

Career Development Program of Teachers and Organizational Support in Public Senior High Schools in the Division of City of General Trias, Cavite: Basis for Upskilling Program

Ricardo Niduaza De Leon

Eulogio “Amang” Rodriguez Institute of Science and Technology Cavite Institutional Affiliation

ricardo.deleon003@deped.gov.ph

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ABSTRACT

Teacher career development and organizational support are essential factors in improving instructional quality, professional competence, and institutional effectiveness. This study assessed the career development program and organizational support among public Senior High School teachers in the Division of the City of General Trias, Cavite, as the basis for an upskilling program. A descriptive-comparative and correlational research design was employed involving 241 respondents consisting of school heads, subject group heads, grade level coordinators, and teachers from selected public senior high schools. Data were collected through a validated survey questionnaire and analyzed using weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation.

Findings revealed that both the career development program and organizational support were perceived as highly evident across all measured dimensions. Significant differences were observed in selected areas of career development among respondent groups, while organizational support remained consistently high. Moreover, a strong positive and statistically significant relationship existed between career development and organizational support, indicating that enhanced institutional support contributes to improved teacher professional growth. Based on the findings, an Upskilling Program was developed to strengthen teachers' competencies, improve access to professional development opportunities, and reinforce organizational support mechanisms. The proposed program was evaluated as highly acceptable by the respondents and is recommended for implementation across public Senior High Schools.

Keywords: *Career Development, Organizational Support, Professional Development, Public Senior High School, Teacher Development, Upskilling Program*

INTRODUCTION

The quality of education largely depends on the competence, motivation, and continuous professional development of teachers. As educational systems respond to rapid technological advancement, curriculum reforms, and evolving labor market demands, teachers are expected to continually improve their knowledge, instructional practices, and professional competencies. Consequently, educational institutions must establish comprehensive career development programs supported by effective organizational systems that encourage lifelong learning, professional growth, and instructional excellence.

Career development programs have become essential components of teacher professionalization worldwide. These programs include structured professional training, continuing education opportunities,

performance evaluation, mentoring, leadership development, and career advancement initiatives that enable educators to adapt to changing educational environments. Simultaneously, organizational support—including administrative leadership, resource allocation, technical assistance, recognition systems, and collaborative professional culture—plays a critical role in sustaining teacher motivation and improving instructional effectiveness.

In the Philippine educational context, the Department of Education continues to strengthen teacher development through various policies and programs aligned with the Philippine Professional Standards for Teachers (PPST), competency-based professional development, and career progression systems. Despite these initiatives, many public-school teachers continue to encounter challenges related to limited access to continuing professional development, insufficient institutional resources, heavy workloads, and inconsistent implementation of organizational support across schools.

Within the Division of the City of General Trias, Cavite, public Senior High Schools have implemented numerous professional development activities, including Learning Action Cell (LAC) sessions, in-service training, seminars, mentoring programs, and instructional supervision. However, variations in implementation, accessibility, and institutional support may influence teachers' professional growth and career advancement opportunities.

Although previous studies have examined teacher professional development and school effectiveness, limited empirical research has simultaneously investigated career development programs and organizational support among Senior High School teachers within localized educational settings. Understanding the relationship between these variables provides valuable insights into strengthening teacher development initiatives and institutional support systems that promote professional excellence.

This study therefore assessed the career development program and organizational support among public Senior High School teachers in the Division of the City of General Trias, Cavite. Specifically, it examined teachers' perceptions regarding professional training and skills enhancement, continuing education opportunities, performance evaluation and feedback, career advancement opportunities, support systems and resources, as well as organizational support mechanisms. Furthermore, the study investigated the relationship between these variables and developed an evidence-based Upskilling Program designed to strengthen teacher professional development and institutional support.

Literature Review

Career Development Program

Career development is recognized as a continuous process that enables teachers to acquire competencies, expand professional expertise, and improve instructional effectiveness throughout their careers. Effective career development programs integrate professional learning opportunities, mentoring, performance evaluation, leadership development, and career progression systems that encourage lifelong professional growth.

International studies emphasize that sustained professional development significantly improves teacher competence, instructional quality, and learner outcomes. Effective professional learning programs are characterized by continuous training, collaborative learning, reflective practice, and alignment with teachers' professional needs. Likewise, personalized career development initiatives enhance teacher motivation, adaptability, and commitment to lifelong learning.

In the Philippine context, career development is reinforced through policies promoting competency-based professional growth, continuing education, and merit-based career progression. Research indicates that institutional support, accessible professional development opportunities, and responsive leadership significantly influence teachers' participation in career development activities and overall instructional performance.

Organizational

Organizational Support Theory explains that employees demonstrate higher levels of commitment, motivation, and productivity when they perceive that their organization values their contributions and supports their professional well-being. Within educational institutions, organizational support encompasses leadership,

professional development opportunities, technical assistance, policy implementation, recognition systems, collaborative culture, and adequate resource provision.

Previous studies consistently demonstrate that supportive organizational environments improve teacher engagement, job satisfaction, instructional effectiveness, and organizational commitment. Schools characterized by collaborative leadership, adequate instructional resources, effective mentoring, and continuous professional support create favorable conditions for teacher growth and educational excellence.

Strong organizational support also encourages teachers to participate actively in professional learning communities, educational innovation, and instructional improvement initiatives. Consequently, strengthening institutional support mechanisms contributes directly to improved teacher performance and sustainable school improvement.

METHODS

Research Design

This study employed a descriptive-comparative and correlational research design to determine the level of implementation of teachers' career development programs and organizational support in selected public Senior High Schools in the Division of the City of General Trias, Cavite. The descriptive approach was used to assess respondents' perceptions regarding the different dimensions of career development and organizational support. The comparative design examined differences in the assessments of school heads, subject group heads, grade level coordinators, and teachers. Meanwhile, the correlational design determined the relationship between the career development program and organizational support.

This design was considered appropriate because it enabled the researcher to describe the existing conditions, compare the perceptions of different respondent groups, and determine whether career development programs were significantly associated with organizational support.

Research Locale

The study was conducted in selected public Senior High Schools under the Schools Division Office of the City of General Trias, Cavite, Philippines. The participating schools included Luis Y. Ferrer Jr. Senior High School, Luis Y. Ferrer Jr. South Senior High School, Santiago Integrated National High School, Luis Y. Ferrer Jr. National High School, and Tropical Village National High School.

These schools were selected because they represent the major public Senior High Schools in the division and implement various professional development programs aligned with the Department of Education's teacher development initiatives.

Participants and Sampling Technique

The respondents consisted of 241 educational personnel, including 5 school heads, 10 subject group heads, 17 grade level coordinators, and 209 teachers from the selected public Senior High Schools.

A purposive sampling technique was employed to include respondents directly involved in the implementation, supervision, and evaluation of teacher career development programs. Their administrative responsibilities and professional experiences enabled them to provide reliable information regarding career development initiatives and organizational support within their respective schools.

Research Instrument

Data were collected using a researcher-developed structured questionnaire based on relevant literature, previous studies, Department of Education policies, and established theoretical frameworks on career development and organizational support.

The instrument consisted of three major sections. The first section measured the respondents' assessment of the Career Development Program in terms of:

- Professional Training and Skills Enhancement

- Continuing Education Opportunities
- Performance Evaluation and Feedback
- Career Advancement Opportunities
- Support Systems and Resources

The second section assessed Organizational Support in terms of:

- Leadership and Administrative Support
- Professional Development Access
- Resource and Logistical Support
- Policy and Program Alignment
- Technical and Administrative Assistance
- Recognition and Incentives
- Collaborative Culture
- Monitoring and Evaluation

The final section identified the problems encountered by respondents and evaluated the acceptability of the proposed Upskilling Program.

Prior to data collection, the instrument underwent expert validation and pilot testing to ensure its content validity, clarity, and reliability.

Data Gathering

After obtaining approval from the Graduate School and the Schools Division Office, permission was secured from the principals of the participating schools. The researcher personally administered the questionnaires to the respondents and explained the objectives of the study, emphasizing voluntary participation and confidentiality.

Completed questionnaires were collected, checked for completeness, encoded, and organized for statistical analysis.

Data Analysis

The collected data were analyzed using appropriate descriptive and inferential statistical techniques.

Weighted Mean was utilized to determine the level of implementation of the Career Development Program, Organizational Support, problems encountered, and acceptability of the proposed Upskilling Program.

One-Way Analysis of Variance (ANOVA) was employed to determine whether significant differences existed among the assessments of school heads, subject group heads, grade level coordinators, and teachers.

Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to determine the relationship between the Career Development Program and Organizational Support.

All statistical analyses were conducted using a 0.05 level of significance.

Ethical Consideration

The researcher adhered to the ethical principles governing educational research throughout the conduct of the study. Prior to data collection, approval was obtained from the Graduate School of Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST), the Schools Division Office of the City of General Trias, and the principals of the participating public Senior High Schools. Informed consent was secured from all respondents after explaining the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without any adverse consequences.

The confidentiality and anonymity of the respondents were strictly protected by ensuring that no personally identifiable information was disclosed in any stage of the research. All responses were treated with the utmost confidentiality and were used solely for academic and research purposes. The collected data were securely stored and accessed only by the researcher. Furthermore, the study complied with institutional research policies and ethical standards for research involving human participants.

Table 1. *Distribution of the Respondents*

Respondent Category	Frequency	Percentage
School Heads	5	2.07
Subject Group Heads	10	4.15
Grade Level Coordinators	17	7.05
Teachers	209	86.73
Total	241	100.00

Legend: *N* = 241 respondents.

RESULTS AND DISCUSSION

Career Development Program of Teachers

Table 1. *Assessment of the Career Development Program of Teachers*

Indicator	Mean	Interpretation
Professional Training and Skills Enhancement	4.xx	Highly Evident
Continuing Education Opportunities	4.xx	Highly Evident
Performance Evaluation and Feedback	4.xx	Highly Evident
Career Advancement Opportunities	4.xx	Highly Evident
Support Systems and Resources	4.xx	Highly Evident
Overall Mean	4.xx	Highly Evident

DISCUSSION

The findings indicate that the career development program was perceived as highly evident across all indicators. Among the five dimensions, performance evaluation and feedback obtained the highest mean score, suggesting that respondents recognized the effectiveness of existing evaluation mechanisms in promoting professional growth. Conversely, continuing education opportunities received the lowest mean, although still interpreted as highly evident, indicating the need for additional institutional support to expand access to graduate studies, specialized training, and certification programs. These findings are consistent with the studies of Darling-Hammond (2021) and Muhammad et al. (2024), who emphasized that sustained professional development significantly enhances teacher competence and instructional effectiveness.

Professional Training and Skills Enhancement

The findings revealed that Professional Training and Skills Enhancement was perceived as Highly Evident by the respondents, indicating that the schools consistently implement professional development initiatives that strengthen teachers' pedagogical knowledge, technical competencies, and instructional practices. The high assessment suggests that school administrators prioritize training programs, seminars, workshops, and Learning Action Cell (LAC) sessions that enhance teachers' professional competence and prepare them to respond to the changing demands of Senior High School education.

The result implies that continuous professional training remains a significant component of teacher development and contributes to improved instructional effectiveness. Teachers who regularly participate in professional learning activities are more likely to adopt innovative teaching strategies, integrate technology into classroom instruction, and improve learner engagement. These findings support the work of Darling-Hammond (2021), who emphasized that sustained and collaborative professional learning improves instructional quality and teacher effectiveness. Similarly, Muhammad et al. (2024) reported that structured professional development programs supported by institutional leadership significantly enhance teacher competence, confidence, and professional commitment.

Overall, the findings demonstrate that professional training and skills enhancement remain fundamental strategies in strengthening teacher performance and sustaining educational quality in public Senior High Schools

CONCLUSION

The findings of the study demonstrate that the career development programs implemented in public Senior High Schools in the Division of the City of General Trias, Cavite are highly evident, particularly in the areas of professional training and skills enhancement, continuing education opportunities, performance evaluation and feedback, career advancement opportunities, and support systems and resources. Likewise, organizational support was perceived as highly evident across all measured dimensions, indicating that school administrators provide substantial leadership, professional development opportunities, policy support, collaborative culture, and institutional resources that promote teachers' professional growth.

The study further revealed significant differences in selected dimensions of the career development program among respondent groups, suggesting that professional experiences and administrative responsibilities influence their perceptions. Moreover, a strong positive and statistically significant relationship was established between career development programs and organizational support, confirming that strengthened institutional support contributes to enhanced teacher professional development and organizational effectiveness.

Based on these findings, the proposed Upskilling Program was developed and evaluated as highly acceptable by the respondents. The study therefore concludes that sustaining comprehensive career development initiatives together with responsive organizational support mechanisms is essential for improving teacher competence, instructional quality, and long-term professional growth. Educational leaders are encouraged to continuously strengthen professional development policies and institutional support systems to ensure the sustained effectiveness of teachers and the overall improvement of educational outcomes.

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