

Evaluation Study on Inspire: Innovative Sharing for Professional Improvements in Research and Education

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ABSTRACT

This evaluation study explores the implementation and impact of the INSPIRE program Innovative Sharing for Professional Improvements in Research and Education a capacity-building initiative designed to enhance the research skills of public-school teachers. Recognizing the growing need for professional development, especially in remote and underserved areas, the program delivered seminar-workshops focusing on research conceptualization, writing, data gathering, and results dissemination. The study employed a descriptive-quantitative design, using surveys to assess the program's effectiveness, relevance, and overall reception by participants. Findings reveal that participants rated the training as highly effective, relevant, and responsive to the needs of their teaching practice and professional growth. Teachers gained practical skills in conducting action research and expressed a strong willingness to apply their learnings in their respective schools. Moreover, the program fostered values such as excellence, innovation, integrity, and community engagement. This evaluation underscores the vital role of sustained, research-oriented professional development in improving classroom practice and promoting evidence-based educational reform. The study recommends expanding such initiatives to foster a culture of inquiry, reflection, and continuous improvement in Philippine education.

Keywords: teacher professional development, impact study, inspire program, research literacy, Philippines

INTRODUCTION

The role and function of schools, as well as what is expected of teachers, are changing in many countries. Teachers are being asked to teach in increasingly multicultural classrooms, to place a greater emphasis on integrating students with special learning needs into their classes, to make more effective use of information and communication technologies in the classroom, to participate more in planning within the evaluative and accountability framework, to do research and community extension and get involved with parents in schools. This struggle has been widespread among educators, hence professional development is becoming more relevant as a form of formal in-service training to upgrade the content knowledge, pedagogical and research skills of teachers. Research is widely viewed as an important means of improving teaching and learning. While many interventions have been implemented to include conduct of instructional-aided and research-based training, pedagogical delivery of classroom activities, and other teaching and learning activities remain to be a concern that need to be addressed.

In the latest report by DepEd, teachers have emphasized the need for professional training and learning. They emphasized the importance of enhancing their practice by attending seminars and conduct of researches. However, not all teachers are given the opportunities to attend training seminars especially those that are in far flung-areas. Also, getting into seminars, etc. is difficult because They are expected to be at school to teach and guide students at all times. Taking units for MA or attending the training would mean students will be left unattended as there have been no clear system or policy on teacher substitution. Thus, the conceptualization of the Project INSPIRE (Innovative Sharing for Professional Improvements in Research and Education). As the thrust of the University, the professors of MAED, EDD and PhD would like to passionately reach out to DepEd teachers and give them research peer coaching training.

The Project INSPIRE is a seminar-workshop type of activity where participants, at the end of the activity, are able to (1) create a research title, (2) craft introduction, research problem and literature review, (3) get familiar

with data gathering, and (4) present research results and discussions. The evaluation of the training will be done through descriptive assessment. The participants will be surveyed on the implementation of the training and their significant views and learnings.

The training is indeed relevant in order for teachers to be equipped in writing research and will enhance their research skills, thus improve their way of teaching and pedagogy. When teachers are proficient in research methodologies, they can critically analyze their teaching methods, assess student outcomes, and implement evidence-based strategies to improve their instructional practices. Research literacy empowers teachers to identify problems within their educational settings and develop innovative solutions tailored to their unique classroom contexts. According to Cochran-Smith and Lytle (2009), teacher research fosters a deeper understanding of pedagogy and student learning, which is essential for effective teaching and curriculum development. Moreover, training teachers in research skills contributes to the broader educational community. Teachers equipped with research skills can contribute to school improvement initiatives and advocate for necessary changes based on empirical evidence (Zeichner & Noffke, 2001). Ultimately, investing in teacher research training not only benefits individual educators but also enhances the overall quality of education.

In order to measure the implementation of the program in terms of achievement of objectives and impact towards targetted beneficiaries, this evaluation study is conducted. Specifically, this study aims to: (1) Evaluate the conduct of the activity, (2) Elicit significant insights and learnings of the participants from the training. Evaluation studies provide empirical evidence on whether the program's goals and objectives are being met, allowing stakeholders to assess its success. By systematically collecting and analyzing data, program implementers can identify strengths and weaknesses, offering insights into what aspects of the program are working well and what areas require improvement. According to Rossi, Lipsey, and Freeman (2004), evaluation is a critical component of program planning and management, enabling informed decision-making and fostering continuous improvement.

Moreover, evaluation studies contribute to the broader field of knowledge by generating evidence that can inform future programs and policies. By understanding the outcomes and impacts of an implemented program, other organizations can learn from its successes and challenges, thereby avoiding the repetition of mistakes and building on proven strategies. This cumulative knowledge base is vital for advancing best practices and ensuring that programs are designed and implemented based on evidence rather than assumptions (Patton, 2015). Ultimately, conducting evaluation studies is a necessary practice for ensuring program efficacy, guiding future initiatives, and promoting evidence-based decision-making.

METHOD

The study employed descriptive-quantitative design in evaluating the project. The data collection and analysis concentrated on the achievement of study objectives. Using a standardized instrument from the Community Extension Center through the Professional Schools, the participants were randomly chosen and were given survey instrument to answer. Descriptive research design is a type of research methodology that aims to accurately and systematically describe a population, situation, or phenomenon (Babbie, 2013). This type of research is primarily concerned with describing the characteristics of a subject, without seeking to establish cause-and-effect relationships. It is widely used in social sciences, market research, and other fields where understanding the current state or characteristics of a group is essential. It is particularly useful for identifying patterns, trends, and relationships within the data (Creswell, 2014). The quantitative data were analyzed using the descriptive statistics, specifically the frequency count and percentage and presented through chart. As to the qualitative data, it was analyzed using frequency analysis and presented through word cloud. Ethical consideration was also held in the study since all study participants were informed about the intent and objectives of survey.

RESULTS AND DISCUSSION

Evaluation on the conduct of the activity.

The evaluation of the training program was conducted through a post-activity survey, focusing on various aspects

such as the attainment of objectives, relevance, organization, delivery, and values integration.

When participants were asked to evaluate the overall conduct of the training, nine out of ten respondents reported that the training successfully achieved its stated objectives. Likewise, nearly all participants affirmed that the training was highly relevant to their professional role as teachers, indicating a strong alignment between the training content and the practical needs of educators. These findings are consistent with prior research showing that well-structured, contextually relevant professional development significantly enhances teacher competence and research engagement (Darling-Hammond et al., 2019; Leite et al., 2021).

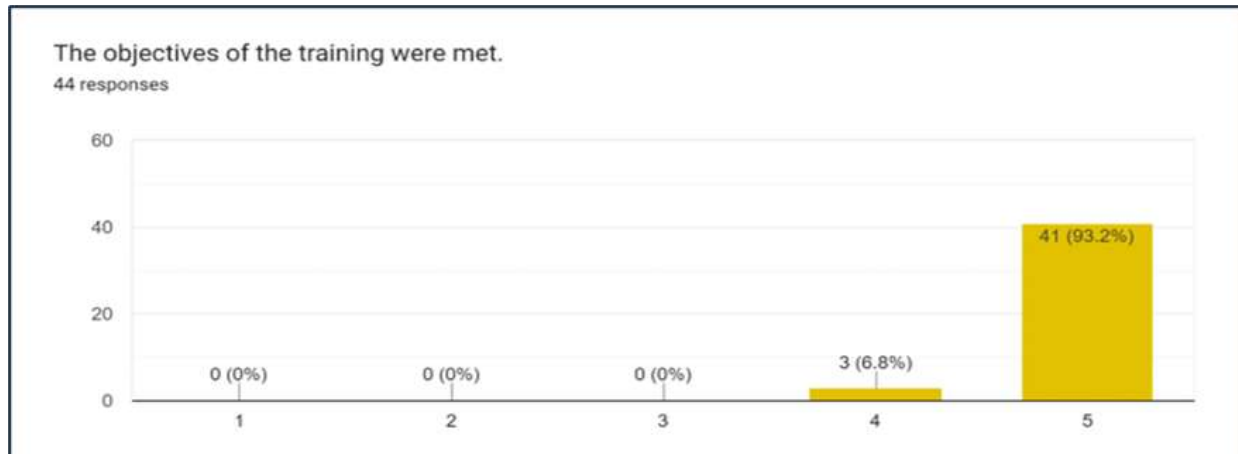


Figure 1. Training Objectives

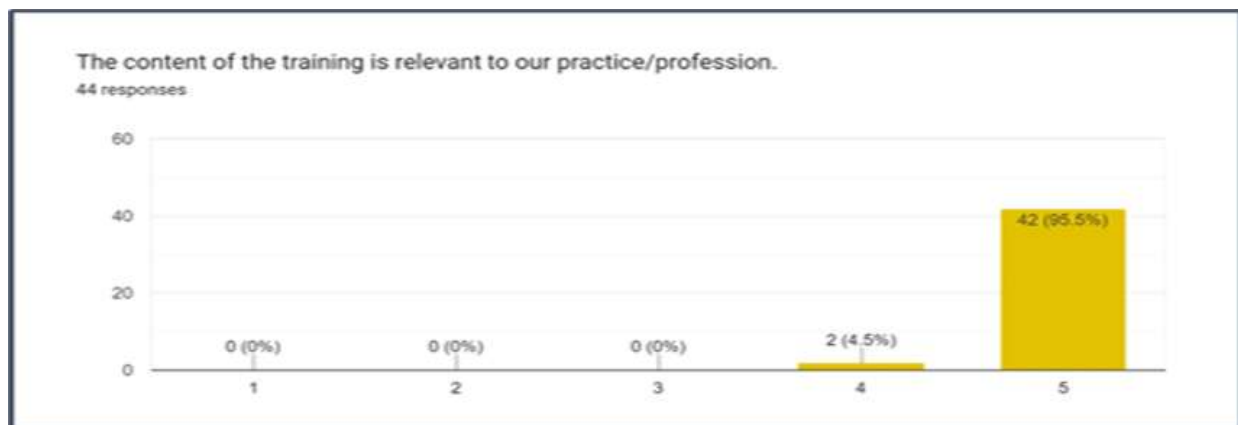


Figure 2. Training Content

Additionally, most participants agreed that the training was well-organized and responsive to the needs of their educational communities—including their colleagues, students, and schools. They perceived the training as timely and tailored to their context, addressing both instructional and professional development needs.

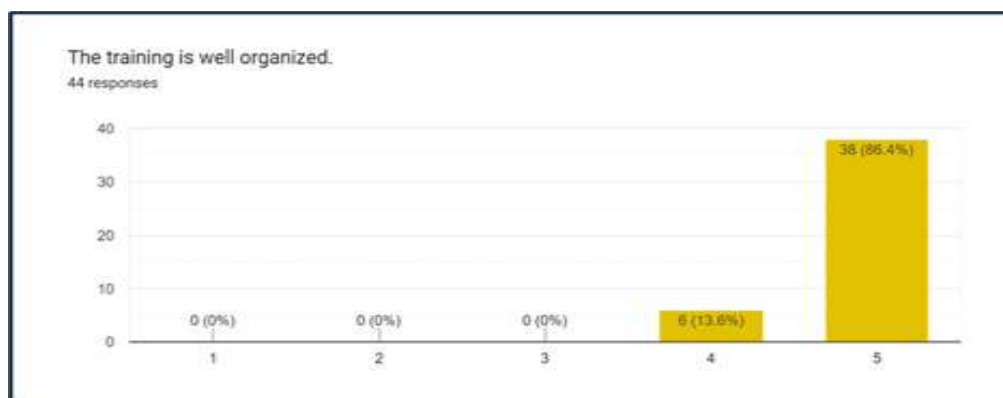


Figure 3. Training Organization

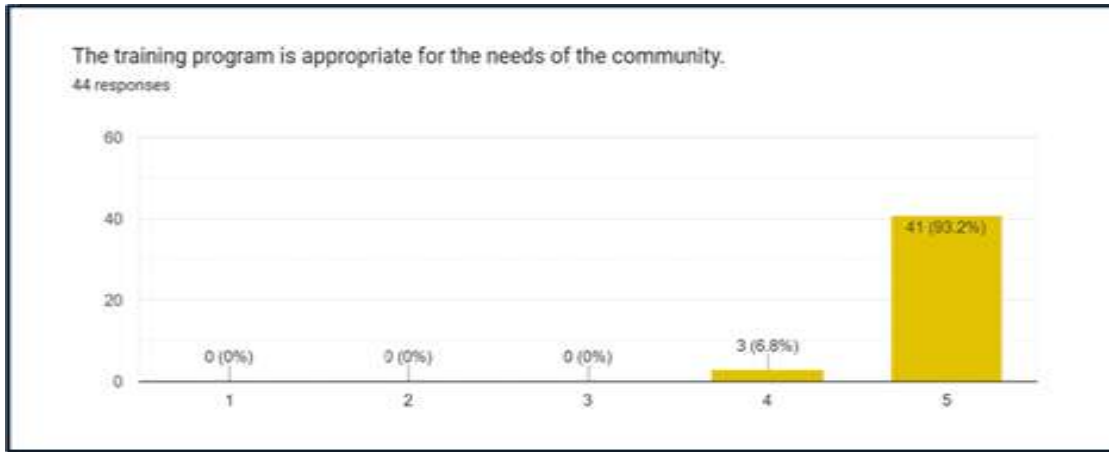


Figure 4. Relevance to Community Needs

In terms of time allocation, approximately 90% of participants stated that the duration of the training was sufficient to meet its objectives. Moreover, the majority believed that the chosen delivery platform effectively facilitated the transfer of knowledge from the facilitator to the participants, suggesting a successful use of instructional modalities.

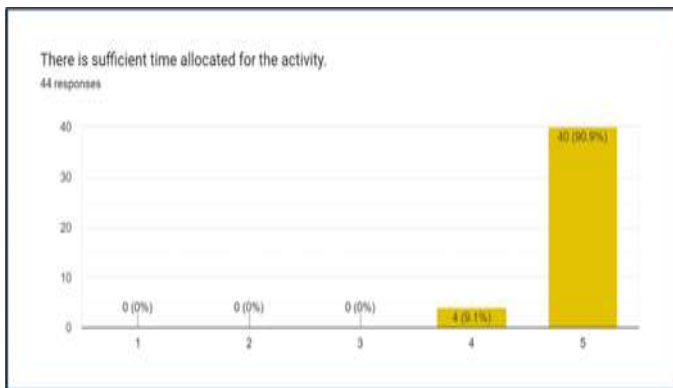


Figure 5. Training Time

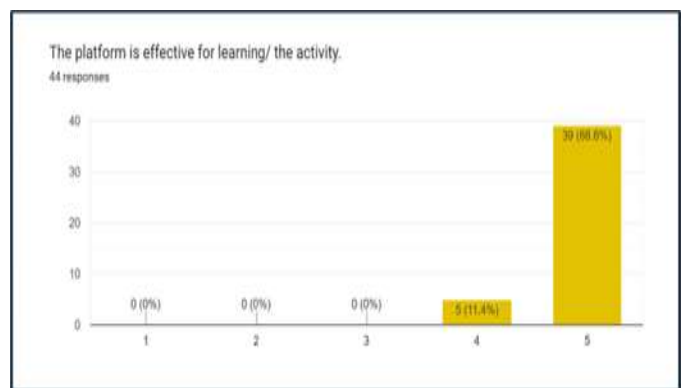


Figure 6. Effectiveness of the activity

Furthermore, eight out of ten participants expressed appreciation for the quality and usefulness of the training materials provided. They also indicated that the flow of activities during the training was smooth and largely free of logistical issues.

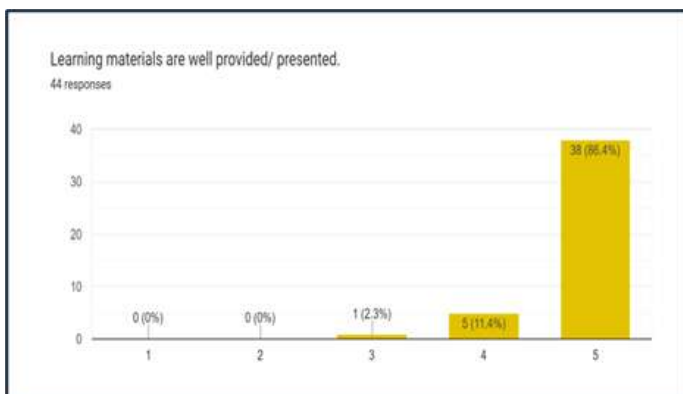


Figure 7. Training Materials

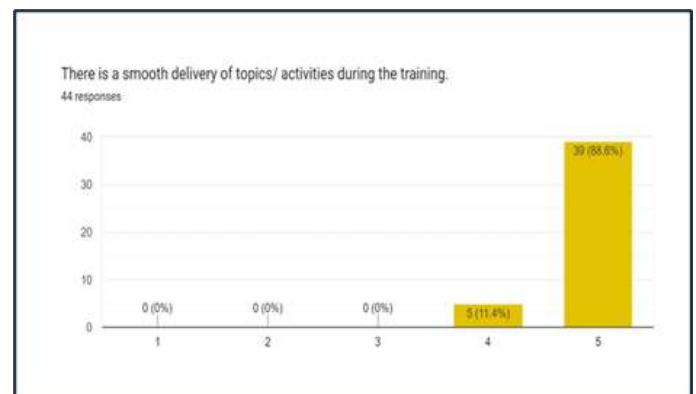


Figure 8. Delivery of the Topic

When evaluating the speaker's performance, participants gave high ratings across several indicators. Nearly 90% affirmed that the speaker maintained good eye contact, explained topics in a clear and understandable manner, and responded effectively to questions. This suggests that the speaker demonstrated strong content knowledge and audience engagement skills.

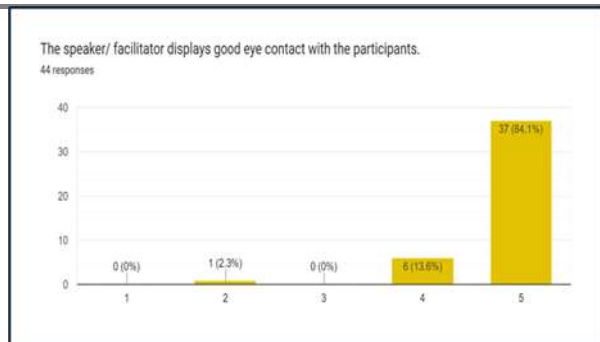


Figure 9. Speaker's contact with audience

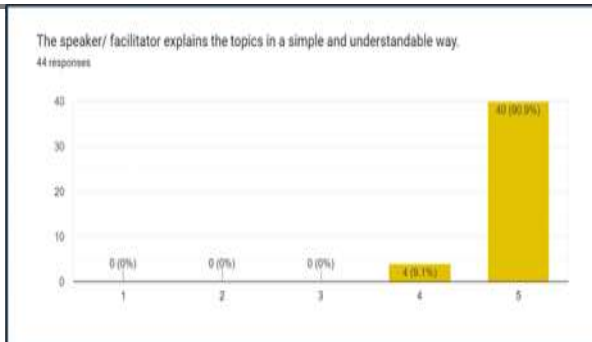


Figure 10. Speaker's discussion of the topic

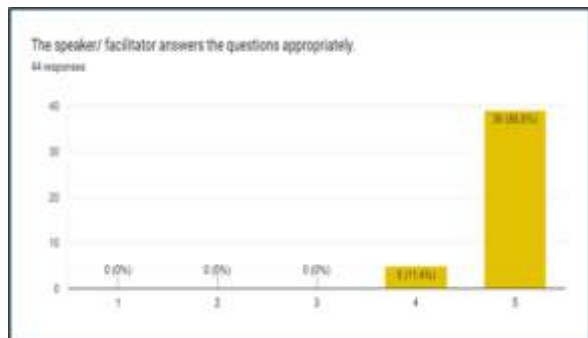


Figure 11. Speaker's response to questions

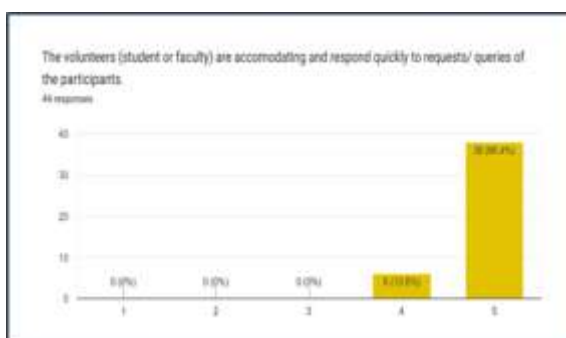


Figure 12. Staff's accommodation to requests

Similarly, the support staff received commendable ratings, with participants noting their responsiveness and accommodation to logistical requests throughout the training. Importantly, the training also integrated the University of Mindanao's core values into its design and implementation. Survey results revealed that participants perceived the training as a platform that promoted excellence, honesty and integrity, innovation, and teamwork. This indicates that beyond cognitive and technical competencies, the training also contributed to the development of character and professional ethics among participants.

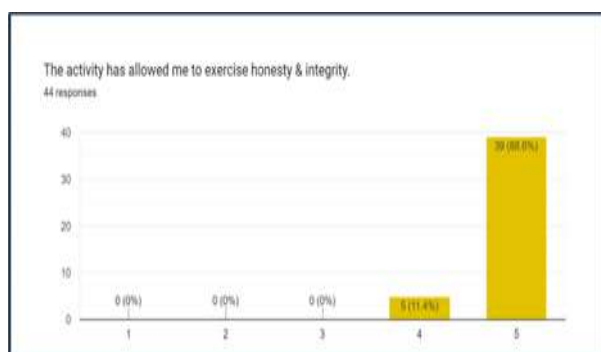


Figure 13. Inculcation of honesty and integrity

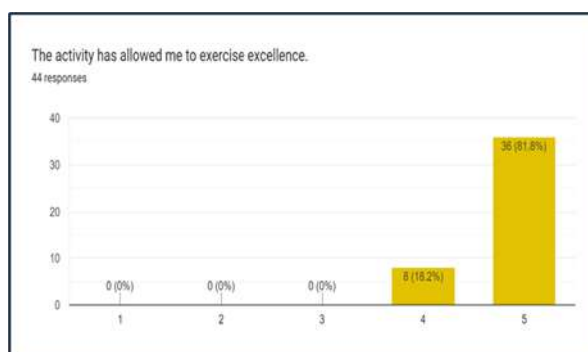


Figure 14. Inculcation of excellence

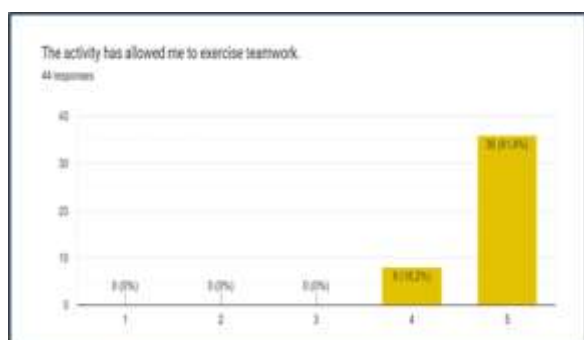


Figure 15. Inculcation of honesty and integrity

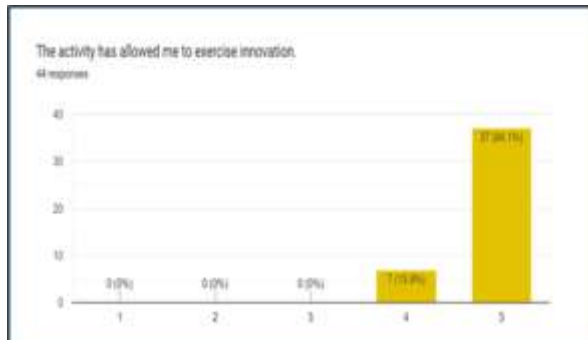


Figure 16. Inculcation of excellence

Overall, how would you rate the entire activity.

44 responses

Rating	Count	Percentage
Excellent	41	93.2%
Good	3	6.8%
Fair	0	0%
Poor	0	0%
Needs improvement	0	0%

The participants also shared their insights and key learnings from the training activity. When asked what they found most helpful, the majority indicated that they gained valuable knowledge about conducting research, particularly action research. They emphasized that acquiring research skills not only inspired them but also empowered them to become more effective educators. Many expressed a strong motivation to apply their newly acquired knowledge within their respective schools to improve teaching and learning outcomes.



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The majority of the training participants expressed their intention to engage in research upon returning to their respective schools. They showed enthusiasm about applying what they had learned, particularly in integrating research skills into their teaching practices. Furthermore, participants conveyed their commitment to sharing the knowledge they gained—not only with their colleagues but also with their students—thereby multiplying the impact of the training.



The participants' willingness to implement their learnings indicates a successful transfer of knowledge, which is a core objective of any professional development initiative. Joyce and Showers (2002) emphasized that for professional development to be effective, it must result in changes in classroom practice. This aligns with recent findings by Opfer and Pedder (2019), who argued that professional learning is most impactful when it is job-embedded, relevant, and capable of fostering sustained behavioral change in teaching. The expressed intention of participants to apply research-based strategies suggests that the training was both practical and responsive to their professional needs.



When asked on what learnings they gained that their school or profession needs to know, most participants said that research is important for every teacher. Action research will help teachers improve their teaching and community extension engagement. They also agreed that teachers need to conduct research to enhance their inquisitive skills that would help them become effective in conducting classes.

The survey results reveal a consensus among participants that research is crucial for every teacher. This viewpoint is supported by Hine (2013), who argued that action research enhances teachers' sense of efficacy and professional identity. When teachers see the positive impact of their research on student outcomes, they are more likely to feel empowered and motivated to implement new strategies. Moreover, conducting research enables teachers to stay current with educational trends and innovations, ensuring their teaching practices remain relevant

and effective (Cochran-Smith & Lytle, 2009). Moreso, Zeichner and Noffke (2001) argued that action research connects classroom practice with larger community issues, promoting social justice and community well-being. Teachers engaging in action research are better equipped to address diverse student needs and contribute positively to their communities. Recent studies also affirm that teacher-led inquiry fosters deeper pedagogical reflection and sustained instructional improvement (Leite et al., 2021), highlighting the continued relevance of research as a tool for professional transformation.

CONCLUSION

Based on the survey results gathered from participants in the research training, several key conclusions emerged. First, the training significantly enhanced participants' research skills, particularly in conducting action research. This outcome indicates that the training effectively addressed a vital area of professional development for educators. Second, participants reported that the research skills they acquired had a positive impact not only on their classroom teaching but also on their capacity to engage with the community. This finding underscores the dual benefit of research training in improving both pedagogical practices and community involvement. Third, the training experience sparked increased motivation and inspiration among participants to apply their newly acquired knowledge in their respective schools. This demonstrates a successful transfer of learning and a high level of commitment to implementing research-informed practices. Fourth, there was a strong consensus among participants regarding the importance of research in the teaching profession. This reflects a growing recognition of the role of teachers as researchers and the value of evidence-based approaches in education. Finally, the findings suggest that action research holds significant potential for professional growth and school improvement. By engaging in systematic inquiry, teachers become better equipped to address educational challenges, enhance student outcomes, and contribute meaningfully to school-wide innovation and development. Collectively, these insights affirm the value of integrating research-focused training into ongoing professional development initiatives.

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