



Enhancing Educational Practices Through In-Service Training: Elementary School Teacher in Focus

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Abstract—This phenomenological study explored the experiences of the elementary teachers of Laak South District in their in-service training for professional development. In addition, the researcher wanted to explore the teachers' experiences on how in-service training applied to improve classroom instruction and impacted on the academic progress of the learners. Qualitative – phenomenological study was employed in exploring the views of the ten (10) elementary teachers of which primary instrument of data gathering was through in- depth interview. Major findings revealed that the experiences of teachers were professional development impact, challenges and opportunities, and collaboration and networking, the tapestry of elementary teachers' experiences in enhancing educational practices through in-service training unfolds, offering insights into the dynamic and evolving nature of education at its core. Likewise, three overarching themes encapsulate the multifaceted hurdles encountered by educators in their pursuit of continuous improvement: resource constraints and time limitations, adapting to educational technology, and addressing diverse learning needs. Lastly, three major themes—efficacy of tailored training approaches, fostering a collaborative professional community, and alignment of training with evolving educational trends—stand as pillars shaping the educational insights derived from this exploration. The research on enhancing educational practices through in-service training for teachers carries significant implications that resonate across educational landscapes. The findings of this study hold the potential to inform and guide educational policymakers, administrators, and institutions in the development and refinement of in-service training programs.

Index Terms— educational practices, in-service training, elementary school teachers, Davao de Oro, Philippines.

1. Introduction

The study on in-service training in schools represents a critical examination of the professional development programs offered to educators within the school system. In-service training, often referred to as professional development, plays a pivotal role in enhancing the skills, knowledge, and effectiveness of teachers and school staff. It is an ongoing process that empowers educators to stay current with pedagogical advancements, educational policies, and innovative teaching methodologies. By exploring the perspectives, challenges, and successes of teachers engaged in in-service training, the study aspires to contribute valuable

insights that can inform the design and implementation of more effective and meaningful professional development opportunities, ultimately fostering a conducive environment for enhanced student learning and educational excellence.

Any educational program should aim to help students get the greatest results possible (Herman et al., 2022). Simply said, encouraging students' academic success is a crucial objective shared by all educational initiatives. It is thought that teachers, who serve as the primary knowledge providers in classroom settings, are crucial in fostering students' academic success (Blazar & Kraft, 2017). In reality, researchers are in agreement that variations in students' accomplishment levels might be linked to the traits of their teachers (Canales & Maldonado, 2018).

The impact of teachers' personal and professional traits, such as rapport, clarity, confirmation, support, credibility, teaching creativity, teaching styles, work engagement, and credibility, on students' learning achievement has been examined by a number of researchers in light of the idea that teachers can significantly affect learners' achievement levels (Derakhshan, 2022). Numerous studies have focused on teacher professional growth as a significant example of a professional attribute.

In Tanzania, in-service teacher training has come under fire for being underfunded, inadequately supported, and lacking in coordination at all levels, all of which restrict its beneficial effects. Limited follow-up, poor module quality, inadequate teacher support, and ineffective school-based facilitators are a few characteristics that have been well-documented to have an impact on training (Oygen, 2017). Teachers in research by Makia (2018) stated that INSET was out of date. The fact that INSET neglected to employ technology resources and involve them in the planning and organization affected their impression. Even self-directed projects have been seen to encounter a lack of permanent mentors, limited support, discouragement, a lack of reading resources, and family duties.

One of the instruments to help improve teaching-learning is professional development, such as INSET offered by the Department of Education (DepEd). The educational system is being geared toward Education 4.0, which is the current trend known as Industrial Revolution 4.0. However, according to

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Tupas and Noderama's analysis, which was published in 2020, the Philippines' educational system will continue to deteriorate in the absence of a set norm for INSET that is reflected in multiple national and international evaluations. Finding the benefits and drawbacks of INSET requires evaluation. Furthermore, practical exercises and current events are recommended for the themes to pique teachers' interest and engagement. The Lesson Study method is used by school administrators to implement INSET programs.

It is only possible for professional development programs to have a long-lasting impact when teachers' working environments allow them to put their newly gained knowledge to use and support them in doing so (Jesacher-Roessler & Agostini, 2022). High workloads, management and coworkers who show little or no interest in innovative ideas, and a perceived lack of opportunities to implement and experiment with these ideas are just a few of the barriers that prevent teachers from broadening their range of instructional strategies.

It is essential for teachers to receive in-service training since it can aid in their professional development. Teachers must also be encouraged to attend professional events in order for them to learn more effective and productive teaching and contemporary trends. A key component of effective teaching and learning is professional development, just like in-service training. Therefore, the purpose of this study is to explore the perception of the teachers in the in-service training (INSET) conducted in their school. This includes how INSET helps them to become more effective in teaching and elevating the performance of the students and what are their insights on how to conduct more effectively the INSET.

2. Purpose of the Study

The purpose of this study was to reveal the experiences of the elementary teachers of Laak South District in their in-service training for professional development. In addition, the researcher wanted to explore the teachers' experiences on how in-service training applied to improve classroom instruction and impacted on the academic progress of the learners. Furthermore, this study aimed to look for the best practices of the school's in-service training and the factors that help the conduct of in-service training be successful.

At this stage of research, experiences of teachers were generally defined as their learning and challenging experiences in terms of the conduct of in-service training in the school. In-service training for teachers was of paramount importance as they continuously update educators with the latest teaching strategies, educational technologies, and pedagogical approaches. These programs enabled teachers to stay current with curriculum changes and educational trends, enhancing their instructional methods and improving student outcomes. Moreover, in-service training fostered a culture of lifelong learning among teachers, equipping them with the skills to adapt to evolving educational landscapes and meet the diverse needs of their students, ultimately contributing to the overall quality of education.

A. Research Questions

This study aimed to reveal the experiences of elementary school teachers in the conduct of the school's in-service training. Specifically, this study sought to answer the following research questions:

1. What are the experiences of the elementary teachers in enhancing educational practices through in-service training?
2. What are their challenges encountered to promote professional growth and development?
3. What educational insights can be drawn from the emerging theme of the study?

3. Methods

This study utilized a qualitative research methodology, which was an investigative approach focused on the examination and understanding of complex phenomena through the collection and analysis of non-numerical data. Typically, qualitative research was employed to gain insights into individuals' behaviors, attitudes, beliefs, and experiences in their natural settings. This research approach was widely used in various fields, including the social sciences, psychology, education, healthcare, and anthropology. It played a crucial role in investigating intricate issues and enabled a deeper understanding of human behavior and the social environment. It served as a complement to quantitative research, which emphasized numerical data and statistical analysis, by providing a holistic and context-specific perspective on phenomena (Creswell, 2015).

The use of qualitative research was highly advantageous in a study that aimed to explore the experiences of elementary teachers in in-service trainings. This methodology allowed researchers to delve deeply into the multifaceted and context-specific nature of these experiences. Elementary teachers' encounters with professional development could be influenced by a wide array of factors, such as their teaching backgrounds, classroom environments, and personal beliefs. Qualitative research provided the flexibility to capture and analyze these nuanced aspects. The researcher employed techniques like in-depth interviews to uncover the diverse range of experiences and perspectives held by teachers, ensuring that the study accurately reflected the complex realities of their in-service training experiences.

The inclusion criteria for selecting the participants were as follows: To take part in this study, individuals should have satisfied the following conditions: (a) possessed at least one year of teaching experience as a Teacher I in public elementary schools located within the Laak South District, Division of Davao de Oro; (b) currently held teaching assignments as elementary teachers within the district; (c) had encountered challenges in their involvement in the school's in-service trainings; and (d) were either male or female educators. Furthermore, a total of ten participants were selected for in-depth interviews, a sample size deemed adequate for the purpose of elucidating the ability to identify and develop thematic components.

Data analysis in qualitative research was a pivotal phase where the collected information was transformed into meaningful insights and knowledge. Unlike quantitative research, which relied on numerical data and statistical methods, qualitative research grappled with the intricate and context-rich data derived from interviews, observations, texts, and other sources. Data analysis in this realm was a dynamic and iterative process, guided by the exploration of narratives, themes, and patterns that underlie the collected data. It involved systematic coding, interpretation, and the construction of a coherent and authentic understanding of the research subject. The process demanded a nuanced approach to recognize the multifaceted nature of human experiences and perspectives, ultimately contributing to a comprehensive and in-depth comprehension of the phenomena under investigation (Akinyode & Khan, 2018). In this study, I highlighted the use of data coding and thematic analysis.

In the context of this study, data coding was an integral component of qualitative research, enabling researchers to transform unstructured data into meaningful and organized insights. It embodied a dynamic and interpretative process that guided the analysis and empowered researchers to reveal the rich narratives and themes hidden within the data. Likewise, thematic analysis was a versatile and widely adopted qualitative research method that assisted researchers in understanding complex data by identifying patterns and themes. It offered a systematic and flexible approach, making it suitable for a wide range of research questions and contexts. Thematic analysis played a pivotal role in qualitative research, revealing the depth and richness inherent in qualitative data.

4. Results and Discussions

A. Experiences of the Elementary Teachers in Enhancing Educational Practices through In-Service Training

In the dynamic landscape of elementary education, the experiences of teachers undergo a transformative journey through in-service training, a critical component for enhancing educational practices. This exploration unfolds across three major themes, each offering a unique perspective on the multifaceted impact of in-service training on elementary teachers. As we navigate the diverse landscapes of professional development impact, challenges and opportunities, and collaboration and networking, the tapestry of elementary teachers' experiences in enhancing educational practices through in-service training unfolds, offering insights into the dynamic and evolving nature of education at its core.

1) Professional Development Impact

Teachers' experiences often centered around the impact of in-service training on their professional development. This theme encompasses the ways in which teachers perceived the training as contributing to their growth as educators. This may include acquiring new teaching strategies, staying updated on educational trends, and developing a deeper understanding of pedagogical approaches. Teachers might share specific instances where the in-service training positively influenced their teaching practices, allowing them to implement innovative

methods and tailor their approaches to better meet the needs of their students.

The impact of teachers' personal and professional traits, such as rapport, clarity, confirmation, support, credibility, teaching creativity, teaching styles, work engagement, and credibility, on students' learning achievement has been examined by a number of researchers in light of the idea that teachers can significantly affect learners' achievement levels (Derakhshan, 2022). Numerous studies have focused on teacher professional growth as a significant example of a professional attribute.

To handle it intelligently, one must approach this process properly and efficiently. This can involve taking part in training and development programs, honing teaching and pedagogical techniques, and implementing creative and successful teaching strategies in the classroom (Preston et al. 2017).

2) Challenges and Opportunities

This theme explores the challenges teachers faced during in-service training and the opportunities it presented for professional growth. Teachers may discuss obstacles such as time constraints, adapting to new methodologies, or overcoming resistance to change. Simultaneously, they might share how these challenges became opportunities for learning and development. This theme delves into the teachers' reflections on how overcoming challenges during in-service training contributed to their resilience, adaptability, and overall improvement in their educational practices.

The in-service training of teachers has been criticized for its insufficient funding, poor support, and lack of coordination at all levels, all of which hinder its positive impact. Insufficient monitoring, subpar module standards, insufficient teacher assistance, and ineffective school-based facilitators are some well-documented factors that may negatively affect training outcomes (Oygen, 2017).

Moreover, according to a study conducted by Makia (2018), educators expressed that INSET was obsolete. The omission of technological resources by INSET, as well as their failure to include them in the planning and organization process, had a significant impact on their overall image. Even independent initiatives have been seen to face challenges such as a dearth of long-term mentors, restricted assistance, demotivation, a scarcity of reading materials, and familial responsibilities.

3) Collaboration and Networking

The theme of Collaboration and Networking in enhancing educational practices through in-service training emerges as a cornerstone for fostering a supportive and interconnected professional community among educators. Through collaborative activities, group discussions, and shared experiences, teachers reported a transformative impact on their teaching practices. The collaborative environment extended beyond the training sessions, creating ongoing connections that encouraged the exchange of ideas among colleagues. This collaborative approach was perceived as instrumental in addressing challenges, sharing best practices, and collectively striving for excellence. The theme underscores the significance of creating a collaborative ecosystem during in-service training, emphasizing its role in not only enhancing individual teaching practices but also contributing to the overall improvement of

educational quality through shared insights, collective problem-solving, and a sense of unity among educators.

High-quality professional development allows teachers to exchange ideas and participate in their learning, frequently in job-embedded environments that connect new teaching practices to the students and classrooms of teachers. Teachers can establish communities that positively affect the culture and instruction of their entire grade level, department, school, and/or district by working collaboratively. "Collaboration" can refer to a variety of situations, ranging from one-on-one or small group collaboration to schoolwide cooperation and collaboration with specialists outside of the school (Darling-Hammond, et al., 2017).

Based on a study of recent research on effective professional development models, Darling-Hammond, Hyler, and Gardner (2017) investigated the characteristics of effective professional development programs. They identified seven common design components of these methods, namely: (1) they are content focused; (2) they incorporate active learning strategies; (3) they engage teachers in collaboration; (4) they use models of effective practice; (5) they provide coaching and expert support; (6) they include time for feedback and reflection; and (7) they are of sustained duration.

B. Challenges Encountered in Promoting Professional Growth and Development

Navigating the ever-evolving landscape of education, teachers play a pivotal role in fostering their professional growth and development. Yet, this journey is not without its formidable challenges. Three overarching themes encapsulate the multifaceted hurdles encountered by educators in their pursuit of continuous improvement: resource constraints and time limitations, adapting to educational technology, and addressing diverse learning needs. As we embark on an exploration of these three major themes, we unravel the intricate tapestry of challenges faced by teachers in their relentless pursuit of professional growth and development, shedding light on the complexities inherent in the noble endeavor of education.

1) Resource Constraints and Time Limitations

Teachers often grapple with challenges related to limited resources and constrained time, impeding their efforts to engage in continuous professional growth and development. This theme encompasses obstacles such as inadequate access to updated teaching materials, technology, and professional development opportunities. Time constraints, imposed by heavy workloads and administrative demands, further hinder teachers from dedicating sufficient time to their own professional development. These challenges may impact their ability to explore new teaching methodologies, attend relevant workshops, or engage in advanced studies that could enhance their skills and knowledge.

The findings indicate the presence of inhibitory factors, such as insufficient resources in training centers, as well as driving forces for the integration of information and communication technology (ICT), such as the availability of personal resources that may compensate for the absence of resources in educational

institutions and ICT training provided by training schools. The pupils' attitude towards the instructional usage of ICT is favorable and open, as seen by their actions (Garzón Artacho et al., 2020).

Likewise, the statistics indicate a very favorable evaluation of the knowledge acquired and the methodologies used in the training program. The learning results were deemed adequate, but lower than anticipated. The text examines distinctions across class cohorts and gender, and highlights several program deficiencies, such as inadequate allocation of resources (Gómez-Carrasco et al., 2020).

2) Adapting to Educational Technology

The rapid integration of technology into education presents a significant challenge for teachers striving for professional growth. This theme explores the hurdles educators face in adapting to and effectively utilizing educational technology tools. Challenges may include a lack of training opportunities, limited access to technological resources, or resistance to incorporating technology into established teaching practices. Navigating this digital landscape demands a commitment to ongoing learning, often stretching teachers out of their comfort zones and requiring them to continually update their technological skills to remain effective in today's technologically driven educational environment.

The findings demonstrated that the level of confidence instructors had in their ability to utilize technology effectively was a strong indicator of their actual use of technology in the classroom. Teachers' instructional approach, willingness to embrace technology, and perceived quality of teaching training were more influential in predicting the use of technology by teachers to promote student-centered teaching, compared to predicting its use to assist conventional teaching. Our research indicates that the preparedness of instructors in terms of their teaching methods is as crucial as their preparedness in using technology, in order to effectively incorporate technology into their teaching practices for more sophisticated educational objectives (Li et al., 2019).

The rapid and dizzying progress of society in recent years has necessitated a revision of expectations among people and educators. The integration of information and communication technology into the educational environment has resulted in the enhancement of teachers' digital competence, which is now a significant educational problem in teacher training. The findings revealed a shortage of educators in all five digital domains, with a particular emphasis on the scarcity of instructors skilled in digital content development. It was further elucidated that there exists a clear correlation between prior information and communication technology (ICT) training and the aspects of communication, cooperation, and content production. Ultimately, this study revealed that the instructors who were focused on preservice ICT training were mostly young and had less than a decade of professional experience. Ultimately, the education system faces an ongoing challenge in developing digital teaching competence. This issue must be addressed and remains a crucial aspect of training current teachers. Digital teaching competence is a fundamental pillar for promoting innovative teaching methods and is the sole

means of cultivating a comprehensive landscape of teaching innovation (Garzón Artacho *et al.*, 2020).

3) *Addressing Diverse Learning Needs*

Teachers encounter challenges related to addressing the diverse learning needs of their students, which significantly impact their professional growth and development. This theme encompasses the complexities of differentiating instruction to meet the varied needs of students with diverse learning styles, abilities, and backgrounds. Striking a balance between personalized instruction and managing a heterogeneous classroom poses a continual challenge for educators. This theme delves into the hurdles teachers face in tailoring their teaching approaches to accommodate individual student needs, creating an inclusive learning environment, and keeping pace with evolving pedagogical strategies that foster equitable educational outcomes for all students.

The primary objective of any educational program should be to facilitate students in achieving optimal outcomes (Herman *et al.*, 2022). In essence, fostering students' academic achievement is a vital goal that is universally embraced by all educational endeavors. Teachers, who are considered the main purveyors of information in classroom environments, are believed to have a vital role in promoting students' academic achievement (Blazar & Kraft, 2017). Researchers concur that there is a correlation between the performance levels of pupils and the characteristics of their instructors (Canales & Maldonado, 2018).

C. *Educational Insights Drawn from the Emerging Theme of the Study*

Embarking on a profound exploration of the educational landscape, our study delves into the transformative realm of enhancing educational practices through in-service training. The emerging theme unfolds a tapestry of insights that not only spotlight the current dynamics of professional development but also illuminate pathways towards effective educational enrichment. Three major themes—efficacy of tailored training approaches, fostering a collaborative professional community, and alignment of training with evolving educational trends—stand as pillars shaping the educational insights derived from this exploration. As we embark on this intellectual journey, these major themes collectively contribute to a rich tapestry of educational insights, redefining the contours of in-service training's impact on educational practices and unveiling pathways for the continuous improvement of teaching methodologies in the ever-evolving field of education.

1) *Efficacy of Tailored Training Approaches*

Within the emerging theme of enhancing educational practices through in-service training, one major insight revolves around the efficacy of tailored training approaches. The study may reveal how personalized and context-specific training programs prove more effective in addressing the diverse needs of educators. Insights into the design, delivery, and impact of tailored training sessions could shed light on the importance of aligning in-service training with the specific challenges and requirements of educators, ultimately contributing to a more meaningful and sustainable enhancement of educational practices.

In the study by Bulut (2022) on teachers' perceptions of in-service training activities, when the research's findings were evaluated, it became clear that a significant number of the teachers had indicated dissatisfaction with the breadth and content of the in-service training events in which they had taken part. In this situation, teachers expressed dissatisfaction by highlighting the shortcomings that their opinions on the need for in-service training are not taken into account, more practical information is included in the training, the training providers are generally insufficient in their field of activity, it is done to satisfy formalities, that it is perceived by them as a holiday, and field changes negatively affect the process, leading to the failure to achieve the desired goal. When determining the scope and substance of in-service training activities, teachers may have had the desire to be both the object and the subject of this process, which may have contributed to their negative perceptions of the research findings. They said they prefer to participate in on-the-job training activities willingly and through face-to-face training techniques.

Teachers must refresh their knowledge and abilities on curriculum, psychology, and pedagogy of learners, as well as new research on teaching and learning; hence, they require suitable in-service training. However, the professional development procedures in which they participate are generally irrelevant to what they require and remain theoretical. Current research has critiqued the insufficient and inappropriateness of traditional techniques of teacher professional development. According to the findings of Tuncel and Obanolu's (2018) study on in-service training programs for teachers, in-service training had little impact on certain instructors' personal growth. Negative perceptions of the teachers and the setting in which the in-service training was performed are also important considerations for the evaluation. As a result, it is proposed that the planning process be carefully followed in order for in-service training to be effective and sustainable, and that andragogy principles be considered while organizing the teaching and learning process.

2) *Fostering a Collaborative Professional Community*

The emerging theme may underscore the importance of fostering a collaborative professional community as a key driver in enhancing educational practices. Insights might reveal the positive impact of collaborative elements within in-service training, such as group discussions, collaborative lesson planning, and peer learning. Understanding how a supportive professional community influences teachers' approaches to education, encourages the exchange of best practices, and contributes to a culture of continuous improvement could offer valuable guidance for structuring future in-service training initiatives with a focus on building collaborative networks among educators.

One of the instruments to help improve teaching-learning is professional development, such as INSET offered by the Department of Education (DepEd). The educational system is being geared toward Education 4.0, which is the current trend known as Industrial Revolution 4.0. However, according to Tupas and Noderama's analysis, which was published in 2020, the Philippines' educational system will continue to deteriorate

in the absence of a set norm for INSET that is reflected in multiple national and international evaluations. Finding the benefits and drawbacks of INSET requires evaluation. Furthermore, practical exercises and current events are recommended for the themes to pique teachers' interest and engagement. The Lesson Study method is used by school administrators to implement INSET programs.

Teaching is a professional occupation, and teachers are expected to constantly develop and enhance their skills. Teachers' professional degrees and performance can be improved via relentless learning; professional qualifications are socially and politically seen as powerful indications of teacher professionalism (Leung, 2009). Teachers' professional development is the process of re-establishing, developing, and expanding teachers' knowledge and abilities. Teachers' practical experience and the development of instructional practices that allow students to achieve independent, reflective, and critical thinking abilities are examples of innovation in teacher professional development. PD is defined as a cognitive and personal endeavor that necessitates engaging with new ideas, attempting new ways, refining pedagogy, and emotional participation (Girvan *et al.*, 2016).

3) *Alignment of Training with Evolving Educational Trends Learning*

The emerging theme may underscore the importance of aligning in-service training with evolving educational trends. Insights from the study could reveal how effective training programs are those that stay abreast of contemporary pedagogical approaches, technological advancements, and changes in educational policies. Understanding how in-service training can serve as a proactive platform for introducing educators to emerging trends and equipping them with the skills to integrate these trends into their practices can provide valuable guidance for designing training initiatives that are responsive to the dynamic landscape of education.

By assisting teachers in identifying their professional development needs, promoting experimentation, locating and allocating resources to support teachers' learning, and facilitating the adoption of new learning, school leadership can foster a learning environment in their institutions (Vanblaere & Devos, 2016). A crucial element in comprehending, engaging, and building ownership in adult learning is that teachers are at the center of decision-making regarding change. This is something we must realize in order to support adult learning. In order to foster a culture of learning, leaders must also assume responsibility for ensuring that the institution's facilities are suitable for learning.

Moreover, Tantawy's (2020) study on teachers' perceptions of the impact of professional development on their performance and career progression found that all three interviewees acknowledge the positive impact of PD on their professional performance, personal qualities, student outcomes, career progression, and commitment to the profession. The respondents emphasized the importance of how a progressive school culture affects teachers' willingness to participate in professional development. It is suggested that as prospective areas of research on PD, students' academic performance be

extensively examined by reviewing their assessment results in order to gather tangible evidence on the value of instructors' PD.

5. Implications and Future Directions

A. *Implications*

The research on enhancing educational practices through in-service training for teachers carries significant implications that resonate across educational landscapes. The findings of this study hold the potential to inform and guide educational policymakers, administrators, and institutions in the development and refinement of in-service training programs. Insights into the impact, challenges, and opportunities identified by teachers can contribute to the formulation of targeted and effective training initiatives that address the dynamic needs of educators.

Moreover, the study's revelations regarding the interplay between in-service training and teaching methodologies, classroom dynamics, and professional growth can pave the way for evidence-based interventions. These implications extend beyond individual classrooms, influencing the broader educational community by fostering a culture of continuous improvement and innovation. As educational practices evolve, the outcomes of this research provide a valuable foundation for shaping future in-service training strategies that empower teachers and, by extension, enhance the overall quality of education.

B. *Future Directions of the Study*

The exploration of enhancing educational practices through in-service training for teachers has opened avenues for understanding the intricate dynamics of professional development in the field of education. As we delve into the future directions of this study, several promising paths emerge that could further enrich our understanding and contribute to the continuous improvement of in-service training programs. Future research endeavors may focus on the sustained impact of tailored training approaches over extended periods, examining how the skills acquired translate into long-term improvements in teaching practices.

Additionally, investigations into innovative methods of addressing resource constraints and time limitations during training can offer practical solutions for maximizing the effectiveness of professional development initiatives. Exploring the integration of emerging technologies and digital tools in in-service training could be another fruitful avenue, aligning training programs with the ever-evolving landscape of educational technology. Furthermore, a deeper examination of how in-service training fosters collaboration and networking among teachers may provide insights into creating more robust professional communities within educational institutions. By delving into these future directions, we aim to contribute valuable insights that will inform the ongoing evolution of in-service training, ensuring its continued efficacy in enhancing educational practices for educators worldwide.

Department of Education: Future directions for the Department of Education could involve refining and adapting

in-service training policies and frameworks based on the identified challenges and opportunities. This includes considering flexible formats that accommodate teachers' schedules and resource constraints. Continuous monitoring and evaluation of the effectiveness of in-service training programs, with an emphasis on incorporating emerging educational trends, can enhance the overall quality and impact of professional development initiatives.

School Administrators: School administrators can consider implementing more targeted and needs-based in-service training initiatives tailored to the specific challenges and strengths of their teaching staff. Collaboration with educational experts and technology specialists can help integrate innovative training approaches that address technological advancements and diverse learning needs. Investing in a supportive and collaborative school culture that encourages ongoing professional development can contribute to the sustained growth of teachers.

Teachers: Teachers can take an active role in their professional development by advocating for personalized training approaches that cater to their unique needs. Engaging in collaborative networks, both within and outside the school, can facilitate the sharing of best practices and insights. Embracing a proactive approach to integrating technology into teaching practices and staying informed about evolving educational trends can enhance the impact of in-service training on individual teaching methodologies.

Future Researchers: Future researchers can build on the existing study by conducting longitudinal research to track the long-term effects of in-service training on teachers' practices. Exploring the influence of socio-economic and cultural factors on the effectiveness of training programs can provide a more comprehensive understanding. Additionally, comparative studies across different educational contexts and regions can contribute to the development of universally applicable insights for the improvement of in-service training practices globally.

In conclusion, the future directions of the study on enhancing educational practices through in-service training for teachers hold tremendous potential for shaping the landscape of professional development in education. As we move forward, there is a collective responsibility among educational stakeholders, including policymakers, administrators, teachers, and future researchers, to integrate the insights gained from this study into actionable strategies. By embracing tailored training approaches, addressing resource constraints, incorporating technological advancements, and fostering collaborative professional communities, we can pave the way for more effective and impactful in-service training programs. The continuous evolution of these programs should be guided by a commitment to adaptability, inclusivity, and responsiveness to the dynamic needs of educators and the ever-changing educational landscape. Through concerted efforts and a shared dedication to advancing the quality of in-service training, we

can contribute to the ongoing enhancement of educational practices, ultimately fostering an environment where teachers are well-equipped, motivated, and capable of providing high-quality instruction to empower the next generation of learners.

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