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The Relationship Between Administrative Support and Teaching Performance of Non-Specialized Teachers in Public Junior High Schools in the Division of San Carlos City

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Abstract: This study assessed the relationship between administrative support and the teaching performance of non-specialized teachers in public junior high schools in the Division of San Carlos City, Negros Occidental. The study examined four specific areas of administrative support: mentoring, supervision, professional development, and resource provision, and their relationship to teaching performance metrics, including classroom management, teaching strategies, and assessment practices. The research employed a descriptive-correlational design and engaged 136 purposively selected non-specialized teachers from 13 public secondary schools during the academic year 2025–2026. Data were gathered using a validated Likert-type questionnaire and were analyzed through descriptive statistics and Pearson's r to determine the relationship among the variables. The results indicated that administrative support was generally perceived as high, with supervision identified as the strongest domain. Teaching performance was also rated high, particularly in classroom management. A strong positive correlation was found between administrative support and teaching performance; however, the relationship was not statistically significant. This finding suggests that although administrative support coexists with high teaching performance, other factors may exert a greater influence on teaching outcomes among non-specialized teachers. Based on these results, a professional development plan was proposed to improve resource alignment, strengthen supervision, and enhance specialized training to better support non-specialized teachers in becoming more effective in the classroom.

Keywords: administrative support, non-specialized teachers, teaching performance, educational administration, San Carlos City, Negros Occidental, Philippines, descriptive-correlational research.

CHAPTER 1
INTRODUCTION

Background of the Study

Education plays a vital role in improving lives, and teachers are fundamental in guiding and encouraging students to learn through their knowledge and experience. Teaching is a challenging and dignified profession, often considered one of the most essential because it lays the foundation for students' future disciplines (Leonin, 2024). Society highly values teachers' efforts to impart quality education. While a teacher's behavior is important, their educational background and subject expertise are also critical to effective teaching. However, teachers do not always possess full expertise in the subjects they teach, which can influence the quality of education delivered.

Non-specialized teachers are designated to handle subjects that are not their major field of study and for which they have not undergone proper training. This may involve teaching in disciplines, grade levels, or types of institutions for which they do not possess the necessary credentials, certifications, or specializations. Hobbs and Whannell (2020) identified non-specialized teaching as the assignment of teachers to positions for which they possess insufficient qualifications or relevant knowledge, regardless of subject area or grade level. Moreover, non-specialized instruction occurs when teachers teach a subject in which they have limited experience. Co, Abella, and De Jesus (2021) defined non-specialized teachers as those trained in one discipline but assigned to teach in a different area.

According to *UNESCO's Global Report on Teachers: Addressing Teacher Shortages* (2023), there is a rising global concern regarding teacher allocation, subject specialization, and non-specialized teaching across various nations, including the District of Columbia in the United States and Germany. Recent research indicates that when teachers are assigned to teach outside their specialization, it may adversely affect their self-efficacy, motivation, and performance, thereby influencing student outcomes (Ingersoll, 2021; OECD, 2022). The alignment between teacher expertise and subject assignment is considered crucial for maintaining instructional quality (Darling-Hammond et al., 2021).

In Southeast Asia, teacher shortages, increasing student enrollment, and limited resources have resulted in a high incidence of non-specialized teaching assignments. Research in neighboring countries indicates that such assignments may compromise educational quality and learning outcomes, as effective teaching requires a sufficient level of subject-specific expertise (Southeast Asian Mathematical Olympiad [SEAMO], as cited in Russel, 2022). Current regional policy discussions in Southeast Asia emphasize improving teacher deployment systems and strengthening professional development to address these challenges.

Teachers in the Philippines face numerous challenges that are difficult to resolve, including inadequate teaching materials, large class sizes, and excessive workloads. Moreover, many public school teachers are assigned teaching loads outside their area of expertise.

The Department of Education (DepEd) issued DepEd Order (DO) No. 005, s. 2024, to augment teachers' workload management and allow them to focus on their primary responsibility of teaching. This directive aims to improve the quality of education and teacher well-being by ensuring that teaching loads are distributed equitably and that teachers are assigned based on their areas of specialization. The policy mandates that teachers be assigned to subjects aligned with their expertise and qualifications.

Recent data reveal a substantial discrepancy between teachers' qualifications and their assigned roles. Research underscores that the issue of non-specialized teaching is increasing. A 2024 EDCOM II report revealed that 62% of public high school teachers handle subjects outside their specialization. Science is the most affected subject, with more than half of its teachers lacking specialized training (Philstar, 2024). Research conducted by Recede, Asignado, and Castro (2023) in Marikina City showed that such assignments diminish teachers' self-efficacy and motivation, potentially adversely affecting their performance (IJMR, 2023).

The Schools Governance and Operations Division (SGOD) is responsible for providing administrative support in the Division of San Carlos City. It performs essential functions such as resource provision, school monitoring, planning, research, and human resource development, all of which directly influence teacher performance, including those assigned outside their specialization. The SGOD ensures that schools have adequate resources, technical assistance, and professional development opportunities. This support enables teachers to enhance their instructional competencies even if they are not specialized in a particular subject area. The Human Resource Development (HRD) Section, in particular, provides needs-based training, scholarship programs, and technical support to strengthen teachers' subject matter knowledge and pedagogical skills. This serves as a key mechanism in supporting non-specialized junior high school teachers in improving their instructional effectiveness.

Despite existing studies highlighting the challenges faced by non-specialized teachers, there remains a significant gap in empirical research examining the influence of administrative support on their teaching performance, particularly in rural public junior high schools where non-specialized teaching is prevalent. Consequently, this study sought to provide context-specific, quantitative evidence on the relationship between administrative support and the teaching performance of non-specialized teachers in the Division of San Carlos City.

Review of Related Literature and Studies

This section presents a synthesis of conceptual literature from both local and international research studies relevant to the present study.

Administrative Support

The administration plays a crucial role in shaping the experiences and effectiveness of teachers who are teaching outside their area of specialization. These teachers sometimes experience challenges due to their lack of mastery of the subject matter since it is not their major field of study. Therefore, strong administrative support is needed to sustain their teaching effectiveness, confidence, and overall well-being.

Based on the study of Castorico and Dioso (2024), teachers who are assigned to teach outside their specialization encounter significant challenges such as lack of content mastery, limited resource provision, difficulty in conveying complex concepts, and challenges in addressing varied learner requirements. These problems often lead to lower confidence, increased stress, and poorer performance, which show how important it is for administrators to provide supervision and instructional support. According to Villano Ac (2024), non-specialized teachers similarly face challenges in establishing classroom authority, responding to student inquiries, and developing appropriate strategies.

In addition, this study emphasizes the importance of support coming from administrators. The support may include providing mentorship and organizing training sessions or seminars to help teachers adapt successfully. Teacher resilience and job satisfaction are influenced by administrative support, which in turn impacts teaching effectiveness. According to the study of Rodriguez (2025), it was shown that non-specialized teachers have lower job satisfaction compared to specialized teachers, partly because they are unprepared for their assigned subjects. The study implies that teachers' impartial comments regarding classroom management support reveal inadequacies in administrative support that could influence teaching quality. Similarly, in the study of Samiano and Baluyos (2022), it was discovered that while administrative support was considered substantial during modular learning delivery, it did not significantly relate to teacher performance. This means that the support given by the administration might not have addressed the problems of teachers who are teaching non-major subjects.

A similar study by Waggoner (2024) reported that administrators often rely heavily on classroom observations and feedback sessions when supporting teachers. However, they underutilize other valuable approaches, such as building school climate, enhancing collaboration, and managing instructional resources. These additional practices could greatly benefit teachers who teach outside their specialization by expanding the types of assistance offered. Based on the study of Espiritu and Espiritu (2025), a lack of content knowledge, insufficient resources, and limited access to training were further identified as primary barriers to teachers' competence in teaching non-specialized subjects. Their study stresses the importance of administrative support through structured mentorship, increased access to materials, and subject-specific coaching.

Leadership style also affects the performance and well-being of non-specialized teachers. As shown in the study of Crescencio and Dioso (2025), supportive, collaborative, and communicative leadership positively influences teacher motivation, confidence, and performance. Teachers who receive emotional, technical, and financial support from their administrators report improved work experiences and increased efficiency in their instructional tasks. Furthermore, the study of Mahmutoğlu et al. (2025) illustrated that the influence tactics employed by administrators enhance

teachers' commitment to the school, particularly for non-specialized instructors who may experience greater vulnerability or lack of support in their positions.

Administrative support is a significant factor that affects the stress of teachers who are teaching non-major subjects. Support from the administration also helps improve the quality of their teaching. According to the study of Deepthi et al. (2023), administrative tasks and additional responsibilities cause emotional stress and reduce productivity. The study of Saldivar (2024) mentioned that non-specialized teachers can foster professional resilience when provided with sufficient administrative support, such as opportunities for collaboration, targeted pedagogical instruction, and emotional support. Despite the challenges of teaching outside their area of specialization, these types of support enable teachers to sustain their performance.

Therefore, support from the administration is essential in enhancing the teaching proficiency, well-being, and retention of non-specialized teachers. Strong administrative leadership, which includes focused mentoring, resource allocation, emotional support, organized mentorship, and effective communication, creates an environment that helps non-specialized teachers improve their skills and provide high-quality instruction. Without this kind of support, teachers may lose confidence, feel increased stress, and experience reduced teaching effectiveness. This may negatively impact student learning outcomes.

Non-Specialized Teachers

Non-specialized teachers who teach outside their area of specialization face distinct instructional and professional challenges. In the study of Espiritu and Espiritu (2025), it was revealed that a lack of content mastery, inadequate instructional resources, and limited professional development opportunities negatively affect the capability of non-specialized teachers. Their research underscored that continuous administrative support through mentorship and training can address these gaps and increase instructional efficiency.

Moreover, Deepthi et al. (2023) revealed that an excess of administrative responsibilities hinders instructors' efficacy, particularly for those who are already challenged by subject matter preparation outside their specialization. The study further revealed that teachers frequently experience stress and reduced teaching quality when assigned subject loads outside their area of expertise. Gueriba and Morales (2025) highlighted that excessive administrative assignments adversely affect teachers' performance, especially in secondary schools.

In the Philippines, educators frequently manage several responsibilities, including non-specialized teaching assignments. They argued that eliminating non-instructional obligations improves classroom management and pedagogical efficiency.

Teaching Performance

The efficiency of teachers is intricately related to administrative leadership, teacher welfare, and the conditions of the work environment. Crescencio and Dioso (2025) identified a considerable relationship between leadership behaviors, administrative support, and teaching performance, particularly when administrators offer financial, emotional, and technical support. Their research demonstrated that these forms of support improve classroom management, curriculum implementation, and teacher motivation.

An international study conducted by Li et al. (2025) validated this finding, demonstrating that perceived organizational support heightens teacher performance both directly and indirectly. Their study noted that administrative support enhances teachers' self-efficacy and job satisfaction, thereby improving teaching effectiveness.

In modular and distance learning settings, however, Samiano and Baluyos (2022) noted that administrative support did not significantly correlate with teacher performance despite high levels of perceived support. Their research suggested that external stressors and pandemic-related challenges may overshadow the impact of administrative support.

One of the factors that affects teachers' performance is burnout in the workplace. In the study of Marquez and Adarna (2025), workload pressure, emotional fatigue, and inadequate support were identified as the principal factors leading to teacher burnout in Philippine public junior high schools. Research shows that administrative strategies such as wellness programs and collaborative leadership can help teachers reduce exhaustion and remain in their positions longer, which in turn improves teaching performance.

Teaching performance is acknowledged as a crucial determinant of student success; however, increasing global teacher shortages have led to the proliferation of teachers assigned to subjects outside their specialization, a phenomenon known as non-specialized teaching. This trend has considerable consequences for educational quality, teacher confidence, classroom management, and student outcomes.

Recent literature examines the experiences, challenges, and coping strategies of non-specialized teachers. Castorico and Dioso (2024) discovered that teachers assigned outside their area of expertise often encounter deficiencies in content understanding, restricted access to resources, difficulty explaining complex concepts, and challenges in addressing student queries, all of which negatively affect teaching performance.

These teachers experienced major setbacks in their confidence and professional competence. Because of this, it shows that performance is negatively affected when teachers lack sufficient understanding of the subject matter. Similarly, Villano-Ac (2024) discovered that non-specialized teachers frequently encounter difficulties with academic content, asserting authority, and selecting appropriate teaching methodologies, thereby intensifying concerns about instructional efficiency. Her research implied that these problems include classroom management and student engagement, two fundamental elements of instructional effectiveness.

Nevertheless, despite these limitations, non-specialized teachers frequently exhibit adaptability and resilience. Perez (2024) observed that while non-specialized teachers face everyday stress, self-doubt, and perceived undervaluation by colleagues, they cultivate adaptability, ingenuity, and problem-solving abilities, often utilizing personal finances to obtain teaching resources. These adaptive strategies may enhance their teaching performance despite the challenges. Aventura (2023) substantiated these findings, indicating that non-specialized teachers initially experience pressure and reduced confidence but gradually improve their abilities through self-directed learning, personal initiative, and various coping techniques, thereby sustaining adequate teaching performance levels.

A related study evaluated the professional competence of non-specialized teachers. Co, Abella, and De Jesus (2021) emphasized that non-specialized teaching undermines essential educational advancements, as teachers often lack comprehensive pedagogical content knowledge and confidence in instructional delivery, thereby jeopardizing the quality of teaching and learning. Their phenomenological analysis indicated that teachers utilized coping strategies such as peer collaboration and self-directed study; however, these approaches were insufficient to fully eliminate skill gaps. Talili et al. (2022) investigated the efficacy of non-specialized teachers in competency assessments. They found that many demonstrated strong teaching, classroom management, and guidance skills but lacked content mastery, raising concerns regarding the overall quality of instruction delivered by non-specialized teachers.

The issues encountered by non-specialized teachers also affect overall educational outcomes. Espiritu and Espiritu (2025) reported that teachers' ability to teach non-specialized subjects is greatly affected by lack of content mastery, insufficient teaching resources, and limited professional development, thereby jeopardizing their performance. They stressed that structured mentorship, targeted professional development, and adequate teaching resources can enhance the effectiveness of non-specialized teachers despite these challenges. Rodriguez (2025) also found that non-specialized teaching diminishes job satisfaction, which can subsequently affect teaching efficiency. Many non-specialized teachers claimed to feel neutral about their readiness and ability to manage a classroom; however, the study found that they were significantly less satisfied with their jobs compared to specialized teachers.

Some studies have investigated the effects of teacher specialization on student outcomes. One such study by Li et al. (2024) discovered a negative correlation between student achievement growth and teacher specialization in specific curriculum areas, indicating that specialization does not inherently ensure enhanced performance. The study revealed that inconsistencies in specialization varied across grade levels and subject areas, signifying complex relationships between teacher credentials and instructional effectiveness. Moreover, the study conducted by Obias et al. (2025) revealed that teaching beyond one's area of expertise can foster professional development, creativity, and motivation, thus improving certain aspects of teaching effectiveness over time despite initial difficulties.

Recent studies have reported on the strengths and characteristics of non-specialized teachers. In the study of Saldivar (2024), it was discussed that non-specialized teachers experience emotional stress, such as anxiety, insecurity, and concern about under performance. However, their resilience enables them to maintain and even improve their performance when provided with appropriate support, coping strategies, and opportunities for professional growth. This emphasizes the necessity of systemic support, as resilient teachers can deliver consistent, high-quality instruction even in non-specialized roles.

Finally, the teaching effectiveness of non-specialized teachers is a complex combination of subject-specific limitations, emotional and cognitive pressures, adaptive strategies, and institutional support. Non-specialized teachers often struggle with teaching and mastering the subject matter. The results of the related studies reviewed in this literature indicate that non-specialized teachers can improve their teaching performance when their issues and needs are properly addressed. They should undergo professional development that focuses on mentoring, training in non-major subjects, providing sufficient resources, and strengthening leadership frameworks.

Related Studies

Globally, evidence shows that strong administrative support is an essential component of instructional quality and teacher efficacy. The 2024 UNESCO Global Report on Teachers describes the worldwide teacher shortage as a staffing and support crisis. It stated that teacher effectiveness and retention improve when schools provide ongoing mentoring, sufficient resources, and structured professional development as part of their daily routines (UNESCO, 2024). A cross-country analysis by the World Bank (Popova, Evans, Breeding, & Arancibia, 2022) stated that well-structured professional development— involving initial in-person training, classroom lesson implementation, coaching, and career advancement incentives—produces superior improvements in student learning. However, these elements are often lacking. This emphasizes the "evidence–practice" divide in the structuring of teacher support systems (Popova et al., 2022).

The findings reveal a practical theory of change: assign teachers to their areas of expertise when feasible; if not possible, provide structured, subject-specific support; and in all cases, increase administrative support that delivers mentoring, teamwork, resources, and continuous assistance. Data from up skilling initiatives demonstrate that when administrators facilitate and supervise subject-specific professional development alongside mentoring, the instructional practices of non-specialized teachers more closely resemble those of specialized teachers, thereby improving classroom instruction and potentially enhancing student outcomes (Goos & Guerin, 2021; Rutgers et al., 2025). Moreover, leadership approaches that promote teamwork through professional learning communities and instructional feedback systems can ease accountability burdens and encourage teacher engagement—elements associated with increased teaching efficiency in TALIS-participating systems (Waggoner, 2024; Jerrim & Sims, 2022).

Recent studies in the Philippines reveal that administrative support impacts teacher well-being, time management, and performance. During modular and blended learning, Samiano and Baluyos (2022) reported very high perceived administrative support and teacher resiliency among elementary teachers in Lanao del Norte; however, they found no direct correlation between support, resiliency, and measured work performance, suggesting that mediating factors (e.g., modality constraints, role overload) may buffer the impact of support on outputs.

At the school level, quantitative and mixed-methods studies point to leadership practices and administrative support as predictors of teacher outcomes. Crescencio and Dioso (2025) observed that planning and organizing, financial and technical assistance, and emotional support from school heads significantly correlated with improved curriculum planning and professional growth behaviors among teachers in Davao de Oro. Complementary studies in Northern Mindanao and Cagayan highlight how administrative and ancillary loads affect teachers' organization and well-being. Teachers report coping through technology use and time management strategies but continue to face adverse effects on instruction, reinforcing the need for administrative skills professional development and workload relief.

Local studies also emphasize the influence of school leadership on teaching efficacy. Crescencio and Dioso (2025) demonstrated that effective leadership strategies particularly in planning, coordination, emotional support, and financial and technical assistance—markedly improved the performance of elementary teachers in Davao de Oro. The study emphasized that when school leaders demonstrate supportive leadership, teachers exhibit increased motivation and enhanced performance in curriculum planning and implementation.

Similarly, Samiano and Baluyos (2022) examined teachers in the Kapatagan District and found that teachers reported a substantially high level of administrative support accompanied by notable resilience. However, they did not find a clear link between administrative support and teaching performance ratings. This suggests that even though teachers feel supported, other factors—such as modality barriers or external pressures—may hinder that support from translating into measurable performance outcomes.

Synthesis

The review of related literature and studies presents administrative support as vital to teacher improvement, particularly in terms of leadership, motivation, and instructional quality. Effective administrative practices create a professional environment that supports teacher growth. At the same time, non-specialized teachers who are assigned to subjects they are less familiar with require stronger support, such as specialized training, structured mentorship, and appropriate instructional materials to address content-specific and pedagogical challenges.

The presence of these supports enhances teaching efficacy, particularly when leadership provides clear direction, emotional support, and reduced administrative and ancillary tasks, thereby enabling teachers to concentrate on instruction. The literature underscores that context plays a crucial moderating role, as administrative support alone may be insufficient to influence teaching efficacy in high-stress situations, such as pandemic-induced modular learning. Collectively, these findings confirm that administrative support is a critical factor affecting teaching quality, particularly for non-specialized teachers who rely heavily on institutional and instructional support to meet the demands of their roles.

Theoretical Framework

This study is based on two corresponding theories that reveal the impact of non-specialized teaching assignments on teacher performance: Job Satisfaction Theory (Herzberg, 1959) and the Teacher Effectiveness Model (Darling-Hammond, 2000). Herzberg's Two-Factor Theory (Motivation-Hygiene Theory) (1959), also referred to as the Two-Factor Theory or Motivation-Hygiene Theory, affirms that job satisfaction and dissatisfaction are affected by two separate categories of factors. It distinguishes between motivators (intrinsic factors) and hygiene factors (extrinsic factors) in evaluating job satisfaction. Herzberg's theory suggests that job satisfaction and dissatisfaction are influenced by distinct conditions, challenging the conventional perspective that they exist on a single continuum.

In the realm of education, hygiene factors such as adequate compensation, secure working environments, remuneration, supportive policies, guidance and supervision, and collegial relationships reduce dissatisfaction but do not inherently promote motivation. Conversely, motivators such as recognition, opportunities for professional development, autonomy, and

meaningful work strengthen satisfaction and promote engagement by satisfying teachers' intrinsic needs for accomplishment and self-actualization.

Herzberg posits that job satisfaction occurs in the presence of motivators. For teachers, incentives such as recognition of their achievements, opportunities for professional growth, and the capacity to positively impact students' lives promote a sense of fulfillment. Hygiene factors maintain a neutral level of satisfaction, whereas motivators elevate it to a deeper level of commitment.

Work engagement signifies the extent to which teachers devote their energy, enthusiasm, and commitment to their profession. Herzberg's theory suggests that work engagement flourishes in environments rich in motivators. Autonomy in classroom management, the provision of challenging yet meaningful tasks, and opportunities for professional growth motivate teachers to become more involved and proactive.

This theory posits that enhanced job satisfaction, driven by motivators, is associated with increased work engagement among teachers. Furthermore, addressing hygiene issues reduces dissatisfaction, thereby allowing motivators to significantly enhance engagement. Teachers who feel supported and appreciated are more likely to demonstrate dedication, passion, and resilience in their roles.

Applying Herzberg's Two-Factor Theory in education highlights the importance of addressing both hygiene and motivational factors. By ensuring that teachers experience satisfaction through motivators and stability through hygiene factors, schools can foster a motivated and productive workforce.

Job Satisfaction Theory (Herzberg, 1959) provides an additional perspective by explaining the influence of internal and external factors on motivation and satisfaction. Motivators, such as teaching essential content within one's field of specialization, increase teachers' job satisfaction, while hygiene factors, such as administrative support, resources, and supervision, reduce dissatisfaction. Non-specialized teachers may experience decreased satisfaction due to a mismatch between their qualifications and responsibilities. If there is insufficient administrative support, such as mentoring, professional development, and access to resources, dissatisfaction may increase, which could reduce commitment and productivity.

This theory is connected to the study, as Herzberg's theory implies that administrative support functions as a hygiene factor that, when adequate, reduces dissatisfaction. Effective administrative support can foster a positive work environment, alleviate frustrations, and minimize dissatisfaction among educators. This may enhance motivation and job satisfaction, thereby improving teaching performance.

Understanding the impact of administrative support—including resources, guidance, recognition, and effective communication—on teachers' job satisfaction aligns with Herzberg's theory. Strengthening hygiene factors such as administrative support may significantly influence teachers' motivation and performance, ultimately leading to improved learning outcomes in public junior high schools.

Finally, Linda Darling-Hammond's Teacher Effectiveness Model (2000) emphasizes that effective teaching is a complex and dynamic process that significantly influences student achievement. This theory posits that skilled educators possess deep content mastery in their specialization, enabling them to create engaging and meaningful learning experiences. They employ various instructional strategies tailored to diverse learners and utilize assessment and feedback to refine and improve their teaching practices. Teachers continuously reflect on their methods and adjust strategies to address emerging challenges. Creating a positive, inclusive, and supportive classroom environment is essential to enhancing student engagement and motivation. Furthermore, teachers must continuously develop their knowledge and skills through ongoing professional development.

Darling-Hammond's model demonstrates that teacher effectiveness is not solely dependent on personal traits. It also encompasses content knowledge, pedagogical skills, reflective practice, and

the ability to cultivate a positive learning environment, all of which interact to improve learner outcomes.

The Teacher Effectiveness Model (Darling-Hammond, 2000) establishes a clear relationship between teacher qualifications, training, and classroom effectiveness. This theory posits that teachers with strong academic credentials, certification, and specialized training are more likely to be effective. Non-specialized teaching assignments disrupt this alignment by requiring teachers to teach subjects in which they lack sufficient expertise, thereby reducing instructional quality and potentially hindering student learning outcomes. This theory emphasizes the importance of appropriate teacher assignment as a critical factor in maintaining educational quality.

The Teacher Effectiveness Model is relevant to this study, as it underscores the importance of appropriate qualifications for effective teaching. This study examines how administrative practices, teaching assignments, and support systems influence teacher performance, particularly when teachers lack subject-specific specialization in public junior high schools.

Conceptual Framework

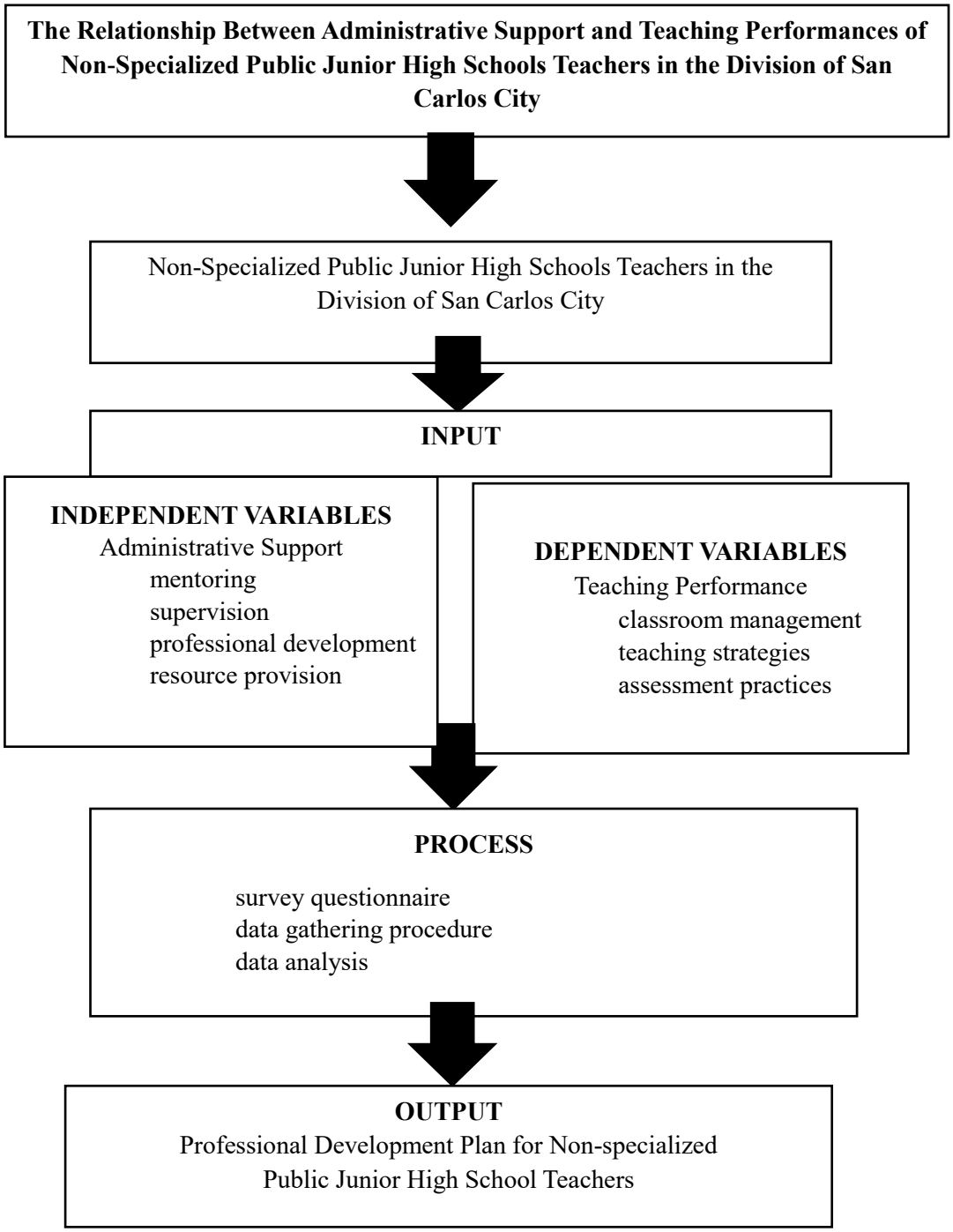
This study conceptually analyzes secondary teachers, their qualifications, the alignment of the subjects they teach, and the administrative support provided by school administrators. The study examines administrative support and the role of non-specialized teachers in public junior high schools in the Division of San Carlos City. The independent variable is the administrative assignment of non-specialized teachers, which encompasses criteria such as teacher qualifications, specifically their educational attainment and completed training. Subject area alignment refers to whether the subject being taught corresponds to the teacher's bachelor's degree field of study. Ultimately, these assignments are shaped by staffing needs and teacher availability, with teacher performance as the dependent variable, evaluated through metrics such as effective classroom management, teaching strategies, and assessment practices.

The framework includes two supplementary variables: a moderating variable, teacher preparedness, which includes professional development and subject-specific training received by the teacher; and a mediating variable, teacher self-efficacy, moderated by the degree of teacher readiness. The theory posits that heightened readiness may mitigate the adverse effects of non-specialized assignments, while reduced self-efficacy may exacerbate the impact on teacher performance.

The schematic diagram illustrates how information obtained from participants regarding administrative support (independent variable) is examined to determine its influence on teaching performance (dependent variable).

Figure 1

Schematic Diagram



Thereafter, the research process produces meaningful results, specifically a proposed professional development plan for non-specialized teachers and administrators aimed at enhancing the quality of education in public junior high schools.

Statement of the Problem

This study sought to investigate the relationship between administrative support and the teaching performance of non-specialized teachers in public junior high schools in the Division of San Carlos City.

Specifically, it aimed to answer the following questions:

1. What is the level of administrative support to Non-Specialized Teachers in Public Junior High Schools in the Division of San Carlos City in terms of:

a) mentoring;

b) supervision;

c) professional development programs; and

d) resource provision?

2. What is the level of teacher performance of Non-Specialized Teachers in Public Junior High Schools in the Division of San Carlos City in terms of:

a) classroom management;

b) teaching strategies; and

c) assessment practices?

3. Is there a significant relationship between the administrative support of non-specialized teachers and their level of teaching performance?

4. What development plan can be derived from the findings of the study?

Hypothesis

Ho: There is no significant relationship between the administrative assignment of non- specialized teaching and teacher performance in Public Junior High Schools in the Division of San Carlos City.

Significance of the Study

Specifically, the results of the study are beneficial to the following persons:

Schools Division Superintendent (SDS). This study is significant for the Schools Division Superintendent, as it provides critical insights into how administrative support affects the teaching performance of non-specialized teachers in public junior high schools in San Carlos City.

School Administrators. This study is significant to school administrators, as it offers important insights into the impact of their administrative support on the teaching effectiveness of non-specialized teachers in public junior high schools in the Division of San Carlos City.

Master Teachers/Highly Proficient Teachers. This study is vital for Master Teachers in public junior high schools within the Division of San Carlos City, as it highlights the important role of administrative support in enhancing the teaching performance of non-specialized teachers. Master Teachers, who serve as instructional leaders and mentors in their schools, can use the findings of this study to improve the way they mentor, coach, and support teachers who teach subjects outside their area of expertise.

Non-Specialized Teachers. This study will help non-specialized teachers understand how administrative support—such as professional development, supervision, mentoring, and resource provision—affects their teaching performance.

Guardians/Parents. The study is significant for guardians and parents, as it demonstrates how administrative support helps non-specialized teachers in public junior high schools in the Division of San Carlos City provide quality education to their children. Parents can gain insight into how administrative support influences the teaching quality delivered by non-specialized teachers.

Students. The study is important for students, as it highlights the essential role of administrative support in improving the teaching effectiveness of non-specialized teachers, who often face additional challenges due to limited content mastery.

Future Researchers. Future researchers may use this study as a reference for further research on administrative practices, educational leadership, and teacher performance.

Scope of the Study

This study focused on investigating how administrative support in assigning non-specialized teachers affects teachers' performance in public junior high schools in the Division of San Carlos City. The respondents of the study were 136 purposively selected public secondary school teachers in the Division of San Carlos City, Negros Occidental, for the school year 2025–2026. The study period covered the school year 2025–2026, specifically from August 2025 to October 2025.

The study included teachers employed as regular non-specialized teachers in public junior high schools within the Division of San Carlos City. Participants had at least one academic year of teaching experience in the current school year to ensure familiarity with administrative support and their own teaching performance. Eligible teachers were those assigned to teach subjects outside their area of specialization, thereby qualifying them as non-specialized teachers. Only teachers working in public junior high schools under the jurisdiction of the San Carlos City Division were included. Lastly, teachers had to be available, willing, and able to provide informed consent in order to participate in the study.

Definition of Terms

Grasping the fundamental terminology of this study is crucial for facilitating communication between the researcher and the audience. Consequently, the fundamental terms utilized in this research are operationally defined herein.

Classroom Management. Operationally, classroom management refers to the set of rules and procedures that non-specialized teachers employ to keep the classroom organized, engaging, and conducive to learning when they teach outside their area of expertise.

Mentoring. Mentoring is defined as the systematic professional support offered by experienced educators to novice or non-specialized teachers, as evidenced by quantifiable indicators such as guided instructional planning in unfamiliar subjects, demonstration of teaching strategies, feedback based on classroom observations, and emotional or professional assistance in overcoming challenges related to non-specialized teaching.

Professional Development Programs (PDPs). Professional Development Programs (PDPs) are defined as organized learning opportunities aimed at enhancing the pedagogical skills, content knowledge, and instructional confidence of generalist educators. Their effectiveness is assessed through indicators such as access to subject-specific training, opportunities for guided practice, collaborative learning, and subsequent coaching or mentoring to facilitate classroom implementation.

Resource Provision. Resource provision is operationally described as the availability and adequacy of instructional materials, subject-specific teaching aids, functional learning resource centers, and prompt administrative support that enable non-specialized teachers to deliver effective instruction.

Supervision. Supervision is defined as the systematic and continuous instructional support provided by school leaders to non-specialized teachers, characterized by organized classroom observations, targeted and constructive feedback, coaching for lesson planning and pedagogy in unfamiliar subjects, and facilitated professional discussions to address content and skill deficiencies.

Teaching Strategies. Teaching strategies are operationally defined as the instructional methods non-specialized teachers use to deliver lessons effectively in unfamiliar subject areas, including adaptable and student-centered approaches such as scaffolding, simplified explanations, peer-assisted learning, and structured lesson planning.

CHAPTER 2

METHODOLOGY

This chapter introduced the methodological aspects of the study, which encompassed the research design, respondents, sampling procedure, research instruments, data collection procedure, data analysis technique, and ethical considerations.

Research Design

This study employed a descriptive-correlational research design to determine the relationship between administrative support and teaching performance. A descriptive-correlational design is a research method used to examine how variables are related. It is a type of quantitative research design that examines and describes variables without manipulating them and measures the extent of the relationships that exist between and among variables (Miksza et al., 2023). This method involves summarizing and describing the characteristics of a data set using measures such as mean, median, mode, standard deviation, and the Pearson Product-Moment Correlation Coefficient, without making causal inferences about the population.

The descriptive-correlational quantitative research design was deemed appropriate for studying the relationship between administrative support and the teaching performance of non-specialized teachers in public junior high schools in San Carlos City. This design enabled the measurement of the strength and nature of the relationship through quantifiable data. It also provided a clear picture of the current levels of administrative support and teaching performance. In general, this method provided a dependable and structured way to determine how these variables are related.

The methodology facilitated the examination of the correlation between teachers' performance ratings, obtained from classroom observations and evaluation instruments, and the attributes of their teaching assignments (specialized versus non-specialized). It also enabled the examination of how factors such as teacher self-efficacy and readiness influenced this relationship.

This strategy yielded empirical results that could guide administrative policies, teacher assignments, and professional development programs aimed at enhancing teaching quality in public schools.

The researcher deemed this design suitable for investigating the relationship between administrative support and teaching performance among non-specialized teachers in public junior high schools in the Division of San Carlos City.

Respondents of the Study

The study's population consisted of one hundred thirty-six (136) non-specialized junior high school teachers from thirteen (13) public secondary schools in the Division of San Carlos City. All respondents were selected through purposive sampling, a non-probability sampling method in which participants are chosen based on criteria aligned with the research objectives. This technique ensured that respondents selected to answer the research instrument possessed the appropriate experiences, knowledge, or skills to provide meaningful information for the study.

The researcher intentionally selected respondents who fulfilled the established criteria to obtain detailed information that would help answer the research questions. This targeted approach allowed for a more in-depth examination of the phenomena being studied, ensuring that the respondents' input was both relevant and beneficial to the research outcomes.

Table 1 Respondents of the Study

Schools	No. of Non-specialized Teachers	%
Bagonbon NHS	12	8.82
Don Carlos Ledesma NHS	17	12.50
Guadalupe Integrated School	6	4.41
Handalago Integrated School	6	4.41
Iliran Integrated School	7	5.15

Julio Ledesma NHS	40	29.41
Lamesa Integrated School	4	2.94
Lina dela Vina Integrated School	13	9.56
Medina Integrated School	4	2.94
Nataban Integrated School	7	5.15
Quezon NHS	10	7.35
Sipaway NHS	4	2.94
Talave Integrated School	6	4.41
TOTAL	**136**	**100**

Research Instrument

A researcher-made questionnaire was the primary tool used to collect data on how administrative support affects teaching performance. The questionnaire consisted of three components: (1) the respondents' profile; (2) a set of Likert-scale items assessing the level of respondents' agreement or disagreement with the administrative support provided to non-specialized teachers; and (3) a series of Likert-scale items evaluating the degree of respondents' agreement or disagreement with their own teaching performance in non-specialized subjects.

Respondents provided relevant demographic information and rated their level of agreement with each statement on a continuum from "Strongly Agree" to "Strongly Disagree" (Parts I–III). This structure generated numerical data for statistical analysis, which facilitated a better understanding of the study variables.

Reliability of the Research Instrument

An instrument is considered reliable if it demonstrates consistency, stability, and dependability in the data collected from respondents. The researcher used Cronbach's alpha to test the instrument's reliability by examining its internal consistency after incorporating the jurors' suggestions and recommendations. This statistical method evaluates the internal consistency of the survey instrument by assessing the coherence of the items, which is particularly useful when items are not scored as simply correct or incorrect.

The pilot test was administered to 30 non-specialized teachers from the Division of Guihulngan. The reliability analysis yielded a Cronbach's alpha of 0.748 across 35 items, indicating that the instrument was sufficiently reliable for data collection.

Validity of the Research Instrument

Golafshani (2023) states that validity refers to how well a measuring instrument achieves its intended purpose, or whether it measures what it is designed to measure. Three field experts employed the criteria established by Carter V. Good and Douglas E. Scates to conduct face and content validation of each item in the survey questionnaire. Each item was rated, and the average of all ratings was used to compute the scale-level mean validity score (i.e., the overall content validity score based on the average of expert judgments across items).

This process resulted in an overall validity score of 4.28, which was interpreted as Excellent. This method follows the standard practice for the Content Validity Index (CVI), which aggregates item-level ratings from experts into a scale-level index (S-CVI/Ave) to provide an overall measure of content relevance and representation.

In addition, the instrument demonstrated acceptable internal consistency, with a Cronbach's alpha of 0.748 for the 35-item scale. This value exceeds the generally accepted threshold ($\alpha \geq 0.70$) for group-level research in education and the social sciences, indicating that the questionnaire produced reliable scores.

Data Collection Procedure

Before conducting the study, permission was obtained from the Office of the Schools Division Superintendent of the Division of San Carlos City to conduct the research in the division's secondary and integrated schools.

After receiving approval, the target respondents completed the questionnaire. The researcher collected the responses and processed the data for analysis and interpretation. Statistical analyses were conducted using appropriate statistical software. Statistical tables were generated in alignment with the objectives of the study.

Data Analysis Procedure

To answer the research questions, several data analysis methods were employed to ensure accurate interpretation of results. Descriptive statistics, including frequency, percentage, and weighted mean, were used to summarize the data and identify overall trends in the respondents' profiles and perceptions for Questions 1 and 2.

To answer Question 3, the Pearson Product-Moment Correlation Coefficient (r) was used to determine the strength and direction of the relationship between the identified variables.

Lastly, a Proposed Professional Development Plan was developed to address Question 4 based on the study's findings. The goal of this plan was to support non-specialized teachers through strengthened administrative support, thereby improving teaching performance and ensuring effective instruction outside their area of specialization.

Statistical Treatment

The data collected from the survey were processed using the following statistical methods.

To answer Question 1, which pertained to assessing the level of administrative support provided to non-specialized teachers in public junior high schools in terms of mentoring, supervision, professional development programs, and resource provision, frequency and percentage were used to describe the distribution of responses. The weighted mean was used to determine the overall level of administrative support.

$$w\bar{x} = \frac{S1\,(W5) + S2\,(W4) + S3\,(W3) + S4\,(W2) + S5\,(W1)}{N}$$

Where:

S =responses

N = number of cases

W = weight assigned to the scale

$w\bar{x}$ = weighted mean

To interpret the weighted mean values, the following arbitrary tables were used as references.

Table 2 Likert Scale Interpretation Table

Scale	Mean Range	Interpretation
4	3.26 - 4.00	Strongly Agree (SA)
3	2.51 - 3.25	Agree (A)
2	1.76 - 2.50	Disagree (D)
1	1.00 - 1.75	Strongly Disagree (SDA)

To answer Question 2, which aimed to determine the level of teaching performance of non-specialized teachers in public junior high schools in the Division of San Carlos City in terms of classroom management, teaching strategies, and assessment practices, the weighted mean was also used, following the same reference scale employed for Question 1.

Question 3 sought to determine whether a significant relationship existed between administrative support and teaching performance. Thus, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized. A Z-test was employed to determine the significance of r at the 0.05 level of significance and to decide whether to accept or reject the null hypothesis.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[n(\sum x^2) - (\sum x)^2\right][n\sum y^2 - (\sum y)^2]}}$$

Where:

r = Pearson r

n = total number of subject-respondent

$\sum x$ = summation of x or variable x (Level of Administrative Support)

$\sum y$ = summation of y or variable y (Level of Teaching Performance)

$\sum xy$ = summation of x and y variable

x2= summation of squared variable of x

x2= summation of squared variable of y

The table below was used to interpret r results:

Table 3 Correlation Coefficient Interpretation Table

Coefficient Correlation	Interpretation
± 0.91-1.00	Very High Correlation; Very Dependable Relationship
± 0.71-0.90	High Correlation; Marked Relationship
± 0.41-0.70	Moderate Correlation; Substantial Relationship
± 0.21- 0.40	Low Correlation; Definite but small relationship
Less than ± 0.20	Very low correlation

The Z-test was used to evaluate how significant r was at the 0.05 confidence level and to figure out whether to accept or reject the hypothesis.

Ethical Considerations

This study was submitted to the Graduate School of Colegio de Santa Rita de San Carlos, Inc. as partial fulfillment of the institution's academic requirements. Ethical standards were strictly observed to ensure transparency, reliability, and adherence to ethical research principles.

During data collection, proper procedures were followed. The researcher secured permission to use the research instrument from the Assistant Schools Division Superintendent of the Division of San Carlos City, Negros Occidental, along with the relevant supervisors and school principals.

All participants were provided with detailed information regarding the study's objectives, data collection procedures, potential risks, and anticipated benefits. Participation was entirely voluntary, and respondents were informed that they could withdraw from the study at any time without negative consequences. Participants were assured that their identities would remain confidential and that all information collected would be treated with utmost care and privacy.

No names were used in any part of the study. Instead, codes or pseudonyms were assigned when necessary. All collected data were securely stored. Digital files were password-protected, and when no longer needed, the data were permanently deleted using appropriate methods.

The collected data were securely stored for five (5) years, in accordance with institutional and legal requirements. After this retention period, paper documents were shredded, and digital data were permanently deleted. The data disposal process was documented as part of the study's audit trail.

These measures ensured that the study was conducted in a fair, responsible, and ethical manner, safeguarding the rights and well-being of all participants.

Chapter 3

RESULT AND DISCUSSION

This chapter presents the results, analysis, and interpretation of the data gathered from questionnaires and documents related to the specific problems and hypotheses of the study.

A total of thirteen tables are included in this chapter.

Level of Administrative Support in terms of Mentoring, Supervision, Professional Development Programs, and Resource Provision

Table 4 Level of Administrative Support to Non-Specialized Teachers in terms of Mentoring

a. Mentoring												
Indicators	**Strongly Agree 4**		**Agree 3**		**Disagree 2**		**Strongly Disagree 1**		**Total**		**wx̄**	**I**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
Teachers seek guidance from mentors to improve their teaching.	62	45.59	66	48.53	8	5.88	0	0.00	136	100	3.40	SA
Mentors provide guidance in lesson planning.	62	45.59	65	47.79	8	5.88	1	0.74	136	100	3.38	SA
Feedback on instructional practices is provided.	55	40.44	75	55.15	6	4.41	0	0.00	136	100	3.36	SA
School administrators assign experienced teachers to mentor non-specialized teachers.	52	38.24	70	51.47	11	8.09	3	2.21	136	100	3.26	SA
The school provides regular mentoring sessions tailored to the teacher's non-specialization needs.	48	35.29	73	53.68	15	11.03	0	0.00	136	100	3.24	A
Total/ General wx̄	**279**	**41.03**	**349**	**51.32**	**48**	**7.06**	**4**	**0.59**	**680**	**100**	**3.33**	**SA**

Legend:

Scale	Mean Range	Interpretation		wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)		f = frequency
3	2.51 - 3.25	Agree (A)		
2	1.76 - 2.50	Disagree (D)		I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)		

Table 4 presents the level of administrative support provided to non-specialized teachers in terms of mentoring. The data reveal a grand mean of 3.33, interpreted as "Strongly Agree." This overall result implies that non-specialized teachers in the Division of San Carlos City perceive the mentoring support from their administration as highly sufficient and consistently available.

A detailed look at the indicators shows that the highest is "Teachers seek guidance from mentors to improve their teaching" (WM = 3.40). Wong (2024) shared similar sentiments regarding the importance of mentoring as administrative support for non-specialized teachers. According to her, non-specialized teachers face unique challenges; however, they cope in diverse ways. One of these is seeking help from colleagues, mentors, or experts when feeling overwhelmed, which provides valuable insights and support. Other important forms of assistance include providing technical support, connecting teachers with subject experts, encouraging collaboration with more experienced colleagues, giving access to resources such as books and internet materials, and clearly communicating expectations.

The lowest score (WM = 3.24) is still interpreted positively: "The school provides regular mentoring sessions tailored to the teacher's non-specialization needs." This suggests that while general mentoring is effective, there is room to make the mentoring process more structured and customized. The administration could focus on making sessions more regular and tailored to the specific challenges encountered when teaching outside one's specialization. Tosun and Bostanci (2024) emphasized that administrative support is a significant predictor of teacher leadership and professional development. They also stated that structured administrative systems enhance mentoring effectiveness and lead to improved teacher leadership outcomes. Their findings align with the data's strong consensus on mentor-seeking behavior and guidance, underscoring that supportive administrative frameworks foster proactive mentoring engagement.

Table 5 Level of Administrative Support to Non-Specialized Teachers in terms of Supervision

b. Supervision												
Indicators	**Strongly Agree 4**		**Agree 3**		**Disagree 2**		**Strongly Disagree 1**		**Total**		**wx̄**	**I**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
Teachers are monitored through quarterly classroom observations.	70	51.47	61	44.85	5	3.68	0	0.00	136	100	3.48	SA
Classroom observations conducted by supervisors	69	50.74	62	45.59	5	3.68	0	0.00	136	100	3.47	SA

are objective.													
Feedback provided after classroom observations is effective.	69	50.74	61	44.85	5	3.68	1	0.74	136	100	3.46	SA
Supervision contributes to improvements in teaching competencies.	66	48.53	61	44.85	9	6.62	0	0.00	136	100	3.42	SA
Supervisors offer technical assistance when performance gaps are identified.	62	45.59	68	50.00	6	4.41	0	0.00	136	100	3.41	SA
Total/ General wx̄	**336**	**49.41**	**313**	**46.03**	**30**	**4.41**	**1**	**0.15**	**680**	**100**	**3.45**	**SA**

Legend:

Scale	Mean Range	Interpretation		wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)		f = frequency
3	2.51 - 3.25	Agree (A)		
2	1.76 - 2.50	Disagree (D)		I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)		

Table 5 shows the level of administrative supervision received by non-specialized teachers. The data show a weighted mean of 3.45, interpreted as “Strongly Agree.” This high average indicates that the supervision process is well-established and positively received by teachers, serving as a consistent mechanism for monitoring and supporting professional growth.

The highest indicator is “Teachers are monitored through quarterly classroom observations.” On the other hand, although still interpreted as “Strongly Agree,” the lowest score was recorded for “Supervisors offer technical assistance when performance gaps are identified.” While these scores remain high, they suggest that although observation and feedback are strong, the provision of specific technical assistance after identifying performance gaps remains an area for further improvement.

These results align with Co et al. (2021) and Aventura (2023), who stated that non-specialized teachers often rely on adaptable, student-centered techniques such as scaffolding, simplified explanations, peer-assisted learning, and structured lesson planning to compensate for limited subject-matter mastery. Although self-study is often their initial coping mechanism, research shows

that they also seek support from colleagues and modify instructional materials to enhance student understanding (Perez, 2024; Villano-Ac, 2024).

Table 6 Level of Administrative Support to Non-Specialized Teachers in terms of Professional Development Programs

C. Professional Development Programs												
Indicators	**Strongly Agree 4**		**Agree 3**		**Disagree 2**		**Strongly Disagree 1**		**Total**		**wx̄**	**I**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
Skills introduced during trainings are observed in classroom practice.	60	44.12	67	49.26	8	5.88	1	0.74	136	100	3.37	SA
Opportunities for non-specialized teacher participation in professional growth activities are communicated.	61	44.85	63	46.32	11	8.09	1	0.74	136	100	3.35	SA
Teachers receive timely professional development training that includes practical strategies.	55	40.44	71	52.21	8	5.88	2	1.47	136	100	3.32	SA
Continuing Professional Development (CPD) programs related to teachers' subject areas are offered by the school.	51	37.50	66	48.53	16	11.76	3	2.21	136	100	3.21	A
Training programs addressing non-specialized teaching are conducted.	44	32.35	67	49.26	23	16.91	2	1.47	136	100	3.13	A
Total/General wx̄	**271**	**39.85**	**334**	**49.12**	**66**	**9.71**	**9**	**1.32**	**680**	**100**	**3.28**	**SA**

Table 6 presents the level of administrative support provided to non-specialized teachers in terms of professional development. The data show an overall weighted mean of 3.28, interpreted as "Strongly Agree." This indicates that the administration is generally proactive in fostering continuous learning and professional growth.

The highest indicator is "Skills introduced during trainings are observed in classroom practice" (WM = 3.37). Conversely, the lowest indicator, interpreted as "Agree," is "Training programs addressing non-specialized teaching are conducted" (WM = 3.13). This ranking indicates that while general professional development is supported, there is a relative gap in providing specialized training for teachers assigned outside their primary area of expertise.

This finding emphasizes the need for more focused training initiatives to address content-knowledge deficiencies among non-specialized teachers. Wong (2024) emphasized that non-specialized teachers adopt various coping strategies, including conducting thorough research to familiarize themselves with unfamiliar topics and build confidence. She also highlighted the importance of participating in professional development activities such as workshops, courses, and conferences to acquire the knowledge and skills necessary to improve instruction in unfamiliar subject areas. This aligns with recent studies showing that non-specialized teachers benefit most from professional development that addresses knowledge gaps, builds on strengths, and provides structured support for implementing new teaching strategies (Perl-Nussbaum et al., 2025; Villano-Ac, 2024).

Scale	Mean Range	Interpretation		wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)		f = frequency
3	2.51 - 3.25	Agree (A)		
2	1.76 - 2.50	Disagree (D)		I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)		

Table 7 Level of Administrative Support to Non-Specialized Teachers in terms of Resource Provision

D. Resource Provision															
Indicators	**Strongly Agree 4**		**Agree 3**		**Disagree 2**		**Strongly Disagree 1**		**Total**		**wx̄**	**I**			
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**					
The school assists teachers in acquiring instructional resources.	60	44.12	65	47.79	8	5.88	3	2.21	136	100	3.34	SA			
The school allocates resources for educational technology.	58	42.65	67	49.26	9	6.62	2	1.47	136	100	3.33	SA			
Teaching materials aligned with the teacher's subject area are adequately provided.	56	41.18	66	48.53	12	8.82	2	1.47	136	100	3.29	SA			
Instructional delivery is supported through the provision of resources.	53	38.97	71	52.21	10	7.35	2	1.47	136	100	3.29	SA			

Learning resources are sufficient to support non-specialized teaching.	49	36.03	65	47.79	19	13.97	3	2.21	136	100	3.18	A			
Total/General wx̄	**276**	**40.59**	**334**	**49.12**	**58**	**8.53**	**12**	**1.76**	**680**	**100**	**3.28**	**SA**			

Legend:			
Scale	**Mean Range**	**Interpretation**	wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)	f = frequency
3	2.51 - 3.25	Agree (A)	
2	1.76 - 2.50	Disagree (D)	I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)	

Table 7 on page 41 presents the level of administrative support in terms of resource provision. The data show a weighted mean of 3.29, interpreted as "Strongly Agree," suggesting that the Division of San Carlos City generally provides digital and physical resources necessary for teaching outside one's specialization.

"The school helps teachers find instructional resources" obtained the highest weighted mean (3.34), while "Learning resources are sufficient to support non-specialized teaching" received the lowest mean. Although still positive, this indicates that while assistance in locating resources is strong, the adequacy of subject-specific materials may still require improvement. Wong (2024) noted that providing internet access and resource materials such as textbooks and online content is crucial for non-specialized teachers, who must exert additional effort to master unfamiliar subjects. Access to high-quality, aligned instructional materials significantly impacts teacher efficacy and instructional quality (EdReports, 2022; EdReports, 2023).

Table 8 Comparative Summary of the Level of Administrative Support

Administrative Support	Overall Mean	Interpretation
Supervision	3.45	Strongly Agree (SA)
Mentoring	3.33	Strongly Agree (SA)
Resource Provision	3.29	Strongly Agree (SA)
Professional Development	3.28	Strongly Agree (SA)
Overall Mean	3.34	Strongly Agree

In Table 8 on page 42 presents the overall means for the four areas of administrative support. The data show an overall mean of 3.34, interpreted as "Strongly Agree." This indicates that respondents perceive the school administration as highly supportive across all measured areas.

Supervision ranked highest with a mean of 3.45, suggesting that formal monitoring and feedback systems are the Division's strongest support mechanism. Mentoring ranked second with a mean of 3.33, indicating that informal guidance and peer support are well established. Professional Development ranked lowest among the four variables. This finding suggests that while administrative support is strong overall, technical and material support particularly subject-specific training and resource procurement remains an area for further enhancement. These findings provide a foundation for the proposed professional development plan, which will prioritize strengthening professional development and resource allocation.

Level of Teaching Performance in terms of Classroom Management, Teaching Strategies, and Assessment Practices Table 9

Classroom Management Level of Teaching Performance of Non-Specialized Teachers in Public Junior High Schools

A. Classroom Management

Indicators	Strongly Agree 4		Agree 3		Disagree 2		Strongly Disagree 1		Total		wx̄	I
	f	%	f	%	f	%	f	%	f	%		
I implement classroom rules to maintain order.	107	78.68	27	19.85	2	1.47	0	0.00	136	100	3.77	SA
I address learner behavior during classroom activities.	98	72.06	37	27.21	1	0.74	0	0.00	136	100	3.71	SA
Students engage in learning activities during lessons.	96	70.59	38	27.94	2	1.47	0	0.00	136	100	3.69	SA
I establish an inclusive learning environment by valuing learners' differences.	94	69.12	39	28.68	3	2.21	0	0.00	136	100	3.67	SA
I prepare instructional materials efficiently so students can maximize their learning time.	86	63.24	48	35.29	2	1.47	0	0.00	136	100	3.62	SA
Total/General wx̄	**481**	**70.74**	**189**	**27.79**	**10**	**1.47**	**0**	**0.00**	**680**	**100**	**3.69**	**SA**

Legend:

Scale	Mean Range	Interpretation
4	3.26 - 4.00	Strongly Agree (SA)
3	2.51 - 3.25	Agree (A)
2	1.76 - 2.50	Disagree (D)
1	1.00 - 1.75	Strongly Disagree (SDA)

wx̄ = weighted mean

f = frequency

I = interpretation

The performance level of non-specialized teachers in terms of classroom management is shown in Table 9. The overall weighted mean of the data was 3.69, which is considered to be "Strongly Agree." This high average shows that despite teaching subjects outside their primary area of expertise, the respondents maintain a high degree of control, organization, and inclusivity within their learning environments.

The ranking of indicators shows that the highest indicator is "I implement classroom rules to maintain order", on the other hand, the indicators with the lowest relative means are "I prepare instructional materials efficiently so students can maximize their learning time". This result aligns with the previous findings in Table 2.4, in which "Resource Provision" was also a lower-ranked area of administrative support. This suggests that when the administration struggles to provide

resources, the teachers' ability to prepare those materials efficiently is naturally affected. This coincides with a study by Espiritu and Espiritu (2025), which stated that inadequate instructional resources negatively affect the competence of non-specialized teachers.

Level of Teaching Performance in terms of Classroom Management, Teaching Strategies, and Assessment Practices

Table 10 Level of Teaching Performance of Non-Specialized Teachers in Public Junior High Schools in terms of Teaching Strategies

B. Teaching Strategies

Indicators	Strongly Agree 4		Agree 3		Disagree 2		Strongly Disagree 1		Total		wx̄	I
	f	%	f	%	f	%	f	%	f	%		
I integrate Information and Communications Technology (ICT) tools to maximize learning outcomes.	91	66.91	44	32.35	1	0.74	0	0.00	136	100	3.66	SA
I apply differentiated strategies to monitor their effectiveness through learner outcomes.	85	62.50	50	36.76	1	0.74	0	0.00	136	100	3.62	SA
I adjust lesson plans when teaching subjects outside my specialization.	82	60.29	53	38.97	1	0.74	0	0.00	136	100	3.60	SA
I consistently embed higher-order questions to modify them based on learner responses.	78	57.35	56	41.18	2	1.47	0	0.00	136	100	3.56	SA
I clearly set learning objectives before delivering lessons.	77	56.62	56	41.18	3	2.21	0	0.00	136	100	3.54	SA
Total/General wx̄	**413**	**60.74**	**259**	**38.09**	**8**	**1.18**	**0**	**0.00**	**680**	**100**	**3.60**	**SA**

Legend:

Scale	Mean Range	Interpretation		wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)		f = frequency
3	2.51 - 3.25	Agree (A)		
2	1.76 - 2.50	Disagree (D)		I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)		

In Table 10, the highest indicator is “I integrate Information and Communications Technology (ICT) tools to maximize learning outcomes.” König et al. (2024) supported this finding, affirming that ICT integration predicts improved instructional performance and is a teachable, situation-specific skill.

The lowest indicator is “I clearly set learning objectives before delivering lessons.” This suggests that teachers assigned outside their specialization may focus more on instructional delivery and

presentation than on the precise formulation of objectives. Dreer-Goethe (2023) emphasized that mentoring quality influences professional competence, including lesson planning and objective setting. Overwhelmed teachers, particularly non-specialized teachers, may struggle to develop detailed instructional goals.

Table 11 Level of Teaching Performance of Non-Specialized Teachers in Public Junior High Schools in terms of Assessment Practices

C. Assessment Practices												
Indicators	**Strongly Agree 4**		**Agree 3**		**Disagree 2**		**Strongly Disagree 1**		**Total**		**wx̄**	**I**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
I share rubrics/criteria with learners before they complete tasks.	91	66.91	45	33.09	0	0.00	0	0.00	136	100	3.67	SA
I record assessment results to track learners' progress over time.	89	65.44	47	34.56	0	0.00	0	0.00	136	100	3.65	SA
I design assessments that reflect knowledge into real-world application.	81	59.56	54	39.71	1	0.74	0	0.00	136	100	3.59	SA
I align assessments with MELCs/learning competencies.	70	51.47	64	47.06	1	0.74	1	0.74	136	100	3.49	SA
When teaching outside my specialization, I adapt assessment tasks to fit the content with learners' level.	68	50.00	67	49.26	1	0.74	0	0.00	136	100	3.49	SA
Total/ General wx̄	**399**	**58.68**	**277**	**40.74**	**3**	**0.44**	**1**	**0.15**	**680**	**100**	**3.58**	**SA**

Legend:

Scale	**Mean Range**	**Interpretation**		wx̄ = weighted mean
4	3.26 - 4.00	Strongly Agree (SA)		f = frequency
3	2.51 - 3.25	Agree (A)		
2	1.76 - 2.50	Disagree (D)		I = interpretation
1	1.00 - 1.75	Strongly Disagree (SDA)		

Table 11 on page 49 presents the performance of non-specialized teachers in terms of assessment practices. The weighted mean is 3.58, interpreted as "Strongly Agree." This indicates that respondents maintain systematic evaluation practices despite teaching outside their specialization.

The highest indicator is "I share rubrics/criteria with learners before they complete tasks" (WM = 3.67). Panadero et al. (2023) found that rubrics significantly improve academic performance and self-regulated learning.

The lowest indicators are "I align assessments with MELCs/learning competencies" and "When teaching outside my specialization, I adapt assessment tasks to fit the content and learners' level" (both WM = 3.49). These findings align with Co, Abella, and De Jesus (2021), who reported that teachers assigned outside their specialization struggle with curriculum alignment due to limited subject-matter mastery.

Table 12 Comparative Summary of the Level of Teaching Performance

Teaching Performance	Overall Mean	Interpretation
Classroom Management	3.69	Strongly Agree (SA)
Teaching Strategies	3.60	Strongly Agree (SA)
Assessment Practices	3.58	Strongly Agree (SA)
Overall Mean	3.62	Strongly Agree (SA)

Table 12 on page 49 summarizes the overall teaching performance across the three domains. The overall mean is 3.62, interpreted as "Strongly Agree." Classroom Management ranked first (3.69), followed by Teaching Strategies (3.60), while Assessment Practices ranked lowest (3.58). This suggests that while teachers effectively manage classrooms and deliver lessons, aligning assessments with competencies presents greater challenges.

Overall, these findings imply that non-specialized teachers in the Division demonstrate high professional competence in general pedagogy. However, the slightly lower ranking in assessment practices underscores the need for targeted support in content-specific evaluation techniques, which will be addressed in the proposed professional development plan.

Table 13 Relationship Between the Level of Administrative Support and the Level of Teaching Performance of Non-specialized Teachers

Variables	r	I	p-value	Decision	Remark
Administrative Support and Teaching Performance	0.88	High Correlation	0.12	Accept H0	Not significant
0.05 level of significance			df=n-1		

Legend:

Highly Significant if p-value is lesser than 0.01

Significant if p-value is lesser than 0.05

Not Significant is greater than 0.05

Correlation Scaling:

.91 – 1.00	Very High Positive Relationship
.71 – .90	High Positive Relationship
41 - .70	Moderate Positive Relationship
21 - .40	Low Positive Relationship
Less than 0.20	Negligible Relationship

Table 13 presented the relationship between the level of administrative support and the level of teaching performance of non-specialized teachers in the Division of San Carlos City. As shown, the computed correlation coefficient indicated a high positive correlation at the 0.05 level of significance. However, the decision was to accept the null hypothesis, which stated that there was no significant relationship between the two variables. This finding revealed that the teaching performance of non-specialized teachers was not substantially reliant on administrative support, such as mentoring, supervision, professional development, and resource provision.

The presence of a strong correlation but lack of statistical significance suggests that the trend may not generalize to a larger population or that other external factors may exert greater influence. This finding contradicts Crescencio and Dioso (2025), who found a significant correlation between leadership practices, administrative support, and teaching performance. Similarly, Li et al. (2025) found that perceived organizational support enhances teacher performance directly and indirectly by strengthening self-efficacy and job satisfaction.

This outcome contradicted the findings of Crescensio and Dioso (2025), who identified a significant correlation among leadership practices, administrative support, and teaching performance, particularly when administrators provided financial, emotional, and technical assistance. Their study demonstrated that such forms of support improved classroom planning, curriculum implementation, and teacher motivation.

Chapter 4 SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Following a thorough analysis of all the data in relation to the research problems and hypotheses, the results are summarized below, together with relevant conclusions and recommendations.

Summary of Findings

The study addressed the four statements of the problem.

For **Statement 1**, the overall level of administrative support provided to non-specialized teachers was high, with a grand mean of 3.34. Among the four areas, supervision (WM = 3.45) and mentoring (WM = 3.33) obtained the highest weighted means, indicating that teachers regularly received assistance and feedback. However, professional development (WM = 3.28) and resource provision (WM = 3.28) yielded comparatively lower means, highlighting gaps in subject-specific training and instructional materials needed for non-specialized teaching.

For **Statement 2**, all areas of teaching performance—classroom management, teaching strategies, and assessment practices—were consistently rated high. Classroom management obtained the highest overall mean (3.69), followed by teaching strategies (WM = 3.60) and assessment practices (WM = 3.58). The lowest ratings were observed in aligning assessments with the Most Essential Learning Competencies (MELCs) and modifying tasks for new content. These findings suggest that non-specialized teachers experienced challenges related to limited content mastery.

For **Statement 3**, the analysis revealed a strong positive correlation (r = 0.99) between administrative support and teaching performance. However, the relationship was not statistically significant (p = 0.12). This result indicates that administrative support cannot be considered a significant predictor of teaching performance. The findings suggest that teachers' performance may be more strongly influenced by internal factors such as resilience, self-directed learning, and peer collaboration.

For **Statement 4**, a proposed professional development plan was developed based on the results of the study.

Conclusions

Based on the findings of the study, it was concluded that administrative support was consistently strong, particularly in the areas of supervision and mentoring. However, such support was insufficient in providing specialized professional development and subject-aligned instructional resources.

Non-specialized teachers maintained a high level of teaching performance, especially in classroom management and the use of varied teaching strategies. This demonstrates their ability to adapt despite limitations in content mastery.

Assessment practices emerged as the most challenging area for non-specialized teachers, particularly in aligning assessments with MELCs and modifying tasks to suit new or unfamiliar content. The non-significant relationship between administrative support and teaching performance indicates that teaching effectiveness may be influenced by factors beyond administrative control, such as personal resilience, self-directed learning, ICT integration, peer collaboration, and intrinsic motivation.

To sustain high teaching quality in the long term, it is essential to strengthen subject-specific knowledge, enhance assessment literacy, and reduce non-specialized teaching loads.

Recommendations

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

The **Division of San Carlos City** and **school administrators** should minimize non-specialized teaching loads, strengthen subject-specific mentoring, and ensure that students consistently have access to instructional materials aligned with the curriculum.

Non-specialized teachers are encouraged to continuously enhance their subject knowledge, collaborate with peers in lesson planning, and participate in specialized professional development programs.

Learning and Development (L&D) Focal Persons should design long-term, content-focused professional development programs that incorporate modeling, guided practice, feedback, and sustained follow-up support.

Policymakers should institutionalize support mechanisms such as reduced administrative workload, protected planning time, and improved teacher deployment practices.

Future researchers may expand the scope of the study to include additional divisions, compare specialization and non-specialization contexts, or examine other predictors of teaching performance such as teacher self-efficacy, job satisfaction, and content mastery.

PROPOSED PROFESSIONAL DEVELOPMENT PLAN

Republic of the Philippines

Department of Education

National Educators Academy of the Philippines

FORM R.1 Professional Development Program/Course Recognition Application Form

INSTRUCTIONS: Input the necessary details. Indicate N/A if not applicable. **DO NOT ABBREVIATE.**

LEARNING SERVICE PROVIDER PROFILE

Learning Service Provider	SDO – SAN CARLOS CITY		
Complete Office Address	AZCONA ST., BRGY II, SAN CARLOS CITY, NEGROS OCCIDENTAL		
Contact Person	ROXETTE ANN G. PEREZ	Mobile No.	09064212636
Telephone No.	034-729-9412	Email Address	roxetteann@deped.gov.ph
NEAP Authorization Number	N/A		

[1]Title	**PROFESSIONAL DEVELOPMENT PLAN FOR NON-SPECIALIZED TEACHERS**
[2]Rationale	Educators are vital in influencing the future via education, and their professional advancement is essential for cultivating efficient teaching methodologies. This course emphasizes the significance of meeting teachers' needs through a platform that facilitates ongoing learning, collaboration, and professional development. The subjects in this professional development are customized to address the learning and developmental requirements of instructors. The educational landscape is ever transforming. Seminars offer a prompt and effective method for educators to remain updated on contemporary educational trends, technology innovations, and curricular modifications (Darling-Hammond et al., 2009). This guarantees that educators stay flexible and sensitive to the evolving landscape of education. Ultimately, meeting teachers' needs via seminars constitutes a deliberate and comprehensive method for professional development. By offering customized and timely seminars, we foster the development and welfare of educators, thereby improving the quality of education for kids. Investing in the continuous growth of educators fortifies the foundation of a dynamic and resilient educational system. This The Professional Development Plan (PDP) implements the results for non-specialized educators in the Division of San Carlos City. It targets gaps in subject-specific professional development, specialization-aligned resources, assessment alignment to MELCs, task adaptation for non-specialized content, and objective-setting, while leveraging strengths in supervision and mentoring.
[3]Program Description	This three-day Professional Development Training for Teachers addresses and resolves areas of need identified by the non-specialized teachers to continuously improve their competencies. *Terminal Objectives* By Day 3, 100% of participants will submit one MELC-aligned assessment set (quiz and performance task) adapted to non-specialization content, and one lesson plan with SMART objectives and clear success criteria. *Enabling Objectives*: 1) Audit and improve existing assessments using alignment checklists; (2) Co-plan lessons with mentors to refine objective-setting; (3) Upload and tag at least three subject-aligned resources per unit to the school repository; (4) Demonstrate ICT scaffolds for difficult concepts.
[4]Professional	IPCRF/IDP S.Y. 2025 – 2026

Development Priorities			
[5]Target Participant	**Participants:** Bagonbon NHS 12 Don Carlos Ledesma NHS 17 Guadalype IS 6 Handalago IS 6 Iliran IS 7 Julio Ledesma NHS 40 Lamesa IS 4 Lina dela Vina IS 13 Medina IS 4 Nataban IS 7 Quezon NHS 10 Sipaway NHS 4 Talave IS 6 **Total – 136** Program Management Team (PMT): 8 Learning Facilitators SDS - 1 ASDS - 1 SDO Monitoring Team – 3 **Total - 141**	[6]PRC Program Accreditation No.	N/A
[7]Delivery Platform	In – person (Face – to – Face)	[8]Indicative Date of Implementation	March 2-4, 2026

COURSE LIST

[9]Course	[10]Title	[11]Professional Standards Covered	[12]Schedule	[13]Modality
1	MELC-Aligned Assessment: Design, Adaptation, and Quality Assurance	Assessment and Reporting (PPST 5.1, 5.3); Curriculum and Planning (PPST 4.2)	March 2, 2026	Face – to – Face
2	SMART Objective-Setting and Lesson Co-Planning	Content Knowledge & Pedagogy (PPST 1.3, 1.5); Curriculum & Planning (PPST 4.1)	March 3, 2026	Face – to – Face
3	ICT-Enabled Scaffolds for Difficult Concepts	Use of ICT (PPST 1.3.2); Diversity of Learners (PPST 3.5)	March 3, 2026	Face – to – Face
4	Differentiation and Task Adaptation for Out-of-Field Content	Learning Environment & Diversity (PPST 2.2; 3.5); Curriculum & Planning (PPST 4.2)	March 3, 2026	Face – to - Face

5	Growth-Oriented Supervision & Mentoring Cycle (Pre-Obs → Obs → Feedback → Rehearsal)	Professional Development (PPST 7.3); Teacher Leadership (PPST 7.4))	March 4, 2026	Face – to - Face
6	Building the Subject-Aligned Resource Repository	Resource Provision, Collaboration (PPST 7.3)	March 4, 2026	Face – to - Face

COURSE DESIGN

[14]Course Title	**PROFESSIONAL DEVELOPMENT PLAN FOR NON-SPECIALIZED TEACHERS**
[15]Course Description	This course is designed to address and resolve areas of needs identified by the non-specialized teachers to continuously improve their competencies in terms of the objectives in key result areas (KRAs) in the functional objectives as well as the behavioral competencies.

	[16]Duration	[17]Topic	[18]Session Objectives	[19]Methodology	[20]Assessment Strategies	[21]Outputs	[22]Resource Person/ Learning Facilitator
1	3 hours	MELC-Aligned Assessment	Design 2 MELC-aligned tasks and adapt 1 task for out-of-field content; apply alignment checklist	Mini-lecture, writeshop, peer review	Alignment checklist; rubric QA	3 tasks (2 aligned and 1 adapted assessment output)	Hansel L. Villasor - PSDS
2	3 hours	SMART Objectives & Co-Planning	Draft SMART objectives mapped to MELCs; co-plan lesson with clear success criteria	Modeling + triad co-planning	Lesson plan rubric	1 lesson plan with SMART objectives	Jocelyn A. Tabares - PSDS
3	3 hours	ICT-Enabled Scaffolds	Integrate tools and scaffold for a difficult concept	Demo; hands-on practice	Observation Checklist; Student Quick Poll	Screenshots and scaffold plan	Francis Flores Mata – ICT Coordinator
4	3 hours	Supervision & Mentoring Cycle	Complete 1 coached cycle (pre-observation→ observation → feedback → rehearsal)	Simulation	Cycle Log	Completed cycle forms	Maria Cristina F. Bahinting - SGOD
5	3 hours	Resource Provision	Subject-aligned resources per unit; curate metadata	Hands-on	Repository analytics	Resources uploaded and tagged	Ronnie D. Vierneza – Supply Officer
6	3 hours	Test Construction	1. Provide participants	The Resource	Lecture Q and A	Test Items	Alvin B. Agbay –

		Lecture and Writeshop	with a comprehensive overview of the basic principles and components involved in constructing effective tests. 2. Craft assessments that are aligned with learning outcomes. 3. Engage participants in peer review and constructive feedback on test items.	Persons (RPs) present and discuss the topic/s using slide decks presentation with workshop.	Publishing of Work with TA	Bank	Master Teacher I
7	3 hours	Differentiated Instructions: Addressing Needs of Diverse Learners	1. Provide participants with a clear understanding of the concept of Differentiated Instruction. 2. Introduce a variety of teaching strategies to address the needs of diverse students. 3. Apply insights gained from the session through demonstration teaching.	The Resource Persons (RPs) present and discuss the topic/s using slide decks presentation with workshop.	Lecture Q and A Demonstration Teaching	Lesson Exemplar	Ruel S. Casalla – EPS Mathematics
8	3 hours	Building Bridges: Empowering Teachers Through Professional Networks	1. Provide participants with a clear understanding of what constitutes a professional network.	The Resource Persons (RPs) present and discuss the topic/s using slide	Lecture Q and A Open Forum	Reflection, Individual Action Plan	Hernor M. De Asis - EPS Kindergarten

			2. Explore the various forms of professional networks, including online and offline platforms. 3. Provide practical tips and strategies on publishing scholarly articles	decks presentation with workshop.			

PROGRAM IMPLEMENTATION PLAN

[23]Funding Source	SDO - San Carlos MOOE	[24]Budget Requirements	**See attached POE.**				
Monitoring and Evaluation Plan							
Levels of M and E	**Indicators**	**Methods and Tools**	**Data Sources**	**Schedule of M and E**	**Person/s Responsible**	**Resources**	**User of M and E Data**
[25]Results	Effective transfer of knowledge using the learnings from the course	- Outcome Evaluation Results -School Performance Indicators -Client Satisfaction Survey	Outcome Evaluation Results -School Performance Indicators -Client Satisfaction Survey	Year round after attending the training	School Heads Master Teachers	Accommodation and meals of the resource speakers, Internet Connection, Cellphone, Laptop, Projector, Venue	School Heads Master Teachers Subject - Coordinators Teachers
[26]Behavior	Consistency in the demonstration of learned competencies.	- Outcome Evaluation Results -School Performance Indicators -Client Satisfaction Survey	Outcome Evaluation Results -School Performance Indicators -Client Satisfaction Survey	Year round after attending the training	School Heads Master Teachers	Accommodation and meals of the resource speakers, Internet Connection, Cellphone, Laptop, Projector, Venue	School Heads Master Teachers Subject - Coordinators Teachers
[27]Learni	Able to	Evaluation	Outputs	Year	Learning	Outputs	School

ng	apply the competencies learned.	of outputs produced.		round after attending the training	Facilitators		Heads Master Teachers Subject - Coordinators Teachers Learning Facilitators
[28]Reaction	The degree of satisfaction of the participants with the training.	Daily evaluation. Daily takeaways	Results of evaluation	The entire duration of the training	M and E	Evaluation results	Learning Facilitators

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree that the DepEd-National Educators Academy of the Philippines to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

Sign off by the Program/Course Manager or its equivalent

Program Manager	**ROXETTE ANN G. PEREZ**
Signature	
Date	February 14, 2024

This Form R.1 is not valid if not signed.

Republic of the Philippines

Department of Education

Region VI – Western Visayas

Division of San Carlos City

San Carlos City, Negros Occidental

PROGRAM OF EXPENSES

Training Title: **PROFESSIONAL DEVELOPMENT PLAN FOR NON-SPECIALIZED TEACHERS**

Duration: Three (3) days

Time Frame: March 2-4, 2026

Venue: Park Marina, Brgy. III, San Carlos City, Negros Occidental

Persons Involved: 136 Non-specialized Teachers of Division of San Carlos

Food:

Snack (AM)	@ Php 50.00 each x 136 x 3 days	Php	20, 400.00
Lunch	@ Php 250.00 each x 136 x 3 days	Php	102, 000.00
Snack (PM)	@ Php 50.00 each x 136 x 3 days	Php	20, 400.00

	TOTAL	**Php**	**142, 800.00**

Therefore:

One hundred forty-two thousand, eight hundred pesos will be spent for the Professional Development Plan for Non-Specialized Junior High Teachers to be charged to SDO – San Carlos MOOE.

AVAILABILITY OF ALLOTMENT AND FUNDS

Prepared by:

ANGELICA C. VILLAESPIN

Administrative Officer V- Budget

Approved:

CHARITY G. SEGUISABAL

Accountant III

APPROVAL SHEET

Prepared by:

ROXETTE ANN G. PEREZ

Teacher I

Recommending Approval:

HEIDELYN PIO- GEROMIANO

OIC - Assistant Schools Division Superintendent

Approved:

MA. TERESA P. GEROSO CESO VI

Assistant Schools Division Superintendent

OIC – Office of the Schools Division Superintendent

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