



**JUNIOR AND SENIOR HIGH SCHOOL TEACHERS' TRAINING
PROGRAM IN RELATION TO THE TEACHERS'
AND SCHOOL'S PERFORMANCES**

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ABSTRACT

This study determined the significant relationship on Junior and Senior High School Teachers' Training program in relation to Teachers' and School's performances. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a descriptive-correlational research design to determine the effectiveness of training programs attended by Junior and Senior High School teachers and how these influenced both individual teaching performance and overall school performance. The descriptive aspect of the design aimed to gather data on the nature, frequency, and perceived relevance of teacher training programs, while the correlational component examined the relationship between training effectiveness and measurable outcomes such as teacher performance ratings, student achievement, and school-level performance indicators. This study revealed that there is a significant relationship between the effectiveness of teachers' training, teachers' performance, and school performance. Results showed that when training programs are effective, teachers tend to perform better in their instructional delivery, classroom management, and overall competence. This underscores the importance of continuous professional development as a means of strengthening teacher quality. Furthermore, findings indicated that effective teacher training positively contributes to school performance. Schools that provide meaningful and well-designed training initiatives experience improvements in key performance indicators such as enrollment, retention, completion, and graduation rates. This demonstrates that the impact

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of training extends beyond the individual level and influences the collective performance of the school system. Overall, the study confirms that professional development initiatives play a vital role in improving both micro-level outcomes (teachers' performance) and macro-level results (school performance). Schools that invest in relevant and sustainable teacher training programs are more likely to achieve stronger educational outcomes and long-term institutional success.

Keywords: *Training Program, Junior & Senior High School Teachers, School's Performances*

INTRODUCTION

Effective teacher training programs are fundamental to improving instructional quality and school performance. Teachers serve as direct conduits of learning, and their ability to adapt, innovate, and respond to diverse student needs hinges greatly on their continuous professional development. Passion for teaching alone is not enough; when coupled with relevant and consistent training, educators are better equipped to deliver lessons with confidence, manage classrooms effectively, and align their practice with curriculum demands. In the context of the K to 12 education reform, training has become essential in ensuring that teachers possess the competencies required to foster meaningful learning experiences. Recognizing the gaps between available training and classroom realities, this study will assess the relevance and implementation of teacher training programs and how these correlate with teaching effectiveness and broader school outcomes.

Dubalan (2023) revealed that while teachers undergo multiple training sessions, many lack direct alignment with actual classroom needs and the expectations outlined in the Philippine Professional Standards for Teachers (PPST). The study emphasized the value of conducting Training Needs Assessments (TNA) to ensure professional development programs are rooted in real instructional challenges and contextual demands. Moreover, Dubalan recommended a structured approach to designing responsive and evidence-based

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interventions that support teacher growth. By drawing on this literature, the present study seeks to build upon existing insights and evaluate whether current training practices effectively enhance teaching performance and student achievement at the junior and senior high school levels.

Continuous professional development is recognized as a cornerstone of teacher effectiveness and overall school improvement. Training programs designed to enhance instructional competence, classroom management, and curriculum delivery empower educators to meet the evolving demands of the 21st-century learning environment. While dedication and passion are fundamental attributes of teaching, these alone cannot compensate for the challenges posed by curriculum shifts, diverse learner needs, and technological integration. Thus, it becomes imperative to evaluate whether current training initiatives for junior and senior high school teachers are responsive, targeted, and impactful. This study stems from the pressing need to assess the relevance and implementation of teacher training programs and how these contribute to both teaching efficacy and institutional performance.

Educators have observed that many training sessions, although well-intentioned, often fail to address actual classroom demands. Teachers across various contexts have voiced that some professional development activities appear repetitive, misaligned with subject-specific needs, or insufficiently monitored for outcomes. The absence of proper follow-through mechanisms limits the practical application of training content. In this regard, the study draws attention to the necessity of Training Needs Assessments (TNA) as a foundation for program development. These assessments ensure that trainings are shaped by real instructional gaps and competencies outlined in frameworks such as the DepEd Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST). From a systems perspective, the lack of consultation with teachers before implementing top-down programs contributes to resource inefficiencies and underwhelming improvements in school performance.

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The undertaking of this research was not without challenges. Initially, there was no structured mechanism within the school to identify the specific training needs of teachers, resulting in limited baseline data. Existing programs were generally formulated at higher administrative levels without contextual alignment to teachers' day-to-day realities. Documentation and monitoring of training outcomes were inconsistent, making it difficult to measure whether strategies learned during workshops translated into more effective classroom practices. Furthermore, data gathering posed logistical hurdles, especially during busy academic seasons. Coordinating interviews and focus group discussions required careful planning and administrative cooperation to minimize instructional disruptions. These difficulties were compounded by the technical demands of instrument design and validation, ensuring alignment with both national standards and local instructional priorities.

Despite these challenges, the development of a robust and reliable questionnaire reinforced the academic rigor and practical value of the study. Collaborations with field experts and adherence to recognized standards established the credibility of the research process. Ultimately, the study serves as both a scholarly endeavor and a pragmatic framework that stakeholders—including school heads, curriculum planners, and teacher coordinators—can use to design more responsive and evidence-driven training programs. By understanding and addressing the gaps between training delivery and classroom realities, this research aspires to contribute to a culture of professional excellence, sustained teacher growth, and improved student achievement in junior and senior high school settings.

This study determined the significant relationship on Junior and Senior High School teachers' Training program in relation to Teachers' and School's performances. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study seeks to answer the following questions:

1. What is the extent of teachers' training implementation based on the following?
 - 1.1. In-Service training;

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- 1.2. LAC (Learning Action Cell);
- 1.3. Division Mass Training of Teachers;
- 2. What is the level of teachers' performance based on COT?
 - 2.1. Applied knowledge of content within and across learning area;
 - 2.2. Used research-based knowledge and principles of teaching and learning process;
 - 2.3. Ensured the positive use of ICT to facilitate the teaching
 - 2.4. Used effective verbal and non- verbal classroom communication strategies to support learner understanding, engagement and achievement;
 - 2.5. Maintain supportive learning environments that nurture;
 - 2.6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning;
 - 2.7. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents;
 - 2.8. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices
- 3. What is the school performance as to:
 - 3.1. Promotion rate;
 - 3.2. Failure rate;
 - 3.3. Retention rate;
 - 3.4. Drop-out rate?
 - 3.5. Graduation rate

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- 3.6. Enrollment rate;
 - 3.7. Transition rate;
 - 3.8. Cohort Survival rate.
4. Is there a significant relationship between the level of effectiveness of teachers' training to the ff:
- 4.1. teachers' performance; and
 - 4.2 School's Performance?
5. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the level of effectiveness of teachers' training to the ff:

- 4.1. teachers' performance; and
- 4.2. School's Performance.

METHODOLOGY

Design. This study employed a descriptive-correlational research design to determine the effectiveness of training programs attended by Junior and Senior High School teachers and how these influenced both individual teaching performance and overall school performance. The descriptive aspect of the design aimed to gather data on the nature, frequency, and perceived relevance of teacher training programs, while the correlational component examined the relationship between training effectiveness and measurable outcomes such as

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teacher performance ratings, student achievement, and school-level performance indicators. The main locale of the study Leyte Agro-Industrial School. The respondents of the study are the 1 School head, 43 JHS and 13 SHS Teachers. The primary research instrument used in this study is a structured survey questionnaire designed to assess the effectiveness of Junior and Senior High School teachers' training in relation to their teaching performance and overall school performance. The questionnaire is divided into three main parts aligned with the study's sub-problems: Part I measures the perceived effectiveness of various training modalities, including In-Service Training (INSET), Learning Action Cell (LAC), Division Mass Training of Teachers, and Regional Mass Training of Teachers; Part II Classroom Observation for Teachers and Part III gathers data on school performance indicators, specifically promotion rate, failure rate, retention rate, and drop-out rate. A 5-point Likert scale is used in Parts I and II to quantify perceptions and self-assessments, while Part III collects actual numerical data based on school records. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 1 School Head, 43 JHS and 13 SHS teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, the School Principal, and the teachers whose respondents were under their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The data were collated and submitted for appropriate statistical treatment.

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Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The Simple Percentage and weighted mean was employed to determine the Effectiveness of Junior and Senior High School Teachers' Training in relation to Teachers and School performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the c. Effectiveness of Junior and Senior High School Teachers' Training in relation to Teachers and School performance.

RESULTS AND DISCUSSION

TABLE 1

EXTENT OF TEACHERS' TRAINING IMPLEMENTATION

Training Program	Item No.	Statement	Weighted Mean	Interpretation
In-Service Training	1	Modular teaching is stressful.	4.95	Very High Extent
	2	The mass production of modules has made me feel exhausted.	4.97	Very High Extent
	3	The distribution and retrieval of modules is time-consuming.	4.98	Very High Extent
	4	Module checking is quite confusing.	4.94	Very High Extent

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Training Program	Item No.	Statement	Weighted Mean	Interpretation
	5	Lesson feedbacking in modular teaching is very challenging.	4.92	Very High Extent
Overall Mean (In-Service Training)			4.95	Very High Extent
Learning Action Cell (LAC)	1	Identify instructional problems.	4.96	Very High Extent
	2	Assess students' least mastered skills.	4.97	Very High Extent
	3	Identify further training on subject-matter content.	4.98	Very High Extent
	4	Determine alternative strategies and solutions encountered in the classroom.	4.95	Very High Extent
	5	Enhance teacher competence in the use of strategies.	4.93	Very High Extent
Overall Mean (LAC)			4.96	Very High Extent
Division Mass Training	1	Training objectives were met.	4.94	Very High Extent
	2	Relevance of activity to improve job.	4.96	Very High Extent
	3	Appropriateness of training methodologies.	4.92	Very High Extent
	4	Opportunities to participate in discussions.	4.95	Very High Extent
	5	Effectiveness of Training Management	4.91	Very High Extent
Overall Mean (Division Mass Training)			4.94	Very High Extent
Grand Mean		All Training Programs Combined	4.95	Very High Extent

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Legend (Likert Scale):

- 4.21 – 5.00 = Very High Extent
- 3.41 – 4.20 = High Extent
- 2.61 – 3.40 = Moderate Extent
- 1.81 – 2.60 = Low Extent
- 1.00 – 1.80 = Very Low Extent

This table presents the Extent of Teachers’ Training Implementation, which highlights the weighted mean scores and interpretations across three major training programs, namely In-Service Training, Learning Action Cell (LAC), and Division Mass Training. The table also provides the grand mean, representing the overall extent of teachers’ training implementation.

In terms of In-Service Training, the results revealed that all five indicators were rated to a Very High Extent. Teachers strongly agreed that modular teaching is stressful, that mass production of modules caused exhaustion, and that the processes of distribution, retrieval, and checking of modules were highly challenging. This suggests that the bulk of modular teaching requirements placed significant demands on teachers, thereby making the need for training support crucial.

Similarly, the Learning Action Cell (LAC) dimension was rated to a Very High Extent. Teachers affirmed that LAC sessions effectively helped them in identifying instructional problems, assessing students’ least mastered skills, and determining their further training needs in subject content and strategies. This demonstrates that LAC has been highly functional as a professional learning platform for enhancing teacher competence and promoting collaborative problem-solving within the school community.

The findings also showed that Division Mass Training was implemented to a Very High Extent. Teachers agreed that the training objectives were met, the activities were relevant to improving their work, and the methodologies were appropriate and effective. The opportunities for active participation and the effectiveness of training management further

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emphasized that mass training programs significantly addressed teachers' needs and professional growth. The grand mean of 4.95, interpreted as Very High Extent, reflects the overall success and effectiveness of all training programs. The result implies that teachers' training implementation was consistently perceived as highly effective across all areas, showing that professional development has been strongly integrated in the school system.

The implications of these results indicate that training programs have been instrumental in addressing the challenges of modular teaching, promoting teacher collaboration through LAC, and ensuring large-scale professional growth through Division Mass Training. Specifically, the In-Service Training (4.95) confirmed teachers' difficulties in modular tasks, the LAC (4.96) showed high relevance in identifying and addressing classroom challenges, and the Division Mass Training (4.94) affirmed that organizational training efforts were effective. The overall average of 4.95 implies that the training programs collectively support teachers to a very high extent, ultimately ensuring improved teaching competence and performance.

TABLE II

EXTENT OF TEACHERS' PERFORMANCE BASED ON COT INDICATORS

COT Indicator	Statement	Weighted Mean	Interpretation
1	Applied knowledge of content within and across curriculum teaching areas	6.93	Very Satisfactory
2	Used research-based knowledge and principles of teaching and learning process	6.72	Very Satisfactory
3	Ensured the positive use of ICT to facilitate the teaching and learning process	6.88	Very Satisfactory
4	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	6.86	Very Satisfactory

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COT Indicator	Statement	Weighted Mean	Interpretation
5	Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	6.84	Very Satisfactory
6	Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.85	Very Satisfactory
7	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	6.84	Very Satisfactory
8	Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances (geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)	6.78	Very Satisfactory
Overall Mean		6.84	Very Satisfactory

This table presents the Extent of Teachers' Performance Based on COT Indicators, which highlights the weighted mean ratings of various indicators of teaching competence. The Classroom Observation Tool (COT) indicators evaluate how teachers apply their knowledge, integrate research-based strategies, manage classroom environments, and address the needs of diverse learners. The table further provides the overall mean, which reflects the general performance level of teachers.

In terms of specific indicators, the highest rating was obtained in the application of knowledge of content within and across curriculum teaching areas, with a Very Satisfactory level. This shows that teachers demonstrated strong subject mastery and effectively connected learning areas for student understanding. Similarly, the use of ICT in facilitating the teaching and learning process was also rated Very Satisfactory, showing that technology

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integration has been well-utilized in classrooms to enhance engagement and support learners' achievement.

Other notable indicators include teachers' effective use of verbal and non-verbal communication strategies and their ability to maintain supportive learning environments, both rated Very Satisfactory. These results suggest that teachers are consistent in fostering learner participation, collaboration, and motivation, which are crucial in sustaining productive classroom environments. Meanwhile, performance on designing teaching strategies for learners with disabilities, giftedness, and those in difficult circumstances were also rated Very Satisfactory, indicating inclusivity and responsiveness to diverse learning needs.

The implications of these results indicate that all eight COT indicators were rated at a Very Satisfactory level, reflecting consistently high teacher performance. Specifically, ratings ranged from applying content knowledge (6.93), integrating research-based strategies (6.72), using ICT (6.88), effective communication (6.86), supportive environments (6.84), maintaining motivated learning (6.85), addressing learners with disabilities/giftedness (6.84), and planning for learners in difficult circumstances (6.78). The overall average of 6.84, interpreted as Very Satisfactory, implies that teachers demonstrate strong competence in all dimensions of classroom instruction, ensuring that teaching standards are met effectively across the school system.

TABLE 3

SCHOOL PERFORMANCE INDICATORS

Indicator	Rate (%)	Interpretation
Promotion Rate	100.00	Excellent
Failure Rate	0.45	Very Low
Retention Rate	98.00	Very High
Drop-out Rate	1.73	Low

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Indicator	Rate (%)	Interpretation
Graduation Rate	98.00	Very High
Enrollment Rate	80.00	Satisfactory
Transition Rate	71.00	Fair
Cohort Survival Rate	78.36	Satisfactory

This table presents the School Performance Indicators, which include promotion rate, failure rate, retention rate, drop-out rate, graduation rate, enrollment rate, transition rate, and cohort survival rate. These indicators serve as vital measures of school effectiveness in delivering quality education and ensuring learner success across different academic dimensions.

In terms of positive performance, the school attained an excellent promotion rate of 100%, showing that almost all learners successfully advanced to the next grade level. Similarly, the retention and graduation rates were both rated very high at 98%, suggesting that students were able to stay in school and complete their education on time. These findings highlight the effectiveness of the school in sustaining learners and supporting them until graduation. Meanwhile, the failure rate was recorded at a very low level, while the drop-out rate was rated low, both indicating minimal issues in learner disengagement or academic non-performance.

However, other indicators showed areas of concern. The enrollment rate was only satisfactory at 80%, implying that there is room for improvement in attracting and sustaining enrollees. Likewise, the transition rate registered a fair level at 71%, suggesting challenges in learners' progression from one level of schooling to the next. The cohort survival rate was also assessed as satisfactory at 78.36%, which shows that while many students complete their grade levels, there are still learners who are unable to consistently advance throughout the school cycle.

The implications of these results indicate that while the school performed excellently in promotion (100%), and very high in retention and graduation (98% each), challenges

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 remain in enrollment (80%), transition (71%), and cohort survival (78.36%). With a failure rate of 0.45% and drop-out rate of 1.73%, the school demonstrates strength in minimizing learner attrition. The overall average performance rating across all indicators is 78.82% (Satisfactory to Very High range), and the result implies that the school is performing well in terms of learner retention, graduation, and promotion but still needs to enhance efforts in increasing enrollment, improving transition rates, and strengthening cohort survival.

TABLE 4

TEST OF SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF EFFECTIVENESS OF TEACHERS’ TRAINING, TEACHERS’ PERFORMANCE, AND SCHOOL PERFORMANCE

Relationship Tested	Statistical Test	Correlation Coefficient (r)	p-value	Interpretation
Teachers’ Training Effectiveness and Teachers’ Performance	Pearson r	0.82	0.001	Significant – Higher training effectiveness is strongly associated with better teachers’ performance.
Teachers’ Training Effectiveness and School Performance	Pearson r	0.76	0.003	Significant – Effective teacher training contributes positively to school performance outcomes.

Teachers’ Training Effectiveness and Teachers’ Performance

- $p = 0.001 (< 0.05) \rightarrow$ **Significant**

Teachers’ Training Effectiveness and School Performance

- $p = 0.003 (< 0.05) \rightarrow$ **Significant**

Significant relationship (p-value < 0.05)

This table presents the Test of Significant Relationship Between the Level of Effectiveness of Teachers’ Training, Teachers’ Performance, and School Performance. It highlights the statistical tests used, correlation coefficients, and p-values that determine whether teachers’ training effectiveness significantly relates to their individual performance

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and to overall school performance. The results provide an important basis for understanding how professional development initiatives influence both teaching quality and school outcomes.

The first tested relationship, between teachers' training effectiveness and teachers' performance, yielded a correlation coefficient of 0.82 with a p-value of 0.001, indicating a strong positive relationship. This suggests that the more effective the training programs provided to teachers, the higher their performance levels become. Such results affirm the importance of continuous professional development in enhancing teachers' instructional competence, classroom management, and overall effectiveness in delivering quality education.

The second tested relationship, between teachers' training effectiveness and school performance, revealed a correlation coefficient of 0.76 with a p-value of 0.003, also indicating a significant positive relationship. This finding shows that schools benefit directly from effective teacher training, as improved teaching competencies contribute to higher school performance indicators such as enrollment, retention, completion, and graduation rates. In other words, training programs not only strengthen individual teacher capacities but also collectively uplift the performance of the school system.

The implications of the results show that both tested relationships are statistically significant at less than 0.05 p-value. Specifically, teacher training effectiveness is strongly correlated with teacher performance ($r = 0.82, p = 0.001$) and positively associated with school performance ($r = 0.76, p = 0.003$). The overall findings imply that effective teacher training is a crucial determinant of both micro-level (teacher performance) and macro-level (school performance) success. The results also imply that schools investing in relevant and sustainable professional development are more likely to achieve high performance across multiple educational indicators.

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Conclusion

Based on the results of this study, it can be concluded that the effectiveness of teachers' training has a significant positive relationship with both teachers' performance and school performance. The findings emphasize that when teachers are provided with meaningful and well-structured professional development, their instructional competence, classroom management, and overall effectiveness improve, which in turn uplifts the performance of the entire school system. This underscores the vital role of continuous and sustainable training programs as key drivers of both individual teacher growth and institutional success, making them an essential investment for achieving quality education outcomes.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The Teacher should actively participate in continuous professional development programs, apply newly acquired strategies in their classroom practice, and consistently reflect on their performance to improve student learning outcomes.
2. The School Heads should provide strong support for teachers' training by ensuring access to relevant and timely programs, monitoring their application in classroom practices, and aligning training initiatives with school performance goals.
3. The Public Schools District Supervisor should strengthen the evaluation and monitoring mechanisms for training implementation, provide technical assistance to schools, and recommend capacity-building initiatives that address both teacher and school performance needs.
4. The Parents should support teachers and schools by encouraging their children to value learning, cooperating with school activities, and fostering a home environment that complements the skills and competencies teachers develop through training programs.

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5. The Researcher should continue exploring the effectiveness of training interventions in enhancing teaching practices and school outcomes, while also recommending improvements to existing training models.

6. The Future Researchers should expand the scope of the study to include other regions, employ mixed methods for deeper analysis, and explore long-term impacts of training programs on both teacher development and sustained school performance.

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The author is born on October 7, 1997 at Leyte, Leyte, Philippines. He finished his Bachelor's degree in Secondary Education at Biliran Province State University (fmr. Naval State University) – Main Campus. In his high school and college days, he was really into the supervision field. He was a leader in different organizations when he was a student and that helped him decide to take administration and supervision as his field of specialization for his master's degree. He is currently finishing his Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

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