School-based In-Service Training (INSET) management for personal and professional development of public school principals and teachers

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Abstract

The study aimed to assess school-based In-Service Training (INSET) management for the personal and professional development of school heads and teachers of Southern Leyte, Philippines. The study utilized a quantitative approach specifically descriptive-correlational research design supported by qualitative data. The findings revealed 43% of school heads were aged 43, 60% female, 83% married; 38% have a BSED/BEED with master's units. Experience included 68% with 15+ years of training, 74% attending 15+ sessions. Significant correlations found between attributes and pre-/post-implementation of INSET. The results of the study revealed that school-based INSET was relevant and useful for the school heads and teachers for them to be able to perform their jobs better. Based on the findings of the study, a model for professional development and a training design on school-based INSET were developed. It has been concluded that a well-designed school-based INSET program that takes into consideration the contextual reality in which the teachers work, can make a difference in the lives of the teachers in the classroom and enhance their capacity on the different pedagogical principles and teaching techniques through school-based INSET is crucial in making the teaching-learning process more meaningful to the learners. Hence, the researcher will recommend that school-based INSET should be included in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) with corresponding budgetary appropriation.

1. Introduction

Contemporary educational systems face diverse challenges, including addressing the achievement gap, meeting annual progress goals, managing students' special needs, accommodating second language requirements, and staying current with the latest pedagogical processes and research (Austin et al., 2019). School personnel must stay updated with the latest developments in education (Njui, 2018). Worldwide, ad hoc in-service training for multi-grade teachers, often supported by multilateral organizations, addresses critical gaps (Tredoux, 2020).

For over two decades, the researcher has continuously evolved as both a teacher and school head, improving her career, department, and constituents (Sprott, 2019). As the Senior Education Program Specialist (SEPS) in Human Resource Development (HRD) of the Southern Leyte Division, she emphasizes the importance of professional and personal development for school heads and teachers to achieve exceptional learning outcomes. High-quality professional development is crucial for meeting educational demands, and its absence can impede progress (Ilgan et al., 2023). Teachers, central to pedagogical processes and crucial for maintaining and elevating education quality, should have their professional and personal development prioritized (Phogat, 2022).

The human resource department plays a pivotal role in providing necessary training to develop employees' skills and competencies. School heads and teachers must address deficiencies to promote the school's welfare (Casinillo & Suarez, 2022; Farmanesh et al., 2023). School-based INSET was introduced to enhance the skills, competencies, and personal development of school heads and teachers (Khan, 2019). Retaining teachers is a global priority, ensuring their engagement in INSET for professional and personal development, thereby contributing to the growth of the educational system. This effort involves international experts and school leaders championing teachers' interests (Casinillo & Suarez, 2021).

The demand for teacher training is surging to equip them with the necessary skills for delivering quality learning to students. The planning and management of in-service education have become central domains of INSET (Generalao et al., 2022). Many teachers lack the necessary competency and qualifications, potentially affecting the provision of quality learning (Malbas et al., 2023). The research identifies a gap in teacher competency, with some proficient in instruction delivery while others struggle, impacting educational outcomes. Additionally researchers identified that some teachers demonstrated competence in instructional delivery, while others lacked the necessary skills, impacting the effectiveness of the teaching-learning process and student learning outcomes. To address these issues, the researchers conducted a quantitative study supplemented with qualitative data to assess the level of school-based In-Service Education and Training (INSET) for personal and professional development.

Hence, the study aimed to assess the personal and professional attributes of the school heads; assessed the level of implementation of school-based INSET management by the school heads during the pre-implementation, implementation, and post-implementation phases; examined the significant relationship between the personal and professional attributes of the school heads and their level of implementation; and explored the Professional

Development Programs and Initiatives in the Department of Education (DepEd) in the Philippines.

2. Theoretical Framework

The study was grounded in Bernard Weiner's Attribution theory (1972), which centers on achievement. It delineated key factors influencing achievement, including ability, effort, luck, and task difficulty. Attribution theory encompasses three dimensions: locus of control (external vs. internal), stability, and controllability. The attribution process involves observing behavior, determining its deliberateness, and ascribing it to internal or external causes (Fishman & Husman, 2017).

Teaching efficacy, job satisfaction, and attitude towards the teaching profession (internal factors) as well as attendance at in-service training (external factor) are indicative of teachers' instructional abilities, resulting in heightened academic performance among learners (Liwanag, 2023). Professional development, characterized by contentment with one's job, positive perceptions of In-Service training programs, and a favorable attitude towards the teaching profession, leads to the cultivation of high-quality learners (Renbarger & Davİs, 2019).

In considering two-mode combinations, teachers have three potential sets: School-based and ICT-based, Self-directed and School-based, and ICT-based and Self-directed. The research prioritized various school-based activities including professional development, professional book talk, dual audience, demo lesson, direct instruction, conferences, seminars, workshops, peer coaching, team teaching, visitation, talk walking, observation/assessment, open lesson, lesson study, study group, inquiry/action research, case study, and mentoring (Cirkony et al., 2024; Veloso et al., 2024; Muthuprasad et al., 2021).

The researcher's extensive experience as a teacher, school head, and Senior Education Program Specialist (SEPS) within the educational system endows her with the requisite competency for conducting the study. This background, combined with her affiliation with the school, underscores the critical importance of effective school-based INSET management for the personal and professional growth of both school heads and teachers. Guided by the theory, the researcher employed inferential statistics to establish the correlation between school heads' personal and professional attributes, their implementation of acquired skills from training, and their outcomes in terms of ability, effort, and luck (Almaiah & Almulhem, 2018).

3. Methodology

3.1 Research Design

This study utilized a quantitative approach specifically descriptive-correlational research design. It was also utilizing a qualitative analysis using descriptive design in identifying Professional Development Programs and Initiatives in the Department of Education.

3.2 Research Environment

The environment of the study was in the public elementary and secondary schools of Southern Leyte Division. Southern Leyte covers the islands of Panaon, Pacific, and the

historical island of Limasawa where the first mass of the country was held. Its interior areas are mountainous while coastal areas are relatively flat. With no distinct reasons, it has a wet climate throughout the year,

Southern Leyteňos are very industrious people who live using farming and fishing. They are also known for their hospitality in dealing with visitors. Their ancestors migrated from the provinces of Bohol and Cebu so they are Cebuano-speakers.

Although 90% of the people are Roman Catholics, there are still several people who are influenced by superstitious beliefs like making offerings and sacrifices before planting begins like ritually offering pigs and chickens with the hope of obtaining a good harvest. Maasin City, the capital of Southern Leyte, is the center of trade and commerce. It has a very important edifice which is the cathedral, an old church of the Spanish era which has a great historical value and a sign of deep religiosity of the people. It has a total population of 353,533 residing in 500 Barangays.

3.3 Respondents

The respondents of this study were the public school heads and teachers of the Southern Leyte Division. They were composed of 80 teachers and 40 school heads from secondary schools; and 120 teachers and 60 school heads from elementary schools. The selection of respondents utilized quota sampling design to identify at least two teachers in every school as respondents. In this quota sampling design, the criterion in the selection of the respondents was reflected in the inclusion and exclusion criteria (Robinson, 2014).

Inclusion and Exclusion Criteria

To have a profound study, the researcher ensured that the study included respondents who were teachers and school heads of both elementary and secondary schools. It also included teachers who passed the teachers' licensure examination, with 5-10 years of teaching experience, with regular items in DepEd and funded by the National Budget. The study excluded teachers who were temporarily assigned to the school as substitute teachers, and teacher-in-charge or officer-in-charge of the school.

3.4 Instruments

The instrument utilized in this study was adapted from Basaran, et al., (2010) evaluation of an in-service training program for primary school language teachers in Turkey. Additionally, structured interviews, which constituted the second part of the questionnaire, were conducted to glean insights from respondents regarding the significance of INSET. While both school heads and teachers completed the questionnaires and structured interviews, only teachers' responses were utilized to bolster and validate the school heads' input.

This instrument was meticulously crafted to provide a comprehensive understanding of School-based INSET management's impact on the personal and professional development of both school heads and teachers. Employing a 4-point Likert Scale, where 4 denoted "Always" (indicating the practice is consistently manifested), 3 represented "Sometimes" (indicating the practice is frequently manifested), 2 signified "Seldom" (indicating occasional manifestation), and 1 denoted "Never" (indicating the practice is never manifested), the researcher was able to gauge respondents' assessments of the level of school-based INSET management for personal and professional development.

In interpreting the responses, a weighted scale from 1-4 was employed to evaluate the level of School-Based In-Service Training for Personal and Professional Development. Responses rated as "Never" were assigned a weight of 1, with parametric limits from 1 to 1.75, and interpreted as "poor." Subsequently, responses rated as "Seldom" were assigned a weight of 2, with limits from 1.76 to 2.50, and interpreted as "fair." Responses rated as "Sometimes" were assigned a weight of 3, with limits from 2.51 to 3.25, and interpreted as "good." Finally, those rated as "Always" were assigned a weight of 4, with limits from 3.26 to 4, and interpreted as "very good."

3.5 Data Gathering Procedure

The data collection process followed a series of specific procedures. Initially, formal permission to conduct the study on "School-Based INSET Management for Personal and Professional Development in Southern Leyte Division" was obtained through a written request. This request received approval from the Dean of Graduate Studies at the University of the Visayas, the Adviser, and the Schools Division Superintendent of Southern Leyte. Surveys were administered during regular office hours within the schools. To ensure impartiality and protect respondent privacy, names were not required on the questionnaires. Additionally, to uphold the rights of the participants, informed consent forms, demonstrating approval from the Institutional Review Board (IRB), were provided. These forms included a discussion outlining the nature of the research study. Participation in the study was entirely voluntary, and individuals expressed their agreement by signing the consent form. Subsequently, a statistician processed, tabulated, and analyzed the responses provided by the participants.

3.6 Data Analysis

The study employed a quantitative approach, specifically adopting a descriptive correlational research design. Data collected from various respondents were meticulously classified, tabulated, and then subjected to rigorous statistical analysis. This process was undertaken to derive objective interpretations in terms of findings, conclusions, and recommendations. The responses were further analyzed using specific tools: Simple Percentage was employed to assess the profile of school heads in terms of age, gender, civil status, highest educational attainment, and relevant training and seminars attended. Mean values were computed to gauge the scores reflecting the level of school-based INSET management for personal and professional development. Moreover, Pearson r Correlation was applied to ascertain the relationships between the scale profiles and the degree of implementation, while Eta Correlation was utilized to explore associations between categorical data and scale data, particularly concerning the level of implementation. This methodological approach ensured a comprehensive examination of the research objectives.

4. Results and Discussion
4.1 Personal and Professional Attributes of School Heads

The following tables present the personal attributes of school heads in terms of Age, Sex, Civil Status, Highest Educational Attainment, Number of Years in Service, and Relevant Training Attended.

Table 1 Age, Sex, Civil Status, Highest Educational Attainment, Number of Years in Service, and Relevant Training Attended Distribution of School Heads (N=100)

Profile	Category	Frequency	Percentage
Age	29 – 31	4	4%
	32 – 39	16	16%
	40 – 47	22	22%
	48 – 55	43	43%
	56 – 61	15	15%
Sex	Male	40	40%
	Female	60	60%
Civil Status	Single	12	12%
	Married	83	83%
	Widowed	5	5%
Highest Educational Attainment	BSED Graduate	2	2%
	BSED/BEED Graduate with Units in Master's Degree	38	38%
	BSED/BEED Graduate with Master's Degree	27	27%
	BSED/BEED Graduate with Units in Doctor's Degree	9	9%
	Others	24	24%
Number of Years in Service	6 - 10 years	8	8%
	11 - 15 years	24	24%
	more than 15 years	68	68%
Relevant Trainings Attended	less than 5 times	6	6%
	6 - 10 times	14	14%
	11 - 15 times	6	6%
	more than 15 times	74	74%

As depicted in Table 1, in terms of age a majority of the school heads fell within the 48-55 age bracket, indicating that they were at the zenith of their careers. These seasoned school heads of Southern Leyte Division had amassed significant experience in the nuances of the teaching profession, having served not only as school heads but also as teachers. Given the pivotal role of teachers in enhancing educational quality, it behooved the school heads to equip themselves to offer technical support, aiding teachers in honing their skills. This encompassed their duty to engage in classroom observations, supervision, and at times, conducting demonstration lessons to exemplify effective teaching practices (Stronge, 2018). It is noteworthy that practical exposure in the field often exerts a more profound influence on job performance than formal degrees or training programs (Wahyudi, 2018).

The relatively small number of school heads falling within the 29-31 age bracket can be attributed to the fact that, at this juncture, they were already eligible to assume school

management roles. They had met the promotion criteria set forth by the Department of Education (DepEd), in terms of educational qualifications and noteworthy achievements, enabling their promotion to the position of school head. However, these individuals were deemed neophyte school heads, as they still lacked the requisite experience in school administration, thus necessitating guidance and technical support from higher-ranking DepEd officials.

In terms of gender distribution, the table reveals that the majority of school heads were female. This aligns with the prevailing trend within the Department of Education, where a significant portion of personnel are female. This can be attributed to the cultural perception that teaching is traditionally a female-dominated profession. Relatively fewer males pursue teaching as a profession. Notably, the female school heads exhibited a higher level of seriousness in their roles compared to their male counterparts, which may be linked to their reported lower incidence of vices, as indicated by the study conducted by Åhslund and Boström (2018). Their research highlighted a notable level of awareness between male and female principals, with female principals demonstrating slightly higher levels of awareness than their male counterparts. In terms of marital status, the table illustrates that the majority of school heads were married. This indicates that despite their marital commitments, they effectively fulfilled their roles and responsibilities as school managers. Even amid the demanding nature of their positions, they successfully balanced their professional and family lives. However, achieving this balance was not without deliberate effort and careful planning. As highlighted by Demeo, (2020), today's school heads shoulder a multitude of responsibilities that defy easy description. They navigate through various roles, often requiring them to swiftly switch between tasks. Consequently, mastering time management becomes crucial to preventing conflicts between professional and family affairs.

The table also reveals that there was a relatively small number of single school heads. This could be attributed to personal choices to remain unmarried or, as per personal testimonies, experiences of heartbreak among some individuals known to me. However, it's worth noting that being single can be viewed as advantageous, especially when considering the substantial workload school heads bear. It allows them to channel their focus entirely on their professional duties without the additional responsibilities of child-rearing or family-building, as noted by Rindfuss and VandenHeuvel (2019). The table illustrates that the majority of school heads held a Bachelor in Education degree, supplemented with completed units in a master's program. Notably, 27 out of the 100 respondents had completed their master's degree. This underscores the significance of educational attainment in terms of employment and career advancement. It indicates that in the Southern Leyte Division, promotion to the position of school head was often contingent on possessing postgraduate qualifications, as these individuals met the promotion criteria and secured higher ranks compared to their peers. As a result, it is reasonable to assert that these school heads demonstrated a commendable level of competence in their chosen field, owing to their educational accomplishments. An individual with higher educational qualifications is perceived as valuable in a society that values education, providing a degree of economic security, as emphasized by Jean-Paul and Martine (2018).

Out of the 100 respondents, only two did not pursue further graduate studies. Their reasons for this were primarily financial constraints stemming from family-related issues and

personal challenges such as illness or child-rearing responsibilities. The presented table indicates that a majority of the surveyed school heads had accumulated more than 15 years of experience in the field, with very few having 6-10 years of experience. This longevity in their roles suggests a genuine passion for their work. Additionally, factors such as job security and the array of benefits available to DepEd employees contributed to their prolonged tenure. Notably, many teachers from private institutions opted to transition to DepEd due to the perceived career security and stability it offered. Furthermore, the enduring commitment to their positions can be attributed to the protections outlined in the Magna Carta for Public School Teachers and the post-retirement benefits provided by various government agencies like GSIS, PHIL-HEALTH, and PAG-IBIG (Marangon, 2022).

In terms of relevant trainings attended, a majority of the school heads had participated in more than 15 training sessions, while only a very few had attended less than five. This discrepancy can be attributed to the fact that school heads were afforded greater opportunities to engage in training sessions compared to teachers. This was due to their distinct role, as they were not directly responsible for handling students but instead shouldered substantial managerial responsibilities. This trend suggests that most school heads actively sought to augment their knowledge, skills, and attitude (KSA). They recognized the importance of staying abreast of new educational developments to enhance their proficiency as instructional leaders, as a school's impact on student development is not solely reliant on the effectiveness of the teachers but also the competence of the school head (Lindsey, et al., 2018). This paradigm shift represents a significant departure from previous practices.

4.2 Level of Implementation of School-Based INSET Management

The following table shows the level of School-based INSET Management in the three implementation phases namely: pre-implementation, implementation, and post-implementation.

Table 2 Level of Implementation of School-Based INSET Management

Item	School Heads			Teachers			Over-All		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Pre-Implementation	3.28	0.67	Very Good	3.16	0.66	Good	3.22	0.67	Good
Implementation	3.40	2.21	Very Good	3.23	1.42	Good	3.32	1.82	Good
Post-Implementation	3.38	0.66	Very Good	3.23	0.66	Good	3.31	0.66	Good

Note: 3.26 – 4, Very Good; 2.51 – 3.25, Good; 2.51 – 3.25; 1.76 – 2.50, Fair; 1 – 1.75, Poor

As depicted in the preceding table, the overall mean rating of the level of school-based INSET implementation, spanning from pre-implementation to post-implementation phases, was assessed by school heads as "very good." This outcome underscores the priority and utmost importance school heads accorded to school-based INSET at the school level. Examining the teachers' responses on the questionnaires regarding School-based INSET management during the pre-implementation phase, the overall mean rating was "good." This indicated that the program content was thoughtfully tailored to address their specific needs, and comprehensive planning encompassed considerations such as costs, venue selection, facilitator arrangements, and participant involvement. In the subsequent implementation phase, the overall mean rating remained "good," signifying active engagement in the teaching/learning process. Likewise, in the post-implementation phase, the rating remained at the "good" level, indicating thorough documentation of the program's proceedings.

While school heads evaluated the management of school-based INSET as "very good," teachers assigned it a rating of "good." This indicates that school heads held the highest appraisal of their management of INSET. However, the teachers' assessment of "good" aligned with the responses from school heads. Hence, school-based INSET has emerged as an embraced training strategy due to its cost-effectiveness, direct involvement in the educational process, and alignment with teachers' needs. Additionally, it bolstered teachers' confidence in exchanging ideas and fostered a sense of value and empowerment, enabling them to make substantial contributions to the benefit of the learners. This firmly establishes that collaborative situations like In-Service training programs yield significant gains (Latifah et al., 2023).

4.3 Personal and Professional Attributes of School Heads to the Level of Pre-Implementation

Table 3 presents the relation between the personal and professional attributes of school heads and the level of pre-implementation of school-based INSET. The table illustrates a noteworthy correlation between the school heads' participation in relevant training and the level of pre-implementation of school-based INSET. Conversely, indicators such as higher educational attainment and number of years in service exhibited no significant correlation with the level of pre-implementation. This highlights the pivotal role of relevant training in aiding school heads in the comprehensive planning and preparation required before the actual implementation of INSET. It underscores the crucial need for INSET implementers, like school heads, to possess extensive knowledge and experience in designing effective training programs. As Harari, (2019) aptly suggests, it is imperative to thoroughly evaluate whether a training activity genuinely addresses the needs of employees before its execution. Consequently, careful attention and ample time should be devoted to planning the implementation of a training program.

Table 3 Pearson r Correlation between Personal and Professional Attributes of School Heads to the Level of Pre-Implementation

Pre-Implementation	r	P-value	Decision	Interpretation	Strength of Relation
Age	.086	.398	Fail to Reject	No Correlation	n/a
Higher educational attainment	.003	.977	Fail to Reject	No Correlation	n/a
Number of years in service	.083	.412	Fail to Reject	No Correlation	n/a
Relevant training	.219*	.028	Reject Ho	Significant Correlation	Mild

Note: p < .05 - Significant.

As depicted in Table 4, gender and marital status demonstrated no notable correlation with the level of pre-implementation in school-based INSET. This implies that regardless of one's gender or marital status, it does not influence the planning and preparation of any INSET program. The effectiveness of the pre-implementation phase in school-based INSET relies on the knowledge, experience, and expertise of the program management team.

Table 4 Eta Correlation Between Personal and Professional Attributes of School Heads to the Level of Pre-Implementation

Pre-Implementation	Eta	Interpretation	Strength of Relation
Sex	.000	No Effect	n/a
Civil status	.027	No Effect	n/a

Note: .2 = Small effect;   .4 = medium effect;   .5 = large effect

4.4 Personal and Professional Attributes of School Heads to the Level of Implementation

Table 5 portrays the relation between the personal and professional attributes of school heads and the level of implementation of school-based INSET.

Table 5 Pearson r Correlation Between Personal and Professional Attributes of School Heads to the Level of Implementation

Implementation	r	P	Decision	Interpretation	Strength of Relation
Age	.047	.644	Fail to Reject	No Correlation	n/a
Higher educational	-	.18	Fail to	No Correlation	

attainment	.134	3	Reject		
Number of years in service	.042	.67 7	Fail to Reject	No Correlation	n/a
Relevant training	.149	.13 8	Fail to Reject	No Correlation	n/a

Note: p < .05 - Significant.

The table indicates that age, higher educational attainment, years in service, and relevant training exhibited no significant correlation with the level of implementation of school-based INSET. This suggests that these four indicators do not exert an influence on the actual execution of school-based training, as numerous real-world factors come into play. Nassar (2022) identified three pivotal factors—attitude, emotional intelligence, and motivation—that wielded significant influence during the execution of a training program. Consequently, school heads who demonstrate emotional intelligence consistently prove effective in inspiring teachers to derive meaningful insights from INSET.

Table 6 Eta Correlation between Personal and Professional Attributes of School Heads to the Level of Implementation

Implementation	Eta	Interpretation	Strength of Relation
Gender	.005	No Effect	n/a
Civil status	.025	No Effect	n/a

Note: .2 = Small effect;   .4=medium effect;   .5=large effect.

The table illustrates that the gender and civil status of school heads have no significant impact on the implementation of school-based INSET. This implies that regardless of a school head's gender or marital status, it does not influence the management of school-based INSET during the implementation phase. As previously discussed, factors such as motivation, attitude, and emotional intelligence play more prominent roles in affecting the successful implementation of INSET programs.

4.5 Personal and Professional Attributes of School Heads to the Level of Post-Implementation

Table 7 presents the relation between the personal and professional attributes of school heads and the level of post-implementation of school-based INSET.

Table 7 Pearson r Correlation Between Personal and Professional Attributes of School Heads to the Level of Post-Implementation

Evaluation	R	p	Decision	Interpretation	Strength of Relation
Age	.110	.274	Fail to Reject	No Correlation	n/a
Higher educational attainment	-.151	.134	Fail to Reject	No Correlation	n/a
Number of years in service	.108	.284	Fail to Reject	No Correlation	n/a
Relevant training	.236*	.018	Reject Ho	Significant Correlation	Mild

Note: p < .05 = Significant

The table demonstrates a significant correlation between the relevant training of school heads and the post-implementation phase of school-based INSET. Conversely, indicators such as age, higher educational attainment, and years of service showed no significant correlation. This suggests that the experiences and knowledge gained from relevant training play a crucial role in evaluating the effectiveness of the school-based training program. This encompasses various aspects including the quality of training sessions, the competence of facilitators, the training environment, overall program management, and, most importantly, the delivery of content.

Table 8 Eta Correlation between Personal and Professional Advancement of School Heads to the Level of Post-Implementation

Post-Implementation	Eta	Interpretation	Strength of Relation
Gender	.000	No Effect	n/a
Civil status	.086	No Effect	n/a

Note: .2 = Small effect; .4 = medium effect; .5 = large effect

Table 8 illustrates that the gender and civil status of school heads exhibit no significant correlation with the level of post-implementation or evaluation of school-based INSET. This implies that regardless of gender or civil status, these factors do not influence the post-implementation of school-based INSET. What holds weight is the school head's

commitment to evaluating the program to enhance it and offer continued support to teachers (Hamad, 2015).

4.6 Professional Development Programs and Initiatives in the Department of Education (DepEd)

Professional Development Program and Initiatives are efforts and activities of the Department of Education, Philippines designed to improve the skills, knowledge, and competencies of professionals within a given field. In the context of education, these programs and initiatives specifically aim to enhance the abilities of school heads, teachers, and other educational staff, enabling them to perform their roles more effectively and to stay updated with the latest educational practices, standards, and technologies (Kilag et al., 2023).

4.7 Human Resource Development (HRD) Unit

The primary goal of the Human Resource Development (HRD) Unit in the division, led by a Senior Education Program Specialist (SEPS), is to guarantee proficiency among all personnel in the division. One of its central Key Reform Agendas (KRAs) pertains to the training and development system. Professional development programs for both teaching and non-teaching staff are overseen by the HRD unit. Prior to initiating any professional development training, the unit's initial step involves conducting a training needs assessment and analysis. This process aims to pinpoint the required competencies of the personnel and further fortify their existing strengths. Led by a Senior Education Program Specialist, the HRD Unit prioritizes proficiency and enhances the training system for all divisional personnel (Gubbins et al., 2018).

4.8 National Competency-Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA)

To ascertain the training and development requirements essential for enabling effective school management, a specific tool is employed. This tool, known as the National Competency-Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA), is instrumental in identifying the requisites of school heads. The competencies evaluated through the NCBSSH-TDNA are founded on the prescribed roles for school heads outlined in the Implementing Rules and Regulations (IRR) of RA 9155, as well as the national competency standards set forth in Dep Ed Order No. 32 series of 2010, titled "The National Adoption and Implementation of the National Competency-Based Standards for School Heads." This self-assessment mechanism prompts school heads to reflect on their prior and current performance, aiding in the determination of their training and development necessities in accordance with the seven competency domains crucial for effective school leadership, including areas such as school leadership and human resource management, among others. According to Maybelle et al. (2022), NCBSSH-TDNA is pivotal for identifying competencies in school management, aligning with seven leadership domains.

4.9 National Competency-Based Teacher Standards Teachers' Strengths and Needs Assessment (NCBTS-TSNA)

The self-assessment tool designed to assist teachers in identifying their individual strengths and areas of improvement in alignment with the National Competency-Based Teacher Standards is known as the National Competency-Based Teacher Standards Teachers' Strengths and Needs Assessment (NCBTS-TSNA). The outcomes of the NCBTS-TSNA process play a pivotal role in formulating tailored activities and programs for teachers across various levels, including the school, district, and division tiers. The HRD unit leverages the aggregated results of the NCBTS-TSNA at the division level to inform the creation of targeted training initiatives for teachers. Elli and Ricafort (2020) highlight NCBTS-TSNA as a self-assessment tool, guiding HRD in tailored training programs aligned with identified strengths.

4.10 Development of Training Package

The NCBSSH-TDNA and NCBTS-TSNA represent the sole standardized tools available for assessing the strengths and training requirements of both school heads and teachers. Following the administration of these assessment tools, the HRD unit proceeds to collate and analyze the resulting data. Upon pinpointing the specific developmental needs of a given cohort of school heads and teachers, the unit embarks on crafting a training package in accordance with the standards set forth by the Training and Development System. This package encompasses the training design, session guides, PowerPoint presentations, and instructional materials. Subsequently, it undergoes evaluation and scrutiny by the Training and Development committee members. It is then piloted with a select group of school heads and teachers. Finally, any necessary revisions are implemented, leading to the approval of the final package by the school division Superintendent. According to Suleman et al. (2020), NCBSSH-TDNA and NCBTS-TSNA assess strengths and training needs, informing HRD's comprehensive training package development and evaluation process.

4.11 Capability Building

The subsequent phase involves conducting a capability-building program for the division's pool of trainers. This initiative encompasses a range of activities aimed at empowering both individuals and institutions. These activities encompass an analysis of policy contexts, institutional adjustments, policy research, awareness-building efforts, and policy immersion, among others (Franco & Tracey, 2019). Public school district supervisors will then nominate proficient school heads and master teachers to the HRD unit for participation in the division's screening process to become training facilitators. This screening process is divided into two segments: session guide creation and the actual delivery of content to assess their facilitation abilities. Successfully passing the division screening qualifies them to attend the division's capability-building program for trainers, which further equips them with the necessary skills related to various components of the training and development system. Attard Tonna and Bugeja (2018) describe a comprehensive capability-building program for division trainers, focusing on skill enhancement, policy analysis, and institutional adjustments. Proficient school heads and teachers undergo a screening process to become facilitators, acquiring essential training and development skills.

4.12 Division-Based Capability Building

The third step entails organizing a series of division-based face-to-face capability-building sessions tailored to the specific needs of school heads and teachers, as identified in the NCBSSH-TDNA and NCBTS-TSNA results. This program will involve the participation of all school heads and selected master teachers/teachers in the division. Due to the HRD's standard for a maximum of 50 participants per training, the sessions will be conducted in batches. The participants will receive training on enhancing their facilitation skills and effectively delivering content. Following the capability-building sessions, they will be provided with soft copies of the training materials. After the activity, an online Quality Assurance Monitoring and Evaluation (QAME) will be conducted to ensure the quality of various aspects, including the competency of learning facilitators, the effectiveness of the sessions, the quality of the provided meals, the suitability of the training venue, and the availability of training staff. In a recent study (Davy et al., 2021), division-based face-to-face sessions enhance facilitation skills and content delivery, ensuring quality outcomes.

4.13 School-Based INSETs

Once the school heads, along with selected master teachers/teachers, are equipped with the training and development system, they are prepared to plan and execute school-based in-service training at the school level. They will receive guidance from HRD personnel, who are readily available to share their expertise and provide technical assistance as needed. It is crucial to emphasize that all training initiatives, whether at the division, district, or school levels, must undergo quality assurance through the QAME tool. Trained personnel are strongly encouraged to actively participate and facilitate during the school-based training, applying their knowledge, skills, and attitudes (KSA) in real-world settings. As the popular saying goes, "Constant correct practice makes perfect." With the training system, school heads and teachers plan and conduct in-service training, guided by HRD, enhancing outcomes (Nassar, 2022).

4.14 Enhancing KSAs of School Heads and Teachers

It is imperative to institutionalize regular school-based INSET sessions. This approach is vital for achieving the desired outcomes, which include addressing the specific weaknesses and developmental needs of both school heads and teachers. Adhering to this practice, will significantly bolster the school heads' proficiency in managing training programs and elevate the knowledge, skills, and attitudes (KSAs) of the teachers in their instructional roles. According to Gudeta (2022) regular in-service training is vital for addressing weaknesses, enhancing school heads' proficiency, and improving teachers' knowledge, skills, and attitudes.

5. Conclusions

A meticulously crafted school-based INSET program, tailored to the unique contextual challenges faced by teachers, possesses the potential to be a true game-changer in the educational landscape. By acknowledging and addressing the specific realities within which educators operate, such a program can profoundly impact the lives of teachers within their classrooms. This tailored approach doesn't just acknowledge the intricacies of their role;

it actively empowers them to navigate the complexities of modern education. Moreover, the impact of an effective INSET program transcends the confines of the classroom. It ripples through the broader educational ecosystem, influencing the quality of education across the board. Teachers emerge as dynamic professionals, equipped to adapt to evolving educational paradigms. Their adeptness in employing various pedagogical techniques translates to more engaged students, critical thinking fostered, and diverse learning styles accommodated. This sets the stage for a culture of inclusivity, nurturing an environment where each learner can thrive.

6. Recommendations

Based on the study's findings, several recommendations are proposed. Firstly, it is advised that school heads integrate School-based INSET into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), ensuring that a corresponding budget allocation is provided. This strategic inclusion will underscore the significance of ongoing teacher development within the broader framework of the school's goals and objectives. To facilitate this process, the creation of a dedicated Training and Development team is recommended. This team would oversee and coordinate the implementation of staff development initiatives, ensuring that they align with the school's overall educational vision. Additionally, school heads should be encouraged to devise their tailored staff development programs, tailored to the specific needs and aspirations of their teaching staff. Finally, evaluations of school-based INSET programs should be conducted to assess their tangible impact on the teaching-learning process, thereby informing future program refinements and enhancements.

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