

# **Intervention Program on the Competency Level of Senior High School Teachers in Selected Schools in District 1 of the Schools Division of Caloocan City : Its Acceptability**

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**Abstract:** This study mainly wants to develop a set of ability intervention programs that are more suitable for high school teachers in the first district of the school district of Galokan, and to see whether this program can be accepted in practice. This study takes Philippine Professional Standards for Teachers ( PPST ) as the main reference, investigates the current teaching ability of teachers, and also finds out their shortcomings in some professional abilities. Then, according to the actual situation of local schools, the corresponding intervention programs are designed, hoping to help teachers further improve their teaching ability. This study adopts a descriptive quantitative research method. A total of 100 respondents participated, including 85 high school teachers and 15 school administrators from 8 selected public schools. In the study, two validated four-point Likert scale questionnaires were used to understand the current ability of teachers and their acceptance of the intervention program. The data collected are mainly analyzed by weighted average, frequency and percentage. The results of the study found that the overall ability of local high school teachers is roughly at a medium level, and some aspects are still relatively obvious and need to be strengthened. Such as ability-based evaluation, differentiated teaching, the practical application of results-based education, and the use of educational technology in teaching. Based on these problems, this study further designed the Teacher Competency Enhancement Intervention Program ( TCEIP ). The program mainly includes special training, peer guidance among teachers, teaching guidance, and quarterly capacity monitoring. According to the results of the survey, the evaluation of the program by school teachers and managers is relatively high, and the overall level is ' highly acceptable '. From the results, the program is still more in line with the actual situation of local schools, in terms of implementation also has a certain feasibility and practicality, and the possibility of continuing to carry out the follow-up is also relatively high. In general, this study proposes a school-based, relatively low-cost teacher professional development method, which can help local high school teachers improve their teaching level, and also play a certain role in improving students ' learning effect.

**Keywords:** teacher competency; intervention program; program acceptability; senior high school teachers; professional development

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## **Introduction**

The Philippine senior high school program is an important part of the country's basic education reform. It is mainly intended to help students develop enough academic knowledge and practical skills before they continue to college or enter the workplace. At this stage, teachers have an important role in the learning process. The way they teach can affect how well students understand the lessons, and it can also influence whether student-centered teaching can really be used in the classroom (Department of Education, 2023). Although the education department has already provided some training programs at the district level, the teaching ability of senior high school teachers in District 1 of Caloocan City is still different in some areas. Some teachers may be stronger in certain parts of teaching, while they still have difficulty in others. One possible reason is that many training activities are usually conducted only once and mostly in lecture form. The content can also be quite general. After the training, teachers may not have many chances to practice what they learned in their own classes. Also, the situation of each school is not exactly the same, so one type of training may not always fit every school. Follow-up support is also limited in some cases. Because of this, some teaching problems may still remain even after teachers have attended the training

(Baylosis, 2024). According to the Philippine Professional Standards for Teachers (PPST), senior high school teachers are expected to have different teaching skills, not only basic classroom teaching. They also need skills in inclusive teaching, student assessment, and the use of educational technology. In actual school practice, however, some teachers still have difficulty adjusting to new curriculum requirements and newer teaching methods. This may be related to the fact that some training does not fully focus on the problems teachers really meet in their daily work. Support from the school may also be limited. When this happens, the quality of teaching may be different from one school to another, and even among teachers in the same school. This can also affect students' learning experience. For these reasons, this study developed an intervention program that is more closely related to the actual situation of local teachers. It also tries to understand how teachers and school administrators view the program and whether they think it can be useful in their schools. The program is intended to be practical and suitable for local conditions, rather than being only a short-term training activity. The study focuses on teachers and school administrators from public senior high schools in District 1 of Caloocan City during the 2025–2026 school year. Private schools are not included in this study. The study looks at five main competency areas under the PPST. It also checks the intervention program from four areas: whether the content fits the teachers' real needs, whether the program can actually be carried out, whether it can help teachers in their teaching work, and whether it can continue in the future. This study mainly looks at the current situation of teachers and the acceptability of the proposed program. It does not study the long-term changes in students' academic performance. Because of this, the results are mainly expected to provide some useful information for teachers, school administrators, and the local school division in Caloocan City. The findings may also help future teacher training become more practical, more focused, and closer to what teachers really need.

## 1. Review of Related Literature

Teachers ability can generally be understood as the comprehensive ability of teachers in professional knowledge, teaching skills and teaching attitude. These abilities will directly affect whether classroom teaching can be inclusive, effective and maintain a certain quality. For high school teachers, teachers' ability is not only as simple as whether they will attend classes, but also includes the teaching ability of technical vocational education, the practical application of outcome-based education ( OBE ), and the use of technology to carry out teaching ( Europub, 2026 ). In order to really do a good job in high school teaching, teachers also need to have the ability of curriculum planning, be able to teach according to the situation of different students, and at the same time use a more realistic evaluation method that meets the requirements of ability. These contents also have relatively clear requirements in the Philippine Teachers' Professional Standards ( PPST ). In recent years, educational research has also found that compared with centralized training with unified arrangement and relatively fixed content, school-based intervention projects for teachers' practical problems are often more helpful to improve teachers' ability. Some long-term intervention methods, if combined with special training, peer guidance, teaching guidance and follow-up monitoring, will be more effective in solving teachers' deficiencies in certain specific abilities ( J-STAGE, 2026 ). In the process of education project development, it is also an important step to evaluate the acceptability of the program. It is mainly to see whether the program is in line with the actual situation of the local school, whether it is convenient to implement, whether it has practical help for teachers' teaching, and whether it can continue to be done later. From the existing research at home and abroad, many studies have mentioned that teacher training can not only use the same content and methods, but also need to be designed in combination with the actual situation of the school and region where the teacher is located. Especially in urban public schools in the Philippines, the problems faced by different schools and teachers are not exactly the same. Therefore, targeted intervention programs are still important to solve the actual needs of local teachers in professional development.

## 2. Research Methodology

This study used a descriptive quantitative research design. The main purpose was to understand the current level of teachers' competencies and to find out whether the proposed intervention program could be accepted by teachers

and school administrators. A total of 100 respondents took part in the study, including 85 senior high school teachers and 15 school administrators. They were randomly selected from eight public senior high schools in District 1 of Caloocan City. This also helped the study include teachers from different academic and technical-vocational areas. Two validated questionnaires were mainly used to collect the data. The first one was the Teacher Competency Assessment Questionnaire (TCAQ), which had 25 items. The second one was the Program Acceptability Evaluation Questionnaire (PAEQ), which included 20 items. Both questionnaires used a four-point Likert scale. Before the actual survey was carried out, the questionnaires were first checked and validated by experts. A Cronbach's alpha reliability test was also conducted. The results were 0.89 for the TCAQ and 0.91 for the PAEQ. These results showed that both questionnaires had good reliability and were suitable for use in the study. During the data collection, the study followed the required ethical procedures. Formal permission to conduct the research was obtained before the survey started, and all participants were also asked to sign an informed consent form. The collected data were mainly analyzed using descriptive statistical methods, including weighted mean, percentage, and frequency. A common four-point scale was then used to help explain and interpret the final results.

### **3.Results and Discussion**

The results showed that the overall competency score of local senior high school teachers was 2.83, which was at a moderate level. Among the different competency areas, teachers got the highest score in learning environment management, with a mean of 3.12. This suggests that teachers already have some experience in classroom management after years of teaching practice. In comparison, student assessment received the lowest score, which was only 2.58. Differentiated instruction also had a relatively low score of 2.76. These results show that teachers still need more improvement in these two areas. Teachers also showed some weaknesses in OBE curriculum alignment and the use of educational technology. In general, the findings are quite close to what some earlier studies have found about teachers in urban senior high schools. After looking at the main problems shown in the results, the researchers developed the Teacher Competency Enhancement Intervention Program (TCEIP). The program includes four main activities: monthly competency training, weekly peer mentoring and lesson study, instructional coaching every two weeks, and quarterly checking of teachers' progress. The program mainly makes use of teachers and management resources that schools already have. So, schools do not need to spend too much extra money to carry it out. It can also be arranged together with the normal school schedule, which means it should not affect regular teaching too much. For program acceptability, the overall mean was 3.48 and this was interpreted as "highly acceptable." Among the different areas, content relevance had the highest score of 3.62. This means the program content is generally in line with the PPST requirements and also fits the real development needs of local teachers. Implementation feasibility got 3.45, teaching practicality was 3.42, while sustainability was 3.41. These scores were also relatively high. From the responses of teachers and school administrators, most of them felt that the program could work in actual school settings. They also felt that it was suitable for the situation of local public schools. If the school can continue to provide enough support, the program may also be continued for a longer period of time.

### **4.Conclusion and Recommendations**

Finally, the study found that the overall competency level of senior high school teachers in District 1 of Caloocan City was at a moderate level. Still, some areas need more improvement, especially student assessment, differentiated instruction, curriculum alignment, and the use of educational technology. The TCEIP was developed mainly because of these problems. From the survey results, teachers and school administrators generally gave a positive evaluation of the program. It was also seen as practical and possible to carry out in schools. Another important point is that the program was developed according to the actual needs of local teachers, not only based on general training content. Compared with the usual training programs, where the same topics are often given to many teachers, TCEIP pays more attention to the real situation inside the school. It also gives teachers more chances to join continuous activities and use what they learned in actual teaching. So, the program may be more useful if schools

want to support teachers for a longer time, rather than only providing one-time training. Based on the results, school administrators can consider using TCEIP as one reference for the professional development of senior high school teachers. More training may be given in assessment innovation and differentiated instruction, because teachers showed more difficulty in these areas. The Caloocan City Schools Division can also consider whether this program can be used in other schools or on a larger scale. For teachers, joining the program regularly may help them improve their teaching skills through practice, discussion, and guidance. Future studies can test the program for a longer period, especially by using an experimental research design. It would also be useful to see whether the program can really improve teachers' teaching performance and whether students' academic results will also change.

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