

Training Management Practices, Instructional Readiness, and Performance of Public Secondary School Teachers

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Abstract

This study examined the relationship among training management practices, instructional readiness, and teacher performance in public secondary schools in the Division of Calbayog City. Anchored on the concepts of professional development and instructional effectiveness, the study assessed the extent of training management practices in terms of planning, implementation, monitoring and evaluation, and training transfer, as well as teachers' instructional readiness and performance. The study employed a quantitative descriptive-correlational research design utilizing validated survey questionnaires as the primary research instrument. Respondents consisted of public secondary school teachers within the Division of Calbayog City. Statistical tools were used to analyze the data and determine the relationships among the variables. Findings revealed that training management practices were highly evident, while teachers demonstrated a high level of instructional readiness in lesson preparation, classroom management, instructional strategies, assessment practices, and technology integration. Teacher performance was likewise rated high in instructional effectiveness and professional responsibilities. The study further established significant relationships among training management practices, instructional readiness, and teacher performance, indicating that effective professional development initiatives positively influence teachers' preparedness and instructional effectiveness. Based on these findings, the study recommended strengthening the planning, implementation, monitoring, and evaluation of professional development programs and encouraging teachers' continuous participation in relevant training activities to sustain instructional quality and professional growth. This study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting effective teacher development and improved instructional practices in public schools. The findings also contribute to institutional sustainability by enhancing educational effectiveness, teacher competency, and the overall quality of learning delivery in the educational system.

Keywords: Assessment Practices, Instructional Readiness, Professional Development, Teacher Performance, Technology Integration, Training Management Practices, Training Transfer

1. Introduction

Educational systems worldwide recognize that teacher quality is among the most important determinants of student achievement. However, many public secondary school teachers continue to experience inadequacies in training management, inadequate instructional readiness, and inconsistent teaching performance, which negatively affect classroom instruction and educational quality (Darling-Hammond, 2017). International findings from the Teaching and Learning International Survey (TALIS) revealed that many teachers perceive professional development programs as disconnected from their actual teaching needs, with only a limited number reporting that training could be directly applied in classroom practice (OECD, 2018). Similarly, fragmented professional development initiatives often fail to create meaningful instructional improvement (Timperley et al., 2007). UNESCO (2020) further noted that teachers in low-income countries receive limited annual professional development opportunities, contributing to weak instructional quality and low student achievement.

In Southeast Asia, educational reforms have expanded, yet teacher training programs remain constrained by inadequate funding, unequal delivery systems, and insufficient preparation for learner-centered and technology-enhanced instruction (ASEAN Secretariat, 2022). Teachers frequently struggle to address the demands of curriculum reforms, digital learning integration, and diverse learner needs. In the Philippines, concerns regarding teacher preparedness persist despite multiple educational reforms implemented by the Department of Education (DepEd). Student performance in mathematics, science, and reading remained below national targets from 2019 to 2022, partly attributed to limitations in teacher training and professional development systems. Within the Division of Calbayog City, public secondary school teachers encounter challenges involving limited training access, inconsistent technical support, and inadequate instructional preparation. Existing local studies have focused mainly on teacher workload, leadership, or student achievement, while limited attention has been given to the interaction between training management practices and instructional readiness and their effect on teacher performance. This lack of localized evidence highlights the need for context-sensitive investigation into how training systems influence teacher effectiveness in public secondary schools. The reviewed literature consistently

emphasizes the importance of effective professional development in improving teacher readiness and instructional performance. Darling-Hammond and colleagues found that professional development becomes more effective when it is content-focused, collaborative, sustained over time, and connected to actual classroom practice. Similarly, the OECD TALIS report emphasized that professional learning should support teachers throughout their careers and continuously strengthen instructional competence.

The PPST provides a national framework for teacher development by aligning professional growth, performance appraisal, and training programs. The implementation of the MATATAG Curriculum further highlights the importance of instructional readiness, particularly in lesson planning, curriculum alignment, assessment, and learner-centered strategies. DepEd Regional Office III also emphasized the importance of school-based professional development in supporting curriculum implementation through competency unpacking, instructional strategy integration, and lesson preparation. Literature also underscores the importance of post-training support systems. Effective professional development requires monitoring, coaching, mentoring, classroom observation, and feedback to ensure the transfer of learning into classroom practice. Collaborative learning environments such as Learning Action Cell sessions, peer mentoring, and professional learning communities also strengthen instructional readiness and teacher competence. Moreover, school leadership plays a crucial role in identifying training needs, supporting implementation, and sustaining teacher growth through systematic monitoring and support mechanisms. Several studies demonstrated positive relationships among professional development, instructional readiness, and teacher performance. Previous studies emphasized that structured and context-responsive professional development programs contribute significantly to instructional competence, teacher confidence, and classroom effectiveness (Darling-Hammond et al., 2022; Ahmed & Khan, 2020). International studies further supported the importance of sustained mentoring, evaluation systems, and contextualized professional development in improving teacher outcomes (Ahmed & Khan, 2020; Darling-Hammond et al., 2022). Globally, educational systems continue to prioritize teacher quality and instructional preparedness as foundations of educational excellence. International organizations such as OECD and UNESCO emphasize continuous professional development, digital competence, and learner-centered pedagogy as essential for effective teaching in the 21st century (OECD, 2018; UNESCO, 2020). Regionally, Southeast Asian countries continue to address gaps in teacher training systems, particularly in relation to educational technology integration and curriculum responsiveness (ASEAN Secretariat, 2022). These challenges became more evident during the transition toward flexible and technology-enhanced learning modalities.

Nationally, the Philippines has implemented reforms such as the PPST, RPMS, MATATAG Curriculum, and Learning Continuity Plan to strengthen teacher competence and instructional resilience. DepEd policies highlight the need for lifelong professional development, digital readiness, and contextualized instructional support. However, implementation barriers including limited funding, inconsistent monitoring, and insufficient mentoring continue to affect teacher preparedness and performance. Locally, public secondary school teachers in Calbayog City continue to experience inconsistent training schedules, inadequate technical support, and difficulties in adapting to innovative instructional approaches. The limited availability of localized research examining the relationship among training management, instructional readiness, and teacher performance underscores the importance of this study within the local educational setting.

This study is anchored on Human Capital Theory by Becker (1964), which posits that investments in education, training, and professional development enhance employee competence and organizational productivity. In the educational setting, teachers are viewed as human capital whose skills and competencies directly affect instructional quality and student learning outcomes. Effective training management is therefore expected to improve teacher preparedness and performance. The study is further supported by Adult Learning Theory of Knowles (1980), which explains that adults learn best when learning experiences are relevant, practical, problem-centered, and directly applicable to their professional work. Teachers are more likely to engage meaningfully in professional development when training addresses authentic classroom concerns and allows immediate application of acquired knowledge and skills (Knowles et al., 2020; Fisher & Frey, 2009). Systems Theory by Bertalanffy (1968) also provides support for the study by viewing schools as interconnected systems where training management, instructional readiness, administrative support, and teacher performance interact dynamically. Teacher development cannot be isolated from institutional structures, organizational culture, and support systems. Together, these theories explain how systematic professional development influences instructional readiness and teacher effectiveness in public secondary schools.

Although previous studies have explored teacher training, instructional readiness, and teacher performance, many investigations examined these variables independently rather than as interconnected constructs. Existing research also focused primarily on urban educational settings with greater access to resources, making findings less applicable to divisions such as Calbayog City that experience unique contextual challenges. There is limited localized empirical evidence examining how training management practices influence instructional readiness and teacher performance simultaneously. Furthermore, insufficient attention has been given to training planning, implementation, monitoring, evaluation, and training transfer within a unified framework. The increasing demands of curriculum reforms, digital learning integration,

and diverse learner needs strengthen the need for research examining whether current professional development systems adequately prepare teachers for instructional responsibilities. This study addresses these gaps by investigating the relationship among training management practices, instructional readiness, and teacher performance among public secondary school teachers in Calbayog City. The findings may contribute to evidence-based professional development programs, teacher support mechanisms, and policy improvements that strengthen instructional effectiveness and educational quality.

This study aligns primarily with SDG 4 – Quality Education, which emphasizes inclusive, equitable, and quality education through effective teaching and lifelong learning opportunities. By examining training management practices and instructional readiness, the study contributes to improving teacher competence, instructional effectiveness, and student learning outcomes. The study also relates to SDG 8 – Decent Work and Economic Growth because continuous professional development enhances teachers' professional competence, workplace productivity, and career advancement opportunities. Strengthening teacher performance contributes to a more effective and sustainable educational workforce. Additionally, the research supports SDG 9 – Industry, Innovation and Infrastructure through its emphasis on technology integration, instructional innovation, and responsive professional development systems that prepare teachers for evolving educational demands. The collaborative dimensions of professional learning communities, mentoring, and institutional support also connect the study to SDG 17 – Partnerships for the Goals, as teacher development depends on cooperation among school leaders, teachers, educational institutions, and policy makers.

The study contributes to educational sustainability by supporting long-term teacher development systems that improve instructional readiness and classroom effectiveness. Sustainable professional development ensures that teachers continuously adapt to curriculum reforms, learner diversity, and emerging instructional demands. It also contributes to technological and innovation sustainability by emphasizing the importance of digital competence, technology-enhanced learning, and adaptive instructional strategies necessary for modern educational environments. From a socio-economic sustainability perspective, improving teacher performance may positively affect student achievement, educational quality, and workforce preparedness, ultimately supporting community and national development. The study further supports institutional and policy sustainability by providing evidence-based recommendations that may strengthen teacher training systems, professional development policies, monitoring mechanisms, and school leadership practices. Enhanced training management systems can contribute to more responsive and sustainable educational institutions. Finally, the research promotes community sustainability by helping public secondary schools develop competent, confident, and instructionally prepared teachers capable of delivering quality education that addresses the changing needs of learners and society.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-correlational research design. This design was appropriate because it aimed to determine the extent of training management practices, instructional readiness, and teacher performance, as well as examine the significant relationships among these variables. Descriptive research was used to describe the current conditions and practices experienced by public secondary school teachers, while correlational analysis was employed to determine the relationships among the identified variables without manipulating the study environment. This approach enabled the researcher to obtain quantitative data necessary for understanding how training management practices influence instructional readiness and teacher performance.

2.2 Locale of the Study

The study was conducted in selected public secondary schools within the Division of Calbayog City, Samar, Philippines. The division consists of several public secondary schools serving diverse communities in both urban and rural areas. The locale was selected because of its relevance to the study objectives and the observed concerns regarding teacher professional development, instructional readiness, and teacher performance within the division. The schools included in the study represented varied educational settings that provided appropriate contexts for examining training management practices and instructional preparedness among public secondary school teachers.

2.3 Respondents of the Study

The respondents of the study were public secondary school teachers employed in the Division of Calbayog City. These teachers were selected because they directly participate in professional development programs and classroom instruction, making them appropriate sources of information regarding training management practices, instructional readiness, and teacher performance. The respondents represented different academic areas, teaching experiences, and professional backgrounds to ensure broader perspectives regarding the variables under investigation.

2.4 Sample and Sampling Procedure

The study employed an appropriate sampling technique to determine the respondents from the target population of public secondary school teachers in the Division of Calbayog City. The sample size was determined using accepted statistical procedures to ensure adequate representation of the population. Respondents were selected through a sampling process that ensured fairness and equal opportunity for participation among qualified teachers. This procedure helped minimize bias and ensured that the collected data reflected the experiences and perceptions of the target population.

2.5 Research Instrument

The study utilized a researcher-made questionnaire based on related literature and studies concerning training management practices, instructional readiness, and teacher performance. The instrument consisted of several parts corresponding to the major variables of the study. Items related to training management practices included aspects such as planning, implementation, monitoring, evaluation, and training transfer. Instructional readiness covered lesson preparation, classroom management, instructional strategies, assessment practices, and technology integration, while teacher performance focused on instructional effectiveness and professional responsibilities. The questionnaire underwent content validation by experts in educational management and research to ensure clarity, relevance, and appropriateness of the items. Reliability testing was also conducted to determine the consistency of the instrument before actual data gathering. The use of validated and reliable instruments strengthened the credibility and accuracy of the gathered data.

2.6 Data Gathering Procedure

Prior to data collection, the researcher secured necessary permissions and approvals from appropriate educational authorities and school administrators within the Division of Calbayog City. After approval was granted, the researcher personally distributed the questionnaires to the identified respondents. The purpose of the study was explained clearly to the participants, and they were assured that their responses would be treated with confidentiality and used solely for academic purposes. The respondents were given sufficient time to answer the questionnaires completely and honestly. After retrieval, the questionnaires were checked for completeness and accuracy before tabulation and statistical analysis. Proper procedures were observed throughout the data gathering process to ensure ethical compliance and reliability of the collected information.

2.7 Data Analysis Techniques

The gathered data were analyzed using appropriate descriptive and inferential statistical tools. Frequency counts, percentages, weighted means, and standard deviations were used to describe the respondents' profiles and determine the extent of training management practices, instructional readiness, and teacher performance. To determine the relationships among the variables, correlation analysis was employed. Appropriate statistical tests were used to identify whether significant relationships existed between training management practices, instructional readiness, and teacher performance. The statistical analyses provided objective interpretations necessary for answering the research questions and testing the hypotheses of the study.

2.8 Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Participation of respondents was voluntary, and informed consent was obtained prior to data collection. Respondents were assured of anonymity, confidentiality, and the protection of their personal information. The researcher ensured that the gathered data were used exclusively for research purposes and handled with professionalism and integrity.

3. Results and Discussion

3.1 Training Management Practices

3.1.1 Planning of Training Programs

The findings revealed that the respondents perceived the planning of training programs to be highly evident in their schools. Teachers acknowledged that training activities were properly organized, aligned with educational goals, and responsive to their professional development needs. The respondents also indicated that administrators regularly assessed training requirements and ensured that schedules and objectives were clearly communicated. These findings suggest that effective planning contributes significantly to the success of professional development initiatives. Properly designed training programs allow teachers to acquire relevant competencies and improve instructional practices. The results support the idea that organized planning enhances participation and ensures that training activities address teachers' actual classroom needs, consistent with related studies cited in the manuscript.

3.1.2 Implementation of Training Programs

The results showed that the implementation of training programs was rated highly by the respondents. Teachers observed that seminars, workshops, and professional development activities were conducted regularly and facilitated effectively. The respondents also noted that school leaders provided support and encouraged participation in training activities. The findings imply that successful implementation strengthens teachers' instructional capabilities and professional growth.

Effective delivery of training programs allows educators to apply newly acquired knowledge and strategies in classroom instruction. The results align with previous literature emphasizing that continuous professional development improves teacher competence and instructional effectiveness.

3.1.3 Monitoring and Evaluation of Training

The respondents rated the monitoring and evaluation of training practices as highly evident. School administrators were perceived to consistently monitor teacher participation and evaluate the effectiveness of training activities. Feedback mechanisms were also observed to help determine whether training objectives were achieved. These findings indicate that monitoring and evaluation are essential components of effective training management. Continuous assessment allows schools to identify strengths and areas needing improvement in professional development programs. The findings support related studies indicating that evaluation procedures enhance accountability and ensure the sustainability of teacher development initiatives.

3.1.4 Training Transfer

The findings revealed that teachers frequently applied the knowledge and skills gained from training programs in their classroom instruction. Respondents indicated improvements in lesson delivery, classroom management, and instructional strategies after attending professional development activities. The results imply that training transfer plays a vital role in improving teaching practices and instructional readiness. When teachers effectively apply acquired competencies, classroom instruction becomes more responsive and learner-centered. These findings are consistent with literature emphasizing that professional development becomes meaningful when learning is translated into actual teaching practice.

3.2 Instructional Readiness of Teachers

3.2.1 Lesson Preparation and Planning

The results showed that teachers demonstrated a high level of instructional readiness in lesson preparation and planning. Respondents regularly prepared instructional materials, aligned lessons with curriculum standards, and developed organized learning activities for students. These findings suggest that adequate preparation contributes to effective classroom instruction and improved learning outcomes. Teachers who are prepared academically and professionally are more capable of managing classroom activities efficiently. The findings support studies indicating that instructional readiness strengthens teacher confidence and instructional performance.

3.2.2 Classroom Management and Instructional Strategies

The respondents reported high instructional readiness in classroom management and instructional strategies. Teachers effectively maintained classroom discipline, utilized varied teaching approaches, and encouraged student participation during instruction. The findings imply that strong classroom management skills contribute to a positive learning environment. Effective instructional strategies also enhance student engagement and understanding. These results support related literature emphasizing that competent instructional practices are associated with better educational outcomes and teacher effectiveness.

3.2.3 Assessment Practices and Technology Integration

The study found that teachers were highly prepared in conducting assessments and integrating technology into instruction. Respondents used different assessment tools to evaluate student learning and utilized digital resources to support classroom activities. These findings indicate that instructional readiness includes the ability to adapt to modern educational demands. Technology integration and effective assessment practices improve instructional delivery and support student learning. The results are consistent with studies highlighting the importance of technological competence and assessment literacy among teachers.

3.3 Teacher Performance

3.3.1 Instructional Effectiveness

The results revealed that teachers demonstrated a high level of instructional effectiveness. Respondents effectively delivered lessons, managed classroom activities, and facilitated meaningful learning experiences for students. The findings suggest that continuous professional development and instructional readiness contribute positively to teacher performance. Effective teaching practices improve classroom engagement and help achieve educational objectives. These results support related studies emphasizing that teacher competence is closely associated with instructional effectiveness.

3.3.2 Professional Responsibilities

The respondents also exhibited strong professional responsibility in fulfilling school duties, participating in school activities, and maintaining positive relationships with colleagues and stakeholders. Teachers consistently demonstrated commitment to professional ethics and continuous improvement. These findings imply that professional responsibility is an important component of overall teacher performance. Teachers who demonstrate accountability and professionalism contribute positively to school effectiveness and student achievement. The results align with related literature stressing the importance of professionalism in educational practice.

3.4 Relationship Among Variables

The findings showed significant relationships among training management practices, instructional readiness, and teacher performance. Better training management practices were associated with higher levels of instructional readiness and

improved teacher performance. Likewise, teachers with greater instructional readiness demonstrated stronger teaching performance. These results suggest that professional development initiatives directly influence teachers' preparedness and effectiveness in classroom instruction. Effective training management enhances teachers' competencies, which subsequently improves instructional practices and professional performance. The findings support existing literature cited in the manuscript indicating that continuous teacher development contributes significantly to educational quality and organizational effectiveness.

4. Conclusion & Recommendations

The study concluded that training management practices in terms of planning, implementation, monitoring and evaluation, and training transfer were highly evident among public secondary schools in the Division of Calbayog City. Teachers also demonstrated a high level of instructional readiness in lesson preparation, classroom management, instructional strategies, assessment practices, and technology integration. Likewise, teacher performance was found to be high in both instructional effectiveness and professional responsibilities. Furthermore, significant relationships existed among training management practices, instructional readiness, and teacher performance, indicating that effective professional development initiatives contribute positively to teachers' preparedness and overall instructional performance, consistent with the related literature and studies cited in the manuscript.

Based on the findings, school administrators and educational leaders should continue strengthening training management practices by improving the planning, implementation, monitoring, and evaluation of professional development programs to sustain teachers' instructional readiness and performance. Teachers should likewise be encouraged to actively participate in relevant training activities and continuously apply acquired competencies in classroom instruction. Moreover, future professional development initiatives should remain aligned with teachers' instructional needs to further enhance educational effectiveness and teaching quality, as supported by the literature cited in the study.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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