation
1. The materials provided helped me understand the program's content.	4.41	High
2. Support materials included practical examples relevant to the training objectives.	4.42	High
3. The provided materials enhanced learning during and after the in-service training.	4.36	High
4. Digital resources were accessible and easy to use.	4.27	High
5. The quality of the materials effectively supported the learning process.	4.38	High
Overall Mean	4.37	High



Table 4 shows how teachers found the support materials provided during INSET helpful, with an overall high score of 4.37. The highest score (4.42) was for materials that included practical examples, showing that teachers value content they can apply directly in their classrooms. On the other hand, the lowest score of 4.27 was for digital resources, indicating that some teachers may have faced challenges in accessing or utilizing them. This could stem from technical difficulties or insufficient training. This observation aligns with research indicating that well-crafted materials significantly boost learning (Kirkpatrick & Kirkpatrick, 2021) and that having accessible, user-friendly digital resources is crucial for effective engagement (Mishra & Mehta, 2022; Sung & Hwang, 2023).

Table 5
Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation

Items	Mean	Interpretation
1. The venue was conducive to learning and professional engagement.	4.30	High
2. The venues motivate the participants to attend the sessions without difficulty.	4.31	High
3. The facilities at the venue enhanced the learning experience.	4.27	High
4. Refreshments and meals were of good quality, nutritious, and timely	4.21	High
5. The overall environment encouraged active involvement in the program.	4.28	High
Overall Mean	4.28	High

Table 5 reveals that teachers were quite pleased with the training venues and accommodations, giving them an impressive overall score of 4.28. They particularly appreciated the convenience of the locations, which scored 4.31, making it easier for them to attend. However, the lowest score of 4.21 was for the quality and timing of food and refreshments, indicating there's room for improvement in that area. Providing good venues and snacks is essential for keeping teachers engaged and satisfied during training sessions. Ensuring that locations are easily accessible and offering quality food can significantly enhance the learning experience.

This aligns with the findings from Delos Reyes (2021), Santos and Villanueva (2022), and Cruz et al. (2023), who emphasize the need for a comfortable and well-organized environment to facilitate successful training.

Level of Participation in In-service Training for Teachers (INSET) in Program Planning and Management, Delivery of Program Content, Trainees' Learning Provision of Support Materials, and Venue and Accommodation when Grouped according to Profile Variables

Table 6



Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The training schedule was communicated clearly and promptly.	4.53	Very High	4.68	Very High
2. The goals and objectives of the training program were communicated in advance.	4.52	Very High	4.64	Very High
3. The program management team effectively involved teachers in organizing activities.	4.52	Very High	4.67	Very High
4. Adequate resources and materials were prepared before the program started.	4.40	High	4.62	Very High
5. The planning process addressed the professional needs of participants.	4.42	High	4.61	Very High
Overall Mean	4.48	High	4.64	Very High

Table 6 reveals that both younger teachers (mean = 4.48, indicating a high level of satisfaction) and older teachers (mean = 4.64, reflecting a very high level) are pleased with the planning and management of INSET. The standout aspect was the clear and timely communication regarding the training schedule, which received the highest ratings (younger: 4.53, very high; older: 4.68, very high). However, the lowest scores were for resource preparation (younger: 4.40, high) and addressing the professional needs of older teachers (older: 4.61, very high). These findings underscore the importance of effective communication, adequate resources, and customized training to cater to teachers' needs, particularly for the younger demographic. This aligns with previous research (Santos & Villafuerte, 2021; Garcia et al., 2022; Lopez, 2023), which indicates that these elements significantly enhance satisfaction and engagement among educators.

Table 7

Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. Facilitators encouraged interaction and	4.44	High	4.58	Very High



collaboration among participants.				
2. The content was delivered in an engaging and relevant manner.	4.44	High	4.58	Very High
3. Delivery methods were inclusive of different learning styles.	4.35	High	4.56	Very High
4. Opportunities were provided for me to ask questions and seek clarification.	4.37	High	4.58	Very High
5. The delivery of the content was tailored to the needs of the participants.	4.39	High	4.48	High
Overall Mean	4.40	High	4.55	Very High

Table 7 reveals that both younger and older teachers had positive experiences with the delivery of INSET sessions. Younger teachers rated their experience quite highly at 4.40, while older teachers rated it even higher at 4.55, indicating they were even more pleased. What stood out for both groups was the engaging and interactive nature of the sessions, with younger teachers giving it a score of 4.44 and older teachers a score of 4.58. However, younger teachers felt that the sessions could better accommodate different learning styles, rating that aspect at 4.35, while older teachers expressed a desire for content that aligns more closely with their professional needs, giving it a score of 4.48. This indicates that while INSET is performing well, there's room for improvement—specifically by offering more variety for younger teachers and more tailored content for older ones. This aligns with research that supports the need for engaging and customized training (Orillaza et al., 2021; Guzman & Ramos, 2022; Lorenzo, 2023).

Table 8

Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The training sessions enhanced my knowledge and teaching practices.	4.32	High	4.45	High



2. Participation in activities designed to improve understanding and enhance the learning experience.	4.31	High	4.48	High
3. Feedback received during the training was applied to improve skills.	4.26	High	4.47	High
4. The program encouraged me to apply new strategies in my teaching.	4.31	High	4.52	Very High
5. The training motivated me to pursue continuous professional development.	4.27	High	4.47	High
Overall Mean	4.29	High	4.48	High

Table 8 reveals that both younger and older teachers reported a high level of participation in INSET focused on their learning, with an overall mean of 4.29 for younger teachers and 4.48 for older teachers. This indicates that while both groups found the training beneficial, older teachers perceived it slightly more positively.

The findings imply that younger teachers benefit from more structured follow-up and feedback, whereas older teachers thrive with updated teaching strategies. This is in line with research by Garcia (2023), who highlighted the significance of mentorship for younger educators, as well as studies by Santos and Dela Cruz (2021) and Villanueva et al. (2022), which pointed out that seasoned teachers value practical, strategy-oriented training.

Table 9

Level of Participation in In-Service Training for Teachers (INSET) in Provision of Support Materials when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The materials provided helped me understand the program's content.	4.29	High	4.52	Very High
2. Support materials included practical examples relevant to the training objectives.	4.29	High	4.55	Very High
3. The provided materials enhanced learning during and after the in-service training.	4.24	High	4.47	High



4. Digital resources were accessible and easy to use.	4.11	High	4.41	High
5. The quality of the materials effectively supported the learning process.	4.31	High	4.45	High
Overall Mean	4.25	High	4.48	High

Table 9 reveals that both younger and older teachers had a positive view of the support materials provided during INSET. Younger teachers rated them with an overall score of 4.25 (high), while older teachers gave them an even higher score of 4.48 (also high). However, both groups found the accessibility of digital resources to be the lowest-rated aspect, with scores of 4.11 for younger teachers and 4.41 for older teachers (both still high). This suggests there's some room for improvement in how digital tools are presented and utilized. Overall, these results indicate that while the INSET materials are generally effective, enhancing the accessibility of digital resources would particularly benefit younger teachers. Additionally, continuing to incorporate real-life, practical examples could further support older teachers' learning. These findings are consistent with the work of Rivera & Santos (2021), Garcia et al. (2022), and Luna (2023), who highlighted the significance of quality materials, user-friendly digital tools, and practical content in professional development.

Table 10

Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. The venue was conducive to learning and professional engagement.	4.26	High	4.35	High
2. The venues motivate the participants to attend the sessions without difficulty.	4.27	High	4.35	High
3. The facilities at the venue enhanced the learning experience.	4.21	High	4.32	High
4. Refreshments and meals were of good quality, nutritious, and timely	4.18	High	4.24	High
5. The overall environment encouraged active involvement in the program.	4.21	High	4.35	High



Overall Mean	4.23	High	4.32	High
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Table 10 shows both younger and older teachers rated the INSET venue and accommodation positively, with overall scores of 4.23 and 4.32 (high level). The venue's ability to motivate attendance scored highest, while the quality of refreshments scored lowest for both groups. This points to the idea that great venues can enhance engagement, but there's definitely room for improvement when it comes to the food. Research shows that comfortable venues can really boost participation, and better food can enhance learning experiences. Studies by Smith and Johnson (2022) and Kaur (2021) back this up, emphasizing that good venues increase participation, while Martinez et al. (2023) point out that quality meals can improve focus and learning. So, it's clear that while maintaining excellent venues is crucial, there's also a need to provide better food options.

Table 11
Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
1. The training schedule was communicated clearly and promptly.	4.59	Very High	4.62	Very High
2. The goals and objectives of the training program were communicated in advance.	4.59	Very High	4.57	Very High
The program management team effectively involved teachers in organizing activities.	4.56	Very High	4.61	Very High
3. Adequate resources and materials were prepared before the program started.	4.47	High	4.53	Very High
4. The planning process addressed the professional needs of participants.	4.50	Very High	4.52	Very High
Overall Mean	4.54	Very High	4.57	Very High

Table 11 shows that both single and married teachers rated their participation in INSET program planning and management very highly, with overall means of 4.54 and 4.57,



respectively. Both groups gave the highest ratings for clear and timely communication of the training schedule. The lowest scores, though still high, were for the adequacy of resources and materials before the training started (4.47 for singles and 4.53 for married). This indicates that while communication is a strong suit, there is definitely room for improvement in getting materials ready. Research (Anderson & Carter, 2022; Nguyen, 2021; Ramos et al., 2023) backs up the idea that clear communication and well-prepared resources are key to enhancing teacher engagement and the effectiveness of training.

Table 12
Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
1. Facilitators encouraged interaction and collaboration among participants.	4.44	High	4.53	Very High
2. The content was delivered in an engaging and relevant manner.	4.38	High	4.55	Very High
3. Delivery methods were inclusive of different learning styles.	4.44	High	4.47	High
4. Opportunities were provided for me to ask questions and seek clarification.	4.44	High	4.49	High
5. The delivery of the content was tailored to the needs of the participants.	4.44	High	4.44	High
Overall Mean	4.43	High	4.50	Very High

Table 12 shows that both single and married teachers view the delivery of INSET content positively. Single teachers gave it a HL (4.43), while married teachers rated it even higher, at a VHL (4.50). Married teachers especially appreciate content that feels relevant and engaging, while single teachers really value opportunities to interact and collaborate during training. For singles, the best parts were the chances to ask questions and work together, while married teachers highlighted how relevant the content was to their work. These insights resonate with Garcia (2022), who pointed out that personalized training connected to teachers' experiences enhances effectiveness. Similarly, Johnson and Miller (2023) highlighted that interactive methods significantly boost engagement, particularly for younger or less experienced teachers.

Table 13



Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
1. The training sessions enhanced my knowledge and teaching practices.	4.21	High	4.46	High
2. Participation in activities designed to improve understanding and enhance the learning experience.	4.24	High	4.46	High
3. Feedback received during the training was applied to improve skills.	4.21	High	4.43	High
4. The program encouraged me to apply new strategies in my teaching.	4.29	High	4.46	High
5. The training motivated me to pursue continuous professional development.	4.21	High	4.44	High
Overall Mean	4.23	High	4.45	High

Table 13 shows that both single and married teachers reported a high level of participation in In-service training (INSET), with mean scores of 4.23 and 4.45, respectively. Married teachers consistently gave higher ratings, possibly reflecting more experience. These findings suggest that INSET programs are viewed positively regardless of marital status and are essential for boosting teaching effectiveness. This supports previous research (Bautista et al., 2022; Darling-Hammond et al., 2021; Ganal & Guiab, 2023), which highlights the significance of well-organized professional development in enhancing teachers' knowledge and teaching methods.

Table 14

Level of Participation in In-Service Training for Teachers (INSET) in the Provision of Support Materials when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
1. The materials provided helped me understand the program's content.	4.24	High	4.47	High
2. Support materials included practical examples relevant to the training objectives.	4.21	High	4.50	Very High



3. The provided materials enhanced learning during and after the in-service training.	4.18	High	4.43	High
4. Digital resources were accessible and easy to use.	4.24	High	4.28	High
5. The quality of the materials effectively supported the learning process.	4.32	High	4.40	High
Overall Mean	4.24	High	4.41	High

Table 14 shows that both single and married teachers actively participated in INSET programs with support materials, with married teachers slightly more satisfied (mean 4.41) than single teachers (mean 4.24). Married teachers valued practical examples most, while single teachers appreciated the overall quality of materials. The lowest scores for both groups involved digital resource accessibility and the use of materials after training, pointing to areas for improvement. These results highlight how important well-designed, practical materials are for effective training, aligning with studies that emphasize quality content and better digital access to boost teacher learning and engagement (Reyes & Santos, 2022; Smith & Brown, 2021; Chen & Wang, 2023).

Table 15

Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
1. The venue was conducive to learning and professional engagement.	4.29	High	4.31	High
2. The venue motivates the participants to attend the sessions without difficulty.	4.32	High	4.31	High
3. The facilities at the venue enhanced the learning experience.	4.29	High	4.26	High
4. Refreshments and meals were of good quality, nutritious, and timely	4.24	High	4.20	High
5. The overall environment encouraged active involvement in the program.	4.26	High	4.29	High
Overall Mean	4.28	High	4.27	High



Table 15 shows that both single and married teachers reported high participation levels in INSET programs related to venue and accommodation, with means of 4.28 and 4.27, respectively. The most appreciated aspect for both groups was that venues motivated attendance, while the lowest-rated but still high item was the quality and timeliness of refreshments. These results highlight how important accessible, comfortable, and motivating venues are for a positive training experience. Similar studies (Reyes & Cruz, 2023; Smith et al., 2022; Chen & Lee, 2021) support the idea that good training environments boost engagement and learning outcomes.

Table 16

Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management when grouped according to School Location

Items	Near		Far	
	Mean	Interpretation	Mean	Interpretation
1. The training schedule was communicated clearly and promptly.	4.59	Very High	4.63	Very High
2. The goals and objectives of the training program were communicated in advance.	4.59	Very High	4.56	Very High
3. The program management team effectively involved teachers in organizing activities.	4.57	Very High	4.63	Very High
4. Adequate resources and materials were prepared before the program started.	4.51	Very High	4.53	Very High
5. The planning process addressed the professional needs of participants.	4.51	Very High	4.53	Very High
Overall Mean	4.55	Very High	4.57	Very High

Table 16 presents the level of participation in INSET programs in the context of program planning and management, categorized by school location (near and far). Both groups reported a "very high level" of participation, with an overall mean of 4.55 for schools near and 4.57 for schools far. These results indicate that teachers perceived the program planning and management as highly effective regardless of location. Recent studies back up these findings by showing that good program planning and management are key to successful INSET programs. Garcia and Fernandez (2023) stress that clear communication and involving teachers in planning boost participation and satisfaction. Jones and Carter (2022) point out that preparing resources well and aligning them with teachers' needs—especially in remote areas—is crucial. Both studies agree



that while resource preparation is rated highly, there is still room to improve it in schools both near and far.

Table 17
Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content when grouped according to School Location

Items	Near		Far	
	Mean	Interpretation	Mean	Interpretation
1. Facilitators encouraged interaction and collaboration among participants.	4.52	Very High	4.49	Very High
2. The content was delivered in an engaging and relevant manner.	4.49	Very High	4.53	Very High
3. Delivery methods were inclusive of different learning styles.	4.48	High	4.44	High
4. Opportunities were provided for me to ask questions and seek clarification.	4.45	High	4.51	Very High
5. The delivery of the content was tailored to the needs of the participants.	4.42	High	4.46	High
Overall Mean	4.47	High	4.48	High

Table 17 shows that teachers from both schools close to the training venue and those farther away are highly engaged in the INSET program content, with nearly identical scores (4.47 for nearby schools and 4.48 for distant ones). Overall, the findings tell us that INSET does a great job engaging teachers everywhere, but adding a more customized touch could make it even better. This matches what other researchers have found that interactive, relevant training helps teachers learn and grow more (Bautista et al., 2022), and that personalizing content to teachers' needs is key to effective professional development (Darling-Hammond et al., 2021). Even locally, studies like Ganal and Guiab (2023) support these ideas, showing rural teachers also respond well when training is meaningful and engaging.

Table 18
Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning when grouped according to School Location

Items	Near		Far	
	Mean	Interpretation	Mean	Interpretation





1. The training sessions enhanced my knowledge and teaching practices.	4.41	High	4.37	High
2. Participation in activities designed to improve understanding and to enhance the learning experience.	4.39	High	4.41	High
3. Feedback received during the training was applied to improve skills.	4.35	High	4.39	High
4. The program encouraged me to apply new strategies in my teaching.	4.41	High	4.42	High
5. The training motivated me to pursue continuous professional development.	4.35	High	4.41	High
Overall Mean	4.38	High	4.40	High

Table 18 shows that teachers from both nearby and faraway schools are actively involved in In-Service Training (INSET), with high participation scores of 4.38 and 4.40. This tells us that the training really helps teachers grow, no matter where they teach. Teachers especially appreciated how the training introduced new strategies and improved their teaching skills. Overall, the training is effective and meaningful for all teachers, but offering clearer, more personalized feedback could help them get even more out of it. These findings match other studies (Arrieta & Muñoz, 2021; Cabrera & Trinidad, 2022; Ganal & Guiab, 2023) that highlight how INSET boosts teachers' skills and keeps them motivated.

Table 19

Level of Participation in In-Service Training for Teachers (INSET) in the Provision of Support Materials when grouped according to School Location

Items	Near		Far	
	Mean	Interpretation	Mean	Interpretation
1. The materials provided helped to understand the program content.	4.43	High	4.37	High
2. Support materials included practical examples relevant to the training objectives.	4.48	High	4.36	High



3. The provided materials enhanced learning during and after the in-service training.	4.41	High	4.31	High
4. Digital resources were accessible and easy to use.	4.28	High	4.25	High
5. The quality of the materials effectively supported the learning process.	4.38	High	4.39	High
Overall Mean	4.39	High	4.34	High

Table 19 shows that teachers from schools close to venues feel very engaged with the support materials provided during INSET, rating their experience at a high rating of 4.39. Teachers from schools farther away also gave a high rating of 4.34, showing they, too, find the materials helpful. These results highlight how important it is to provide valuable and relevant materials and better digital access, especially for teachers working far from training hubs. This supports government efforts like DepEd Order No. 22 (2023), which calls for fair access to resources for all teachers. Other studies (Villanueva et al., 2022; Gonzales & Cruz, 2021) also show that having the right materials and digital tools really helps teachers get more out of their training, so making sure everyone can easily access these tools should be a top priority.

Table 20

Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation when grouped according to School Location

Items	Near		Far	
	Mean	Interpretation	Mean	Interpretation
1. The venue was conducive to learning and professional engagement.	4.30	High	4.31	High
2. The venue motivates the participants to attend the sessions without difficulty.	4.30	High	4.32	High
3. The facilities at the venue enhanced the learning experience.	4.28	High	4.25	High
4. Refreshments and meals were of good quality, nutritious, and timely	4.19	High	4.24	High
5. The overall environment encouraged active involvement in the program.	4.28	High	4.29	High
Overall Mean	4.27	High	4.28	High



Table 20 shows that teachers from schools near the training venue gave an overall participation score of 4.27, while those from schools farther away scored 4.28, indicating a high engagement level. This suggests that a comfortable, accessible location helps teachers stay involved and focused during training. However, both groups gave lower scores on the quality and timeliness of refreshments, with schools near the venue rating this at 4.19 and schools farther away at 4.24. This points to a need for better snacks and meals to keep teachers energized and satisfied. These results emphasize the importance of choosing venues that are welcoming and easy to reach, aligning with DepEd Order No. 22 (2023), which highlights the role of quality training environments in helping teachers improve their skills. Studies by Alvarez and Santos (2022) and Martinez (2021) also support these findings, showing that when teachers have comfortable, accessible training spaces, their engagement and learning improve significantly.

Table 21

Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management when grouped according to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. The training schedule was communicated clearly and promptly.	4.57	Very High	4.66	Very High
2. The goals and objectives of the training program were communicated in advance.	4.53	Very High	4.64	Very High
3. The program management team effectively involved teachers in organizing activities.	4.53	Very High	4.68	Very High
4. Adequate resources and materials were prepared before the program started.	4.43	High	4.63	Very High
5. The planning process addressed the professional needs of participants.	4.43	High	4.63	Very High
Overall Mean	4.50	Very High	4.65	Very High

Table 21 shows that both new and experienced teachers highly participate in INSET program planning and management, with overall means of 4.50 and 4.65, respectively, indicating very high engagement. The lowest scores came from both groups on how well resources were prepared and whether the planning addressed teachers' professional needs, showing some room for improvement. These results suggest that clear communication, active teacher involvement, and well-prepared resources are key to maintaining high participation, especially by supporting



newer teachers with tailored resources. This aligns with previous studies (Arrieta & Muñoz, 2021; Cabrera & Trinidad, 2022; Bautista et al., 2022; Cochran-Smith & Villegas, 2023), which highlight the importance of early communication and involving teachers actively in planning professional development.

Table 22

Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content when grouped according to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. Facilitators encouraged interaction and collaboration among participants.	4.44	High	4.59	Very High
2. The content was delivered in an engaging and relevant manner.	4.44	High	4.59	Very High
3. Delivery methods were inclusive of different learning styles.	4.36	High	4.59	Very High
4. Opportunities were provided for me to ask questions and seek clarification.	4.39	High	4.59	Very High
5. The delivery of the content was tailored to the needs of the participants.	4.36	High	4.54	Very High
Overall Mean	4.40	High	4.58	Very High

Table 22 shows that teachers with more experience participate more actively in In-Service Training (INSET) when it comes to how the program content is delivered. Teachers with shorter service gave a high participation rating of 4.40, while those with longer service rated it even higher at 4.58, indicating very high participation. These findings highlight the importance of designing INSET programs that truly support teachers at every stage of their careers. New teachers benefit from clear guidance and hands-on examples, while experienced teachers thrive in settings that let them share ideas and go deeper into the content. When training meets teachers where they are, everyone gets more out of the experience. These findings are consistent with previous research (Smith & Gillespie, 2021; Jones & Brown, 2022; Gonzalez & Reyes, 2023), which shows that experienced teachers often gain more from professional development, that using a variety of teaching methods supports better learning for all, and that interactive, engaging training helps keep teachers actively involved.

Table 23



Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning when grouped according to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. The training sessions enhanced my knowledge and teaching practices.	4.33	High	4.46	High
2. Participation in activities designed to improve understanding and enhance the learning experience.	4.32	High	4.50	Very High
3. Feedback received during the training was applied to improve skills.	4.29	High	4.46	High
4. The program encouraged me to apply new strategies in my teaching.	4.33	High	4.52	Very High
5. The training motivated me to pursue continuous professional development.	4.32	High	4.45	High
Overall Mean	4.32	High	4.48	High

Table 23 reveals how teachers with different lengths of service engage in In-Service Training (INSET) related to their learning. Teachers with shorter service reported a high level of participation, with an overall mean of 4.32. In contrast, longer-serving teachers showed a slightly higher mean of 4.48—still within the "high" level category. This indicates that both groups view the training as beneficial, but experienced teachers may feel more confident in applying what they've learned. Adjusting training based on experience can make a real difference. Smith and Lee (2021) highlight how important it is to shape professional development around teachers' different needs. Gonzalez and Reyes (2023) emphasize helping teachers actually use the feedback they receive. And Brown and Taylor (2022) suggest pairing newer teachers with seasoned ones through mentorship, which can help bridge the gap and make training more meaningful for everyone involved.

Table 24
Level of Participation in In-Service Training for Teachers (INSET) in Provision of Support Materials when grouped according to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation



1. The materials provided helped to understand the program content.	4.33	High	4.50	Very High
2. Support materials included practical examples relevant to the training objectives.	4.35	High	4.52	Very High
3. The provided materials enhanced learning during and after the in-service training.	4.31	High	4.43	High
4. Digital resources were accessible and easy to use.	4.14	High	4.43	High
5. The quality of the materials effectively supported the learning process.	4.31	High	4.48	High
Overall Mean	4.29	High	4.47	High

Table 24 shows that both new and experienced teachers found the support materials in INSET helpful, with experienced teachers giving a higher overall rating (4.47) compared to new teachers (4.29). These findings indicate that INSET programs need to focus on providing materials that are not just relevant but also user-friendly, particularly for newer teachers. Offering additional support in digital literacy and ongoing help could lead to better outcomes. This perspective is echoed by Santos and Cruz (2021), who emphasized the need for practical, context-specific resources; Garcia and Mendoza (2022), who pointed out the digital hurdles faced by new teachers; and Dela Cruz and Lopez (2023), who underscored the significance of ensuring materials remain usable over the long term.

Table 25

Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation when Grouped according to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. The venue was conducive to learning and professional engagement.	4.29	High	4.32	High
2. The venue motivates the participants to attend the sessions without difficulty.	4.31	High	4.32	High
3. The facilities at the venue enhanced the learning experience.	4.24	High	4.30	High



4. Refreshments and meals were of good quality, nutritious, and timely	4.15	High	4.29	High
5. The overall environment encouraged active involvement in the program.	4.24	High	4.34	High
Overall Mean	4.24	High	4.31	High

Table 25 shows that both newer and more experienced teachers had a positive experience with the venues and accommodations during INSET, with high participation ratings of 4.24 for newer teachers and 4.31 for more experienced ones. This suggests that training spaces were seen as comfortable, accessible, and motivating, helping teachers stay engaged throughout the sessions. These results support Santos & Rivera (2022), who found that well-equipped and accessible venues improve teacher involvement. Garcia & Delgado (2021) also noted that good locations help teachers focus and work better together. Similarly, Cruz & Morales (2023) emphasized that timely, good-quality snacks help keep teachers comfortable and alert during training.

Comparative Analysis in the Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management, Delivery of Program Content, Trainees' Learning Provision of Support Materials, and Venue and Accommodation when Grouped according to Age, Civil Status, School Location, and Length of Service

Table 26
Difference in the Level of Participation in In-Service Training for Teachers (INSET) in Program Planning and Management when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	62	58.16	1653.000	0.047		Significant
	Older	66	70.45				
Civil Status	Single	34	62.88	1543.000	0.753		Not Significant
	Married	94	65.09				
School Location	Near	69	64.80	1652.500	0.064	0.05	Not Significant
	Far	59	64.14				
Length of Service	Shorter	72	59.45	2014.500	0.915		Not Significant
	Longer		70.99				
	Higher						

Table 26 reveals that age is the only factor significantly influencing teacher participation in the planning and management of INSET programs. It turns out that older teachers (mean rank



= 70.45) are more involved than their younger counterparts (mean rank = 58.16), with a p-value of 0.047. This suggests that their experience and confidence play a big role in their engagement. On the other hand, factors like civil status ($p = 0.753$), school location ($p = 0.064$), and length of service ($p = 0.915$) didn't show any significant differences. These findings suggest that INSET programs are generally inclusive, offering equal opportunities to teachers from various backgrounds. However, younger teachers might benefit from some mentorship or additional support to help them get more involved. This aligns with the work of De Leon and Santos (2022), who noted that older teachers in the Philippines tend to take a more active role in training programs. Similarly, Garcia et al. (2021) pointed out that well-structured INSET programs can engage teachers equally, while Cruz and Morales (2023) emphasized the importance of mentorship in encouraging younger teachers' participation.

Table 27

Difference in the Level of Participation in In-Service Training for Teachers (INSET) in Delivery of Program Content when Grouped according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	62	59.07	1709.500	0.091	0.05	Not Significant
	Older	66	69.60				
Civil Status	Single	34	61.51	1496.500	0.564	0.05	Not Significant
	Married	94	65.58				
School Location	Near	69	64.88	1690.500	0.099	0.05	Not Significant
	Far	59	64.06				
Length of Service	Shorter	72	59.98	2009.500	0.896	0.05	Not Significant
	Longer	56	70.31				
	Higher	56	70.31				

Table 27 reveals that there aren't any significant differences in how teachers engage with the INSET program content when you look at factors like age ($p = 0.091$), civil status ($p = 0.564$), school location ($p = 0.099$), or length of service ($p = 0.896$). Essentially, this means that all teachers, no matter their background, had similar opportunities to participate in the training. While it's true that older and more experienced teachers tended to take part a bit more, the difference wasn't substantial enough to be deemed significant. This could be attributed to their increased comfort and familiarity with training sessions. These findings align with what Reyes and Salazar (2021) pointed out, emphasizing that teacher participation largely hinges on how useful and well-structured the training is. Delos Santos and Martinez (2022) also highlighted the need for inclusive approaches that engage all types of teachers, while Cruz and De Leon (2023) recommended employing various teaching strategies to cater to the diverse needs of every participant.

Table 28



Difference in the Level of Participation in In-Service Training for Teachers (INSET) in Trainees' Learning when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	62	60.18	1778.000	0.178		Not Significant
	Older	66	68.56				
Civil Status	Single	34	56.69	1332.500	0.131		Not Significant
	Married	94	67.32				
School Location	Near	69	63.72	1761.000	0.196	0.05	Not Significant
	Far	59	65.41				
Length of Service	Shorter	72	60.96	1982.000	0.787		Not Significant
	Longer	72	60.96				
	Higher	56	69.05				

Table 28 shows that there are no significant differences in how teachers participate in learning during INSET, regardless of their age, civil status, school location, or length of service (all p-values > 0.05). This indicates that INSET programs are designed to be inclusive and accessible for all teachers. Although more experienced teachers did show a bit more engagement, it wasn't statistically significant. These findings underscore the need to maintain fair and supportive training environments, as well as to provide extra guidance for less experienced teachers to ensure everyone can participate equally. This aligns with studies by De Guzman & Santos (2021), Hernandez & Ramos (2022), and Lopez & Cruz (2023), who all emphasize the importance of inclusive and supportive professional development for teachers with varied needs and experiences.

Table 29

Difference in the Level of Participation in In-Service Training for Teachers (INSET) in the Provision of Support Materials when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	62	57.46	1609.500	0.031		Significant
	Older	66	71.11				
Civil Status	Single	34	57.85	1372.000	0.206		Not Significant
	Married	94	66.90				
School Location	Near	69	66.05	1692.000	0.107	0.05	Not Significant
	Far	59	62.69				
Length of Service	Shorter	72	60.00	1928.500	0.596		Not Significant
	Longer	72	60.00				
	Higher	56	70.29				



Table 29 reveals that older teachers utilize support materials in INSET more frequently than their younger counterparts ($p = 0.031$). This could be attributed to their greater appreciation for these resources, shaped by their experience. Interestingly, factors like civil status, school location, and years of service didn't seem to influence how materials were used. This indicates that INSET programs are generally equitable, but younger teachers might benefit from additional support. Providing clear instructions and practical examples could empower all teachers to make better use of the materials.

Supporting research from Bautista and Cruz (2021), Flores and Santos (2022), and Domingo and Reyes (2023) highlights that well-crafted, easily accessible instructional materials are vital for enhancing teacher engagement and improving learning outcomes during training sessions.

Table 30

Difference in the Level of Participation in In-Service Training for Teachers (INSET) in Venue and Accommodation when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	62	61.62	1867.500	0.368	0.05	Not Significant
	Older	66	67.20				
Civil Status	Single	34	64.85	1586.000	0.945	0.05	Not Significant
	Married	94	64.37				
School Location	Near	69	63.51	1830.000	0.345	0.05	Not Significant
	Far	59	65.66				
Length of Service	Shorter	72	61.92	1967.000	0.729	0.05	Not Significant
	Longer	72	61.92				
	Higher	56	67.82				

Table 30 shows that there are no notable differences in teacher participation in in-service training (INSET) based on factors like venue and accommodation when considering age, civil status, school location, and length of service (all p -values > 0.05). This suggests that the training environment was consistently welcoming and supportive for all participants, no matter their background. Teachers from various groups expressed similar levels of satisfaction with the physical arrangements and logistical support. These results emphasize the need to uphold high standards when choosing venues to create a comfortable and engaging learning experience for everyone involved. Gathering feedback from participants and focusing on well-equipped, accessible locations can significantly improve future training sessions. Research by Dela Cruz and Santos (2022) supports the idea that well-organized environments positively affect teacher engagement in professional development.





Conclusion

Teachers show high to very high participation in In-Service Training (INSET) across various components, including program planning and management, delivery of program content, trainees' learning, provision of support materials, and venue and accommodation. These findings indicate that INSET programs are generally well-received, meeting the professional development needs of teachers.

When examining different teacher characteristics, age made a real difference in how much teachers got involved in planning and managing the program and how often they used the provided support materials. It turned out that older teachers were more likely to participate and use those resources actively. This might mean teachers with more years of experience see the value of having well-organized training and helpful materials to improve their teaching. However, whether a teacher was single or married, where their school was located, and how long they had been teaching did not significantly impact how much they participated in most of the training. These factors don't strongly influence whether teachers engage in professional development activities.

Moreover, how these INSET programs are set up ensures that all teachers, regardless of background, have a fair chance to participate. The fact that there are no significant differences in how much teachers participated based on things like their marital status, where their school is located (even in more rural areas), or how long they have been teaching suggests that these programs are generally designed to work for a wide range of educators. However, the results also highlight some areas where things could improve. This includes getting and using feedback more effectively, making digital learning materials accessible, and improving the food and drinks provided during the training sessions.

Overall, this study confirms that In-Service Training (INSET) is vital for helping teachers grow professionally, learn new and creative ways to teach, and stay motivated. To keep these programs working well, we must keep improving how the content is delivered, how resources are provided, and how the logistics are planned.

Acknowledgement

I would like to express my deepest gratitude to my panelist for their incredible insights and guidance throughout this project. My heartfelt thanks also go to my colleagues for their support and assistance during this study. Lastly, I extend my profound gratitude to my family for their unwavering love, patience, and encouragement, which made it possible for me to complete this study.

Conflict of Interest

The author declares no conflict of interest that may have influenced the content or conclusions of this study. No financial, personal, or professional relationships affected the





research's objectivity, integrity, or impartiality. Furthermore, no external parties were involved in the study's design, data collection, analysis, or interpretation.

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