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Teacher's Readiness, Challenges, and Instructional Practices in the Implementation of the Three-Term School Calendar in North District 8: Basis for a Teacher Support

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ABSTRACT

This study determined teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar in North District 8, Department of Education Cebu City Division, as a basis for a proposed Teacher Support Program. Specifically, it described the respondents' profile, assessed their readiness and instructional practices, identified the challenges they encountered, and examined the significant relationship between readiness and instructional practices. The study used a descriptive-correlational research design and included 100 public elementary school teachers selected through stratified random sampling. The researcher used a researcher-made questionnaire to gather data and analyzed them using frequency, percentage, weighted mean, standard deviation, ranking, and Spearman's rank-order correlation coefficient. Findings revealed that most respondents were 20–30 years old (46.00%), female (80.00%), single (52.00%), college graduates (56.00%), and had attended zero to one training, seminar, or workshop specifically related to the Three-Term School Calendar (78.00%). The largest group had one year or less of teaching experience (31.00%), while 32.00% had 11 years or more of teaching experience. Teachers generally perceived themselves as ready to implement the Three-Term School Calendar, obtaining an overall mean of 3.15, interpreted as Agree. Their instructional practices obtained an overall mean of 3.71, interpreted as Always. The leading challenges were increased workload, difficulty completing learning competencies within each term, and balancing teaching and administrative responsibilities. The test of relationship revealed a significant but low positive relationship between teachers' overall readiness and instructional practices (Spearman's rho = 0.315, p = 0.002); thus, the null hypothesis was rejected. Based on the findings, a Teacher Support Program was proposed to strengthen teachers' readiness, address implementation challenges, improve access to instructional resources and administrative support, and sustain effective instructional practices under the Three-Term School Calendar.

Keywords: *Administration and Supervision, quantitative research, teachers' readiness, challenges, instructional practice, three-term school calendar, teacher support program, North District 8, Department of Education Cebu City Division*

INTRODUCTION

Education systems worldwide are implementing reforms to improve student learning, maximize instructional time, and address learning losses resulting from schooling disruptions. Following the COVID-19 pandemic, many countries introduced recovery initiatives focused on continuous learning, teaching

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effectiveness, teacher well-being, and adjustments to school calendars. These initiatives highlight the need for policies that respond to learners' needs while preparing teachers to implement changes effectively.

Teachers are central to educational reform because they translate policies into classroom practices. Changes in academic schedules may require adjustments to lesson planning, teaching strategies, assessment, and classroom management. UNESCO (2023b) identified teacher shortages, heavier workloads, and continuing professional development needs as persistent challenges. Likewise, teacher preparedness, well-being, and access to professional support are important to teaching quality and student outcomes (OECD, 2024). These concerns make it important to examine teachers' readiness and the support available during reform implementation.

Teacher readiness includes the knowledge, skills, confidence, preparation, and resources needed to respond to new policies. Teachers who understand a reform and receive appropriate guidance may be better equipped to organize lessons, monitor progress, and respond to diverse learner needs. In contrast, insufficient preparation, limited materials, inadequate training, and unclear guidelines may create difficulties. Continuous professional development, capacity-building activities, and institutional support are therefore important in strengthening readiness (Jones & Swanson, 2022).

In the Philippines, the Department of Education (DepEd), through the MATATAG Agenda, has introduced reforms intended to address learning gaps, improve teaching quality, and strengthen school effectiveness. One such reform is the Three-Term School Calendar in Basic Education, introduced through DepEd Order No. 009, s. 2026. It organizes the school year into three terms and provides a framework for scheduling instruction, assessment, enrichment, intervention, and other school activities (DepEd, 2026a). The shift from the traditional four-quarter calendar responds to concerns about class interruptions, shortened instructional periods, learning gaps, and teacher workload (DepEd, 2026a).

The revised structure is intended to support lesson pacing, curriculum coverage, learner engagement, and enrichment and intervention activities. These may allow teachers to provide remediation for learners who need additional assistance and enrichment for those ready for advanced work. The calendar also requires careful scheduling of lesson preparation, assessment, professional development, and administrative responsibilities. Its intended benefits depend partly on teachers' understanding of the policy, their ability to adjust instruction, and the resources available in schools.

Teachers are expected to revise lesson plans, organize learning activities, manage assessments, and use appropriate strategies to address required competencies. They must monitor learner progress and provide interventions when necessary. These responsibilities may require them to reconsider instructional time, sequence learning tasks, and assess outcomes. Examining their instructional practices can show how they respond to the revised structure and whether they need further guidance to maintain effective instruction.

Implementation may present challenges related to workload, collaboration, instructional resources, and professional support. Magallanes et al. (2022) discussed concerns involving instructional effectiveness, teaching resources, collaboration, and support among Filipino teachers. Clear guidelines, relevant training, sufficient materials, and supportive school leadership may help teachers adapt. Conversely, limited resources and increasing work demands may make it difficult to balance lesson preparation, teaching, assessment, and administrative responsibilities. Understanding these challenges can help identify practical support for teachers.

Within the Schools Division of Cebu City, the Three-Term School Calendar provides an opportunity to examine teachers' preparedness, challenges, and instructional practices. Teachers in North District 8 are expected to adjust their instructional methods, lesson planning, assessment schedules, and classroom management. Maintaining instructional continuity is also important where class suspensions due to flooding, heavy rainfall, and unfavorable weather have affected school activities (Magsumbol et al., 2025; Perez, 2025). Extreme heat has also prompted officials to consider adjustments to school operations to protect learners and personnel (Cebu Daily News, 2025). These circumstances highlight the importance

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of responsive planning, although their specific effects on implementation in North District 8 must be established through evidence.

North District 8 was purposively selected because it provides a specific setting for examining teachers' readiness, challenges, and instructional practices under the Three-Term School Calendar. Varying learner needs, classroom conditions, access to instructional resources, and possible class interruptions may influence teachers' responses to the revised requirements. Focusing on the district will allow the researcher to gather localized information about teachers' experiences and support needs within the Schools Division of Cebu City. The findings may help identify areas requiring attention and inform initiatives relevant to the district.

Despite the intended benefits of the Three-Term School Calendar, further research is needed to understand public elementary teachers' readiness, challenges, and instructional practices in North District 8. Examining these areas can provide a clearer understanding of teachers' experiences and their responses to the revised academic structure.

This study also examined the relationship between teachers' readiness and instructional practices. The findings served as the basis for developing a Teacher Support Program that addresses teachers' identified needs and promotes effective instruction and teacher well-being.

Theoretical Background

This study is based on several theories and laws that help explain how teachers prepare for, respond to, and implement educational changes such as the Albert Bandura's Self-Efficacy Theory (1977), which states that a person's belief in their own abilities affects how well they perform a task. Applied to this study, teachers who are confident in their skills and capabilities are more likely to successfully implement the requirements of the Three-Term School Calendar. They are also more likely to remain motivated and overcome challenges that may arise during implementation.

The study also draws from Icek Ajzen's Theory of Planned Behavior (1991). This theory suggests that people's actions are influenced by their attitudes, the opinions and support of those around them, and their confidence in their ability to perform a task. For teachers, this means that their willingness and readiness to implement the new school calendar may depend on how they view the reform, the support they receive from school leaders and colleagues, and how capable they feel in carrying out the required changes.

In addition, the study draws on Michael Fullan's Educational Change Theory (2007), which emphasizes that successful educational reforms depend on well-prepared teachers, collaboration among school personnel, ongoing professional development, and strong institutional support. According to this theory, reforms are more likely to succeed when teachers are given adequate training, resources, and opportunities to work together in adapting to change.

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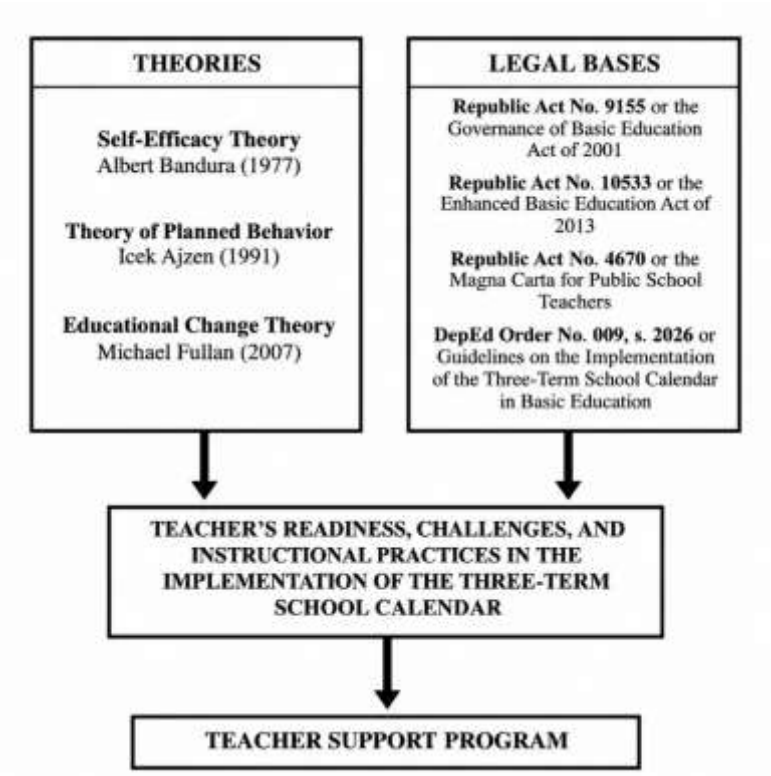


Figure 1. *Theoretical Conceptual Framework*

The study is also supported by several Philippine laws and policies. These include the Republic Act No. 9155 or the Governance of Basic Education Act of 2001, which promotes effective management of basic education; Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, which strengthened the country's basic education system; and Republic Act No. 4670 or the Magna Carta for Public School Teachers, which protects and promotes the welfare of teachers.

Furthermore, the study recognizes Republic Act No. 11480, which gives the Secretary of Education the authority to adjust the school calendar when necessary. Most importantly, it is anchored on DepEd Order No. 009, s. 2026, which provides the official guidelines for implementing the Three-Term School Calendar in basic education. This policy serves as the main basis for the reform and highlights the importance of teacher readiness, effective teaching practices, and adequate support systems to ensure its successful implementation.

Self-Efficacy Theory. Albert Bandura's Self-Efficacy Theory (1977) provides an important explanation of how teachers respond to educational changes. Simply put, self-efficacy means a person's belief in their own ability to successfully perform a task or handle a situation. According to Bandura, people who believe in their capabilities are more likely to face challenges with confidence, work harder to achieve their goals, persist when difficulties arise, and recover more easily from setbacks and failures.

In the field of education, teacher self-efficacy plays a major role in how teachers respond to new policies and reforms. Teachers who have strong confidence in their skills are generally more willing to adapt to changes, learn new teaching approaches, and overcome challenges that may come with implementing new programs. They are also more likely to remain committed to providing quality instruction even when faced with increased responsibilities or unexpected difficulties.

In relation to the implementation of the Three-Term School Calendar, teachers with high self-efficacy are more likely to feel capable of adjusting their lesson plans, managing revised schedules,

conducting assessments, and maximizing instructional time. They tend to approach the reform positively, viewing it as an opportunity to improve student learning rather than as an obstacle. Their confidence helps them remain flexible, creative, and effective in meeting the demands of the new school calendar.

On the other hand, teachers who have lower levels of self-confidence in their abilities may experience greater stress, uncertainty, or difficulty in adapting to the changes required by the reform. They may require additional training, guidance, and support to successfully implement the new policy.

Recent studies continue to show that teacher self-efficacy has a significant influence on teaching effectiveness, the quality of classroom instruction, professional resilience, and the successful implementation of educational reforms. Research indicates that teachers with strong self-efficacy are more likely to embrace new ideas and innovations, adjust their teaching strategies to meet learners' needs, and maintain positive teaching performance even when educational policies and learning environments change (Zhang et al., 2026). Therefore, teacher self-efficacy is considered a key factor in ensuring the successful implementation of the Three-Term School Calendar and other educational reforms.

Albert Bandura's Self-Efficacy Theory (1977) explains that a person's confidence in their own abilities affects how well they perform tasks and deal with challenges. In simple terms, teachers who believe they can successfully do their job are more likely to adapt to changes, solve problems, and perform effectively in the classroom.

According to Bandura, self-efficacy develops from four main sources.

The first is mastery experiences, which refer to successful past experiences. When teachers have successfully handled previous curriculum changes, policy reforms, or shifts in teaching methods, they gain confidence in their ability to manage future changes. These successful experiences help them believe that they can overcome new challenges and perform their duties effectively.

The second source is vicarious experiences, which occur when teachers observe their colleagues successfully implementing new programs or practices. Seeing others succeed gives them confidence that they can do the same. For example, when teachers observe fellow educators effectively adapting to the Three-Term School Calendar, they may feel more capable of making similar adjustments in their own classrooms.

The third source is social persuasion, which includes encouragement, constructive feedback, mentoring, and support from school heads, supervisors, and colleagues. When teachers receive positive guidance and reassurance from others, they are more likely to believe in their abilities and become more motivated to implement new policies and teaching strategies successfully.

The fourth source is physiological and emotional states, which refer to a person's feelings and overall well-being. Feelings such as stress, fatigue, anxiety, or emotional exhaustion can affect a teacher's confidence and performance. On the other hand, when teachers feel healthy, supported, and emotionally stable, they are more likely to approach challenges with confidence and maintain a positive outlook.

In the context of educational reforms such as the Three-Term School Calendar, these four factors play an important role in shaping teachers' readiness and ability to adapt. Teachers who have positive experiences with previous reforms, learn from successful colleagues, receive strong support from school leaders, and maintain good well-being are generally more confident in implementing changes. As a result, they are better able to adjust their teaching practices, manage their responsibilities, and contribute to the successful implementation of educational policies.

Recent studies further support this idea by showing that strong administrative support, collaborative work environments, positive professional experiences, and teacher well-being greatly contribute to higher levels of teacher self-efficacy. Teachers with stronger self-efficacy are more likely to perform effectively, remain resilient during challenges, and successfully implement educational initiatives and reforms (Herzig Johnson, 2023; Marcedula et al., 2026; Woodcock & Hardy, 2025).

The Self-Efficacy Theory is highly relevant to this study because it helps explain how confident teachers feel about implementing the Three-Term School Calendar. Under the new school calendar, teachers

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are expected to make several adjustments, such as modifying their lesson schedules, pacing classroom activities differently, adjusting assessment timelines, improving classroom management strategies, and handling additional professional responsibilities. These changes require not only knowledge and skills but also confidence in one's ability to successfully adapt to a new system.

According to Bandura's Self-Efficacy Theory, teachers who have strong confidence in their abilities are more likely to view themselves as ready and capable of meeting the demands of the new calendar structure. They tend to approach changes with a positive attitude, are more willing to learn new practices, and actively participate in training and professional development activities. They are also more likely to find solutions to problems and remain motivated even when they encounter difficulties during implementation.

In contrast, teachers who have lower levels of self-confidence may find it more difficult to adapt to the changes brought about by the new school calendar. They may feel uncertain, worried, or hesitant about their ability to meet new expectations. As a result, they may be less willing to embrace the reform and could experience greater challenges in implementing the required adjustments in their teaching practices and daily responsibilities.

In the context of this study, teacher readiness is not only influenced by what teachers know or can do but also by how confident they feel about applying their knowledge and skills under the new system. Teachers who believe in their ability to successfully carry out the changes are generally more prepared to adapt and perform effectively. Research has consistently shown that self-efficacy is an important factor that influences teacher readiness and their ability to successfully adapt to educational reforms and change initiatives (Luo et al., 2024).

Self-Efficacy Theory helps explain how teachers carry out their teaching duties when adapting to the three-term school calendar. Teachers who believe in their abilities are more likely to try new teaching methods, adjust lessons to meet students' different needs, use technology effectively, and keep students interested in learning even when changes occur in the school system. They are also more determined to help students who are struggling and to improve their teaching strategies so that students can achieve better results.

On the other hand, teachers who have less confidence in their abilities may prefer to stick to traditional teaching methods and may find it harder to adjust their instruction to meet the requirements of the new school calendar. Research has shown that teachers with higher self-confidence in their teaching abilities tend to teach more effectively, use more innovative practices, focus more on students' learning needs, and contribute to better educational outcomes (Romero et al., 2024).

Therefore, Albert Bandura's Self-Efficacy Theory is a suitable guide for understanding how ready teachers are, what challenges they face, and how they teach during the implementation of the three-term school calendar in North District 8. The theory shows that teachers' confidence in their abilities affects how well they adapt to changes, overcome difficulties, and provide quality education. The results of this study can also help in developing a Teacher Support Program that will strengthen teachers' confidence, improve their readiness, reduce challenges, and encourage effective teaching practices under the three-term school calendar.

Furthermore, Self-Efficacy Theory serves as the foundation for understanding teacher readiness in implementing the Three-Term School Calendar. The theory explains that a person's belief in their ability to perform a task affects how they respond to challenges, adapt to changes, and achieve desired outcomes. In this study, teacher readiness is not only about having the knowledge and skills needed to implement the new school calendar but also about having the confidence to make necessary adjustments in teaching, assessment, classroom management, and other school responsibilities.

Teachers with strong self-efficacy are more likely to accept educational reforms, adapt to new requirements, and handle challenges effectively. They tend to be more confident in managing changes brought about by the Three-Term School Calendar, including issues such as large class sizes and

interruptions caused by weather-related class suspensions. As a result, they are better able to maintain effective instruction and support student learning. Therefore, Self-Efficacy Theory helps explain how teachers' confidence in their abilities influences their readiness and successful implementation of the Three-Term School Calendar.

Theory of Planned Behavior (TPB). One of the theories that supports this study is the TPB developed by Icek Ajzen (1991). This theory explains how a person's intentions influence what they actually do. According to Ajzen (1991), the strongest predictor of a person's actions is their intention or willingness to perform a particular behavior. This intention is influenced by three factors: attitude toward the behavior, subjective norms, and perceived behavioral control.

Attitude toward the behavior refers to whether a person views a certain action positively or negatively. Subjective norms refer to the influence and expectations of important people around them, such as colleagues, supervisors, family members, or other significant individuals. Perceived behavioral control refers to how confident a person feels about carrying out a task based on their skills, resources, opportunities, and abilities. According to the Theory of Planned Behavior, people are more likely to perform a behavior if they believe it will bring positive results, if people who matter to them support it, and if they feel capable of doing it successfully. This means that behavior is influenced not only by knowledge or policies but also by personal beliefs, social influences, and confidence in one's abilities.

In education, TPB has been widely used to understand how teachers respond to educational reforms, adopt new teaching methods, use technology, and implement policy changes. Research shows that teachers' views about reforms, the support they receive from school leaders and colleagues, and their confidence in carrying out new responsibilities play an important role in the success of implementation efforts (Magallanes et al., 2022).

The three main components of TPB are especially important when introducing educational reforms. First, attitude toward the behavior affects whether teachers see a new reform as helpful or as an added burden. When teachers believe that a new policy can improve teaching, increase student engagement, and enhance learning outcomes, they are more likely to be ready and willing to implement it. Second, subjective norms influence teachers through the expectations of school heads, supervisors, fellow teachers, parents, and education officials. Strong support from school administrators and positive encouragement from colleagues can motivate teachers to accept reforms more willingly. Third, perceived behavioral control relates to teachers' confidence in their own abilities, as well as the availability of resources, training, and institutional support. Teachers who feel prepared and adequately supported are more likely to implement reforms effectively and continue despite challenges.

Studies on educational change and teacher development consistently emphasize the importance of professional support, teacher well-being, and strong organizational capacity in achieving successful implementation and maintaining high-quality instruction (UNESCO, 2023a).

TPB helps explain the factors that can affect teachers' readiness to implement the Three-Term School Calendar. Under this new system, teachers need to make several adjustments, such as revising lesson plans, modifying the pace of instruction, reorganizing assessment schedules, planning intervention activities, and adapting classroom management practices. These changes require not only the necessary knowledge and skills but also a positive attitude toward the reform and confidence in carrying out new responsibilities.

In terms of teacher readiness, TPB suggests that teachers are more likely to be prepared for the implementation of the Three-Term School Calendar when they have a positive view of the reform, receive support from school leaders and fellow teachers, and feel confident that they have the skills, resources, and training needed to implement it successfully. When teachers believe that the new calendar can bring benefits such as longer learning periods, better-planned breaks, and more consistent learning opportunities for students, they are more likely to show readiness, commitment, and support for its implementation (Department of Education, 2026).

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TPB provides a useful guide for developing the proposed Teacher Support Program, which is the main output of this study. Since teachers' actions are influenced by their attitudes, the support they receive from others, and their confidence in their ability to perform tasks, support programs should focus on strengthening these areas. Activities such as professional development training, mentoring, collaborative learning groups, instructional coaching, and strong administrative support can help teachers build their skills and confidence. In the same way, promoting teamwork and open communication among teachers and school leaders can create a supportive environment that encourages the successful implementation of reforms. Through these efforts, teachers can become more prepared, adaptable, and effective in carrying out the requirements of the Three-Term School Calendar, leading to better teaching practices and improved student learning outcomes.

In summary, Ajzen's Theory of Planned Behavior explains that teachers' readiness, their ability to overcome challenges, and their teaching practices are greatly influenced by three factors: their attitude toward the Three-Term School Calendar, the support they receive from important stakeholders, and their confidence in their ability to implement the reform successfully. As a result, this theory provides a suitable and comprehensive framework for understanding teachers' behavior and for developing support strategies that can help ensure the successful implementation of the Three-Term School Calendar in North District 8.

Moreover, the Theory of Planned Behavior serves as the foundation for understanding teachers' instructional practices during the implementation of the Three-Term School Calendar. The theory explains that a person's behavior is influenced by their intention to perform that behavior. This intention is shaped by three factors: attitude toward the behavior, social support or expectations from others (subjective norms), and confidence in one's ability to perform the behavior (perceived behavioral control).

In this study, instructional practices include the teaching methods, assessment strategies, lesson pacing, and classroom management techniques used by teachers under the Three-Term School Calendar. According to TPB, teachers are more likely to adopt effective instructional practices when they view the reform positively, receive support from school leaders and colleagues, and feel capable of implementing the required changes with the available resources.

Therefore, the Theory of Planned Behavior helps explain how teachers' attitudes, support systems, and confidence influence the instructional practices they use. This makes the theory a suitable framework for understanding differences in teaching practices during the implementation of the Three-Term School Calendar.

Educational Change Theory. One of the theories that supports this study is Michael Fullan's Educational Change Theory (2007). This theory explains that successful and long-lasting educational reforms are not achieved simply by introducing new policies, programs, or systems. Instead, real change happens when the people responsible for implementing these reforms, especially teachers, actively participate, commit to the process, and develop the skills needed to carry out the changes effectively. According to Fullan (2007), educational change is a complex process that involves changes in teachers' beliefs, teaching methods, school structures, and professional relationships. Reforms are more likely to succeed when teachers understand why the change is needed, have the skills to implement it, receive adequate support from their institutions, and work collaboratively with others.

Educational Change Theory identifies three important aspects of change: using new or updated materials, adopting new teaching strategies, and changing beliefs and understanding about teaching and learning. Fullan (2007) emphasized that many educational reforms fail because they focus mainly on implementing policies while overlooking teachers' readiness, experiences, and professional skills. For reforms to be effective, teachers must do more than simply follow new policies. They need to understand and embrace the goals of the reform and apply them in ways that improve their classroom practices. Fullan also stressed that successful educational change depends on strong leadership, continuous professional development, collaboration among educators, and support systems that help teachers overcome challenges and sustain improvements over time (Fullan, 2007).

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Recent educational studies support Fullan's view that teachers play a central role in achieving meaningful educational change. UNESCO (2023) emphasized that successful educational reforms and learning recovery efforts require strengthening teachers' skills, providing continuous professional support, and promoting teacher well-being. Likewise, the World Bank (2023) noted that efforts to improve learning and recover from educational disruptions largely depend on teachers' ability to adjust their teaching practices and respond effectively to changing educational needs. Furthermore, the OECD (2024) highlighted that teacher effectiveness, well-being, and access to professional support are key factors in the successful implementation of educational innovations and large-scale reforms.

Michael Fullan's Educational Change Theory provides a strong basis for this study. The implementation of the Three-Term School Calendar is a major change in the education system that requires teachers to make adjustments in lesson planning, pacing of lessons, assessment schedules, classroom management, and distribution of teaching responsibilities. According to Fullan (2007), the success of such reforms largely depends on how well teachers understand, accept, and apply these changes in their daily teaching practices.

In terms of teacher readiness, the theory suggests that teachers need to have the necessary knowledge, skills, and positive attitude toward the Three-Term School Calendar to implement it successfully. Being ready involves more than simply knowing the policy. It also means being able to revise lesson plans, align assessments with the new school calendar, and make effective use of the extended learning periods. Fullan (2007) emphasized that teachers who are well-prepared and properly supported are more likely to accept reforms and help ensure their success. Therefore, examining teachers' readiness can provide important information about how prepared they are to effectively implement the Three-Term School Calendar.

With regard to the challenges encountered, Educational Change Theory recognizes that reforms often bring difficulties during implementation. Teachers may face issues related to increased workload, time management, lesson pacing, assessment requirements, and adjusting to new teaching expectations. Fullan (2007) explained that these challenges are a normal part of the change process and should not be seen as obstacles that prevent reform from succeeding. Instead, they should be addressed through appropriate support systems and interventions. Recent studies also emphasize that successful implementation of educational reforms requires responding to teachers' concerns and providing adequate resources, professional development opportunities, and organizational support (UNESCO, 2023; Magallanes et al., 2022).

Most importantly, Fullan's Educational Change Theory strongly supports the development of the proposed Teacher Support Program, which is the intended outcome of this study. The theory emphasizes that educational reforms are more likely to succeed when teachers are given the support, training, and opportunities they need to develop professionally and adapt to change. Information gathered from the study about teachers' readiness, challenges, and instructional practices can be used to create support activities such as professional development training, mentoring programs, coaching sessions, collaborative learning groups, wellness programs, and assistance with instructional planning.

Consistent with Fullan's framework, these support initiatives can help teachers improve their knowledge and skills, build their confidence in implementing the Three-Term School Calendar, and address difficulties that may affect the successful implementation of the reform. By providing continuous support and professional growth opportunities, teachers can become better equipped to adapt to the new calendar system and deliver quality instruction to their learners.

In addition, Educational Change Theory provides the basis for understanding the challenges faced by teachers and the need for a Teacher Support Program during the implementation of the Three-Term School Calendar. The theory explains that any educational reform involves changes in teaching practices, beliefs, school systems, and working conditions. As a result, teachers often experience difficulties as they adjust to new expectations and responsibilities.

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In this study, the Three-Term School Calendar requires teachers to make changes in their teaching schedules, assessment timelines, lesson pacing, and classroom management strategies. These adjustments may lead to challenges such as increased workload, limited time, lack of resources, and difficulty adapting to new procedures. Educational Change Theory explains that these challenges are a normal part of implementing educational reforms and can affect the success of the change if they are not properly addressed.

The theory also emphasizes the importance of providing strong support to teachers throughout the change process. This supports the development of a Teacher Support Program that may include training, mentoring, technical assistance, provision of resources, and administrative support. Such support helps teachers build the knowledge, skills, and confidence needed to adapt to the new system. Therefore, Educational Change Theory helps explain the challenges teachers experience during the implementation of the Three-Term School Calendar and highlights the importance of providing support programs to ensure the successful implementation of the reform.

Republic Act No. 9155 or the Governance of Basic Education Act of 2001. The Governance of Basic Education Act of 2001, also known as Republic Act No. 9155. Section 14 of the law requires the Department of Education to "promote and protect all citizens' right to a quality basic education and make reasonable efforts to make such education available to all," as well as preserve and advance a complete, integrated, and appropriate basic education system that is responsive to the demands of the people and society. In addition to free and obligatory public basic education, it should build and sustain a free secondary education system. The same Republic Act, which considers the school as the center of formal education, has as its primary purpose providing everyone with the best education possible. The goal of basic education is to provide all learners the knowledge, skills, and values they need to become good, resourceful, wealthy, and patriotic citizens. The basic governance of education, which should start at the national level, must include regions, divisions, schools, and learning centers. According to Section 3 of the Act, schools and learning centers must receive the necessary assistance; initiatives, educational programs, and services should consider the interests of all community members; and schools and learning centers must be allowed to preserve community values.

As suggested by Abulencia (2018), who cited Jess Alfonso A. Macasaet's arguments about education sector governance, RA 9155 should also emphasize the fact that other areas have stressed other reasons why education is vital, but human capital concepts focus on the relationships between productivity, education, and economic progress. These additional factors stress the importance of education in promoting social cohesion. They argue that education teaches children morality, ideals, and traditions. It develops essential intrapersonal and interpersonal skills, as well as attitudes and aspirations. It provides individuals more power. It enables children to understand and apply reasoning on their own. Both the ecosystem and human health benefit from this. The skills that a high-quality education can offer become increasingly important as the world evolves and becomes more complex. The current trends of transformation have an impact on education. Countries such as the Philippines require competent workers who can possibly compete in the global markets and adapt to the ever-changing labor market demands, students who can profit from the technology revolution, and policies that can capitalize on the changing public/private interface. Education is important because it allows individuals to live better lives and combat poverty. The above-mentioned concepts and ideas are utilized to develop research subjects, and the acquired data is then examined in line with those theories.

An important implication of Republic Act (RA) 9155 to this study is its focus on accountability for student learning and educational outcomes. The law gives schools greater responsibility and authority to manage their own operations while ensuring that the quality of education is maintained or improved. Because of this, teachers' instructional practices under the Three-Term School Calendar become important measures of whether the reform is helping improve teaching effectiveness and student learning. Studies have consistently shown that strong instructional leadership, supportive school environments, and teachers'

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confidence in their abilities play a significant role in the successful implementation of educational reforms and in improving teaching practices (Aquino et al., 2021).

In addition, the decentralization principle promoted by RA 9155 supports the School-Based Management (SBM) approach, which allows schools to develop programs and interventions that address their specific needs and circumstances. Recent studies have found that effective implementation of SBM can improve school performance, increase stakeholder participation, and help schools respond more effectively to educational reforms. Therefore, the findings of this study regarding teachers' readiness and the challenges they face in implementing the Three-Term School Calendar can serve as a basis for creating localized teacher support programs, professional development activities, and school-based interventions that are tailored to the needs of teachers in North District 8 (Torregosa, 2023; Ang et al., 2025).

Overall, Republic Act (RA) 9155 provides a strong basis for this study because it highlights the importance of giving schools greater authority to make decisions, strengthening instructional leadership, empowering teachers, and allowing schools to develop programs that address their unique needs and situations. The study's focus on teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar supports the law's goal of improving student learning through effective, responsive, and accountable school management.

As a result, the proposed Teacher Support Program can serve as an evidence-based intervention that helps teachers carry out their responsibilities more effectively within the decentralized education system promoted by RA 9155. By addressing teachers' needs, strengthening their skills, and helping them overcome implementation challenges, the program can contribute to better teaching practices and support the successful implementation of the Three-Term School Calendar.

Republic Act No. 10533 or the Enhanced Basic Education Act of 2013. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, was enacted to improve the Philippine basic education system by expanding it from 10 years to 12 years and enhancing the curriculum. This law led to the implementation of the K–12 Program, which brought significant changes to basic education in the country. The reform aims to provide Filipino learners with a stronger educational foundation and better prepare them for higher education, employment, entrepreneurship, and other future opportunities.

During the early stages of the reform, concerns were raised because teachers play the most important role in delivering education and ensuring the success of the K–12 Program. While the government has established policies and guidelines to strengthen education, the active participation of various stakeholders—including teachers, school administrators, parents, businesses, and community members—is also necessary to make the reform effective. Among these stakeholders, teachers have a particularly important responsibility because they directly implement the curriculum in the classroom.

To achieve the goals of the K–12 Program, teachers must continuously improve their knowledge and teaching skills through ongoing learning and professional development. Although the Department of Education (DepEd) conducts large-scale teacher training programs, particularly during summer breaks, these may not always be enough to fully prepare teachers for the gradual implementation of the curriculum across different grade levels. Continuous professional growth enables teachers to improve their classroom practices, critically evaluate instructional materials, identify errors or weaknesses in learning resources, and make necessary improvements. Since the K–12 Program seeks to provide quality education, it is important to ensure consistency and quality at every stage, from planning and curriculum development to classroom implementation.

Furthermore, Republic Act No. 10533 aims to provide all learners with access to quality education that meets international standards and is based on sound educational principles. The expanded basic education program prepares students not only for college but also for technical-vocational careers, entrepreneurship, creative industries, and sports-related opportunities. The law also promotes a more learner-centered approach to education by recognizing the diverse needs, abilities, cultures, and backgrounds of learners. It emphasizes the use of appropriate languages in teaching and learning, including

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the use of the learners' mother tongue as an important tool for understanding and learning. Through these provisions, the Act seeks to make education more relevant, inclusive, and responsive to the needs of students, schools, and communities.

In relation to the implementation of the Three-Term School Calendar, RA 10533 emphasizes that teachers must continue to meet curriculum standards and ensure that students achieve the expected learning outcomes, even with changes in class schedules, instructional time, and lesson pacing. Because the law focuses on helping learners master important competencies and gain meaningful learning experiences, teachers need to be well-prepared to adjust their lesson plans, teaching strategies, assessment methods, and classroom management practices to fit the new academic calendar. Studies show that educational reforms are more successful when teachers have the necessary knowledge, skills, and confidence to adapt to changes in school systems and curriculum requirements (Caspe & Sarrosa, 2025).

Furthermore, RA 10533 recognizes the vital role of teachers in turning curriculum policies into effective classroom learning experiences. With the shift to alternative academic arrangements such as the Three-Term School Calendar, teachers may need to reorganize learning competencies, modify instructional activities, and revise assessment schedules while still maintaining the quality of instruction. Antivo et al. (2026) found that teacher readiness is a key factor in the successful implementation of curriculum reforms and in improving student achievement. Teachers who have strong knowledge of the curriculum, are skilled in assessment, and possess the necessary professional competencies are better equipped to manage educational changes and consistently support student learning outcomes.

Republic Act No. 10533 provides a strong foundation for this study because it emphasizes the importance of quality teaching, a responsive curriculum, continuous professional development, and learner-centered instruction. The law recognizes that teachers play a key role in ensuring that educational reforms are successfully implemented and that students receive meaningful learning experiences. In this context, the study on teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar is closely aligned with the goals of the law. The findings of the study can help identify the support that teachers need to effectively adapt to the new calendar system. As a result, the proposed Teacher Support Program can serve as a practical strategy for strengthening teachers' knowledge, skills, and confidence, helping them overcome implementation challenges, and ensuring the achievement of the educational goals set by the Enhanced Basic Education Act of 2013.

Republic Act No. 4670, or the Magna Carta for Public School Teachers. The Magna Carta for Public School Teachers, provides an important legal foundation for this study because it recognizes the vital role of teachers in providing quality education. The law protects teachers' welfare, professional rights, working conditions, and opportunities for career growth. It emphasizes that improving education depends greatly on having qualified, competent, and effective teachers. Therefore, the government is responsible for promoting better working conditions, employment benefits, and professional development opportunities for public school teachers (Republic Act No. 4670, 1966).

In relation to the implementation of the Three-Term School Calendar, the Magna Carta suggests that any educational reform that affects teachers' duties, workload, and responsibilities should also consider their welfare and working conditions. The new academic calendar may require teachers to modify lesson pacing, assessment schedules, instructional planning, remediation activities, and learner support programs. These additional tasks can create challenges that may affect teachers' readiness and ability to teach effectively if proper support is not provided.

Research shows that heavy workloads and increasing administrative responsibilities can negatively affect teachers' performance, well-being, and effectiveness in carrying out their teaching duties (Tarraya, 2023). Therefore, it is important that schools and education leaders provide adequate support, resources, and professional assistance to help teachers successfully adapt to the demands of the Three-Term School Calendar while maintaining the quality of instruction and learner achievement.

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Furthermore, the Magna Carta for Public School Teachers recognizes teachers' right to fair working hours and reasonable working conditions. This is especially important in the implementation of the Three-Term School Calendar because changes in the academic calendar may affect the schedule of classes, grading periods, and school activities. As a result, teachers may experience increased workloads and greater pressure to complete their responsibilities within shorter periods of time. Studies have shown that excessive workload, additional non-teaching assignments, and administrative tasks can negatively affect teachers' job satisfaction, work-life balance, and overall performance when these responsibilities are not properly managed (Abilo et al., 2026).

The law also highlights the importance of attracting and keeping qualified and competent teachers in the teaching profession. This is closely related to teacher readiness, since the success of educational reforms depends largely on teachers' ability to adjust to changes. Implementing a new school calendar requires teachers to be prepared in areas such as curriculum planning, assessment preparation, classroom management, and instructional delivery.

Research suggests that teachers who receive sufficient support from their schools, have access to professional development opportunities, and are guided by effective educational leaders are more likely to be prepared for change and perform their duties successfully during periods of educational transition (OECD, 2025). Therefore, providing teachers with the necessary resources, training, and support is essential for the successful implementation of the Three-Term School Calendar.

The law is also important when it comes to teacher job satisfaction and retention. Studies consistently show that teachers are more satisfied with their jobs and more committed to remaining in the profession when they have good working conditions, strong support from their schools, opportunities for professional growth, and attention to their well-being. On the other hand, heavy workloads and a lack of support can lower teachers' morale, reduce job satisfaction, and affect the quality of instruction they provide. Because the Three-Term School Calendar introduces major changes in the school system, understanding teachers' experiences and the support they need can help education leaders develop programs that improve both teacher performance and job satisfaction (Abellana, 2025).

In summary, Republic Act No. 4670, or the Magna Carta for Public School Teachers, provides a strong legal basis for examining teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar. The law emphasizes that teacher welfare and the quality of education are closely connected. Therefore, a well-planned Teacher Support Program should not only help teachers overcome implementation challenges but also protect their rights, promote their well-being, and support their professional growth, consistent with the goals of the Magna Carta for Public School Teachers.

DepEd Order No. 009, s. 2026 or Guidelines on the Implementation of the Three-Term School Calendar in Basic Education. DepEd Order No. 009, s. 2026, titled "Guidelines on the Implementation of the Three-Term School Calendar in Basic Education," serves as the most relevant policy foundation for this study because it officially introduces the Three-Term School Calendar in Philippine basic education starting in School Year 2026–2027. The Department of Education implemented this policy to make better use of instructional time, improve the scheduling of school activities, strengthen the Academic Recovery for Accessible Learning (ARAL) Program, minimize class disruptions, and enhance the overall quality of teaching and learning. The policy was introduced in response to concerns that the previous four-quarter system resulted in shorter instructional periods, learning gaps, increased teacher workload, and lower student engagement (Teachers Click, 2026).

A major feature of DepEd Order No. 009, s. 2026 is the Protected Instructional Block (PIB), which sets aside uninterrupted time for teaching and learning by minimizing non-academic activities during regular school weeks. Most co-curricular and extracurricular activities are moved to the End-of-Term (EOT) Block, allowing teachers to focus on lesson delivery and helping reduce classroom interruptions. This policy is relevant to the study's challenges variable because it addresses the long-standing issue of disrupted

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class schedules due to school programs, meetings, and competitions. However, teachers may still face challenges in adjusting lesson plans, assessment schedules, and end-of-term activities during the transition.

From the perspective of Educational Change Theory, implementing the Three-Term School Calendar and PIB requires teachers to adapt to new policies and practices, making institutional support essential. Likewise, the Theory of Planned Behavior suggests that teachers are more willing to adopt these changes when they view the reform positively, receive support from school leaders and colleagues, and feel capable of implementing the required adjustments.

These perspectives indicate that the success of the Three-Term School Calendar largely depends on teachers' readiness, adaptability, and confidence. Therefore, a comprehensive Teacher Support Program that provides training, mentoring, technical assistance, and wellness support is necessary to help teachers manage challenges and effectively implement the reform.

The implementation of the Three-Term School Calendar has a major impact on teachers because they are the ones primarily responsible for carrying out the reform in schools. Under DepEd Order No. 009, s. 2026, teachers are expected to adjust their lesson delivery, assessment schedules, learning activities, and classroom management practices to match the longer and more flexible instructional periods provided by the new calendar. Because of these changes, teacher readiness becomes a key factor in determining whether the policy will successfully achieve its goals of improving learning continuity and student performance.

Studies on curriculum implementation and educational reforms consistently show that the success of any reform depends greatly on teachers' level of preparation, ability to adapt to change, and professional competence (Caspe & Sarrosa, 2025). Therefore, understanding teachers' readiness, challenges, and instructional practices under the Three-Term School Calendar is essential in identifying the support they need to effectively implement the reform and ensure positive learning outcomes for students.

The policy also relates directly to the challenges that teachers may face during the implementation of the Three-Term School Calendar. Although DepEd Order No. 009, s. 2026 aims to lessen teachers' workload and improve the use of instructional time, adjusting to a new school calendar may be difficult at first. Teachers may encounter challenges such as revising the pace of lessons, preparing assessments for each term, aligning learning competencies with the new schedule, managing end-of-term requirements, updating lesson plans, and implementing intervention programs within a different timetable. Studies have shown that educational reforms often bring challenges related to workload, planning requirements, availability of resources, and readiness for change, especially during the early stages of implementation (Malbas et al., 2023).

The policy also has important implications for teachers' instructional practices. One of its goals is to provide longer and more continuous learning periods that can support better teaching and deeper student learning. Because of this, teachers may need to use new and more effective teaching strategies, provide instruction that meets the different needs of learners, strengthen remediation activities, conduct regular formative assessments, and find better ways to keep students actively engaged in learning. Research from different countries suggests that when educational systems introduce structural changes, teachers often need to adjust their teaching methods, assessment practices, and classroom approaches as well. Therefore, teachers need adequate training, resources, and professional support to successfully apply these policy changes in the classroom (Gouëdard et al., 2020).

In addition, DepEd Order No. 009, s. 2026 identifies the reduction of non-teaching and ancillary tasks as one of the intended benefits of the Three-Term School Calendar. This goal is consistent with research showing the importance of protecting teachers' instructional time and minimizing unnecessary workload. Studies have found that excessive paperwork, administrative duties, and heavy workloads can negatively affect teachers' effectiveness, well-being, and the quality of instruction they provide. Therefore, it is important to examine whether teachers actually experience a reduced workload under the Three-Term School Calendar, as this can provide valuable information about how well the policy is being implemented at the school level (Tarraya, 2023).

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The implications of DepEd Order No. 009, s. 2026 are closely connected to the development of the proposed Teacher Support Program, which is the intended outcome of this study. Since the implementation of the Three-Term School Calendar requires teachers to adjust their teaching methods, schedules, assessments, and lesson planning practices, the findings of the study on teachers' readiness and challenges can be used to create appropriate support programs. These support initiatives may include training on curriculum pacing, assessment management, lesson planning under the trimester system, workload management, teacher wellness programs, peer mentoring, and school-based professional learning communities. Such interventions can help ensure that teachers have the knowledge, skills, and support needed to successfully and sustainably implement the Three-Term School Calendar (UNESCO International Bureau of Education, 2023).

In summary, DepEd Order No. 009, s. 2026 serves as the main policy foundation for this study. The policy aims to protect instructional time, improve the continuity of learning, reduce workload pressures, and strengthen learning recovery efforts. Its success largely depends on how prepared teachers are, how well they can address implementation challenges, and how effectively they carry out their instructional responsibilities. Therefore, the proposed Teacher Support Program can play an important role in achieving the goals of the policy by strengthening teachers' skills, improving instructional effectiveness, and enhancing schools' overall readiness for the implementation of the Three-Term School Calendar.

These theories and legal bases suggest that the success of the Three-Term School Calendar depends greatly on how prepared, confident, flexible, and capable teachers are in carrying out their teaching responsibilities. They also show that teachers are more likely to implement the new calendar successfully when they receive strong support from school leaders, fellow teachers, and educational institutions.

These frameworks emphasize that teachers play a key role in making educational reforms work. Their attitudes toward the reform, teaching skills, working conditions, and access to training and resources can affect how well they adapt to and implement the changes. Furthermore, they highlight the need for continuous professional development, institutional support, and programs that promote teacher well-being so that teachers can overcome challenges, maintain effective teaching practices, and help improve student learning outcomes under the Three-Term School Calendar.

Statement of the problem

This study aims to examine the readiness, challenges, and instructional practices in the implementation of the Three-Term School Calendar in North District 8 of DepEd Cebu City Division as basis for the teachers support program.

Specifically, it seeks to answer the following inquiries:

1. What is the profile of the teachers in terms of:
   1.1 age;
   1.2 gender;
   1.3. civil status;
   1.4 years of teaching experience;
   1.5 highest educational attainment; and
   1.6 relevant trainings/seminars attended?
2. What is the level of readiness of the teachers in the implementation of the Three-Term Calendar in terms of:
   2.1 knowledge and understanding;
   2.2 classroom implementation;
   2.3 utilization of teaching resources and school support; and,
   2.4 assessment and learning management
3. What is the status of teachers' instructional practices under the Three-Term School Calendar in terms of:

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3.1 instructional planning and preparation;
3.2 differentiated instruction and delivery;
3.3 classroom and behavior management; and,
3.4 formative and summative assessment?

4. What are the challenges encountered by the teachers in the implementation of the Three-Term School Calendar?
5. Is there a significant relationship between the teachers' level of readiness and their level of implementation of instructional practices under the Three-Term School Calendar?
6. Based on the findings of the study, what teachers support program can be proposed?

METHODS

Design

This study used a descriptive-survey research design with a quantitative approach to find out how prepared teachers are, what challenges they face, and what teaching practices they use in implementing the three-term school calendar in North District 8. A descriptive research design is appropriate because it focuses on describing situations and conditions as they naturally occur without changing or influencing any factors. It helps the researcher collect factual information about teachers' experiences and perceptions regarding the new school calendar.

According to Creswell and Creswell (2018), descriptive survey research is commonly used to gather information about people's opinions, attitudes, characteristics, and experiences. Likewise, Ary et al. (2019) stated that descriptive research aims to describe the current condition of a situation or phenomenon and explain what presently exists. In this study, the descriptive-survey method is suitable because it allows the researcher to determine teachers' level of readiness, identify the challenges they encounter, and describe the instructional practices they use under the three-term school calendar system.

To collect the necessary data, the researcher used a researcher-made survey questionnaire that were distributed to teacher-respondents in North District 8. The responses were analyzed using appropriate statistical tools to determine the levels of readiness, challenges, and instructional practices. The results provided a clear picture of how teachers view and respond to the implementation of the three-term school calendar.

In addition, the study used a descriptive-correlational design to determine whether there is a significant relationship among teachers' readiness, the challenges they encounter, and their instructional practices. Correlational research is used to examine whether two or more variables are related to one another, without claiming that one variable causes the other. Through this approach, the researcher was able to determine whether teachers' readiness and the challenges they experience are associated with the instructional practices they use during the implementation of the three-term school calendar.

The findings of the study would serve as the foundation for developing a Teacher Support Program that aims to improve teachers' readiness, help address the challenges they encounter, and strengthen their instructional practices. Ultimately, the program was intended to support the effective implementation of the three-term school calendar in North District 8.

Flow of the Study

This study was guided by the Input–Process–Output (IPO) Model, which serves as the framework for showing how the study was conducted from start to finish. The IPO Model is appropriate because it clearly explains how the information gathered from the respondents are collected, analyzed, and used

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to produce the desired outcome. In this study, the model shows how data about teachers' profiles, readiness, challenges, and instructional practices in implementing the three-term school calendar will be used in developing a Teacher Program.

Input. The input refers to the information needed to achieve the objectives of the study. This includes the profile of the teacher-respondents, such as their age, sex, highest educational attainment, length of service, position, and relevant trainings attended related to curriculum implementation and educational reforms. It also includes information about their level of readiness in implementing the three-term school calendar, the challenges they encounter, and the instructional practices they use to adapt to the new school calendar. These data would help provide a clear understanding of the current situation of teachers in North District 8.

Process. The process refers to the steps that the researcher followed in conducting the study. These included preparing and validating the survey questionnaire, obtaining the necessary permissions from the concerned authorities, administering the questionnaire to the teacher-respondents, collecting the completed questionnaires, organizing and tabulating the data, and analyzing the results using appropriate statistical tools. The findings were then interpreted based on the objectives of the study to determine teachers' levels of readiness, identify the challenges they face, and describe the instructional practices they employ. The results would also help identify areas where teachers may need additional support or intervention.

Output. The output is the expected result of the study. Based on the findings, a Teacher Support Program would be developed. This program would be designed to improve teachers' readiness, help address the challenges they encounter, and strengthen their instructional practices in implementing the three-term school calendar. Ultimately, the program is expected to support the successful implementation of the three-term school calendar in North District 8 and help teachers provide quality instruction that promotes better learning outcomes for students.

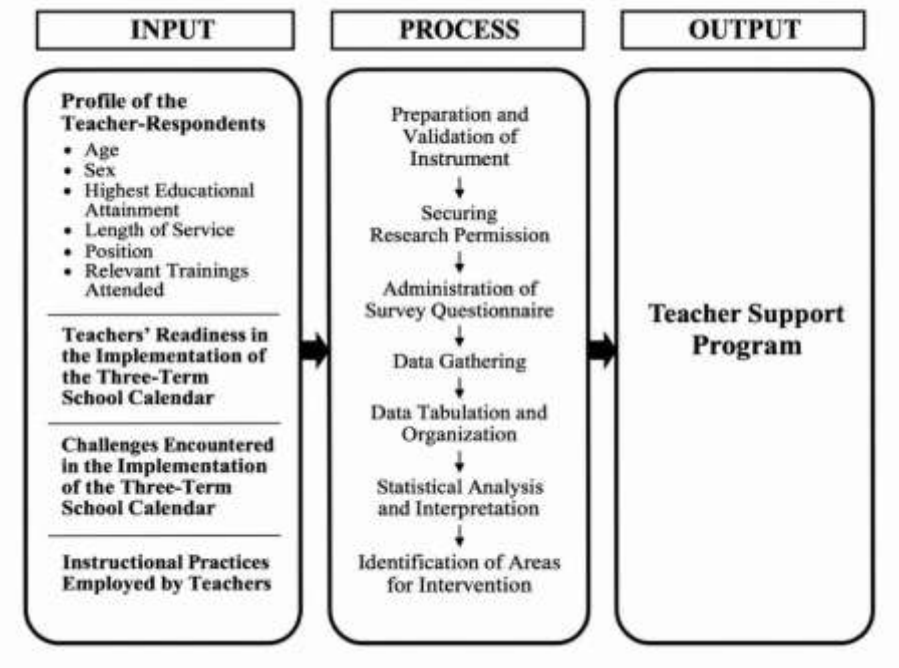


Figure 2. *Flow of the Study*

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Environment

This study was conducted in selected public elementary schools under the Department of Education Cebu City Division, specifically in North District 8. The schools included in the study are Bacayan Elementary School, Budlaan Integrated School, Guba Elementary School, Talamban Elementary School, and San Jose Elementary School. These schools were chosen because they are implementing the three-term school calendar and can provide valuable information about teachers' experiences with the new academic system.

The DepEd Cebu City Division is responsible for managing and supervising public schools in Cebu City. It ensures that national education policies, curriculum reforms, and school programs are properly implemented. The division also supports teachers and school personnel by providing guidance, training, and resources to help them adapt to changes in the education system and improve student learning outcomes. The selected schools serve learners from different social, economic, and cultural backgrounds. They also have teachers with varying levels of experience, educational qualifications, and training. Because of this diversity, these schools provide a good setting for examining teachers' readiness, the challenges they face, and the teaching practices they use in implementing the three-term school calendar. These schools are considered suitable research sites because they have already begun the transition to the three-term school calendar and are directly affected by its implementation. As a result, teachers are required to adjust their lesson planning, classroom management, assessment methods, and other teaching responsibilities to fit the new academic schedule. Studying their experiences will help provide a better understanding of how the three-term school calendar is being implemented at the school level.



Figure 3. *Location Map of the Study*

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The findings of this study were expected to provide useful information for educational leaders, school administrators, and policymakers. The results may help them better understand the needs of teachers and develop a Teacher Support Program that responds to those needs. Ultimately, the study aims to support the successful implementation of the three-term school calendar and contribute to the continuous improvement of teaching and learning in North District 8, Cebu City Division.

Respondents

The respondents of the study were the 100 teachers from selected public elementary schools in North District 8 of the Department of Education, Schools Division of Cebu City. These schools are Bacayan Elementary School, Budlaan Integrated School, Guba Elementary School, Talamban Elementary School, and San Jose Elementary School.

The study used stratified random sampling with equal allocation. In this randomly selected from each school, regardless of the school's total teaching population. This sampling technique is appropriate because it ensures that all four schools are equally represented in the study. As a result, the researcher would be able to obtain a more balanced understanding of teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar. In addition, this method prevents larger schools from having a greater influence on the results and allows for a fair comparison of teachers' responses across the participating schools.

Table 1 shows the distribution of respondents.

Table 1. *Distribution of Respondents*

School	Frequency	Percentage
Bacayan Elementary School	20	20
Budlaan Integrated School	20	20
Guba Elementary School	20	20
Talamban Elementary School	20	20
San Jose Elementary School	20	20
Total	**100**	**100**

Ethical Considerations

This study followed established ethical principles to protect the rights, welfare, and privacy of all participants. Before data collection, the researcher secures approval from the appropriate school and district authorities. Participation in the study was entirely voluntary, and each respondent received an informed consent form that explains the purpose of the study, the data collection procedures, and their rights as participants. Teachers were informed that they may refuse to participate or withdraw from the study at any time without any penalty.

The study strictly observed confidentiality and anonymity. No personally identifiable information was collected, and all responses were treated with the highest level of confidentiality. The data gathered were used only for academic and research purposes and are stored securely to prevent unauthorized access. The findings were presented in summary or aggregate form to ensure that individual respondents and participating schools cannot be identified.

In addition, the researcher ensured that participation in the study did not cause any physical, psychological, or professional harm to the respondents. Objectivity, honesty, and integrity were maintained throughout the research process, including data collection, analysis, interpretation, and reporting of findings. By following these ethical standards, the study strengthened its credibility, integrity, and trustworthiness while protecting the rights and dignity of the teacher respondents.

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Instruments

The main tool used in this study was a survey questionnaire. The instruments were revised and adapted from the studies of Caspe and Sarrosa (2025) and Labora (2025). They were designed to collect information about teachers' readiness, challenges, and instructional practices in implementing the three-term school calendar in North District 8. The questionnaire was adapted and revised from existing studies on teacher readiness, educational reforms, and instructional practices. In particular, it was based on the study. These tools were modified to ensure that the questions are relevant to the objectives and context of the present study. The questionnaire was divided into four parts: Part I – Respondents' Profile. This section gathered basic information about the teacher-respondents, including their age, sex, highest educational attainment, length of service, position, and relevant trainings attended related to curriculum implementation and educational reforms. This information would help describe the background of the respondents and determine whether their characteristics influence their responses to the study. Part II – Teachers' Readiness. This section measured how prepared teachers are for the implementation of the three-term school calendar. The questions focused on their knowledge and understanding of the policy, lesson planning, assessment preparation, time management, ability to adapt to changes, and confidence in carrying out their teaching responsibilities under the new academic calendar. The items were revised to suit the specific requirements of the three-term school calendar. Part III – Challenges Encountered. This section identifies the difficulties teachers experience while implementing the three-term school calendar. The questions covered areas such as workload management, curriculum pacing, lesson preparation, assessment scheduling, student engagement, availability of resources, and work-life balance. The purpose of this section was to determine the common challenges faced by teachers and how these challenges affect the implementation of the new school calendar. Part IV – Instructional Practices. This section examined the teaching methods and strategies used by teachers during the implementation of the three-term school calendar. It included questions about lesson delivery, instructional planning, learner-centered approaches, assessment techniques, classroom management, differentiated instruction, and the use of learning resources. This part aimed to determine how teachers adjust their teaching practices to meet the demands of the new academic calendar.

Data Gathering Procedure

To ensure that the study was conducted properly and systematically, the researcher followed a series of steps in collecting the data needed to assess teachers' readiness, challenges, and instructional practices in implementing the three-term school calendar in North District 8.

First, the researcher obtained approval from the Dean of the Graduate School of Cebu Technological University and secure an endorsement letter to conduct the study. After this, a formal request was submitted to the Schools Division Superintendent of the Department of Education (DepEd) Cebu City Division through the appropriate channels. Once permission is granted, letters were also be sent to the Public Schools District Supervisor of North District 8 and the school heads of Bacayan Elementary School, Budlaan Integrated School, Guba Elementary School, Talamban Elementary School, and San Jose Elementary School to seek their approval and cooperation.

After receiving the necessary permissions, the researcher prepared the survey questionnaire and ask a group of experts to review it. Their suggestions and recommendations were used to improve the questionnaire and ensure that the questions are clear, relevant, and appropriate for the study. A pilot test was then be conducted with teachers who are not part of the actual study participants to determine whether the questionnaire is reliable. The reliability of the instrument were measured using Cronbach's Alpha to ensure that the questionnaire consistently measures what it was intended to measure.

Once the questionnaire were validated and tested for reliability, the researcher coordinated with the school heads regarding the schedule and method of administering the survey. Before distributing the questionnaire, the respondents were informed about the purpose of the study, their role as participants, and

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the confidentiality of the information they provide. They were also be informed that their participation is voluntary. An informed consent form were provided and signed before data collection begins.

The researcher personally distributed the questionnaires to the teacher-respondents or use a suitable platform approved by the school administration. Respondents were given enough time to answer the questionnaire honestly and completely. After the survey was completed, the questionnaires were collected, checked for completeness, and organized for data processing.

The gathered data were then encoded, tabulated, and analyzed using appropriate statistical tools. The results were interpreted based on the objectives of the study to determine the level of teachers' readiness, the challenges they encounter, and the instructional practices they used in implementing the three-term school calendar.

The findings of the study served as the basis for developing a Teacher Support Program aimed at improving teachers' preparedness, addressing the challenges they face, and enhancing their instructional practices. The program was expected to support the successful implementation of the three-term school calendar in North District 8.

Throughout the entire research process, the researcher strictly followed ethical standards. The identified respondents and all information they provide were kept confidential and used only for academic and research purposes. Participation in the study were completely voluntary, and respondents may choose to withdraw from the study at any time without any penalty or negative consequences.

Statistical Treatment of Data

The data collected for this study were analyzed using appropriate statistical tools. These tools helped the researcher accurately interpret the data and present meaningful findings. The following statistical methods were used.

Frequency Count and Percentage. Frequency count and percentage were used to describe the personal and professional profiles of the teacher-respondents, including age, sex, civil status, length of teaching experience, highest educational attainment, and relevant trainings, seminars, or workshops attended specifically related to the Three-Term School Calendar. These statistical tools summarized the respondents' background characteristics and showed their distribution across the different categories.

Weighted Mean. The weighted mean was used to determine the overall level of teachers' readiness and instructional practices in implementing the Three-Term School Calendar. It was also used to summarize teachers' responses regarding the challenges they encountered, as appropriate to the questionnaire's rating scale. This statistical tool provided the average response for each indicator and dimension, allowing the researcher to identify areas of strength and aspects requiring further support.

Standard Deviation. Standard deviation was used to determine the degree of variation in the respondents' answers regarding their readiness and instructional practices. A lower standard deviation indicated that responses were relatively close to the mean, while a higher standard deviation indicated greater variation in responses. This measure helped describe the consistency of teachers' responses across the indicators and dimensions assessed.

Ranking. Ranking was used to arrange the challenges encountered by teachers according to their computed results, from the highest-ranked concern to the lowest-ranked concern. This procedure helped identify the challenges that required greater attention in developing the proposed Teacher Support Program.

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Spearman's Rank-Order Correlation Coefficient (Spearman's rho). Spearman's rank-order correlation coefficient was used to determine whether a statistically significant relationship existed between teachers' overall readiness and their overall instructional practices in implementing the Three-Term School Calendar. This statistical tool measured the strength and direction of the association between the two variables. The result was evaluated at the 0.05 level of significance to determine whether the null hypothesis should be rejected or not rejected.

In summary, frequency count and percentage were used to describe the respondents' profiles; weighted mean was used to summarize teachers' readiness, instructional practices, and responses concerning implementation challenges; standard deviation was used to measure the variation in responses; ranking was used to identify the most prominent challenges; and Spearman's rank-order correlation coefficient was used to examine the relationship between overall readiness and overall instructional practices. The results of these analyses served as the basis for drawing conclusions and developing the proposed Teacher Support Program for the implementation of the Three-Term School Calendar in North District 8.

Scoring Procedures

To make the data easier to analyze and interpret, the responses of the teacher-respondents regarding their readiness, challenges encountered, and instructional practices in implementing the three-term school calendar were measured using a five-point Likert Scale. This scale allowed the researcher to determine the extent to which the respondents agree with or experience each indicator included in the survey questionnaire. The numerical ratings, corresponding scales, and verbal interpretations served as the basis for analyzing the respondents' answers.

Teachers' Readiness. The respondents' level of readiness in implementing the three-term school calendar were measured using the following scale:

Score Range	Numerical Rating	Descriptive Rating	Verbal Interpretation
3.26 – 4.00	4	Strongly Agree (SA)	**Very High Readiness:** The teacher is exceptionally prepared, fully knowledgeable, and highly confident in executing the three-term guidelines.
2.51 – 3.25	3	Agree (A)	**High Readiness:** The teacher is prepared, knowledgeable, and confident in executing the three-term guidelines.
1.76 – 2.50	2	Disagree (D)	**Moderate Readiness:** The teacher has limited preparation, minor gaps in knowledge, and low confidence in executing the three-term guidelines.
1.00 – 1.75	1	Strongly Disagree (SD)	**Low Readiness:** The teacher is completely unprepared, lacks knowledge, and has no confidence in executing the three-term guidelines.)

Instructional Practices. The respondents' level of instructional practices in implementing the three-term school calendar were measured using the following scale:

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Score Range	Numerical Rating	Descriptive Rating	Verbal Interpretation
3.26 – 4.00	4	Always (A)	**Consistently Practiced:** The instructional strategy is executed systematically and without fail under the three-term schedule.
2.51 – 3.25	3	Often (O)	**Frequently Practiced:** The instructional strategy is regularly executed but may occasionally be missed due to schedule constraints.
1.76 – 2.50	2	Seldom (S)	**Minimally Practiced:** The instructional strategy is rarely executed and is highly disrupted by the three-term schedule.
1.00 – 1.75	1	Never (N)	**Not Practiced:** The instructional strategy is not executed at all under the three-term schedule.

RESULTS AND DISCUSSION

Profile of the Respondents

This section describes the profile of the teacher respondents involved in the study. The respondents are categorized according to their age, gender, years of teaching experience, highest educational attainment, and relevant trainings or seminars attended. Understanding these characteristics helps provide a clearer picture of their professional background and may explain differences in their readiness, teaching practices, and experiences in implementing the Three-Term School Calendar in North District 8, DepEd Cebu City Division.

Age and Gender

Table 2 shows the age distribution of the teacher respondents in the study. Age and gender are an important factor because it can affect a person's work experience, ability to adjust to new educational changes, and readiness to adopt reforms such as the Three-Term School Calendar. Examining the respondents' ages helps provide a better understanding of the group participating in the study.

Table 2. *Age and Gender of Respondents*

Age	Gender		Total	
	M	F	f	%
51 - 60 years old	3	15	18	18.00
41 - 50 years old	0	17	17	17.00
31 - 40 years old	2	17	19	19.00
20 - 30 years old	15	31	46	46.00
Total	**20**	**80**	**100**	**100.00**

Table 2 presents the demographic profiles of the teacher respondents in terms of age and gender. In terms of age, the largest proportion of respondents were in the 20–30 age group, comprising 46 teachers (46.00%). This was followed by those aged 31–40 years old, with 19 respondents (19.00%); 51–60 years

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old, with 18 respondents (18.00%); and 41–50 years old, with 17 respondents (17.00%). In terms of gender, female teachers constituted the majority, with 80 respondents (80.00%), while male teachers accounted for 20 respondents (20.00%). These findings indicate that the study participants were predominantly younger teachers and that female educators represented the larger proportion of the respondents.

The age distribution underscores the importance of recognizing differences in teachers' professional backgrounds and experiences when developing support mechanisms for the implementation of the Three-Term School Calendar. Teachers at different stages of their careers may have varying professional development needs, instructional experiences, and levels of familiarity with educational reforms. Younger teachers may benefit from opportunities to strengthen their pedagogical competencies and gain practical experience, whereas more experienced teachers may contribute established instructional strategies and practical knowledge through professional collaboration. Nevertheless, age alone does not determine teachers' readiness, adaptability, or instructional effectiveness. Similarly, the predominance of female respondents describes the gender composition of the study population but does not establish differences between male and female teachers in terms of readiness, challenges, or instructional practices.

These findings may be viewed in relation to the OECD's (2025) Results from TALIS 2024: The State of Teaching, which examines the teaching workforce and emphasizes the importance of professional learning and collaboration in teachers' work. Although the international report provides a broader context for understanding teachers' professional development, its findings should not be assumed to directly represent the experiences of teachers in North District 8. Rather, the demographic characteristics identified in the present study provide a basis for considering the varied professional experiences and support needs of the respondents in the implementation of the Three-Term School Calendar.

In view of these findings, the proposed Teacher Support Program should provide inclusive and needs-based professional development opportunities for all teachers, regardless of age or gender. The program may incorporate mentoring and coaching, collaborative lesson planning, professional learning sessions, and training on instructional strategies and assessment practices suited to the three-term calendar. These initiatives should be guided by the teachers identified readiness levels, implementation challenges, and instructional needs rather than their demographic characteristics alone. By promoting continuous professional learning and collaboration, the program may help strengthen teachers' readiness and instructional practices and support the effective implementation of the Three-Term School Calendar.

Civil Status

Table 3 presents the civil status of the teacher respondents. Civil status is an important demographic characteristic that describes whether respondents are single, married, widowed, or separated. Understanding the respondents' civil status provides additional information about their personal background and may help explain their readiness, experiences, challenges, and instructional practices in implementing the Three-Term School Calendar.

Table 3. *Civil Status of Respondents*

Civil Status	Frequency	Percentage
Single	52	52.00
Married	45	45.00
Widow/er	3	3.00
Total	**100**	**100.00**

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Table 3 presents the civil status of the teacher respondents. The results show that single teachers constituted the largest group, with 52 respondents (52.00%), followed by married teachers, with 45 respondents (45.00%). Meanwhile, three respondents (3.00%) were widowed. These findings indicate that single teachers accounted for a slight majority of the respondents, while married teachers also represented a substantial proportion of the study population.

The distribution of civil status provides contextual information about the demographic characteristics of the respondents. Although teachers may have varying personal circumstances and responsibilities, the results do not establish whether civil status influences their readiness, challenges, or instructional practices in implementing the Three-Term School Calendar. Therefore, conclusions regarding teachers' professional experiences should be based on the variables examined in the study rather than assumptions associated with their civil status.

The importance of institutional support may be considered in relation to UNESCO's (2024) Global Education Monitoring Report 2024/5: Leadership in Education—Lead for Learning, which emphasizes the role of educational leadership in strengthening professional capacity, fostering collaboration, and supporting educational improvement. Although the report does not specifically examine teachers' civil status, it provides a broader basis for recognizing the importance of supportive school environments. In the context of the present study, school leaders may facilitate the implementation of the Three-Term School Calendar by providing relevant professional development, instructional guidance, collaborative planning opportunities, and adequate teaching resources.

Based on these findings, the proposed Teacher Support Program should prioritize the respondents' identified readiness levels, implementation challenges, and instructional needs. Support mechanisms should be accessible to all teachers and responsive to their professional circumstances, regardless of civil status. Initiatives promoting teacher well-being, effective workload management, professional collaboration, and continuous professional development may help address the demands associated with implementing the Three-Term School Calendar. However, these initiatives should be designed around teachers' expressed needs and the challenges identified in the study rather than presumed differences based on civil status. Through sustained professional learning, collaboration, and appropriate administrative support, the program may help strengthen teachers' instructional practices and facilitate the implementation of the Three-Term School Calendar.

Years of Teaching Experience

Table 4 presents the teaching experience of the teacher respondents. Teaching experience is an important professional factor that indicates how long teachers have been working in the profession. Examining the respondents' years of teaching experience helps provide a better understanding of their exposure to classroom teaching, educational initiatives, and policy implementation. This information may help explain their level of readiness, the challenges they encounter, and their instructional practices in implementing the Three-Term School Calendar.

Table 4. *Years of Teaching Experience of Respondents*

Profile	Frequency	Percentage
21 years and above	18	18
16 - 20 years	4	4
11 - 15 years	10	10
6 - 10 years	25	25
2 - 5 years	12	12
1 year and below	31	31
Total	**100**	**100.00**

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Table 4 presents the distribution of teacher respondents according to their years of teaching experience. The results show that the largest group consisted of teachers with one year of teaching experience and below, comprising 31 respondents (31.00%). This was followed by teachers with 6–10 years of experience, with 25 respondents (25.00%); those with 21 years and above, with 18 respondents (18.00%); teachers with 2–5 years of experience, with 12 respondents (12.00%); and those with 11–15 years of experience, with 10 respondents (10.00%). Meanwhile, only four respondents (4.00%) had 16–20 years of teaching experience. These findings indicate that the respondents had varied levels of professional experience, with the largest proportion having one year of teaching experience and below. This suggests that the study included a considerable number of beginning teachers alongside educators with more extensive teaching experience.

The distribution of teaching experience highlights the importance of providing differentiated professional support during the implementation of the Three-Term School Calendar. Teachers who are relatively new to the profession may benefit from mentoring, coaching, classroom management assistance, and guidance in instructional planning and assessment. Meanwhile, teachers with more years of experience may contribute practical knowledge and established teaching strategies through professional collaboration. However, years of teaching experience alone do not establish a teacher's level of readiness, adaptability, or instructional effectiveness. These outcomes should be examined using the relevant measures included in the study.

The importance of professional learning and collaboration may be considered in relation to the OECD's (2025) Results from TALIS 2024: The State of Teaching, which examines teachers' professional experiences and the conditions that support their work. The report provides a broader context for understanding the importance of professional development and collaboration, although it should not be interpreted as direct evidence of the readiness or instructional effectiveness of the respondents in North District 8. Rather, the findings of the present study underscore the value of considering teachers' differing levels of experience when planning support for educational reforms.

Based on these findings, the proposed Teacher Support Program may incorporate mentoring and coaching for beginning teachers, collaborative lesson planning, peer learning sessions, and professional development activities focused on instructional strategies, assessment practices, and workload management under the Three-Term School Calendar. These activities should be responsive to teachers' identified needs rather than determined solely by their years of service. By encouraging knowledge sharing and continuous professional learning among teachers at different career stages, the program may help strengthen readiness and instructional practices in implementing the Three-Term School Calendar.

Highest Educational Attainment

Table 5 presents the highest educational attainment of the teacher respondents. Educational attainment is an important professional characteristic that shows the highest level of education completed by the teachers. Examining the respondents' educational attainment provides a better understanding of their academic qualifications and commitment to professional development.

Table 5. *Highest Educational Attainment of Respondents*

Highest Educational Attainment	**Frequency**	**Percentage**
Doctorate Degree Holder	0	0.00
CAR in Doctorate Degree	2	2.00
Master’s Degree Holder	11	11.00
CAR in Master’s Degree	31	31.00
College Graduate	56	56.00
Total	**100**	**100.00**

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Table 5 presents the highest educational attainment of the teacher respondents. The results show that the largest group consisted of college graduates, with 56 respondents (56.00%). This was followed by teachers who had completed the academic requirements for a master's degree (CAR), with 31 respondents (31.00%), and master's degree holders, with 11 respondents (11.00%). Meanwhile, two respondents (2.00%) had completed the academic requirements for a doctorate degree, and none had earned a doctoral degree. These findings indicate that most respondents held a bachelor's degree as their highest completed qualification, while 44 respondents (44.00%) had pursued graduate studies at the master's or doctoral level. This distribution provides an overview of the respondents' academic qualifications and their participation in further professional education.

The educational attainment of the respondents highlights the importance of aligning professional development initiatives with teachers' instructional responsibilities and identified learning needs. Although graduate education may provide opportunities to deepen pedagogical knowledge and professional competencies, academic qualifications alone do not determine teachers' readiness or effectiveness in implementing the Three-Term School Calendar. Teachers also need practical guidance, relevant instructional resources, opportunities for collaboration, and administrative support to address changes in lesson planning, assessment, classroom management, and learner progress monitoring. Consequently, professional support should consider both teachers' educational backgrounds and their actual experiences and challenges in implementing the new school calendar.

This perspective is supported by Ellaso et al. (2026), whose study examined factors influencing the professional development of elementary school teachers in the Philippines, with particular attention to networking opportunities and professional learning communities as elements of teacher capacity-building. Their findings provide a basis for considering collaborative professional learning as part of teacher development. Similarly, Maratas and Ting (2026) found significant positive correlations among professional development, perceived readiness, and instructional practices among inclusive education teachers. Although their study focused on inclusive education teachers in a different school context, its findings are relevant to the importance of professional development in relation to teachers' readiness and instructional practices. These studies support the value of professional learning and collaboration; however, they do not establish that educational attainment alone determines readiness or instructional effectiveness in implementing the Three-Term School Calendar.

Based on these findings, the proposed Teacher Support Program may provide professional learning opportunities that strengthen teachers' practical competencies in implementing the Three-Term School Calendar. These may include training on instructional planning, assessment strategies, curriculum alignment, and learner progress monitoring, as well as collaborative learning sessions where teachers can exchange experiences and effective practices. Mentoring and coaching may also be incorporated to address the specific challenges identified by the respondents. Such initiatives should be accessible to teachers regardless of their highest educational attainment and should respond to the actual needs identified in the study. By connecting professional development with classroom demands and encouraging collaboration among teachers, the program may help strengthen readiness and instructional practices in implementing the Three-Term School Calendar.

Relevant Trainings / Seminars / Workshops Attended Related to Implementation of the Three-Term School Calendar

Table 6 presents the relevant trainings, seminars, and workshops attended by the respondents related to the implementation of the Three-Term School Calendar. Participation in professional development activities is an important indicator of teachers' preparedness and commitment to continuous learning. Examining the number of relevant trainings attended helps determine the respondents' level of exposure to policies, teaching strategies, and best practices that support the implementation of the Three-Term School Calendar. It also provides insight into how these learning opportunities may influence teachers' readiness, instructional practices, and ability to address implementation challenges.

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Table 6. *Relevant Trainings / Seminars / Workshops Attended Related to Implementation of the Three-Term School Calendar of Respondents*

Relevant Trainings / Seminars / Workshops Attended	Frequency	Percentage
4 and above	3	3.00
3	0	0.00
2	19	19.00
0 – 1	78	78.00
Total	**100**	**100.00**

Table 6 presents the relevant trainings, seminars, and workshops attended by the teacher respondents specifically related to the implementation of the Three-Term School Calendar. The results show that the majority of the respondents, comprising 78 teachers (78.00%), had attended zero to one related training, seminar, or workshop. This was followed by 19 respondents (19.00%) who had attended two activities. Meanwhile, three respondents (3.00%) had participated in four or more activities, while none had attended exactly three activities. Overall, 97 respondents (97.00%) had attended two or fewer related professional development activities, while only three respondents (3.00%) had attended four or more. These findings indicate that most of the respondents had limited exposure to formal training specifically focused on implementing the Three-Term School Calendar.

The limited participation in related professional development activities highlights the need to provide teachers with sufficient opportunities to understand and respond to the instructional demands of the Three-Term School Calendar. These demands may include adjusting lesson pacing, aligning curriculum content with the revised schedule, planning assessments, managing classroom activities, and monitoring learner progress within each term. Although the number of seminars attended does not necessarily determine a teacher's readiness or instructional effectiveness, limited exposure to focused training may indicate a need for additional guidance and practical support. Teachers may also develop relevant competencies through school-based orientations, mentoring, collaborative planning, and independent learning; therefore, their actual readiness and challenges should also be considered.

The importance of professional learning and collaboration is reflected in Ellaso et al. (2026), whose study examined networking opportunities and professional learning communities in relation to teacher capacity-building. Their work provides a basis for considering collaborative learning as a means of strengthening teachers' professional competencies. Similarly, Maratas and Ting (2026) reported significant positive correlations among professional development, perceived readiness, and instructional practices among inclusive education teachers. Although these studies did not specifically examine the Three-Term School Calendar, their findings are relevant to the need for continuous professional development and opportunities for teachers to strengthen their instructional practices. These publications provide supporting context rather than direct evidence of the effects of training on the implementation of the three-term calendar.

In view of these findings, the proposed Teacher Support Program should prioritize relevant and practical professional development opportunities focused on the implementation of the Three-Term School Calendar. These may include orientation sessions on the calendar's structure and requirements, workshops on curriculum alignment and lesson pacing, training on assessment planning and learner progress monitoring, and learning action cell sessions for sharing effective instructional practices. Mentoring and coaching may also be provided to help teachers address implementation challenges as they arise. By ensuring that professional development activities are directly aligned with the demands of the three-term system and the needs identified by the respondents, the program may help strengthen teachers' readiness and instructional practices.

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Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar

This section presents the level of readiness of teachers in the implementation of the Three-Term School Calendar. Specifically, it examines teachers' readiness in terms of knowledge and understanding, classroom implementation, utilization of teaching resources and school support, and assessment and learning management. Assessing these dimensions provides insights into the preparedness of teachers to effectively adapt to and implement the requirements of the Three-Term School Calendar.

Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Knowledge and Understanding

Table 7 presents the level of readiness of teachers in implementing the Three-Term School Calendar in terms of knowledge and understanding. This aspect examines how well teachers understand the policies, guidelines, objectives, and requirements of the new academic calendar. Assessing teachers' knowledge and understanding is important because it helps determine how prepared they are to implement the Three-Term School Calendar effectively and meet the instructional demands associated with is implementation.

Table 7. *Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Knowledge and Understanding*

Indicator	Mean	SD	DR
I understand the objectives of implementing the Three-Term School Calendar.	3.20	0.45	Agree
I am familiar with the policies and guidelines governing the Three-Term School Calendar.	3.17	0.43	Agree
I understand how the Three-Term School Calendar affects curriculum implementation.	3.24	0.48	Agree
I understand my roles and responsibilities under the Three-Term School Calendar.	3.29	0.50	Strongly Agree
I am knowledgeable about the academic schedules and timelines under the Three-Term School Calendar.	3.20	0.59	Agree
Average	**3.22**	**0.44**	**Agree**

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Strongly Agree (SA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree(D)
1.00 – 1.75	Strongly Disagree (SD)

Table 7 presents the teachers' readiness to implement the Three-Term School Calendar in terms of knowledge and understanding. The overall mean of 3.22 (SD = 0.44) was interpreted as Agree, indicating that the respondents generally perceived themselves as knowledgeable about the objectives, policies, curriculum implications, roles, and academic schedules associated with the three-term system. The highest-rated indicator was understanding their roles and responsibilities under the Three-Term School Calendar (M = 3.29, SD = 0.50), interpreted as Strongly Agree. This was followed by understanding how the calendar affects curriculum implementation (M = 3.24, SD = 0.48). Understanding the objectives of the calendar and knowledge of academic schedules and timelines both obtained a mean of 3.20, with standard deviations of

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0.45 and 0.59, respectively. Meanwhile, familiarity with the policies and guidelines governing the Three-Term School Calendar received the lowest mean of 3.17 (SD = 0.43), although it was still interpreted as Agree. The relatively low standard deviations suggest that the respondents' ratings were generally clustered around their respective means.

These findings indicate that teachers generally perceive themselves as ready in terms of their knowledge and understanding of the Three-Term School Calendar. However, the comparatively lower rating for familiarity with policies and guidelines points to an area that may require further attention. Understanding one's responsibilities is important, but teachers also need clear and accessible information about the policies, procedures, and implementation requirements governing the calendar. The results therefore suggest an opportunity to strengthen policy dissemination and provide practical guidance to ensure that teachers understand how the guidelines apply to curriculum planning, assessment, and classroom instruction.

The importance of continuous teacher learning is supported by UNESCO's (2024) Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession, which emphasizes lifelong learning, continuous professional development, and the need to support teachers in their professional roles. Similarly, Popova et al. (2022), in their review of teacher professional development programs around the world, found that training approaches incorporating a specific subject focus, opportunities for teachers to practice instructional skills, and follow-up support were associated with stronger student learning outcomes in the evaluated programs. Although these publications do not directly examine the Three-Term School Calendar, they provide a broader evidence base for designing professional support that responds to teachers' learning needs. In the present study, the results suggest that such support should include clear explanations of relevant policies and guidelines, alongside practical activities that help teachers apply these requirements in their instructional work.

Based on these findings, the proposed Teacher Support Program should include policy orientation sessions, accessible reference materials, and opportunities for teachers to clarify questions about the Three-Term School Calendar. Workshops and learning action cell sessions may also focus on curriculum alignment, lesson pacing, assessment schedules, and learner progress monitoring under the three-term system. These activities should be guided by the challenges and support needs identified in the study. By strengthening teachers' understanding of implementation policies and connecting this knowledge with practical instructional guidance, the program may further support their readiness to implement the Three-Term School Calendar.

Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Classroom Implementation

Table 8 presents the level of readiness of teachers in implementing the Three-Term School Calendar in terms of classroom implementation. This aspect focuses on teachers' ability to apply the requirements of the Three-Term School Calendar in their daily teaching practices. It includes their preparedness to adjust teaching strategies, manage classroom activities, organize learning experiences, and deliver lessons effectively within the prescribed schedule. Assessing teachers' readiness in classroom implementation helps determine how well they can put their knowledge of the Three-Term School Calendar into actual classroom practice.

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Table 8. *Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Classroom Implementation*

Indicator	Mean	SD	DR
I feel adequately prepared to implement instruction under the Three-Term School Calendar.	3.06	0.59	Agree
I can effectively adjust my lesson plans to fit the Three-Term School Calendar.	3.18	0.56	Agree
I am confident in managing classroom activities within the revised academic schedule.	3.22	0.55	Agree
I have received sufficient professional development related to the Three-Term School Calendar.	2.98	0.62	Agree
I am ready to adapt my teaching practices to meet the requirements of the Three-Term School Calendar.	3.22	0.49	Agree
Average	**3.13**	**0.47**	**Agree**

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Strongly Agree (SA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree(D)
1.00 – 1.75	Strongly Disagree (SD)

Table 8 presents the teachers' readiness to implement the Three-Term School Calendar in terms of classroom implementation. The overall mean of 3.13 (SD = 0.47), interpreted as Agree, indicates that the respondents generally perceived themselves as ready to carry out instructional responsibilities under the three-term system. The highest-rated indicators were confidence in managing classroom activities within the revised academic schedule and readiness to adapt teaching practices to meet the calendar's requirements, both with a mean of 3.22 (SD = 0.55 and SD = 0.49, respectively). These results suggest that teachers generally feel capable of organizing classroom activities and adjusting their instructional approaches to accommodate the revised academic structure.

The ability to adjust lesson plans to fit the Three-Term School Calendar received a mean of 3.18 (SD = 0.56), also interpreted as Agree. This indicates that teachers generally perceived themselves as capable of modifying their lesson plans in response to the scheduling and instructional requirements of the three-term system. Meanwhile, the statement on feeling adequately prepared to implement instruction obtained a mean of 3.06 (SD = 0.59). Although still interpreted as Agree, this comparatively lower result suggests that some aspects of instructional implementation may require additional guidance and support. The lowest-rated indicator was receiving sufficient professional development related to the Three-Term School Calendar, with a mean of 2.98 (SD = 0.62). Although the descriptive rating remained Agree, this result identifies professional development as a potential area for improvement. The standard deviations indicate some variation in respondents' ratings, particularly regarding the adequacy of professional development.

These findings suggest that teachers generally perceive themselves as capable of adjusting their classroom practices to the requirements of the Three-Term School Calendar. However, their comparatively lower rating for professional development indicates a possible gap between their perceived ability to adapt and the formal training they have received. This finding is particularly relevant when considered alongside the earlier results showing that most respondents had attended zero to one training, seminar, or workshop specifically related to the Three-Term School Calendar. Taken together, these results point to the need to strengthen opportunities for practical training and ongoing instructional support. Nevertheless, the findings describe teachers' self-reported perceptions and should not be interpreted as direct evidence of their actual classroom performance.

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The importance of providing relevant professional development is supported by Popova et al. (2022), whose review of teacher professional development programs around the world highlighted the importance of the design and content of training in supporting instructional improvement. Their findings provide a basis for developing professional learning activities that go beyond general orientations and give teachers opportunities to practice and apply instructional strategies. Although the study did not specifically examine the Three-Term School Calendar, it is relevant to the present findings because teachers may benefit from training that directly addresses the practical demands of the revised academic schedule.

In view of these findings, the proposed Teacher Support Program should prioritize practical professional development activities focused on lesson planning, instructional pacing, classroom management, curriculum alignment, and assessment scheduling under the Three-Term School Calendar. Workshops, learning action cell sessions, mentoring, and collaborative lesson planning may provide opportunities for teachers to discuss implementation concerns and share effective practices. Additional technical assistance may also be provided to teachers who report greater difficulty adjusting their instructional plans.

Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Utilization of Teaching Resources and School Support

Table 9 presents the level of readiness of teachers in the implementation of the Three-Term School Calendar in terms of the utilization of teaching resources and school support. This aspect examines the extent to which teachers are able to access and effectively use available instructional resources, as well as the support provided by the school administration and other stakeholders to ensure the successful implementation of the new calendar system.

Table 9. *Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Utilization of Teaching Resources and School Support*

Indicator	Mean	SD	DR
Have access to adequate instructional materials needed under the Three-Term School Calendar.	3.04	0.59	Agree
Available teaching resources support effective instruction throughout the three academic terms.	2.88	0.67	Agree
School provides sufficient administrative support for implementing the Three-Term School Calendar.	2.95	0.63	Agree
Able to utilize available technologies to support instruction under the Three-Term School Calendar.	3.10	0.66	Agree
Effectively organize instructional resources according to the Three-Term School Calendar.	3.09	0.62	Agree
Average	**3.01**	**0.55**	**Agree**

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Strongly Agree (SA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree(D)
1.00 – 1.75	Strongly Disagree (SD)

Table 9 presents the teachers' readiness to implement the Three-Term School Calendar in terms of instructional resources and school support. The overall mean of 3.01 (SD = 0.55), interpreted as Agree, indicates that the respondents generally perceived the available resources and school support as sufficient

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to help them carry out their instructional responsibilities under the three-term system. Among the indicators, the ability to utilize available technologies to support instruction obtained the highest mean of 3.10 (SD = 0.66), followed by the ability to organize instructional resources according to the Three-Term School Calendar, with a mean of 3.09 (SD = 0.62). These findings suggest that teachers generally perceive themselves as capable of using available technologies and organizing resources to support instruction under the revised academic schedule.

Access to adequate instructional materials obtained a mean of 3.04 (SD = 0.59), while the sufficiency of administrative support received a mean of 2.95 (SD = 0.63). Both indicators were interpreted as Agree. Meanwhile, the statement that available teaching resources support effective instruction throughout the three academic terms received the lowest mean of 2.88 (SD = 0.67). Although this result was also interpreted as Agree, it suggests that the consistency or adequacy of instructional resources across all three terms may require further attention. The standard deviations, which ranged from 0.59 to 0.67 across the individual indicators, indicate some variation in the respondents' perceptions of resource availability and school support.

Overall, the findings indicate that teachers generally perceive themselves as capable of utilizing and organizing available instructional resources. However, the comparatively lower ratings for the adequacy of resources throughout the academic terms and administrative support point to areas that may benefit from further improvement. Implementing the Three-Term School Calendar requires teachers to plan and deliver instruction within the designated schedules of each term. Consistent access to learning materials, appropriate technology, and timely administrative guidance may help teachers manage these responsibilities. Nevertheless, the results reflect the respondents' perceptions and do not independently establish the actual sufficiency of school resources or the effectiveness of their use.

The importance of providing relevant resources and sustained professional support is consistent with Popova et al. (2022), whose review of teacher professional development programs highlighted the importance of effective training design and support for improving instructional practices. Although their study did not directly examine resource provision under a three-term school calendar, it supports the broader principle that teacher development should be accompanied by opportunities and conditions that enable teachers to apply what they learn. In the context of the present study, this suggests that professional development should be complemented by appropriate instructional materials, accessible technology, and administrative assistance tailored to the demands of the Three-Term School Calendar.

Based on these findings, the proposed Teacher Support Program should include mechanisms for identifying and addressing teachers' instructional resource needs. These may involve regular resource assessments, improved access to teaching and learning materials, appropriate integration of available technologies, and administrative guidance on instructional planning and implementation. Collaborative planning and learning action cell sessions may also help teachers share resource materials and practical strategies for managing instruction across the three terms. By addressing the identified needs and ensuring that support remains responsive throughout the school year, the program may help strengthen teachers' readiness and instructional practices in implementing the Three-Term School Calendar.

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Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Assessment and Learning Management

Table 10 presents the level of teachers' readiness in implementing the Three-Term School Calendar in terms of assessment and learning management. This area focuses on teachers' ability to plan and conduct assessments, monitor students' progress, and manage learning activities within the academic calendar. Examining teachers' readiness in this aspect provides an understanding of how well they can evaluate student learning, track academic performance, and maintain effective instruction under the Three-Term School Calendar.

Table 10. *Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar in terms of Assessment and Learning Management*

Indicator	Mean	SD	DR
Effectively align student assessments with the Three-Term School Calendar.	3.23	0.42	Agree
Confident in monitoring students' learning progress throughout the three academic terms.	3.19	0.47	Agree
Adjust assessment strategies to accommodate the revised academic schedule.	3.25	0.44	Agree
Able to use assessment results to improve instruction during each academic term.	3.26	0.49	Strongly Agree
Feel confident that I can effectively manage student learning under the Three-Term School Calendar.	3.25	0.44	Agree
Average	3.24	0.42	Agree

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Strongly Agree (SA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree(D)
1.00 – 1.75	Strongly Disagree (SD)

Table 10 presents the teachers' readiness to implement the Three-Term School Calendar in terms of assessment and learning management. The overall mean of 3.24 (SD = 0.42), interpreted as Agree, indicates that the respondents generally perceived themselves as ready to manage assessment and monitor learners' progress under the three-term system. Among the indicators, using assessment results to improve instruction during each academic term obtained the highest mean of 3.26 (SD = 0.49), interpreted as Strongly Agree. This was followed by adjusting assessment strategies to accommodate the revised academic schedule and feeling confident in managing student learning, both with a mean of 3.25 (SD = 0.44). Aligning student assessments with the Three-Term School Calendar received a mean of 3.23 (SD = 0.42), while monitoring learners' progress throughout the three academic terms obtained the lowest mean of 3.19 (SD = 0.47). Although all indicators were rated positively, the results suggest that monitoring learners' progress may be an area where further support could be beneficial.

These findings indicate that teachers generally perceive themselves as capable of aligning assessments with the revised academic schedule, adjusting assessment strategies, and using assessment results to guide instruction. The highest rating for the use of assessment results suggests that respondents recognize the importance of assessment information in making instructional decisions. However, the comparatively lower rating for monitoring learners' progress highlights the importance of maintaining systematic records of learner performance and identifying learning gaps throughout each term. Since the

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findings are based on self-reported responses, they reflect teachers' perceived readiness rather than independently measured assessment competence or classroom performance.

The findings are relevant to DepEd Order No. 009, s. 2026, which provides the guidelines for implementing the Three-Term School Calendar in basic education. The policy establishes an academic structure that includes designated periods for instruction, assessment, learning intervention, and related professional activities. These provisions underscore the importance of organizing assessment activities and using information about learner performance to guide instructional decisions under the new calendar.

The importance of strengthening assessment practices is also supported by Van Orman et al. (2025), whose systematic review examined how teacher candidates are prepared to use assessment for learning. The review highlighted the value of explicit instruction, modeling, opportunities to practice assessment, feedback, and adjustments to instruction based on evidence of learning. Similarly, von Hagen et al. (2025), in their systematic review of professional development in formative assessment, identified practical activities and subject-specific approaches as important features of teacher learning programs. Although these studies do not directly investigate the Three-Term School Calendar, their findings provide a relevant basis for developing support activities that strengthen teachers' assessment knowledge and practical skills.

In view of these findings, the proposed Teacher Support Program should focus on strengthening assessment planning, learner progress monitoring, interpretation of assessment results, and the use of evidence to improve instruction during each academic term. Workshops and learning action cell sessions may provide teachers with opportunities to develop assessment tools, analyze learner performance, maintain progress-monitoring records, and plan appropriate instructional interventions. Collaborative activities may also help teachers share effective assessment strategies and address common implementation challenges. By aligning professional development with DepEd's guidelines and the specific needs identified in the study, the program may help sustain teachers' readiness and strengthen assessment and learning management under the Three-Term School Calendar.

Summary of the Level of Readiness of the Teachers in the Implementation of the Three-Term Calendar

This section summarizes the teachers' level of readiness in implementing the Three-Term School Calendar. It combines the findings on knowledge and understanding, classroom implementation, utilization of teaching resources and school support, and assessment and learning management. The summary provides an overall view of how prepared teachers are to carry out their duties and responsibilities effectively under the Three-Term School Calendar.

Table 11. *Summary of the Levels of Readiness of the Teachers in the Implementation of the Three-Term Calendar*

Indicator	Mean	SD	DR
Knowledge and understanding	3.22	0.44	Agree
Classroom implementation	3.13	0.47	Agree
Utilization of teaching resources and school support	3.01	0.55	Agree
Assessment and learning management	3.24	0.42	Agree
Average	3.15	0.42	Agree

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Strongly Agree (SA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree (D)
1.00 – 1.75	Strongly Disagree (SD)

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Table 11 presents the overall level of teachers' readiness to implement the Three-Term School Calendar across four dimensions: knowledge and understanding, classroom implementation, utilization of teaching resources and school support, and assessment and learning management. The overall mean of 3.15 (SD = 0.42), interpreted as Agree, indicates that the respondents generally perceived themselves as ready to implement the Three-Term School Calendar. Among the four dimensions, assessment and learning management obtained the highest mean of 3.24 (SD = 0.42), followed by knowledge and understanding, with a mean of 3.22 (SD = 0.44). These results suggest that teachers generally perceive themselves as capable of managing assessment-related responsibilities and understanding the objectives, guidelines, and instructional implications of the three-term system.

Classroom implementation received a mean of 3.13 (SD = 0.47), while utilization of teaching resources and school support obtained the lowest mean of 3.01 (SD = 0.55). Although both dimensions were interpreted as Agree, the comparatively lower rating for resources and school support suggests that teachers may need additional assistance in accessing instructional materials, utilizing available technology, and obtaining administrative guidance. These results indicate that, while teachers generally perceive themselves as ready to implement the new calendar, certain aspects of implementation may benefit from further support. The standard deviations also suggest some variation in respondents' perceptions across the four dimensions.

The findings show that teachers' perceived readiness is relatively stronger in assessment and learning management and knowledge and understanding than in the utilization of teaching resources and school support. This pattern highlights the importance of considering readiness as a multidimensional concept. Teachers may understand the requirements of the Three-Term School Calendar and feel capable of managing assessments, yet still require sufficient resources and institutional support to carry out their responsibilities effectively. However, these findings reflect self-reported perceptions and do not independently establish teachers' actual classroom performance or the adequacy of school resources.

The importance of sustained professional learning is supported by Popova et al. (2022), whose review of teacher professional development programs across different countries emphasized the importance of training design and opportunities for teachers to develop and apply instructional skills. Similarly, Van Orman et al. (2025) examined how teacher candidates are prepared to use assessment for learning, highlighting the importance of developing assessment knowledge and practical skills. These studies provide a broader basis for supporting teachers' professional learning, although neither directly examines the implementation of the Three-Term School Calendar. In the context of the present study, their findings reinforce the value of combining professional development with practical guidance and opportunities to apply learning in classroom instruction.

Based on these findings, the proposed Teacher Support Program should address all four dimensions of readiness while giving particular attention to the comparatively lower rating for instructional resources and school support. Suggested activities include policy orientation, workshops on instructional planning and assessment, training in learner progress monitoring, collaborative lesson planning, mentoring and coaching, and improved access to teaching materials and appropriate technologies. Administrative support mechanisms should also provide teachers with clear implementation guidelines and opportunities to raise concerns encountered during each academic term. By responding to the specific needs identified across the four dimensions, the program may help strengthen teachers' perceived readiness and support the effective implementation of the Three-Term School Calendar.

Status of Teachers' Instructional Practices Under the Three-Term School Calendar

This section presents the status of teachers' instructional practices under the Three-Term School Calendar. Specifically, it examines instructional practices in terms of instructional planning and preparation, differentiated instruction and delivery, classroom and behavior management, and formative

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and summative assessment. Assessing these dimensions provides insights into how teachers implement teaching and learning processes and adapt their instructional practices to the demands of the Three-Term School Calendar.

Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Instructional Planning and Preparation

Table 12 presents the status of teachers' instructional practices under the Three-Term School Calendar in terms of instructional planning and preparation. This aspect focuses on the teachers' ability to plan lessons, organize learning activities, prepare instructional materials, and align instructional objectives with the requirements of the Three-Term School Calendar. Assessing instructional planning and preparation provides insights into how teachers design and manage the teaching-learning process to ensure the effective delivery of instruction within the prescribed academic schedule.

Table 12. *Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Instructional Planning and Preparation*

Indicator	Mean	SD	DR
Prepare my lessons based on the schedule and requirements of the Three-Term School Calendar.	3.65	0.48	Always
Make sure that all required lessons are taught within the assigned term.	3.65	0.48	Always
Prepare teaching materials before conducting my classes.	3.56	0.59	Always
Adjust my lesson plans when classes are disrupted or suspended.	3.73	0.45	Always
Set clear learning goals for my learners before each lesson.	3.69	0.53	Always
Average	3.65	0.41	Always

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Always (A)
2.51 – 3.25	Often (O)
1.76 – 2.50	Seldom (S)
1.00 – 1.75	Never (N)

Table 12 presents the teachers' instructional practices in terms of lesson planning and preparation for the implementation of the Three-Term School Calendar. The results show an overall mean of 3.65 (SD = 0.41), interpreted as "Always," indicating that the respondents consistently practice lesson planning and preparation in accordance with the requirements of the revised school calendar.

Among the indicators, "Adjust my lesson plans when classes are disrupted or suspended" obtained the highest mean of 3.73 (SD = 0.45), interpreted as "Always." This suggests that teachers regularly modify their instructional plans to respond to unexpected changes in class schedules. Setting clear learning goals for learners also received a high mean of 3.69 (SD = 0.53), followed by preparing lessons based on the schedule and requirements of the Three-Term School Calendar and ensuring that all required lessons are taught within the assigned term, both with a mean of 3.65 (SD = 0.48). Meanwhile, preparing teaching materials before conducting classes received the lowest mean of 3.56 (SD = 0.59). Although this was the lowest-rated indicator, it was still interpreted as "Always," suggesting that teachers consistently prepare instructional materials before class.

The standard deviations, which range from 0.45 to 0.59 across the indicators, suggest relatively consistent responses among the respondents.

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Overall, the findings indicate that teachers regularly plan their lessons, establish learning goals, prepare instructional materials, and adjust their teaching plans when necessary. These practices are important in helping teachers manage instructional time and address the curriculum requirements within each term.

The findings are consistent with the OECD (2025), which highlights the importance of careful lesson planning and adaptive teaching practices in responding to learners' needs and classroom conditions. The report also emphasizes that effective teaching involves adjusting instructional approaches to support learning. However, the present findings reflect teachers' self-reported practices and do not independently establish the quality or effectiveness of their classroom instruction.

Despite the generally high ratings, the comparatively lower mean for preparing teaching materials indicates an area that could be further strengthened. The proposed Teacher Support Program may therefore include collaborative lesson planning, curriculum pacing workshops, preparation and sharing of instructional materials, and strategies for adjusting lessons during class disruptions.

Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Differentiated Instruction and Delivery

Table 13 presents the status of teachers' instructional practices under the Three-Term School Calendar in terms of differentiated instruction and delivery. This area focuses on how teachers adapt their teaching methods, learning activities, and instructional strategies to meet the different needs, interests, and abilities of learners.

Table 13. *Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Differentiated Instruction and Delivery*

Indicator	Mean	SD	DR
Use different teaching methods to meet the needs of my learners.	3.64	0.48	Always
Provide activities that match the different abilities and learning styles of my learners.	3.58	0.55	Always
Use teaching strategies that keep learners interested and engaged in class.	3.71	0.46	Always
Give extra assistance to learners who need additional support.	3.66	0.48	Always
Use various learning materials and technology to improve my lessons.	3.59	0.59	Always
Average	3.63	0.46	Always

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Always (A)
2.51 – 3.25	Often (O)
1.76 – 2.50	Seldom (S)
1.00 – 1.75	Never (N)

Table 13 presents the teachers' instructional practices in terms of using varied teaching strategies to address the diverse needs and abilities of learners under the Three-Term School Calendar. The results show an overall mean of 3.63 (SD = 0.46), interpreted as "Always," indicating that teachers consistently employ different instructional approaches to support learner engagement and respond to individual learning needs.

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Among the indicators, "Use teaching strategies that keep learners interested and engaged in class" obtained the highest mean of 3.71 (SD = 0.46), interpreted as "Always." This suggests that teachers consistently use strategies intended to sustain learners' interest and active participation during lessons. Providing extra assistance to learners who need additional support followed with a mean of 3.66 (SD = 0.48), while using different teaching methods to meet learners' needs received a mean of 3.64 (SD = 0.48). Using various learning materials and technology to improve lessons obtained a mean of 3.59 (SD = 0.59). Meanwhile, providing activities that match the different abilities and learning styles of learners received the lowest mean of 3.58 (SD = 0.55). Despite being the lowest-rated indicator, it was still interpreted as "Always," indicating that teachers regularly implement activities intended to accommodate learner differences.

The standard deviations, ranging from 0.46 to 0.59, indicate relatively consistent responses among the respondents. Overall, the findings suggest that teachers consistently use varied teaching methods, promote learner engagement, provide additional assistance, and incorporate different instructional materials. These practices are important in supporting inclusive and responsive instruction within the time and curriculum requirements of the Three-Term School Calendar.

The findings are consistent with UNESCO's (2021) emphasis on inclusion and equity in education, which highlights the importance of responding to the diverse needs of learners. They also align with the OECD (2025), which discusses the importance of teaching practices and professional learning in supporting effective instruction. However, these sources provide broader educational context rather than direct evidence about the implementation of the Three-Term School Calendar.

Although all indicators received the interpretation "Always," the comparatively lower rating for providing activities suited to learners' different abilities and learning styles suggests an opportunity to further strengthen differentiated instruction. The proposed Teacher Support Program may therefore include workshops on differentiated teaching, inclusive classroom strategies, technology integration, and the development of learning activities for learners with varying levels of ability. These initiatives could help teachers sustain effective practices and further improve their capacity to respond to learners' diverse needs.

Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Classroom and Behavior Management

Table 14 presents the status of teachers' instructional practices under the Three-Term School Calendar in terms of classroom and behavior management. This area focuses on teachers' ability to maintain a positive, organized, and conducive learning environment that supports learner participation, discipline, and academic success. It also includes managing classroom routines, learner behavior, time, and instructional activities to ensure that learning goals are achieved within the Three-Term School Calendar. Examining this aspect provides insights into how teachers create productive classrooms and effectively address challenges during the implementation of the revised academic calendar.

Table 14. *Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Classroom and Behavior Management*

Indicator	Mean	SD	DR
Set clear classroom rules and expectations for my learners.	3.77	0.42	Always
Manage learner behavior effectively during class.	3.71	0.46	Always
Follow classroom routines that help lessons run smoothly.	3.78	0.42	Always
Encourage learners to actively participate in class activities.	3.85	0.36	Always
Address classroom disruptions immediately to avoid affecting learning.	3.78	0.42	Always

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Average	3.78	0.35	Always

Legend: **Standard Deviation (SD)**

Mean Range	**Descriptive Rating (DR)**
3.26 – 4:00	Always (A)
2.51 – 3.25	Often (O)
1.76 – 2.50	Seldom (S)
1.00 – 1.75	Never (N)

Table 14 presents the teachers' instructional practices in terms of classroom and behavior management under the implementation of the Three-Term School Calendar. The results show an overall mean of 3.78 (SD = 0.35), interpreted as "Always," indicating that teachers consistently implement classroom management practices that promote learner participation, maintain order, and support the smooth delivery of lessons.

Among the indicators, "Encourage learners to actively participate in class activities" obtained the highest mean of 3.85 (SD = 0.36), interpreted as "Always." This suggests that teachers consistently encourage learners to take an active role in classroom activities. Following classroom routines that help lessons run smoothly and addressing classroom disruptions immediately both received a mean of 3.78 (SD = 0.42). Setting clear classroom rules and expectations followed with a mean of 3.77 (SD = 0.42). Meanwhile, managing learner behavior effectively during class obtained the lowest mean of 3.71 (SD = 0.46). Although it received the lowest rating among the indicators, it was still interpreted as "Always," suggesting that teachers regularly manage learner behavior during instruction.

The standard deviations, ranging from 0.36 to 0.46 across the indicators, suggest relatively consistent responses among the respondents. Overall, the findings indicate that teachers consistently establish classroom expectations, follow routines, address disruptions, and encourage participation. These practices help maintain a conducive learning environment and maximize instructional time, which is particularly important when teachers need to complete curriculum requirements within each term of the Three-Term School Calendar.

The findings are consistent with the Education Endowment Foundation's (2021) emphasis on establishing clear expectations, developing consistent classroom routines, and promoting positive behavior to support effective teaching and learning. Effective classroom management also involves creating a supportive environment in which learners can participate actively and engage in learning activities. However, these broader principles do not establish that the Three-Term School Calendar itself caused the reported practices.

Although all indicators were rated "Always," managing learner behavior obtained the lowest mean among the five practices. This suggests that continued support in positive behavior management, classroom routines, and learner engagement may be beneficial. The proposed Teacher Support Program may include professional learning sessions on proactive classroom management, strategies for encouraging active participation, and approaches to addressing classroom disruptions. These activities could help sustain teachers' existing strengths and further support effective instruction under the Three-Term School Calendar.

Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Formative and Summative Assessment

Table 15 presents the status of teachers' instructional practices under the Three-Term School Calendar in terms of formative and summative assessment. This area focuses on how teachers monitor learners' progress, provide feedback, measure learning outcomes, and evaluate student achievement using different assessment methods.

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Table 15. *Status of Teachers' Instructional Practices Under the Three-Term School Calendar in Terms of Formative and Summative Assessment*

Indicator	Mean	SD	DR
Regularly check my learners' understanding during lessons.	3.79	0.41	Always
Use assessment results to improve my teaching.	3.78	0.42	Always
Provide feedback to learners about their performance.	3.75	0.48	Always
Ensure that assessments are aligned with the lesson objectives.	3.79	0.41	Always
Conduct quizzes, tests, and other assessments according to the schedule of the Three-Term School Calendar.	3.79	0.41	Always
Average	3.78	0.36	Always

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Always (A)
2.51 – 3.25	Often (O)
1.76 – 2.50	Seldom (S)
1.00 – 1.75	Never (N)

Table 15 presents the teachers' instructional practices in terms of formative and summative assessment under the implementation of the Three-Term School Calendar. The results show an overall mean of 3.78 (SD = 0.36), interpreted as "Always," indicating that teachers consistently use assessment practices to monitor learners' understanding, evaluate their progress, and guide instructional decisions.

Among the indicators, regularly checking learners' understanding during lessons, ensuring that assessments are aligned with lesson objectives, and conducting quizzes, tests, and other assessments according to the schedule of the Three-Term School Calendar all obtained the highest mean of 3.79 (SD = 0.41), interpreted as "Always." These results suggest that teachers consistently monitor learning, align assessment activities with instructional objectives, and follow the prescribed assessment schedule. Using assessment results to improve teaching followed closely, with a mean of 3.78 (SD = 0.42). Meanwhile, providing feedback to learners about their performance obtained the lowest mean of 3.75 (SD = 0.48). Although it received the lowest rating among the indicators, it was still interpreted as "Always," suggesting that teachers regularly provide feedback to support learners' progress.

The standard deviations, ranging from 0.41 to 0.48 across the indicators, suggest relatively consistent responses among the respondents. Overall, the findings indicate that teachers regularly integrate assessment into their instruction. They monitor learners' understanding, align assessments with lesson objectives, use results to improve teaching, and conduct assessments according to the calendar's schedule. These practices are important in tracking learning progress and identifying areas where learners may need additional support within each term.

The findings are consistent with research emphasizing the role of formative assessment in making learning progress visible and helping teachers adjust instruction based on evidence of learners' understanding. Assessment is most useful when teachers not only measure achievement but also provide meaningful feedback and use results to determine appropriate instructional responses. Nevertheless, the present findings reflect teachers' self-reported practices and do not independently establish the quality or effectiveness of their assessment methods.

Although all indicators were rated "Always," providing feedback to learners received the lowest mean. This suggests an opportunity to further strengthen the timeliness, clarity, and usefulness of feedback. The proposed Teacher Support Program may therefore include professional development on formative assessment, feedback strategies, assessment-data interpretation, and the use of results to plan differentiated

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learning activities. These initiatives could help sustain teachers' existing assessment practices and further support responsive instruction under the Three-Term School Calendar.

Summary of Status of Teachers' Instructional Practices Under the Three-Term School Calendar

This section summarizes the status of teachers' instructional practices under the Three-Term School Calendar. This summary provides an overall picture of how effectively teachers implement instructional practices aligned with the requirements of the Three-Term School Calendar and highlights areas that may need further support and improvement.

Table 16. *Summary of Status of Teachers' Instructional Practices Under the Three-Term School Calendar*

Indicator	Mean	SD	DR
Instructional planning and preparation	3.65	0.41	Always
Differentiated instruction and delivery	3.63	0.46	Always
Classroom and behavior management	3.78	0.35	Always
Formative and summative assessment	3.78	0.36	Always
Average	3.71	0.34	Always

Legend: **Standard Deviation (SD)**

Mean Range	Descriptive Rating (DR)
3.26 – 4:00	Always (A)
2.51 – 3.25	Often (O)
1.76 – 2.50	Seldom (S)
1.00 – 1.75	Never (N)

Table 16 summarizes the teachers' instructional practices under the implementation of the Three-Term School Calendar across four areas: instructional planning and preparation, differentiated instruction and delivery, classroom and behavior management, and formative and summative assessment. The results show an overall mean of 3.71 (SD = 0.34), interpreted as "Always," indicating that teachers consistently apply the instructional practices included in the study.

Among the four areas, classroom and behavior management and formative and summative assessment both obtained the highest mean of 3.78, with standard deviations of 0.35 and 0.36, respectively. These results suggest that teachers consistently establish classroom routines, encourage learner participation, monitor learning progress, and use assessment practices to guide instruction. Instructional planning and preparation followed with a mean of 3.65 (SD = 0.41), indicating that teachers regularly prepare lessons, establish learning objectives, and adjust their plans when necessary. Meanwhile, differentiated instruction and delivery received the lowest mean of 3.63 (SD = 0.46). Although it was the lowest-rated area, it was still interpreted as "Always," suggesting that teachers consistently use varied teaching strategies and provide support for learners with different needs and abilities.

The standard deviations, ranging from 0.34 to 0.46 across the four areas, suggest relatively consistent responses among the respondents. Overall, the findings indicate that teachers regularly engage in planning, classroom management, assessment, and the use of varied instructional strategies. These practices are important in supporting curriculum delivery and addressing learners' needs within the time frame of the Three-Term School Calendar. However, the findings represent teachers' self-reported practices and should not be interpreted as independent evidence of instructional effectiveness or improved learner achievement.

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The results also highlight areas that may benefit from continued professional support. Although differentiated instruction and delivery received an "Always" rating, its comparatively lower mean suggests an opportunity to strengthen teachers' capacity to design activities that respond to varying learner abilities and learning needs. The proposed Teacher Support Program may therefore focus on sustaining existing strengths in classroom management and assessment while providing further opportunities for professional development in differentiated instruction, learner-centered teaching, curriculum planning, and the use of assessment results to guide instructional decisions.

Through instructional coaching, mentoring, collaborative lesson planning, and professional learning sessions, teachers may further develop their instructional practices and respond more effectively to the demands of the Three-Term School Calendar. These support mechanisms can help reinforce current practices while addressing areas for improvement identified in the findings.

Challenges Encountered by the Teachers in The Implementation of the Three-Term School Calendar

This section discusses the challenges teachers face in implementing the Three-Term School Calendar. It highlights the difficulties they encounter in adjusting to the new academic structure, including concerns related to instruction, administration, resources, and time management. Understanding these challenges helps identify factors that may influence teachers' readiness and instructional practices and provides a basis for developing appropriate support programs and interventions to ensure the successful implementation of the Three-Term School Calendar.

Table 17. *Challenges Encountered by the Teachers in the Implementation of the Three-Term School Calendar*

Challenges Encountered in Implementing the Three-Term School Calendar	Rank
Increased workload due to frequent preparation of lessons, assessments, and reports	1
Struggle to complete learning competencies within each term	2
Balancing teaching and administrative responsibilities	3
Keeping learners engaged, participating, and attending classes	4
Difficulty adjusting lesson plans to the three-term school calendar.	5
Managing time due to the fast-paced school schedule	6
Limited access to instructional resources needed for effective teaching	7
Stress and work-life balance issues due to increased work demands	8
Managing classrooms under the three-term calendar	9
Difficulty conducting assessments and submitting grades on time	10

The findings on the challenges encountered in implementing the Three-Term School Calendar revealed that the most prominent concern among teachers was the increased workload due to the frequent preparation of lessons, assessments, and reports, ranked first. This was followed by the struggle to complete learning competencies within each term, ranked second, and the difficulty of balancing teaching and administrative responsibilities, ranked third. These results suggest that teachers' primary challenges are associated with workload demands, curriculum pacing, and the need to manage instructional and administrative duties within the time available.

Keeping learners engaged, participating, and attending classes ranked fourth, while difficulty adjusting lesson plans to the three-term school calendar ranked fifth. Managing time due to the fast-paced school schedule ranked sixth, followed by limited access to instructional resources in seventh place. Stress and work-life balance issues ranked eighth, classroom management under the three-term calendar ranked ninth, and difficulty conducting assessments and submitting grades on time ranked tenth. Although these concerns received lower rankings, they remain relevant to teachers' experiences and should not be disregarded.

The ranking indicates that workload and curriculum-related demands are the most prominent challenges reported by the respondents. The frequent preparation of instructional materials, assessments,

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and reports, combined with the need to complete learning competencies within each term, may place additional pressure on teachers' time and resources. Balancing these responsibilities with administrative tasks may further complicate lesson preparation and instructional delivery. However, because the table presents rankings rather than measures of the severity or frequency of each challenge, the results should be interpreted as the relative order of concerns identified by the respondents.

These findings highlight the importance of providing practical and sustained support for teachers implementing the Three-Term School Calendar. The proposed Teacher Support Program may prioritize workload management, collaborative lesson planning, curriculum pacing, and coordinated assessment and reporting schedules. It may also include strategies for maintaining learner engagement, improving access to instructional resources, strengthening classroom management, and promoting teacher well-being. School administrators can further support teachers by reviewing administrative demands, coordinating deadlines, and providing opportunities for collaboration and instructional coaching.

Overall, the findings suggest that addressing teachers' workload and curriculum pacing concerns should be a priority in the proposed Teacher Support Program. By responding to these challenges while also considering teachers' instructional, administrative, and personal well-being needs, the school can help create more supportive conditions for implementing the Three-Term School Calendar.

Test of Significant Relationship

This section examines the relationship between teachers' level of readiness and their instructional practices in implementing the Three-Term School Calendar. Specifically, it determines whether teachers' readiness in terms of knowledge and understanding, classroom implementation, utilization of teaching resources and school support, and assessment and learning management is significantly related to their instructional practices in instructional planning and preparation, differentiated instruction and delivery, classroom and behavior management, and formative and summative assessment. The analysis helps explain how teachers' preparedness influences their teaching practices and provides a basis for developing an appropriate Teacher Support Program.

Table 18. *Relationship Between Readiness Dimensions and Overall Instructional Practices*

Readiness Dimension	rho-value	p-value	Degree	Remarks	Decision
Knowledge and Understanding of the Three-Term School Calendar	0.152	0.132	Very Low Positive	Not Significant	Do not Reject
Preparedness for Classroom Implementation	0.387	<0.001	Low Positive	Significant	Reject
Readiness to Utilize Teaching Resources and School Support	0.389	<0.001	Low Positive	Significant	Reject
Readiness in Assessment and Learning Management	0.284	0.004	Low Positive	Significant	Reject

*Significant at $p < 0.05$

Table 18 presents the relationship between the four readiness dimensions and teachers' overall instructional practices under the implementation of the Three-Term School Calendar. The results reveal that three of the four readiness dimensions have statistically significant positive relationships with instructional practices at the 0.05 level of significance. These dimensions are preparedness for classroom implementation ($\rho = 0.387$, $p < 0.001$), readiness to utilize teaching resources and school support ($\rho = 0.389$, $p < 0.001$), and readiness in assessment and learning management ($\rho = 0.284$, $p = 0.004$). All three relationships are classified as low positive correlations. Therefore, the null hypotheses for these dimensions

are rejected. In contrast, knowledge and understanding of the Three-Term School Calendar obtained a very low positive correlation with instructional practices ($\rho = 0.152$, $p = 0.132$), which is not statistically significant. Thus, the null hypothesis for this dimension is not rejected.

Among the significant relationships, readiness to utilize teaching resources and school support obtained the highest correlation coefficient ($\rho = 0.389$), closely followed by preparedness for classroom implementation ($\rho = 0.387$). These findings suggest that teachers who perceive themselves as more prepared to implement instruction and more capable of utilizing available resources and school support also tend to report stronger instructional practices. Practical preparedness may help teachers translate their knowledge of the school calendar into lesson planning, classroom management, differentiated instruction, and the delivery of curriculum competencies. Similarly, access to appropriate teaching materials, administrative assistance, and opportunities for collaboration may help teachers carry out their instructional responsibilities more effectively. However, because the correlations are low, these readiness dimensions are associated with instructional practices but do not fully explain differences in how teachers report carrying out their teaching responsibilities.

These results are consistent with the findings of Popova et al. (2022), whose review of teacher professional development across different contexts emphasized the importance of the design and implementation of professional learning in supporting teaching practice. Their work highlights the need to consider how professional development is organized and connected to teachers' actual classroom responsibilities, rather than focusing only on the provision of training. In the context of the present study, this suggests that teachers may benefit from practical learning opportunities that help them apply the requirements of the Three-Term School Calendar to lesson preparation, curriculum pacing, and classroom instruction.

Furthermore, the significant relationship between readiness in assessment and learning management and overall instructional practices ($\rho = 0.284$, $p = 0.004$) indicates that greater readiness in this area tends to accompany stronger reported instructional practices. This is relevant because assessment involves more than administering quizzes and tests; it also requires monitoring learners' understanding, providing feedback, and using assessment results to guide subsequent instruction. Van Orman et al. (2025), in their systematic review of 70 studies on preparing teacher candidates for assessment for learning, highlighted the importance of explicit instruction, modeling, opportunities to practice assessment, and feedback in developing assessment-related capabilities. Although their review focused on teacher preparation rather than the Three-Term School Calendar, it provides relevant support for the value of practical opportunities to develop assessment skills.

On the other hand, knowledge and understanding of the Three-Term School Calendar did not have a statistically significant relationship with overall instructional practices ($\rho = 0.152$, $p = 0.132$). This means that the study did not provide sufficient statistical evidence of an association between this readiness dimension and instructional practices among the respondents. One possible interpretation is that understanding the calendar's objectives, policies, and schedules may not, by itself, be sufficient to distinguish teachers' reported instructional practices. Teachers may also need opportunities to apply this knowledge through lesson planning, instructional adjustments, assessment practices, and the effective use of available support. Nevertheless, the non-significant result does not establish that knowledge is unimportant; it only indicates that a statistically significant relationship was not demonstrated in this analysis.

The findings have important implications for the proposed Teacher Support Program. Since preparedness for classroom implementation and readiness to utilize teaching resources and school support showed the strongest significant relationships with instructional practices, the program may prioritize practical workshops on curriculum pacing, lesson planning, differentiated instruction, and classroom management. It may also strengthen school-based support through instructional coaching, collaborative lesson planning, resource sharing, and regular professional learning sessions. In addition, training on

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formative assessment, feedback, and the use of assessment results may help teachers monitor learners' progress throughout each term. Policy orientations should also be sustained and connected to practical classroom applications so that teachers can translate their understanding of the calendar into appropriate instructional decisions.

Overall, the findings suggest that teachers' practical readiness, resource utilization, school support, and assessment readiness are relevant correlates of their reported instructional practices under the Three-Term School Calendar. The results support a Teacher Support Program that combines knowledge-building with practical application and sustained institutional support. However, the correlations should not be interpreted as evidence of causation, and the findings do not establish that any single readiness dimension independently determines instructional practices.

Table 19. *Significant Relationship Between Overall Readiness and Overall Instructional Practices*

Variables	rho-value	p-value	Degree of Relationship	Remarks	Decision
Overall Readiness and Overall Instructional Practices	0.315	0.002	Low Positive	Significant	Reject the Null

*Significant at $p < 0.05$

Table 19 presents the relationship between teachers' overall readiness and their overall instructional practices under the implementation of the Three-Term School Calendar. The results reveal a statistically significant low positive relationship between the two variables, with a Spearman's rho coefficient of 0.315 and a p-value of 0.002. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. This indicates that higher levels of teachers' overall readiness tend to be associated with more frequent or stronger reported instructional practices. However, the low positive correlation suggests that the relationship is modest and that readiness alone does not fully account for differences in teachers' instructional practices.

The result suggests that teachers' preparedness is a relevant consideration in implementing the Three-Term School Calendar. Readiness encompasses not only understanding the calendar's objectives and requirements but also preparing for classroom implementation, utilizing teaching resources and school support, and managing assessment and learning activities. When teachers feel prepared in these areas, they may be better positioned to organize lessons, adjust instructional strategies, monitor learners' progress, and complete curriculum requirements within each term. Nevertheless, because the study used correlation analysis, the findings do not establish that higher readiness directly causes better instructional practices. Other factors, such as workload, leadership support, available resources, professional experience, and opportunities for collaboration, may also be relevant.

The findings are consistent with Popova et al. (2022), who examined teacher professional development across different contexts and identified a gap between evidence on effective professional learning and its implementation in practice. Their review underscores the importance of professional development that is relevant to teachers' work and supports the application of knowledge and skills in the classroom. In relation to the present study, this suggests that strengthening teachers' readiness should involve more than providing information about the Three-Term School Calendar. Teachers also need opportunities to apply what they learn through collaborative lesson planning, curriculum pacing, classroom-based activities, and assessment practices.

Similarly, the Organization for Economic Co-operation and Development (OECD, 2025), through its report on the results of the Teaching and Learning International Survey (TALIS) 2024, provides broader international context on teachers' professional experiences and the conditions that support teaching. This perspective reinforces the importance of considering teachers' professional learning and working conditions

when seeking to strengthen instructional practices. In the present study, the significant relationship between readiness and instructional practices suggests that teacher support should address both individual preparedness and the school conditions that enable teachers to put their skills into practice. These sources provide general support for the interpretation; they do not directly establish the effects of the Three-Term School Calendar.

The findings have important implications for the proposed Teacher Support Program. Since overall readiness is significantly associated with overall instructional practices, the program should provide sustained and practical support to help teachers translate their preparedness into classroom application. Possible initiatives include professional development on curriculum pacing and lesson planning, instructional coaching, mentoring, collaborative learning communities, assessment and feedback workshops, and improved access to instructional materials. School administrators may also help by coordinating reporting schedules, reviewing administrative demands, and ensuring that teachers have adequate time and resources for instructional preparation.

Moreover, the low magnitude of the correlation indicates that improving readiness should be part of a broader support strategy rather than the only intervention. Future research may examine how teacher self-efficacy, school leadership, organizational climate, workload, access to professional development, and instructional resources relate to teachers' instructional practices. Such investigations could help identify additional factors associated with effective teaching under the Three-Term School Calendar.

Overall, the findings demonstrate that teachers' overall readiness and instructional practices are significantly related, although the relationship is low and positive. This supports the need for a Teacher Support Program that combines professional learning, practical classroom assistance, resource provision, and administrative support. By addressing these areas together, schools may create more favorable conditions for teachers to implement the Three-Term School Calendar and sustain effective instructional practices.

Summary

This study investigated the teachers' readiness, challenges, and instructional practices in implementing the Three-Term School Calendar in North District 8, DepEd Cebu City Division. The results served as the basis for developing a proposed Teacher Support Program.

Specifically, the study described the respondents' profile in terms of age, gender, civil status, years of teaching experience, highest educational attainment, and relevant training attended. It also evaluated the teachers' level of readiness in the areas of knowledge and understanding, classroom implementation, use of teaching resources and school support, and assessment and learning management. In addition, the study examined the status of teachers' instructional practices in instructional planning and preparation, differentiated instruction and delivery, classroom and behavior management, and formative and summative assessment. The challenges experienced by teachers in implementing the Three-Term School Calendar were also identified. Furthermore, the study determined whether a significant relationship existed between teachers' level of readiness and their instructional practices. The findings were used as the foundation for the proposed Teacher Support Program.

Findings

The study showed that most of the respondents were young, female, and single. Their teaching experience varied, although many were either relatively new to teaching or had been teaching for a long time. More than half were college graduates, while the rest had either completed or were pursuing graduate studies. In addition, most teachers had attended only a limited relevant trainings, seminars, or workshops related to the Three-Term School Calendar. These findings suggest that although teachers came from different educational and professional backgrounds, they had few opportunities to receive specialized preparation for this educational reform. This supports the findings of Darling-Hammond et al. (2022), who

noted that continuous professional development is important in helping teachers develop the knowledge and skills needed to implement new educational initiatives effectively. Likewise, UNESCO (2024) emphasized that ongoing professional learning helps teachers adjust to curriculum changes and new school policies. Therefore, teachers may benefit from more focused training and support to help them adapt successfully to the Three-Term School Calendar.

In terms of readiness, teachers generally felt prepared to implement the Three-Term School Calendar. Assessment and learning management received the highest ratings, followed by knowledge and understanding, classroom implementation, and teaching resources and school support. This indicates that teachers were confident in handling their teaching and assessment responsibilities under the new system. These findings support Fullan (2020), who explained that educational reforms are more successful when teachers understand the changes and feel capable of carrying them out. Similarly, Darling-Hammond et al. (2022) found that teachers who receive sufficient training and support are more likely to adapt successfully during educational transitions. However, the lower rating given to teaching resources and school support suggests that schools still need to strengthen the assistance and resources provided to teachers in order to maintain their readiness and effectiveness.

The study also found that teachers regularly practiced effective instructional strategies while implementing the Three-Term School Calendar. Classroom and behavior management, as well as formative and summative assessment, received the highest ratings, followed by instructional planning and preparation and differentiated instruction and delivery. These results suggest that teachers were able to continue using effective teaching practices despite the adjustments required by the new calendar. This finding is consistent with Tomlinson and Moon (2020), who highlighted the importance of effective planning and assessment in promoting student success. Likewise, OECD (2023) reported that strong classroom management and assessment practices help improve student learning outcomes. However, differentiated instruction and delivery received the lowest rating, indicating that teachers may need additional training on how to address the diverse learning needs of students within shorter academic terms. This suggests that while teachers are generally effective in managing instruction, further support in differentiated teaching strategies remains important.

Regarding challenges, the most common concern among teachers was the increased workload caused by frequent preparation of lessons, assessments, and reports. Other major concerns included completing learning competencies within each term and balancing teaching duties with administrative tasks. Teachers also reported difficulties in maintaining student engagement, adjusting lesson plans to fit the three-term schedule, managing their time effectively, and accessing instructional resources. These findings are supported by UNESCO (2024), which identified heavy workloads and administrative demands as major factors affecting teacher performance and well-being. Similarly, Li and Yao (2022) found that excessive workloads and organizational pressures can negatively affect teachers' professional growth and effectiveness. These findings suggest that without adequate support and workload management measures, teachers may face challenges in maintaining high-quality instruction under the Three-Term School Calendar.

Finally, the correlation analysis revealed a statistically significant but low positive relationship between teachers' readiness and their instructional practices, leading to the rejection of the null hypothesis. This means that teachers who felt more prepared for the implementation of the Three-Term School Calendar also tended to use effective instructional practices more frequently. Although the relationship was not strong, it supports Bandura's (1997) Social Cognitive Theory, which explains that individuals who believe in their abilities are more likely to perform tasks successfully. The findings are also consistent with Darling-Hammond et al. (2022), who emphasized that teacher knowledge, preparedness, and confidence contribute to better instructional implementation. This implies that providing continuous professional development, mentoring, and strong institutional support can help improve teacher readiness and, in turn, enhance instructional practices, although other factors may also influence teaching effectiveness.

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CONCLUSION

Based on the findings of the study, it can be concluded that teachers in North District 8 are generally prepared to implement the Three-Term School Calendar. They have sufficient knowledge and understanding of the new academic structure and show readiness in classroom implementation, assessment practices, and learning management. However, while teachers demonstrate a satisfactory level of readiness, there is still a need to further improve access to instructional resources, school support, and professional development opportunities to strengthen implementation efforts.

The study also concludes that teachers consistently demonstrate effective instructional practices under the Three-Term School Calendar. They regularly engage in lesson planning and preparation, use differentiated teaching strategies, maintain effective classroom management, and implement formative and summative assessments. These practices reflect their commitment to providing quality instruction and supporting student learning despite adjustments brought about by the new school calendar.

The findings further reveal that teachers continue to face challenges in implementing the Three-Term School Calendar. The most common concerns include increased workload, difficulty completing learning competencies within each term, balancing instructional and administrative responsibilities, adapting lesson plans, and managing the demands of the revised academic schedule. These challenges highlight the importance of continuous support from schools and the division office to help teachers effectively manage the transition.

Moreover, the study found no significant relationship between teachers' level of readiness and their instructional practices. This suggests that effective teaching practices are not determined by readiness alone. Other factors, such as teaching experience, administrative support, professional competence, school culture, and access to resources, may also contribute to teachers' instructional effectiveness. Therefore, support programs should adopt a comprehensive approach that addresses various aspects of teachers' professional growth and work environment rather than focusing solely on readiness.

Recommendation

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The proposed Teacher Support Program should be reviewed and validated by appropriate education authorities and considered for adoption and implementation by the Department of Education Cebu City Division and the schools in North District 8. The program should address the identified needs of teachers in implementing the Three-Term School Calendar through relevant professional development activities, mentoring, coaching, Learning Action Cell (LAC) sessions, instructional resource support, workload management strategies, and teacher wellness initiatives. Its implementation should be monitored and evaluated to determine its usefulness in addressing teachers' needs.
2. School heads and district supervisors should strengthen professional development opportunities related to the Three-Term School Calendar. Training and LAC sessions should prioritize curriculum pacing, the completion of learning competencies within each term, assessment and learning management, differentiated instruction, and the adjustment of instructional plans to the revised academic schedule. These activities should be practical, continuous, and responsive to the specific challenges experienced by teachers.
3. School administrators should strengthen administrative support and promote effective workload management. Since increased workload and difficulty balancing teaching and administrative responsibilities were among the leading challenges, school heads should review reporting requirements, minimize unnecessary administrative tasks where possible, encourage collaborative lesson planning, and provide clear and timely communication of policies and guidelines. These

measures may help teachers allocate more time to lesson preparation, classroom instruction, assessment, and learner support.

4. The Department of Education Cebu City Division and school administrators should improve the availability and accessibility of instructional resources. Schools should assess teachers' needs and provide adequate teaching materials, digital resources, and assessment tools that can be used throughout the three academic terms. Resource allocation should consider the requirements of different grade levels and learning areas to help teachers deliver appropriate instruction and assess learners' progress effectively.
5. Teachers should actively participate in professional learning and collaborative activities that strengthen their instructional competencies. Through LAC sessions, peer mentoring, classroom observation, and the sharing of effective teaching practices, teachers may enhance their skills in instructional planning, differentiated instruction, classroom management, assessment, and curriculum implementation. Teachers should also be encouraged to share practical strategies for managing workload and addressing learners' diverse abilities and learning needs.
6. Future researchers should conduct further studies on factors associated with teachers' instructional practices under the Three-Term School Calendar. Variables such as teacher self-efficacy, leadership support, organizational climate, workload management, teacher well-being, and school culture may be examined to gain a broader understanding of the factors related to instructional practices. Future studies may also involve a larger sample, other school districts, or different research designs to determine whether the findings are consistent across educational settings and to evaluate the effectiveness of teacher support interventions.

Overall, sustained collaboration among teachers, school heads, district supervisors, and the division office is essential in addressing the challenges associated with the Three-Term School Calendar. By strengthening professional development, improving access to instructional resources, providing administrative support, and promoting teacher well-being, the proposed Teacher Support Program may help create a more supportive environment for teachers and contribute to the effective implementation of the new school calendar in North District 8 and other comparable educational settings.

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