Professional Advancement of Public High School Teachers in the National Capital Region: Basis for a Proposed Faculty Intervention Program

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Abstract

This study evaluated the impact of professional development programs on public high school teachers in the National Capital Region (NCR), Philippines, focusing on changes in classroom practices, student outcomes, student progress, and teachers' beliefs and attitudes. Using a descriptive research design, data were collected from 312 randomly selected teachers. The Wilcoxon Signed Ranks Test revealed a significant reduction in perceived difficulty across all assessed areas post-professional development ($p < 0.05$). Key findings indicated that younger teachers, females, and those with less experience reported higher initial difficulties, which decreased after training. The study recommends tailored professional development initiatives, enhanced teacher involvement in curriculum design, and systemic support to sustain improvements.

Keywords: Professional development, Teacher efficacy, Student outcomes, Classroom practices, Wilcoxon test, Intervention program

I.   Introduction

Background
The Continuing Professional Development (CPD) Act of 2016 (RA 10912) mandates professional growth for Philippine teachers to enhance educational quality. Despite DepEd's investment in training, gaps persist in teachers' understanding of CPD's impact on student performance. This study addresses these gaps by examining the perceived difficulties before and after professional development.

Theoretical Framework
Guskey's (2013) model of teacher change underpins this study, emphasizing sequential shifts in teachers' beliefs, practices, and student outcomes post-training.

Objectives

1.   Assess teachers' perceived difficulties pre- and post-professional development.

2. Examine differences in difficulties by demographic profiles (age, sex, experience, etc.).

3. Propose an intervention program to address identified challenges.

II.   Methodology

Research   Design

A descriptive survey design was employed, utilizing validated TALIS questionnaires.

Participants

312 public high school teachers from NCR were randomly selected (mean age = 39.5; 52.9% male; 49.4% held master's degrees).

Data Collection

- **Variables**: Classroom practices, student outcomes, progress monitoring, beliefs/attitudes.

- **Tools**: 5-point Likert scale questionnaires, validated by DepEd experts.

Statistical Analysis

- **Wilcoxon Signed Ranks Test**: Compared pre- and post-training difficulties.

- **Kruskal-Wallis H Test**: Analyzed differences by demographic groups.

III.   Results

1. **Pre-Training Difficulties**: Highest in student-centered practices (mean = 4.53) and HOTS instruction (mean = 4.61).

2. **Post-Training Improvements**: Significant reductions in difficulty ($p < 0.05$), especially in assessment clarity (mean = 2.83) and feedback delivery (mean = 2.75).

3. **Demographic Variations**:

   o   Females and novice teachers reported higher initial difficulties ($p = 0.000$).

   o   Educational attainment correlated with lower post-training challenges ($p = 0.000$).

IV.   Discussion

The findings align with Guskey's model, confirming that professional development reshapes teacher practices and student outcomes. However, persistent challenges in curriculum involvement (mean = 2.07) suggest systemic barriers. The higher difficulties among females and early-career teachers highlight the need for targeted support.

Limitations

- Sample limited to NCR; results may not generalize to rural areas.

- Self-reported data may introduce bias.

Conclusion and Recommendations

Conclusions
Professional development significantly reduces teachers' perceived difficulties, but disparities persist based on demographics.

Recommendations

1. **Policy**: Expand subsidized CPD for early-career and female teachers.

2. **Practice**: Integrate teachers into curriculum design and provide stress management programs.

3. **Research**: Longitudinal studies to track sustained impacts.

Intervention Program

- **Components**: Collaborative curriculum development, holistic student evaluation, and stress management workshops.

- **Implementation**: Led by DepEd and NEAP, with quarterly monitoring.

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