

A Strategic Evaluation of Pre-Deployment Training Programs for International Teachers Bound for US Classrooms

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Abstract

This study examined the effectiveness of pre-deployment training programs for Filipino international teachers assigned to U.S. classrooms and analyzed their relationship with teaching performance and cultural adjustment. Using a descriptive–correlational research design, data were collected from 100 internationally deployed teachers through a structured survey questionnaire. The study assessed training effectiveness in terms of instructional readiness, cultural adaptability, classroom management preparation, and adequacy of support services, as well as the challenges encountered upon deployment. Descriptive results indicated that pre-deployment training programs were perceived as highly effective across major dimensions, particularly in enhancing instructional confidence, classroom management skills, and cultural sensitivity. Teaching performance and cultural adjustment were likewise rated high, although challenges related to subtle discrimination, cultural misinterpretation of student behavior, and inconsistent administrative support persisted. Pearson correlation analysis revealed significant positive relationships between perceived pre-deployment training effectiveness and teaching performance, as well as cultural adjustment, highlighting the contributory role of structured preparation in international teaching assignments. Based on the findings, an enhancement to the pre-deployment training program was proposed, emphasizing instructional alignment, cultural competence, equity awareness, and sustained support mechanisms. The study contributes to international education and business literature by providing empirical evidence on the strategic value of pre-deployment training in supporting effective and sustainable international teacher deployment.

Keywords: pre-deployment training, international teachers, teaching performance, cultural adjustment, U.S. classrooms