International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Effectiveness of Teacher Training Programs and Its Relationship to Teaching Strategies and Classroom Practices

Dolores A. Del Rosario

Guimaras State University, Mclain, Buenavista, Guimaras

Abstract
This study explored how effective teacher training programs are and how they relate to teachers' teaching strategies and classroom practices among public school teachers in the Schools Division of Iloilo, Philippines, during School Year 2025–2026. A descriptive-correlational research design was employed, involving 365 randomly selected elementary and secondary school teachers. Data were gathered using a researcher-developed questionnaire that underwent expert validation and pilot testing. The instrument assessed the effectiveness of teacher training programs in terms of relevance, content, delivery, and applicability, as well as teachers' teaching strategies and classroom practices. Descriptive statistics such as frequency, percentage, mean, and rank were used to describe the data, while inferential statistical tools including t-test, Analysis of Variance (ANOVA), and Pearson r correlation were applied at the 0.05 level of significance. The findings revealed that teacher training programs were perceived as highly effective, particularly in terms of relevance and applicability to actual classroom instruction. Teachers demonstrated a high level of learner-centered teaching strategies, such as cooperative learning, differentiated instruction, and interactive discussion methods. Classroom practices were likewise rated high, especially in classroom management and formative assessment. Significant differences were observed in the effectiveness of training programs, teaching strategies, and classroom practices when teachers were grouped according to educational attainment and length of service, while no significant differences were noted when grouped by sex and school level. Moreover, the results showed a moderate to strong, positive, and significant relationship between the effectiveness of teacher training programs and both teaching strategies and classroom practices. These findings emphasize the importance of continuous, relevant, and well-designed professional development programs in strengthening instructional quality and classroom effectiveness.

Keywords: Teacher Training Programs, Teaching Strategies, Classroom Practices, Professional Development, Instructional Effectiveness

Introduction

Teacher training programs play a crucial role in enhancing teachers' professional competence, instructional effectiveness, and classroom practices. In today's educational landscape, continuous professional development is widely recognized as an essential means of equipping teachers with updated pedagogical knowledge, skills, and attitudes needed to address diverse learner needs and evolving curriculum demands. Effective training programs go beyond content mastery by helping teachers refine

their teaching strategies, improve classroom management skills, and create engaging and supportive learning environments (Darling-Hammond, Hyler, & Gardner, 2017).

Numerous studies have shown that well-designed teacher training programs positively influence instructional strategies. Through professional development activities, teachers are introduced to innovative approaches such as learner-centered instruction, differentiated teaching, collaborative learning, and the integration of technology in classroom instruction. These approaches contribute to improved lesson delivery and more meaningful learner engagement (Desimone & Garet, 2015). Training programs that emphasize practical application, mentoring, and reflective practice are particularly effective, as they lead to sustained changes in teachers' classroom behaviors rather than short-term improvements (Guskey, 2002).

Classroom practices serve as a direct reflection of teachers' training experiences and instructional beliefs. When teachers receive effective training, they are better equipped to employ varied assessment techniques, manage classroom dynamics efficiently, and implement strategies that promote critical thinking and active learner participation. Research suggests that teachers who regularly engage in professional development demonstrate greater instructional flexibility and responsiveness to learners' academic and socio-emotional needs (OECD, 2019). As a result, improved classroom practices contribute to better learning outcomes and a more positive classroom climate.

In the Philippine context, the Department of Education places strong emphasis on continuous teacher training as a key component of educational quality improvement. Programs such as in-service training, learning action cells, and competency-based professional development initiatives aim to strengthen teachers' instructional strategies and classroom practices across public schools (DepEd, 2016). Despite the wide implementation of these programs, there remains a limited number of empirical studies at the local level that examine their effectiveness and direct relationship to teachers' classroom practices.

Thus, this study examined the effectiveness of teacher training programs and their relationship to teaching strategies and classroom practices among 365 randomly selected teachers in the Schools Division of Iloilo during School Year 2025–2026. The findings are intended to provide evidence-based insights that may guide school administrators, policymakers, and teacher educators in improving the design and implementation of teacher training programs to ensure meaningful and sustained improvements in classroom instruction.

Specifically, the study sought to describe the teachers' profile in terms of age, sex, educational attainment, length of service, and school level; determine the perceived effectiveness of teacher training programs; assess the extent of teaching strategies and classroom practices employed by teachers; identify significant differences in these variables when grouped according to teachers' profile; and examine the relationship between the effectiveness of teacher training programs and teachers' teaching strategies and classroom practices.

Methodology

This study utilized a descriptive-correlational research design to determine the effectiveness of teacher training programs and their relationship to teaching strategies and classroom practices among teachers in the Schools Division of Iloilo for School Year 2025–2026. The descriptive component was used to describe teachers' profiles, the level of effectiveness of training programs, and the extent of teaching strategies and classroom practices. The correlational component examined the relationships among the study variables without manipulating them (Creswell, 2014).

The respondents were 365 randomly selected public school teachers from both elementary and secondary schools in the Schools Division of Iloilo. Random sampling was employed to ensure adequate representation of the population and to minimize sampling bias. Teachers were categorized according to age, sex, educational attainment, length of service, and school level to examine possible differences in perceptions and instructional practices.

Data were collected using a researcher-developed questionnaire that was subjected to expert validation and pilot testing. The instrument consisted of three sections: teachers' profile; effectiveness of teacher training programs in terms of relevance, content, delivery, and applicability; and teaching strategies and classroom practices covering instructional methods, classroom management, learner engagement, and assessment practices. Reliability testing using Cronbach's alpha confirmed the internal consistency of the instrument.

Descriptive statistics such as frequency, percentage, mean, and rank were used to summarize the data, while inferential statistical tools including t-test and Analysis of Variance (ANOVA) were applied to determine significant differences across profile variables. Pearson r correlation was used to examine the relationship between the effectiveness of teacher training programs and teaching strategies and classroom practices. All statistical analyses were interpreted at the 0.05 level of significance. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study.

Results

The findings showed that teacher training programs in the Schools Division of Iloilo were generally perceived as highly effective, with an overall mean of 4.21. Among the indicators, training relevance and applicability to classroom instruction obtained the highest ratings, indicating that teachers found the programs aligned with their instructional needs and useful in actual classroom settings. Training delivery and content adequacy were also rated high, suggesting that the methods and materials used during training sessions were appropriate and effective.

Teachers' teaching strategies were rated as highly evident, with an overall mean of 4.18. Learner-centered approaches such as cooperative learning, differentiated instruction, and interactive discussion methods were frequently used, reflecting a shift toward more active and participatory teaching practices. Classroom practices were likewise rated high, particularly in classroom management and the maintenance of a positive learning environment.

Tests of differences revealed no significant differences in the effectiveness of teacher training programs, teaching strategies, and classroom practices when teachers were grouped according to sex and school level. However, significant differences were observed when teachers were grouped according to educational attainment and length of service, with teachers holding graduate degrees and those with longer teaching experience demonstrating higher levels of effectiveness and instructional practice. Correlation analysis further revealed a moderate to strong, positive, and significant relationship between the effectiveness of teacher training programs and both teaching strategies and classroom practices, indicating that more effective training programs are associated with improved instructional practices.

Discussion

The results indicate that teacher training programs in the Schools Division of Iloilo are responsive to teachers' instructional needs and effective in enhancing classroom instruction. The strong use of learner-

centered teaching strategies suggests that teachers are able to apply concepts and skills gained from professional development activities, supporting previous findings that relevant and practice-oriented training leads to improved instructional delivery (Darling-Hammond et al., 2017).

The absence of significant differences based on sex and school level suggests that teacher training programs are equitably accessed and beneficial across different groups. However, differences based on educational attainment and length of service highlight the influence of professional maturity and academic preparation on how teachers maximize training opportunities. Experienced and highly educated teachers may possess stronger reflective skills and pedagogical foundations, enabling them to integrate training content more effectively into classroom practice (Guskey, 2002). The significant positive relationship between training effectiveness and instructional practices further underscores the importance of sustained, high-quality professional development, consistent with the findings of OECD (2019).

Conclusion

The study concludes that teacher training programs in the Schools Division of Iloilo for School Year 2025–2026 are highly effective and significantly contribute to enhancing teachers' teaching strategies and classroom practices. Teachers who participated in relevant and well-designed training programs demonstrated strong implementation of learner-centered instructional strategies and effective classroom management and assessment practices. The observed differences based on educational attainment and length of service indicate that professional background influences how teachers benefit from training. Overall, the positive relationship between training effectiveness and instructional practices highlights the critical role of continuous and purposeful professional development in improving instructional quality and teaching effectiveness.

Recommendations

School administrators and education leaders are encouraged to sustain and further strengthen teacher training programs by ensuring their relevance, practicality, and alignment with classroom needs. Targeted professional development initiatives should be designed to support teachers with shorter teaching experience and those without graduate studies to help them maximize the benefits of training. Institutionalizing mentoring and coaching programs may further enhance skills transfer and reflective practice. Continuous monitoring and evaluation of training programs are also recommended to assess their long-term impact on teaching strategies and classroom practices. Future studies may explore additional variables such as learner outcomes, instructional technology integration, and school leadership support to provide a more comprehensive understanding of the effects of teacher training programs.

References

1. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.
2. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
3. Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. Psychology, Society & Education, 7(3), 252–263.
4. Guskey, T. R. (2002). Professional development and teacher change. Teachers and Teaching: Theory and Practice, 8(3), 381–391.

5. OECD. (2019). Teaching and learning international survey (TALIS) 2018 results: Teachers and school leaders as lifelong learners. OECD Publishing.
6. Republic of the Philippines, Department of Education. (2020). DepEd Order No. 35, s. 2020: The learning continuity plan. DepEd.
7. Republic of the Philippines, Department of Education. (2023). Basic education development plan 2030. DepEd.
8. Schleicher, A. (2018). World class: How to build a 21st-century school system. OECD Publishing.
9. Villegas-Reimers, E. (2003). Teacher professional development: An international review of the literature. UNESCO International Institute for Educational Planning.
10. Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. Institute of Education Sciences, U.S. Department of Education.