

Online In-Service Training for Teachers in a New Pedagogical Setting

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Abstract

This study aimed to determine the teachers' and administrators' assessment of implementing Online INSET in the context of program planning, attainment of objectives, delivery of program content, trainees' learning, trainers' conduct of sessions, provision of support materials, program management team, and venue and accommodation. Additionally, it presents the challenges encountered in terms of resources, teachers' readiness and participation, content, and speakers' competence. It also reflects the significant relationship between the level of implementation and the degree of evidence on challenges encountered. Results revealed that on implementation of Online INSET in the context of program planning, attainment of objectives, delivery of program content, trainees' learning, trainers' conduct of sessions, provision of support materials, program management team, and venue and accommodation, the teachers and administrators assessed as "Highly Implemented". On the challenges encountered in terms of resources, teachers' readiness and participation, content and speakers' competence, the teachers and administrators have assessed them as "Slightly Evident." However, unstable internet connection, electric power interruption, and passive engagement are assessed by the respondents as "Evident". Finally, it was found out that there is no significant relationship between level of implementation and degree of evidence on challenges encountered on online INSET. Based on the findings and conclusions, it is recommended that: online INSET facilitators or trainees should plan and innovate activities during sessions as to encourage active participation among trainees; the program management team must communicate with the electric power supplier as to the schedules of having online INSET to avoid electric power interruption during sessions; school administrators must plan and provide venues where strong internet connectivity is evident for the trainees to have a smooth conduct of INSET and to ensure effective learning; and trainees' allowance for internet connectivity should be part of the MOOE budget as to provide stable internet connectivity.

Keywords: INSET, Public School Teachers, Descriptive-correlational, New Pedagogical Setting, Bilar District, Division of Bohol

Introduction

Teachers play a vital role in everyone's career success and life in general. Driven by the conviction that the young ones are the country's future, teachers are given the task to mold them. Their tutelage dramatically contributes to the creation of a just and responsible citizenry. Despite being a noble profession, teaching is one of the most demanding professions because it requires continuous professional development, which means they need to keep abreast with the latest pedagogical techniques, classroom management, and strategies in handling learners with diverse needs and personalities. Hence, as front liners in the delivery of education, the quality of instruction rest on their hands.

To ensure quality teachers, the Department of Education implements in-Service Training for Teachers (INSET) annually, even twice a year so that the needs for continuous improvement of teachers will be addressed and it is usually done face-to-face interactions thru seminars, workshops, and other related sessions. In-service training in schools for teachers is given importance as to equip with new knowledge and skills for them to face new challenges

and reforms in education. Further, it is believed that INSET can contribute positively in terms of personal and professionalism of teachers. It also offers the latest trends of education as to improve classroom instruction that includes content, process, assessment, and context. As cited by Omar (2014), in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role.

From the last year 2020 until this present time, the world is experiencing the COVID-19 pandemic and the education sector is not exempted on it. The ongoing COVID-19 pandemic has had an adverse effect on every aspect of daily life worldwide. Many communities are following social and physical distancing rules to mitigate the spread of the virus. Older adults like teachers are susceptible to severe disease and death. But despite of this reality, Education Secretary Leonor Briones emphasized strongly that learning must continue. According to her, learning must happen despite the looming health crisis that continues to cripple our country, and the world in general, today. However, she also emphasized that the health and the welfare of the teachers, learners,

personnel, and stakeholders be given also a priority.

It is a challenge for the teachers to translate or migrate their face-to-face learning techniques to the online or modular teaching environment. But this new system will require a transformation mindset wherein normally works in the classroom would not necessarily be so in distance learning. This new scenario presents quite a challenge to the teacher making the teaching shifts engaging to learner's despite of the new normal education. They must adapt intelligently with a keen sense of sensitivity to the new format. The challenge is to build rich activities that keep students engaged.

The health crisis creates opportunities to reshape school education to a new paradigm that is more resilient and robust. One of the paradigm shifts implemented is the online training like webinars for teachers and in-service training for teachers. As to uphold the constitutional duty to provide quality education to its learners through quality teaching, last school year 2020-2021, Department of Education required all public schools in the Philippines to hold the On-line In-Service Training for Teachers last December 2020 and March 2021. following the guidelines of the "NEW NORMAL" set by the Department of Health, Inter-agency Task Force for the Management of Emerging Infectious Diseases, and the Department of Education itself. Certainly, this turbulent time did not impede the school in carrying out its commitment. As to equip the teachers for this new learning modalities,

In-service training (INSET) is a school - based seminar workshop regarding the needs of all teachers in improving their teaching methods, classroom management, professional growth and development and knowledge and skills enhancement towards the upliftment of student-centered learning. This year's virtual INSET in a new pedagogical setting aims to assess substantive and relevant School Learning Continuity Plan (SLCP) giving emphasis on the use of multimodal strategies, to prepare the school to be responsive and sensitive to the needs and interests of the learners under the new normal setting as learning center and to effectively and efficiently deliver quality instruction aligned to prescribed curriculum and ensure the attainment of the most essential learning competencies provided by the Department of Education as to strictly adhere to the policies and guidelines set by the national agencies namely; DepEd, LGU, DOH, and OP as to protect the safety and well-being of the learners, teachers and other stakeholders.

(1-paragraph Share experiences/realities about the conduct of INSET in the part of implementors)

Anchored on the foregoing facts and existing realities, the researcher is motivated to undergo this research entitled "Online In-Service Training for Teachers in a New Pedagogical Setting", with the hope of giving recommendations as to improve the conduct of the virtual INSET in the succeeding year. Further, the findings of the study may serve as the basis for faculty development program that would help raise into a higher level of teaching competence of teachers since it is believed that the teachers have critical role in attaining the best education among the learners, particularly in the new normal education.

Research Questions

This study aimed to determine the implementation of Online In-Service Training for Teachers (INSET) in the new pedagogical setting among public high schools across the Sub-Congressional District 3, Bohol Division, for the School Year 2020 – 2021. Specifically, it sought to answer the following sub-problems:

1. What is the respondents' assessment of the implementation of Online INSET in the context of:
 - 1.1. Program Planning, Management, and Preparation;
 - 1.2. Attainment of Objectives;
 - 1.3. Delivery of Program Content;
 - 1.4. Trainees' Learning
 - 1.5. Trainers' Conduct of Sessions
 - 1.6. Provision of Support Materials ;
 - 1.7. Program Management Team; and
 - 1.8. Venue and Accommodation?
2. What are the challenges encountered by the respondents during the online INSET implementation in terms of:
 - 2.1. Resources;
 - 2.2. Teachers' Readiness and Participation.
 - 2.3. Content; and
 - 2.4. Speakers' Competence?
3. Is there a significant relationship between the level of implementation and the challenges they encountered during the online INSET?
4. What recommendations may be proposed to improve the conduct of the online In-service Training for teachers?

Literature Review

Quality teachers produce quality learners. Teachers are geared with the “new normal” set-up due to coronavirus pandemic and it is the time to use their discomfort to forge a new paradigm. This is now the time for schools to ensure that teachers do not just translate what they do inside the classroom into their online or modular teachings. Teacher-driven discussions and lengthy lectures are no longer norms in this situation. As to equip teachers to be relevant and responsive to the signs of times, in-service trainings for teachers are provided.

This study is anchored on the Career Development and Adam’s Equity theories. Career development theory emphasizes the paths toward improving professional growth, career trajectory and overall job satisfaction. It supports the claim that understanding career development of the teacher is an important step in determining their core values, strengths, weaknesses, and desired path and this would be the basis in the planning of the conduct of the in-service trainings for teachers. Further, this theory acknowledges the importance of cultivating a positive emotional relationship with work and of developing meaningful professional ambitions as to develop self-motivated individuals for the delivery of basic quality education. Further, career development theory can provide insight into the teachers’ personality and professional growth.

The researcher believes that catering teachers’ needs both personal and professional can increase productivity. It supports the Adams’ Equity Theory which is about fair balance between inputs (hard work, skill level, acceptance, enthusiasm, and so on) and outputs (salary, benefits, intangibles such as recognition, and so on) of the teachers. Fair balance serves to ensure a strong and productive relationship between motivations and results.

Further, this theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive. It is important to also consider the Adams’ Equity Theory factors when striving to improve an employee’s job satisfaction, motivation level, etc., and what can be done to promote higher levels of each.

This study also is anchored in the legal basis on R.A No. 10533, otherwise known as “The Basic Education Act of 2013”. One of the provisions is to ensure that the enhanced basic education program meets the demand for quality teachers and school leaders. Due to this contention, the Department of Education has set an In-Service Training for teachers and in fact it is part of the school calendar year which is strictly followed by all public schools.

Department of Education thru the office of the Undersecretary issued an Administration (OUA) Memo 00-0321-0063 to regional directors, minister of basic, higher, and technical education (BARM), schools division superintendents, school heads and teachers about the conduct of In-service training for teachers and corresponding activities for teachers. Pascua noted the schedule for the March 2021 Virtual INSET was adjusted following the release of the DepEd Order No. 012, s. 2021 or the Amendment to DepEd Order No. 030 s. 2020. Further, he explained that this five-day session aims to “further expand the participants’ skills and knowledge on different digital teaching materials, systems and approaches that are useful in delivering quality instruction. In-service Training for teachers intends to who embrace the demands of their profession amidst these difficult times and DepEd will further push policies and programs supporting the teachers’ welfare.

This DepEd memorandum issued by the Central Office was reinforced thru the release of the Division of Bohol Memorandum number 137 series of 2021 stated that all schools must conduct virtual In-Service Training for Teachers by using different technology platforms and with adherence to the IATF health and safety protocols. INSET aims to address the learning gaps and to give additional pedagogical time to teachers for different learning delivery modalities.

School training program is a process by which teachers are provided inputs with skills and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance despite of limitations of resources and new set-ups. Schools are facing many changes which are related to economic needs, social needs and technology needs. Training programs play an important part to overcome these limitations and to cater the needs of the school organization in a new normal education. The need for training in education particularly for teachers are important to improve be effective and responsive in this new learning modalities. Further, the need for in-service training for

teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development.

INSET has been considered crucial to the maintenance and sustaining the capacity of the teachers to continue in providing quality teaching and learning especially in this new normal where face to face interaction with students are not allowed. Further, INSET also provides variety of activities and practices that meet the needs of the teachers who are the front liners in the battlefield based from the result of their self-assessment. This endeavor capacitates the teachers in improving teaching methods, management, professional growth and development and knowledge and skills of enhancement that leads to the upliftment of student-centered learning amidst this health crisis.

For many years, In-service training has been the driving force behind much changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work. In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process, and the context.

In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In this aspect, in-service training for teachers is the driving force behind much change that has occurred in the area of teaching and learning particularly in the midst of crisis where in new set ups of teaching delivery are employed. It is vital that teachers keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

According to Kazmi, Pervez & Mumtaz (2011), in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances to improve, directly or indirectly the quality of learners' education in a new normal. In-service training is a fundamental aspect for the enhancement of teachers' professionalism related to the teachers' vision to improve the quality of their work. Through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture.

With the advent of this global pandemic and most of the time encountering several multiple crises in response to the call in the delivery of quality education, teachers' roles are highly appreciated and demanding. Teachers remained unsung heroes amid this pandemic, confronted with many school forms to fill out stress and fear coupled with the slow internet connectivity and technology access.

Studies by Ekpoh et al (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen & Kazmi (2012) also shows that in-service training plays a major role to improve the teacher's performance in school. Besides that, in-service training also provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development. The importance of in-service training should be looked in various perspectives. It promotes a very flexible environment and allow teachers to adapt with the working situation and it is also one form of motivation for teachers.

In essence, it was shown that INSET is a valuable tool for professional development. It enables teachers to acquire new understanding and instructional skills to develop their effectiveness in whatever learning modalities are employed in the new normal education. Thus, this study focuses on the implementation of virtual In-service Training for teachers in Bohol since it was given importance and mandated to adhere to participate such training program.

Methodology

This study employed quantitative approach utilizing the descriptive-correlational design. This is a

descriptive-correlational study because it aimed to determine the level of implementation and challenges encountered in the conduct of Online INSET among selected public schools. The main purpose of this study was to determine the implementation level and the challenges encountered in the conduct of Online In-Service Trainings for Teachers among public schools district supervisor, school principals and high school teachers. This is also a correlational study because it aimed to establish the relationship between the implementation level and the challenges encountered by part respondents during the implementation. Adapted questionnaires were the primary tools in data gathering. Comments from the respondents were used to support the quantitative data.

Sampling

The respondents of the study were the public District Supervisors, Secondary Principals(Complete enumeration), one Master Teacher per school and randomly selected High School Teachers(randomly selected) , representing all grade levels , of the large schools across the Sub-Congressional District 3 comprising the districts of Bilar, Batuan, Carmen, Sierra Bullones and Pilar (BIBACASIPI) Systematic stratified sampling technique using scientific sample size calculator was employed in getting the desired sample size in every large high school.

Data Collection

After the Regional Office Research Committee approved and list the research proposal in the roster of studies for BERF Facility funding, the researcher prepared a letter asking permission for the conduct of the study, which was addressed to the Schools Division Superintendents of Bohol Division. Another letter was prepared for all concerned high school principals with the endorsement of the Superintendent for permission to conduct the study in their respective schools.

After the approval was granted for the conduct of the said study, the researcher secured a list of names of teachers at the Principal's office of each school.

The researcher then arranged for the schedule. Names and schedules of the respondents were made available to let the researcher distribute the instrument during the designated time to assure the proper disposition of the respondents.

The researcher and with the help of his staff personally conducted the data-gathering procedure by distributing the research instruments to all respondents. Moreover,

the researcher assured the respondents regarding the confidentiality of their responses to encourage them to answer the questionnaire honestly and objectively. Likewise, the researcher was asking for the respondent's cooperation in accomplishing the instruments since they benefit from the results of the study.

Instrumentation

An adopted questionnaire from the Monitoring and Evaluation Assessment Tools, which is commonly used as a completion program assessment in any activities in the school, division or district will be used in the gathering of data. Some items which will be also taken from the competencies conducting seminar-workshop.

The second tool that determines the problems encountered in the conduct of Online In-service Trainings for Teachers is adapted. The survey tool was in a checklist form utilizing a four-point Likert scale. Before the instrument was used in the actual survey, it was checked, verified, and reviewed by the Division Technical Working Group (TWG) to ensure the validity of each item in the questionnaire.

Before the proper conduct of the study, the paper was subjected to an ethics review by the Division Technical Working Group to ensure the security and welfare of the respondents as well as the ethical considerations during the actual survey. In the field, the following ethical standards were observed, but not limited to, the principle of confidentiality, anonymity, non-maleficence, and beneficence. Participation of the respondents were encouraged; thus, no one was forced to answer the questionnaire.

The research activities started after the Division Superintendent issued a memorandum enjoining all the concerned teachers from the five identified large school of BIBACASIPI to support the researcher. Informed consent was given and signed by the respondents before they answered the tool. Moreover, the TWG conducted a random citation audit to ensure that the citations are genuine in the literature review. The paper was under grammar and plagiarism test and reading ease test for integrity and quality assurance.

Ethical Considerations

The researcher has made clear to the respondents that their participation in this study is voluntary and that they are not compelled to participate should they believe detrimental to their interest. Furthermore, the respondents were informed that the research was

conducted solely for academic purposes and the data gathered from them shall be exclusively used for such purpose. The researcher ensured the confidentiality of the gathered data relative to the personal information of the respondents of this study and shall not be disclosed to the public at any cause. The interest of the respondents is protected by Republic Act 10173 also known as the Data Privacy Act of 2012, henceforth, any pertinent data or information of the respondents/participants of this study should not be accessed, transported, or copied without the approval and consent of the Regional Research Committee.

Results and Discussion

This chapter deals with the discussions of results, conclusion and recommendation based on the collected results. This includes the teachers' and administrators' respondents' assessment on the implementation of Online INSET in the context of program planning, attainment of objectives, delivery of program content, trainees' learning, trainers' conduct of sessions, provision of support materials, program management team and venue and accommodation. Additionally, it presents also the challenges encountered in terms of resources, teachers' readiness and participation, content and speakers' competence. Furthermore, it also reflects the significant relationship between level of implementation and degree of evidence on challenges encountered.

Program, Planning, Management and Preparation

Table 1. *Level of Implementation in terms of Program, Planning, Management and Preparation*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
the training program was delivered as planned	3.65	HI	3.75	HI	3.70	Highly Implemented
the training program was managed efficiently	3.54	HI	3.50	HI	3.52	Highly Implemented
the training program was well-structured	3.55	HI	3.50	HI	3.53	Highly Implemented
Average	3.58	HI	3.58	HI	3.58	Highly Implemented

Table 1 illustrates the level of implementation in terms of program, planning, management and preparation. It clearly shows that both the teachers and administrators have assessed that the training program was delivered as planned, managed efficiently and well-structures with the qualitative index of highly implemented. The result prevails that the In-service Training of Teachers was highly implemented as planned by the top management even though it was

done virtually. INSET is a yearly activity of the Department of Education as to capacitate teachers to become more efficient and effective as to ensure quality education to learners. Worthy to note that the indicator that state that the training program was delivered as planned got the highest composite mean of 3.70 with the corresponding qualitative index of highly implemented,

Table 2. *Level of Implementation in terms of Attainment of Objectives*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
the program objectives were clearly presented	3.66	HI	3.75	HI	3.71	Highly Implemented
the session objectives were logically arranged	3.50	HI	3.65	HI	3.58	Highly Implemented
the program and session objectives were attained	3.55	HI	3.50	HI	3.53	Highly Implemented
AVERAGE	3.57	HI	3.63	HI	3.60	Highly Implemented

It can be gleaned in the table 2, the level of implementation in terms of attainment of objectives. It reflects that the objectives set in the In-service training for teachers were all highly implemented even though it was done virtually as assessed by both teachers and administrators. It implies that the program objectives were clearly logically presented and attained. Objectives are the goals set by the program management as the basis of all the discussions and activities. These results manifest the careful planning about the implementation of Virtual In-Service Training for Teachers.

Table 3 on the next page, presents the level of implementation in terms of Delivery of Program Content. The indicator that states "*program content was appropriate to trainees' roles and responsibilities*" got the highest composite mean of 3.63 with the qualitative index of highly implemented as assessed by both teachers and administrators. The result manifests that the contents of the In-service Training for Teachers are appropriate which implies that the contents are relevant and suited to teachers' needs.

Table 3. *Level of Implementation in terms of Delivery of Program Content*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
program content was appropriate to trainees' roles and responsibilities	3.75	HI	3.50	HI	3.63	Highly Implemented
content delivered was based on authoritative and reliable sources	3.50	HI	3.50	HI	3.50	Highly Implemented
new learning was clearly presented	3.50	HI	3.65	HI	3.58	Highly Implemented
the session activities were effective in generating learning	3.55	HI	3.50	HI	3.53	Highly Implemented
adult learning methodologies were used effectively	3.45	HI	3.50	HI	3.48	Highly Implemented
management of learning was effectively structured e.g., portfolio, synthesis of previous learning, etc.	3.35	HI	3.30	HI	3.33	Highly Implemented
The virtual sessions conducted were effective.	3.30	HI	3.30	HI	3.30	Highly Implemented
Average	3.49	HI	3.46	HI	3.48	Highly Implemented

Generally, all indicators in this component were assessed as highly implemented.

Table 4. *Level of Implementation in terms of Trainees' Learning*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
trainees were encouraged to consider how ideas and skills gained during the training could be incorporated into their own practices	3.50	HI	3.30	HI	3.40	Highly Implemented
contribution of all trainees, both male and female, were encouraged	3.45	HI	3.30	HI	3.38	Highly Implemented
trainees demonstrated a clear understanding of the content delivered	3.50	HI	3.50	HI	3.50	Highly Implemented
Average	3.48	HI	3.37	HI	3.43	Highly Implemented

Table 4 reflects the level of implementation in terms of Trainees' Learning. It illustrates that the indicator that states "trainees demonstrated a clear understanding of the content delivered" got the highest composite mean of 3.50 which has the qualitative index of highly implemented as assessed by both teachers and administrators. The result reveals that the teachers who have attended the virtual INSET have understood the content being delivered. They have shown their understanding through outputs and active participation despite of limited resources. Further, teachers and administrators have assessed all indicators in this category as highly implemented with the general average of 3.43.

Table 5. *Level of Implementation in terms of Trainers' Conduct of Sessions*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
the trainers' competencies were evident in the conduct of the sessions	3.60	HI	3.65	HI	3.63	Highly Implemented
teamwork among the trainers and staff was manifested	3.75	HI	3.75	HI	3.75	Highly Implemented
trainers established a positive learning environment	3.60	HI	3.50	HI	3.55	Highly Implemented
training activities moved quickly enough to maintain trainees' interest	3.50	HI	3.45	HI	3.48	Highly Implemented
Average	3.56	HI	3.59	HI	3.58	Highly Implemented

Table 5 shows the level of implementation in terms of trainers' conduct of sessions. Teamwork among the trainers and staff was manifested as an indicator which got the highest mean of 3.75 with the qualitative index of highly implemented. Despite that the In-service training for teachers is done virtually, the collaborative efforts have demonstrated among trainers. It means that the spirit of teamwork among trainers is important in the implementation and has influenced also in the success of the INSET.

Further, it is also worthy to note that the indicator that states "the trainers' competencies were evident in the conduct of the sessions" got the second from the highest mean of 3.63 with the qualitative index of highly implemented. The result implies that the trainers have shown competence in holding the virtual INSET. Probably, it is the product of having thorough planning and preparation before the actual training. Overall, the general average is 3.58 with the qualitative index of highly implemented.

Table 6. *Level of Implementation in terms of Provision of Support Materials*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
training materials were clear and useful	3.45	HI	3.45	HI	3.45	Highly Implemented
PowerPoint presentations supported the flow of the sessions	3.75	HI	3.65	HI	3.70	Highly Implemented
the resources provided were appropriate to trainees' needs	3.50	HI	3.45	HI	3.48	Highly Implemented
Average	3.57	HI	3.52	HI	3.55	Highly Implemented

Table 6 shows the level of implementation in terms of provision of support materials. The result reveals that powerpoint presentation supported the flow of the sessions, in fact that indicator got the highest mean of 3.70 with a qualitative index of highly implemented. It is true that all the speakers are using power point presentations since the training is virtually done. This material is definitely can facilitate the sessions and can effectively aid learning to the teacher-participants. In terms of provision of support materials, all teachers and administrators have assessed as highly implemented.

Table 7 manifests the level of implementation in terms of program management team. The indicator that states "program management team members were courteous," got the highest composite mean of 3.70 with the qualitative index of highly implemented. The result reflects that all members in the team who are

responsible in the conduct of In-service training for teachers are all respectful or courteous.

Table 7. *Level of Implementation in terms of Program Management Team*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
Program Management Team members were courteous	3.65	HI	3.75	HI	3.70	Highly Implemented
Program Management Team was efficient	3.70	HI	3.65	HI	3.68	Highly Implemented
Program Management Team was responsive to the needs of trainees	3.65	HI	3.70	HI	3.68	Highly Implemented
Average	3.67	HI	3.70	HI	3.69	Highly Implemented

They have valued all participants even though it is virtually done by being courteous to them. Additionally, the result also shows that the program management team has shown efficiency and responsive to the needs of the participants. It implies that the members maintain their being courteous despite of some limitations they have encountered.

Table 8. *Level of Implementation in terms of Venue and Accommodation*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
the venue was well lighted and ventilated	3.30	HI	3.45	HI	3.38	Highly Implemented
the venue was comfortable with sufficient space for program activities	3.30	HI	3.35	HI	3.33	Highly Implemented
the venue had sanitary and hygienic conditions	3.30	HI	3.45	HI	3.38	Highly Implemented
meals were nutritious and sufficient in quantity and quality.	3.45	HI	3.45	HI	3.45	Highly Implemented
the accommodation was comfortable with sanitary and hygienic conditions	3.25	HI	3.30	HI	3.28	Highly Implemented
AVERAGE	3.32	HI	3.40	HI	3.36	Highly Implemented

Table 8 presents the level of implementation in terms of venue and accommodation. Since it is online In-service training for teachers, then some teachers have chosen their own venue while others were provided by their respective administrators. Based on the results, all indicators are highly implemented assessed by the teachers and administrators. It implies that the venues chosen by the participants were all ventilated, lighted, and with hygienic conditions. Further, it clearly shows also that the accommodation availed by the participants is comfortable, and with sanitized and hygienic condition. It is believed that environment is paramount to effective learning.

Since, the in-service training for teachers is done online because of the pandemic, it is believed then that there are possible challenges encountered by both trainers and trainees. Thus , in the succeeding tables ,

the following challenges are presented in terms of different components.

Table 9. *Challenge Encountered in terms of Resources*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
Unstable Internet Connection	3.30	E	3.50	HE	3.40	Highly Evident
Allowance for internet Connectivity is not enough.	2.95	E	2.75	E	2.85	Evident
No laptops and Internet Access	2.95	E	2.50	E	2.73	Evident
Electric Power interruptions	3.35	HE	3.50	HE	3.43	Highly Evident
Poor learning environment	3.30	HE	3.30	HE	3.30	Highly Evident
AVERAGE	3.13	E	3.14	E	3.14	Evident

Table 9 reflects the challenges encountered by both teachers and participants in terms of resources. The result clearly shows that electric power interruption and unstable internet connection got the highest composite means of 3.43 and 3. 40 respectively with the qualitative index of highly evident. It is really serious challenge to both trainers and trainees on how to conduct online trainings if the electric interruption which is the main sources of power is occurred. Further, it is very pivotal that if there is poor internet connection, then effective learning will be affected. These two challenges in terms of resources are considered as serious challenges since the training is done online.

In the succeeding table 10, it shows the challenges encountered by the teachers who are the trainees in terms of readiness and participation. The result shows that passive engagement between the speakers and participants is evident and considered as a challenge with the composite mean of 2.93. The result clearly demonstrates that there is also minimal interactions between participants and speakers since there is no face to face interaction. It is believed that active engagement between the participants and the speakers can definitely ensure effective learning , thus this challenge needs to be addressed by the program management team. Further , it is worthy to note that mental health struggles experienced by both administrators and teachers is not evident even the training is virtually done. It reflects that the participants are mentally conditioned about this new practice of conducting trainings since it is pandemic.

Table 10. *Challenge Encountered in terms of Teachers' Readiness and Participation*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
Unreadiness to attend online INSET	2.10	SE	1.95	SE	2.03	Slightly Evident
Lack of technical skills in terms of online sessions.	2.50	SE	2.35	SE	2.43	Slightly Evident
Passive Engagement between the speakers and participants.	2.75	E	3.10	E	2.93	Evident
Conflict with home responsibilities.	2.10	SE	2.75	E	2.43	Slightly Evident
Compromised physical health.	1.85	SE	1.75	SE	1.80	Slightly Evident
Mental health struggles.	1.50	NE	1.60	NE	1.55	Not Evident
Poor peer communication	2.00	SE	2.10	SE	2.05	Slightly Evident
AVERAGE	2.11	SE	2.23	SE	2.17	Slightly Evident

Table 11. *Challenge Encountered in terms of Content*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
Some topics were not relevant.	2.10	SE	1.85	SE	1.98	Slightly Evident
Communication barriers.	2.95	E	3.10	E	3.03	Evident
Overloaded activities were given.	2.75	E	2.95	E	2.85	Evident
Topics were not discussed clearly by the speakers by having limited activities.	2.10	SE	1.85	SE	1.98	Slightly Evident
Not contextualized topics based on pressing realities in the respective community.	2.10	SE	1.85	SE	1.98	Slightly Evident
AVERAGE	2.40	SE	2.32	SE	2.36	Slightly Evident

Table 11 presents the challenges encountered in terms of content. The result shows that the teachers and administrators have assessed that the communication barriers and overloaded activities were given as evident challenges with the composite mean of 3.03 and 2.85 respectively. It implies communication barriers can affect effective learning and probably it could be the result of poor internet connection. The communication cannot be delivered well because of such limitations in terms on internet connectivity since that is the main source of online transactions. Second, it is found out also that because it is done virtually, countless activities were given without face to face assistance by the trainers. Therefore, it could add burdens to the participants.

Table 12. *Challenge Encountered in terms of Speakers' Competence*

Indicators	Weighted Mean				Composite Mean	Qualitative Index
	Teachers		Administrators			
Resource speakers failed to give actual activities with their direct guidance.	1.95	SE	1.85	SE	1.90	Slightly Evident
Limited speakers' scaffolds.	1.85	SE	1.85	SE	1.85	Slightly Evident
Speakers failed to show mastery of the topic.	1.50	NE	1.60	NE	1.55	Not Evident
AVERAGE	1.80	SE	1.77	SE	1.79	Slightly Evident

It can be gleaned in the table 12, the challenges encountered in terms of speakers' competence. The result manifests that it is slightly evident as a challenge

that the resource speakers failed to give actual activities with their direct guidance. Since the trainings are done virtually, then it is then understood that there will be no direct guidance however it could be possibly addressed by the speakers creatively. It is worthy to note that speakers failed to show mastery of the topic is not a challenge. It implies that the speakers have shown mastery of their topic discussed and their craft.

Table 13. *Relationship Between Level of Implementation and Degree of Evidence on Challenges on Online In-Service Training for Teachers*

Test on Significant Relationship on the Level of Implementation and Degree of Evidence	R2	p-Value	Decision
	0.003	1.645	Accept Ho

Table 13 illustrates the relationship between the level of implementation and degree of evidence in relation to the online in-service trainings for teachers. It shows that the computed r^2 of 0.003 which the computed t -value of 0.162 which is lesser that the critical value of 1.645. The result indicates the acceptance of the null hypothesis that there is no significant relationship between these to variables. It implies that the challenges encountered do not affect the level of implementation of the online INSET. Despite of the limitations incurred during the conduct of in-service training for teachers, the activity must continue as stipulated all Deped Orders and Division Memorandum.

Conclusion

Based on the findings, the following conclusions were drawn: (1) On implementation of Online INSET in the context of program planning, attainment of objectives, delivery of program content, trainees' learning, trainers' conduct of sessions, provision of support materials, program management team and venue and accommodation, the teachers and administrators assessed as "Highly Implemented". (2) On the challenges encountered in terms of resources, teachers' readiness and participation, content and speakers' competence, the teachers and administrators have assessed as "Slightly Evident". However, unstable internet connection, electric power interruption and

passive engagement are assessed by the respondents as “Evident”. (3) There is no significant relationship between level of implementation and degree of evidence on challenges encountered on online INSET.

In view of the findings of the study, the following salient points are recommended: (1) Online INSET facilitators or trainees should plan and innovate activities during sessions as to encourage active participation among trainees. Dry-run must be conducted to ensure that the session guides and their facilitation meets the standard. (2) Program management team must communicate to the electric power supplier as to schedules of having online INSET to avoid electric power interruption during sessions. (3) School administrators must plan and provide venues where strong internet connectivity is evident for the trainees to have smooth conduct of INSET and to ensure effective learning. (4) Trainees’ Allowance for internet connectivity should be part of the MOOE budget as to find provide stable internet connectivity. (5) Further parallel studies with broader scope are recommended. These studies may be conducted in mixed-method to hear the voices of the participants which cannot be explored using quantitative research method.

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