

Effectiveness of School-Based Capacity Building for Teachers: Navigating New Horizons in Revised K to 12 Curriculum Instruction at Dolores Macasaet National High School SY 2025–2026

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ABSTRACT

This action research evaluated the effectiveness of the School-Based Capacity Building for Teachers entitled “Navigating New Horizons in Revised K to 12 Curriculum Instruction” implemented at Dolores Macasaet National High School during School Year 2025–2026. The training initiative sought to equip teachers with the necessary competencies in curriculum alignment, effective instructional strategies, data-driven decision-making, assessment preparation, and technology-enhanced teaching to meet the expectations of the Revised K to 12 Curriculum and the PPST.

The study utilized a descriptive-evaluative research design, drawing on training evaluation results and parallel pretest-posttest assessments. A total of seventy-six (76) teachers participated in the School-Based In-Service Training (INSET), which was conducted through School Learning Action Cell (SLAC) sessions from November 2025 to February 2026. Data were analyzed using the weighted mean and paired t-test to assess participants’ level of satisfaction, determine teachers’ knowledge and skills before and after the intervention, and evaluate the significance of the changes observed following the training.

The findings showed that the participants were highly satisfied with the training program, earning an overall mean rating of 4.74, which was interpreted as Very Satisfactory. The pretest results indicated that teachers had relatively low levels of prior knowledge and skills, as reflected in an overall mean score of 20.553 (41.11%), which fell below the 75% proficiency benchmark. After participating in the capacity-building program, the teachers’ performance improved considerably, with the posttest mean score increasing to 38.092 (76.18%), surpassing the passing rate. This represented an 85.34% improvement in their knowledge and skills. Moreover, the paired t-test yielded a t-value of -7.187 and a p-value of 0.000, confirming a statistically significant difference between the pretest and posttest results.

The results indicate that the School-Based Capacity Building for Teachers successfully enhanced teachers’ knowledge, skills, and professional competencies in key areas such as curriculum implementation, instructional delivery, assessment practices, and technology integration. Based on these findings, it is recommended that the school continue implementing professional development programs, strengthen mentoring and coaching initiatives, expand training opportunities on digital tools, and promote ongoing collaborative learning experiences. These efforts can further support teacher growth, improve instructional effectiveness, and contribute to better learning outcomes for students.

Keywords: School-Based Capacity Building, Curriculum Instruction, Knowledge and Skills

INTRODUCTION

Dolores Macasaet National High School plays a vital role in preparing the youth of Candelaria, Quezon for higher education and future opportunities. To support holistic student development, the school implements various programs, projects, and activities aimed at enhancing learners' knowledge, skills, and values.

In addition, DMNHS remains committed to enhancing the quality of teaching and learning in line with the Revised K to 12 Curriculum. However, the implementation of curriculum revisions has presented several challenges for teachers, particularly in understanding updated learning competencies, aligning classroom instruction, and developing effective assessment tools. These challenges are not unique to DMNHS. As noted by Conca et al. (2004), teachers often experience difficulties due to limited familiarity with assessment frameworks and inconsistencies in educational policies, which can hinder meaningful discussions on how assessment can be effectively integrated into instructional practices.

To address these challenges, the school conducted a School-Based Capacity Building for Teachers, also known as a School-Based In-Service Training (INSET), titled "Navigating New Horizons in Revised K to 12 Curriculum Instruction." The training was carried out through School Learning Action Cell (SLAC) sessions from November 2025 to February 2026. It focused on five key areas: curriculum alignment with the MELCs, instructional strategies, data-driven teaching, assessment design, and technology integration.

The implementation of this program was grounded in the findings of Darling-Hammond et al. (2017), who emphasized that sustained, content-focused professional development plays a vital role in strengthening teachers' instructional practices and professional competence. Consistent with these findings, the training was designed to provide teachers with meaningful learning experiences that would enhance their ability to align instruction with curriculum standards, use assessment data effectively, adopt appropriate teaching strategies, and integrate technology into the learning process.

Despite the school's efforts to provide meaningful professional development opportunities, it remains important to determine whether these initiatives truly contribute to improving teachers' competencies. Therefore, this action research was undertaken to systematically assess the effectiveness of the capacity-building program and its impact on teachers' knowledge and skills.

Proposed Innovation, Intervention, or Strategy

The School-Based In-Service Training (INSET) for teachers of Dolores Macasaet National High School was conducted through School Learning Action Cell (SLAC) sessions from November 2025 to February 2026 under the theme "Navigating New Horizons in Revised K to 12 Curriculum Instruction." The training program was designed to strengthen teachers' competencies in implementing the Revised K to 12 Curriculum, enhance their instructional practices, and improve assessment strategies in alignment with the Philippine Professional Standards for Teachers (PPST). The conduct of the INSET was guided by DepEd Order No. 012, s. 2025, Multi-Year Implementing Guidelines on the School Calendar and Activities, issued on April 15, 2025. This policy outlines the school calendar for SY 2025–2026 and provides designated periods for professional development activities, including INSET, to support the continuous growth and development of teachers.

The four-day training featured a series of collaborative workshops, guided discussions, lesson-planning activities, and presentations facilitated by school leaders and master teachers. Throughout the sessions, teachers reviewed learning competencies, examined curriculum standards, explored effective instructional approaches, developed engaging lesson plans, and crafted assessment tools aligned with the curriculum requirements.

Through active participation and collaborative learning, teachers were able to produce lesson plans, instructional materials, assessment instruments, and individual Work Application Plans. The training enhanced their capacity to effectively implement the revised curriculum and empowered them to create learning environments that are inclusive, engaging, and informed by data-driven instructional practices.

Daily Training Matrix Summary

Day	Date	Major Sessions Conducted	Key Outputs
Day 1	November 18, 2025	Opening Program; Walkthrough on Learning Competencies (MELCs)	Analysis of MELCs and alignment with lesson planning
Day 2	December 2, 2025	Revised K to 12 Curriculum Updates; Students' Performance Data Analysis	Identification of instructional gaps and strategies for improvement
Day 3	January 15, 2026	Effective Teaching Strategies; Resource Sharing and Collaborative Workshops	Compilation of teaching strategies and instructional resources
Day 4	February 16, 2026	Lesson Planning and Assessment Design; Work Application Planning	Lesson plans, assessment samples, and Work Application Plans

Action Research Questions

The general purpose of this study is to enhance teachers' knowledge and skills in implementing the Revised K to 12 Curriculum, strengthen instructional strategies, and improve assessment practices aligned with the Philippine Professional Standards for Teachers (PPST).

Specifically, it seeks to answer the following questions:

1. What is the level of teachers' satisfaction in the School-Based Capacity Building?
2. What is the level of teachers' knowledge and skills before the School-Based Capacity Building for Teachers?
3. What is the level of teachers' knowledge and skills after the School-Based Capacity Building for Teachers?
4. Is there a significant difference between teachers' knowledge and skills before after School-Based Capacity Building for Teachers?

METHODOLOGY

Participants and Sources of Data

The respondents of the study will consist of seventy six (76) teachers of Dolores Macasaet National High School. They will be chosen purposively because the researchers are the School INSET coordinator with his co-author the School Principal. The respondents composed of fifty two (52) Junior High School Teachers, Twenty (20) Senior High School Teachers, and four (4) Teaching-related personnel.

This study will utilize the descriptive-evaluative research design. The group will expose to implementation of School-Based Capacity Building for Teachers. The researchers' aim to enhance teachers' knowledge and skills in implementing the Revised K to 12 Curriculum, strengthen instructional strategies, and improve assessment practices aligned with the Philippine Professional Standards for Teachers.

To ensure the rights of the respondents of the study, several ethical considerations will be employed by the researchers to wit: confidentiality, informed consent, and voluntary participation will be considered.

The first one consideration is confidentiality. In this, participants will be assured that identifying information will not be made available to anyone who is not directly involved in the study. In addition to these, informed consent will also be considered. Prospective research participants will be fully informed about the procedures and risks involved in the research.

Letter of permission will be given to them before answering the training evaluation forms and Pre-test and post-test. Last on the list is voluntary participation in that no participant will be coercive to participate in the research undertaking

Data Gathering Methods

The School-Based Capacity Building for Teachers was implemented from November 2025 to February 2026. To determine the participants' level of satisfaction with the program, the researchers utilized a validated, self-developed training evaluation form. Additionally, teachers' knowledge and skills were assessed using validated parallel pre-assessment and post-assessment tests consisting of 50 items developed based on a Table of Specifications (TOS). To ensure the quality and validity of the instrument, both face and content validation were conducted with the assistance of Head Teachers and Master Teachers. The parallel pre-assessment and post-assessment contained the same content areas and were designed to measure changes in teachers' knowledge and skills before and after the training intervention. The 50-item assessment was divided into five key areas, with 10 items allocated to each domain: Understanding of MELCs and Curriculum Alignment, Use of Data in Instructional Planning, Knowledge of Differentiated Instruction, Assessment Design and Alignment, and Technology Integration in Teaching. These instruments served as the primary sources of data in evaluating the effectiveness of the capacity-building program. Prior to conducting the study, the research instruments underwent face and content validation with the assistance of Head Teachers and Master Teachers to ensure their validity and suitability for the study. Following the validation process, the researchers sought approval from the School Head of Dolores Macasaet National High School before proceeding with the implementation of the research. The data collection process was carried out in several phases.

Before the implementation of the School-Based Capacity Building for Teachers, a pre-test was administered to determine the teachers' baseline level of knowledge and skills. The pre-test results were then analyzed to identify existing competency gaps and areas that required improvement. After the completion of the intervention, the teachers were asked to accomplish a training evaluation form to assess their level of satisfaction with the program. A post-test was also administered to measure any changes in teachers' knowledge and skills following the training. The post-test results were subsequently analyzed, and the study hypothesis was tested to determine the effectiveness of the intervention.

Data Analysis Plan

This study focuses on determining the effectiveness of the School-Based Capacity Building for Teachers titled "Navigating New Horizons in Revised K to 12 Curriculum Instruction," which was conducted at Dolores Macasaet National High School during School Year 2025–2026. Specifically, it seeks to evaluate how the program contributed to improving teachers' knowledge, skills, and professional competencies related to curriculum implementation and instructional practices.

To achieve this objective, the study employed a descriptive-evaluative research design, utilizing data gathered from training evaluation results as well as participants' pre-test and post-test scores. The researchers used a validated training evaluation form and a parallel pretest-posttest assessment as the primary data-gathering instruments. These tools were utilized to measure teachers' level of satisfaction with the training program and to assess their knowledge and skills before and after participating in the School-Based Capacity Building initiative.

The School-Based Capacity Building for Teachers program entitled "Navigating New Horizons in Revised K to 12 Curriculum Instruction" was implemented at Dolores Macasaet National High School from November 2025 to February 2026. The program aimed to strengthen teachers' competencies and support the effective implementation of the Revised K to 12 Curriculum. To analyze the data gathered, the researchers used the weighted mean to determine the participants' level of satisfaction with the training and to assess their knowledge and skills. In addition, a paired t-test was employed to determine whether there was a significant difference between the teachers' pretest and posttest scores before and after their participation in the School-Based Capacity Building program.

Action Research Work Plan and Timelines

Activities	Month	Month	Month	Month	Month	Month
	1	2	3	4	5	6
PRE-IMPLEMENTATION						
Data gathering, Proposal and Planning, Training evaluation and Test construction						
Pre-test						
IMPLEMENTATION						
School-Based Capacity Building for Teachers: "Navigating New Horizons in Revised K to 12 Curriculum Instruction"						
POST-IMPLEMENTATION						
Post-test						
ANALYSIS						
PRESENTATION						

RESULT AND DISCUSSION

This part presents the data gathered from training evaluation result and pre- and post assessment scores of the participants before and after the implementation of School-Based Capacity Building.

The data are analyzed and interpreted to answer the research problem.

Participants' satisfaction in the School-Based Capacity Building

Teachers evaluated the training program using a validated training evaluation form. Results indicate a very satisfactory level of satisfaction across program management, content delivery, relevance, and facilitation.

Table 1. Teachers' satisfaction in the School-Based Capacity Building

Evaluation Area	Mean Rating (1–5)	Interpretation
Relevance of Training to Professional Needs	4.72	Very Satisfactory
Clarity of Training Objectives	4.65	Very Satisfactory
Quality of Resource Speakers	4.78	Very Satisfactory
Effectiveness of Delivery Strategies	4.70	Very Satisfactory
Usefulness of Training Materials	4.60	Very Satisfactory
Program Organization and Management	4.75	Very Satisfactory
Venue and Training Facilities	4.68	Very Satisfactory
Overall	4.74	Very Satisfactory

The overall evaluation results indicate that the teachers were highly satisfied with the training program. With an average rating of 4.74, the program was viewed as relevant to their professional needs, well-organized, and beneficial to their continuous professional development. These findings suggest that the training effectively addressed teachers' learning needs and provided valuable opportunities for enhancing their instructional competencies.

This result is consistent with the studies of Abrio and Labay (2025), Fan et al. (2024), and Smet (2022), which found that teachers tend to express high levels of satisfaction with professional development programs that are well-designed, relevant, and responsive to classroom demands. Such initiatives play an important role in

strengthening teachers' professional competence, increasing job satisfaction, and supporting their overall professional growth.

Teachers' knowledge and skills

This part presents the data gathered from the pre- and post assessment scores of the participants before and after the implementation of the School-Based Capacity Building for Teachers.

Table 2. Pre- test Mean Score of teachers before implementation of School-Based Capacity Building for Teachers

Indicator	Mean	Standard Deviation
Understanding of MELCs and Curriculum Alignment	3.789	0.936
Use of Data in Instructional Planning	3.605	0.828
Knowledge of Differentiated Instruction	4.829	1.031
Assessment Design and Alignment	4.092	0.976
Technology Integration in Teaching	4.237	1.024
Overall	20.553	0.074

Based on the results presented in the table, the teachers obtained an overall mean score of 20.553, which is equivalent to 41.11%. This score falls below both the 50% midpoint of the 50-item assessment and the expected 75% proficiency level. The findings suggest that, prior to the implementation of the School-Based Capacity Building for Teachers, participants had limited knowledge and skills in the areas being assessed. This highlights the need for a targeted intervention to strengthen their competencies and support their professional growth.

This result is consistent with the findings of Meroño et al. (2023), who reported that teachers have significant professional development needs in areas such as pedagogy, curriculum, and assessment. Similarly, Asim (2024) emphasized the importance of continuous capacity-building initiatives in helping teachers effectively implement curriculum reforms. Together, these studies underscore the value of professional development programs in enhancing teachers' knowledge and skills before the introduction of educational innovations.

Table 2. Post- test Mean Score of teachers after implementation of School-Based Capacity Building for Teachers

Indicator	Mean	Standard Deviation
Understanding of MELCs and Curriculum Alignment	7.592	0.934
Use of Data in Instructional Planning	7.250	0.905
Knowledge of Differentiated Instruction	7.974	1.235
Assessment Design and Alignment	7.671	0.909
Technology Integration in Teaching	7.605	0.919
Overall	38.092	0.123

Based on the results shown in the table, the participants obtained an overall mean score of 38.092, equivalent to 76.18%, which exceeds the 75% proficiency benchmark. This indicates that the teachers were able to achieve the expected level of competence following the implementation of the School-Based Capacity Building for Teachers program. The findings suggest that the intervention had a positive impact on enhancing teachers' knowledge and skills. In fact, the mean score increased from 20.553 in the pretest to 38.092 in the posttest, reflecting an 85.34% improvement in performance.

This finding is supported by the study of Almajnuni and Alwerthan (2024), which highlighted that well-planned and relevant professional development programs can significantly enhance teachers' instructional competence, pedagogical knowledge, self-efficacy, and overall professional performance. The result suggests that capacity-building initiatives play a crucial role in strengthening teachers' competencies and improving the quality of classroom instruction.

Table 3. Test of difference in the pre-test and post-test score before and after the implementation of School-Based Capacity Building for Teachers

Indicator	Mean Score before the implemetation of School-Based Capacity Building for Teachers	Mean Score after the implemetation of School-Based Capacity Building for Teachers	t.test	t-value	p-value	Remarks
Teachers' knowledge and skills	20.553	38.092	-7.187	1.992	0.000	Significant
Legend: $p < .05$ Significant $p > .05$ Not Significant						

The table presents the results of the paired t-test conducted to determine whether there was a significant difference between the teachers' pretest and posttest scores. The analysis yielded a computed t-value of -7.187 and a p-value of 0.000, indicating a statistically significant difference between the two sets of scores. This finding suggests that the teachers demonstrated substantial improvement in their knowledge and skills after participating in the School-Based Capacity Building for Teachers program.

This result is consistent with the findings of Villareal (2025), who reported that professional development activities and training opportunities have a significant positive impact on teachers' instructional competence. The study further revealed that teachers who participated in such programs exhibited improved pedagogical skills and enhanced professional performance. These findings reinforce the importance of continuous capacity-building initiatives in supporting teacher growth and improving instructional effectiveness.

SUMMARY OF FINDINGS

Based on the analysis of the data, the following results are found:

The level of teachers participants' satisfaction in the School-Based Capacity Building was Very Satisfactory.

Pre assessment scores of the teachers in their knowledge and skills is needs improvement since the obtained mean score was less than 50%, after the implementation of School-Based Capacity Building, the Post assessment scores was improved.

Relative to mean pre- and post assessment of the teachers in their knowledge and skills, there is significant difference as reflected to gathered data.

CONCLUSION

The findings revealed a significant improvement in teachers' knowledge and skills after their participation in the School-Based Capacity Building program. The results indicate a meaningful difference between the pretest and posttest scores, demonstrating the positive impact of the intervention. Therefore, the implementation of the School-Based Capacity Building for Teachers titled "Navigating New Horizons in Revised K to 12 Curriculum Instruction" proved to be effective in enhancing teachers' competencies at Dolores Macasaet National High School during School Year 2025–2026.

RECOMMENDATION

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

1. Implement follow-up mentoring and coaching sessions to provide continuous support and guidance for teachers as they apply the knowledge and skills gained from the training.
2. Sustain and strengthen school-based professional development programs aligned with the Philippine Professional Standards for Teachers (PPST) to support continuous professional growth and improve instructional quality.
3. **Future research should include participants from multiple schools and larger groups of teachers** to increase the applicability and relevance of the findings across diverse educational settings.
4. **Researchers are encouraged to utilize experimental, quasi-experimental, or comparison-group research designs** to generate stronger evidence regarding the effectiveness of capacity-building initiatives.
5. **Conduct long-term follow-up assessments** to determine the sustainability of the program's impact and assess whether teachers continue to apply the competencies, knowledge, and skills acquired through capacity-building initiatives in their classroom instruction over time.
6. **Explore the factors that support or hinder the application of acquired competencies in teaching practice**, including administrative support, availability of resources, school culture, and teacher motivation.

Plans for Dissemination and Utilization

DISSEMINATION ACTIVITIES	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1.School presentation						
2.District presentation						
3.Division Presentation						
4.Presentation to other school						
5.Presentation to CBER						

The researchers planned to present the research findings to co-teachers in a school level presentation for the purpose of improvement of teaching-learning practice. Also at District level, during Candelaria East District Research and Innovation for Viable Education – CEDRIVE, and at Division, other school, CBER presentation.

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