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**LIVED EXPERIENCES OF TEACHERS ON IN-SERVICE TRAINING:  
BASIS FOR INTERVENTION PROGRAM**

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**ABSTRACT**

This descriptive-qualitative study determined the lived experiences of newly hired and experienced teachers on in-service trainings as basis for intervention program in the Schools District of Pototan 1, Schools Division of Iloilo, during the school year 2022-2023. The research method utilized in the study was qualitative method using in-depth interview to gather data and the research design was phenomenology. It was found out that the lived experiences of newly hired teachers on in-service training are on professional training and as a process of helping teachers, while for the experienced teachers are on professional development and academic encounter. Learning environment was the challenge encountered by the newly hired teachers while the experienced teachers, encountered time constraints, less qualified speakers, redundancy of topics, and problems with the venue of the training. The newly hired teachers managed the challenges encountered by trying to be positive, making some adjustments, and getting support, while for experienced teachers, they seek guidance for support, and they stay positive too.

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**Keywords:** *Lived Experiences, Teachers, In-Service Trainings, Intervention Program*

## INTRODUCTION

Teacher development is a crucial aspect that holds significance for both organizations and countries seeking to bolster their capacity-building efforts. To accomplish this objective, it is imperative to incorporate in-service training into the academic calendar. This integration serves to raise teachers' awareness and motivate them to prepare for these training sessions. The ultimate aim is to instill enthusiasm and unwavering dedication among educators, thereby cultivating a heightened passion and commitment to their roles. Empirical research has revealed that a considerable number of teachers advocate for subject-specific in-service training to enhance their knowledge, skills, and teaching methodologies within their specific domains (Junejo, Sarwar, & Ahmed, 2017).

In-service training programs typically occur annually and are organized to provide guidance to newcomers and offer reorientation to experienced educators. These programs are thoughtfully scheduled to coincide with national or regional events, followed by subsequent divisional and school-level seminars. The content and structure of these programs adapt from year to year to align with the evolving needs of both teachers and the broader school system. Consequently, in-service training programs have become a routine part of school calendars.

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Furthermore, these training programs are often conducted bi-annually, aligning with the mid-year break before the start of the following semester and during the summer break just before the commencement of classes. This scheduling is deliberate, aiming to address various needs in the middle of the academic year and at the outset of the next one, ensuring timely resolutions to emerging problems and challenges (Milenyo, 2022).

In the domain of in-service training administration, there is variation, with divisions, districts, or schools assuming this responsibility. Typically, district-level training is the norm, with the remaining days allocated to school-level training. The approach to in-service training may differ from one school to another, but it is essential to customize the training to the specific needs of teachers at each institution, with a primary emphasis on enhancing the teaching-learning process and benefiting students. In-service training programs designed for newcomers are carefully crafted to address any gaps or uncertainties that may hinder teachers' confidence and performance. By aligning these programs with the actual needs of newcomers, it ensures that all work-related issues are adequately addressed. For experienced educators, such programs offer insights into areas of improvement, promoting alignment with established practices, as well as adapting to changes and modifications (Milenyo, 2022).

The researcher has observed that teachers may hold varying perspectives regarding in-service training. Newly hired teachers often have different viewpoints compared to their more experienced counterparts. Despite these differences, both groups are required to attend the same

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training sessions, covering identical topics and participating in collaborative activities within the training duration. The relevance of in-service training in the lives of teachers is greatly influenced by their perceptions, impacting how they learn during the training and subsequently implement it in their respective schools or classrooms.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in the study. The study aimed to determine the lived experiences of teachers on in-service training as basis for intervention program in the Schools District of Pototan 1, Schools Division of Iloilo, during the school year 2022-2023.

### Research Method

According to Rutledge (2020), the research method utilized in the study was qualitative research using in-depth interview.

The interviewer with the interviewee during the interview was allowed to sit together in a distance and to think about the series of questions on a certain issue. The purpose was to obtain

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the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

## Research Design

The research employed phenomenological research design. This design is considered as a philosophical approach to conducting qualitative research. The aim of phenomenology is to understand how people perceive the world, and how this view may vary from commonly held views by focusing on people’s subjective interpretations of what they experience. Phenomenology is conducted through interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Smith (2013) stated that phenomenology is the study of structures of consciousness as experienced from the first-person point of view. With phenomenology, the central structure of its experience is its intentionality, its directions toward something, as it is an experience of or about some object. Experiences are directed toward an object by virtue of their content or meaning with appropriate enabling conditions.

## Participants of the Study

The participants of the study were four (4) newly hired teachers, one (1) is from Guibuangan Elementary School, one (1) from Batuan Elementary School and two (2) from Pototan

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Pilot Elementary School and five (5) experienced teachers, one (1) from Dapitan Elementary School, one (1) from Barasan Elementary School, one (1) from Cansilayan Elementary School and two (2) from Pototan Pilot Elementary School with the total of nine (9) teachers in the Schools District of Pototan I.

### Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is chosen or picked based on characteristics of entire group and the objective of the study. It is also known as judgmental, selective, or subjective sampling.

### Research Instrument

Employed in the study was a researcher-made interview schedule. The interview schedule wear composed of three (3) questions focusing on the purposes of study.

Voice and video recorders were also used to gather the data and document the interview with the consent of the participants.

### Validity of the Research Instrument

Before the validation of the researcher-made interview schedule, the adviser, Dean of the Graduate School, then a panel of adjudicators who were expert in research, testing and assessment, and science, were requested to validate each question for review and modification.

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Validity means the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

The recommendations and suggestions of the panel of validators about the interview schedule were considered using the appropriate form of Good and Scates (Appendix).

## Data Gathering Procedures

In order to conduct the study, the researcher obtained permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview with the participants but prior to this, the researcher first encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder were provided to entirely get the interviewee's words. The researcher unified all of the collected data during the interview.

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## Data Analyses

After the series of interview, the researcher consolidated the data. The data was then analyzed and interpreted employing thematic approach.

The collected information was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017), the purpose of this analysis is to identify important and interesting themes, such as patterns in the data which can be utilized to answer the research or explain about an issue. This is done through the summary, analysis, and interpretation of the gathered data.

## RESULTS AND DISCUSSIONS

The study determined the lived experiences of newly hired and experienced teachers on in-service trainings as basis for intervention program in the Schools District of Pototan I, Schools Division of Iloilo, during the school year 2022-2023.

The researcher employed the qualitative method with the use of in-depth interview and the research design was phenomenology.

The participants of the study were four newly hired teachers and five experienced teachers, with the total of nine teachers in the Schools District of Pototan I.

A researcher-made interview schedule was utilized to gather data.

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To gather the data from the participants during the interview, the researcher used voice and video recorders.

The questionnaire underwent content-validation by the panel of experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) were used to determine the validity of the questions in the interview schedule. The researcher incorporated all comments and suggestions in relation to the tool's validation. After the questionnaire had been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

In order to conduct the study, the researcher obtained permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, school head, and individual participants. Then, the researcher conducted the interview in the place convenient to the participants.

After the series of interview, the researcher consolidated the data. The data was then analyzed and interpreted employing thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the newly hired teachers on in-service training, it was found out that their lived experiences are on professional training and as a process of helping teachers.

Based on the results of the in-depth interview with the newly hired teachers, it was found out that the learning environment was the challenge encountered by them on in-service training.

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The newly hired teachers managed the challenges they encountered on in-service training, being positive, make some adjustments, and receive support from others.

The results of the interview revealed that the lived experiences of experienced teachers are leaning towards professional development and academic encounter.

However, there are challenges that they encountered during in-service training which affected them professionally. These included time constraints, less qualified speakers, redundancy of topics and the venue of the training.

In order to manage these challenges, experienced teachers sought guidance for support and remained positive.

## CONCLUSION

Based on the results and insights drawn from the study, the following recommendations are stated:

Public school district supervisors, principals, and school heads are encouraged to select a good venue that is a conducive learning environment for teachers.

Time is gold speakers and participants should be time conscious others become bored when time is prolonged and no learning is acquired.

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The school must invite qualified speakers who are more knowledgeable on the topics to be discussed. For having qualified speakers on specific topics can help set the tone and make in-service memorable for the participants.

Committees on training should be encouraged that they should select or identify topics that are based on the teachers' needs, so that redundancy of topics must be avoided.

Participants could also learn and imbibe new knowledge to be added to their learning, access new strategies for educational activities, and increase their knowledge, experiences, and skills so that they can attend to their future duties and responsibilities as well-rounded educators.

A similar study may be conducted in the future and may consider other variables not used nor mentioned in the study.

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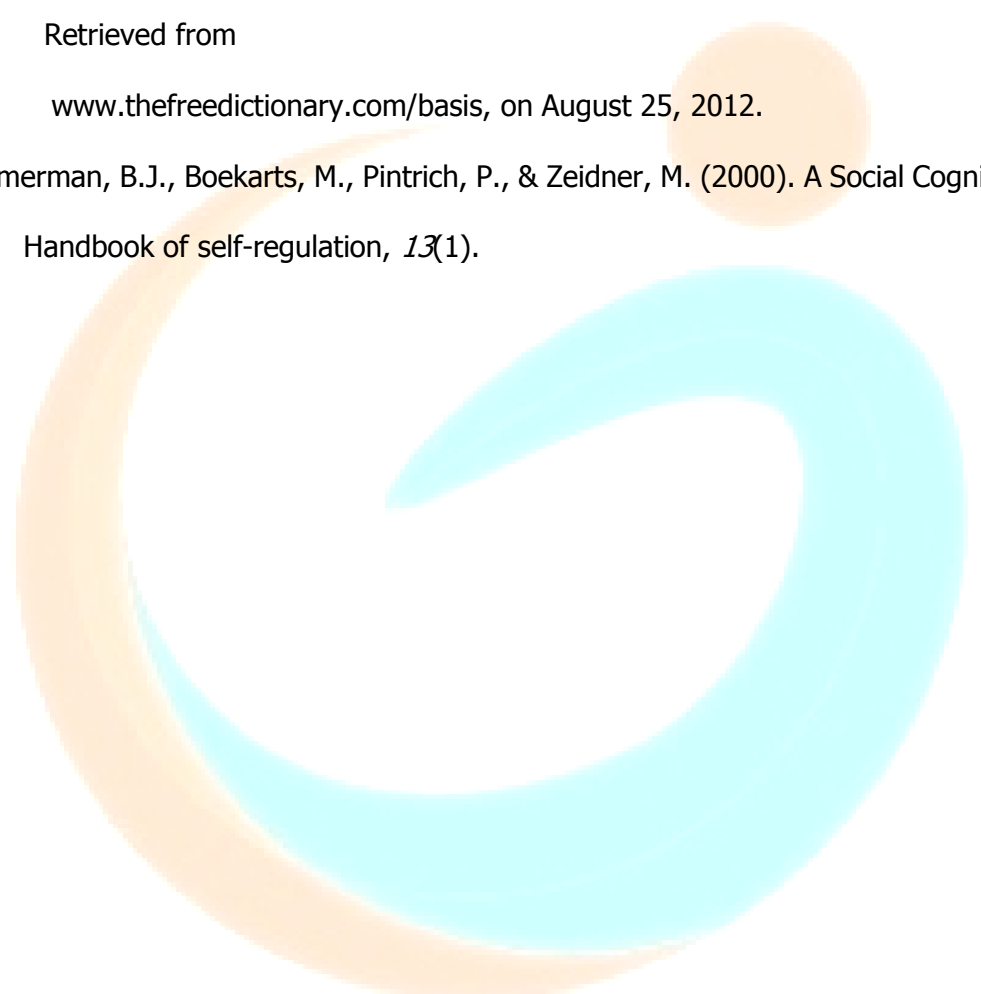
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