

Revitalized Capability-Building Program for Senior High School Teachers

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Abstract

The study focuses on revitalizing the capability-training program for senior high school teachers by assessing the manifestation of such programs in their content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. It also involves an assessment of the influence of the program on their teaching strategies, flexible learning environment, generation and utilization of resources, and evaluation and feedback strategies. The study uses the descriptive method of research, with the questionnaire as the main data-gathering tool complemented by a focus group discussion and interview. Results reveal that generally, the capability-building program is moderately manifested among senior high school teachers based on national standards. The program highly influences all aspects of the teachers' instructional management and delivery practices. The extent of manifestation of the program is significantly related to its level of influence on instructional delivery, while significant differences are found in the areas of learning environment and diversity of learners, curriculum and planning, flexible learning environment, and the preparation, generation, and utilization of resources. The most common issues and challenges identified include teachers' technology adaptation, training effectiveness, use of needs assessment, budget and resources, and proper selection of training speakers and facilitators. A revitalized capability-building program is proposed to ensure that teachers acquire a deeper understanding of quality teaching and improve the delivery of instruction. The proposed program may be reviewed and refined before adoption and implementation.

Keywords: capability-building program, content knowledge and pedagogy, curriculum and planning, instructional management and delivery, learning environment and diversity of learners