

ABSTRACT

Title of Research : IMPACT OF THE IMPLEMENTATION OF THE INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD) ON TEACHER COMPETENCIES IN THE PUBLIC SECONDARY SCHOOLS OF CAVITE: BASIS FOR A FACULTY DEVELOPMENT PROGRAM

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This study utilized the descriptive method of research to determine the impact and benefits on secondary school teachers' competencies of the implementation of the Individual Plan for Professional Development's (IPPD) in the Congressional Districts during School Year 2014-2015.

A questionnaire was administered to 1,643 teachers and 109 school administrators for the quantitative part while 15 teachers and 7 school heads participated in focus group discussion for the qualitative part of the research.

Data were presented using frequency count, simple percentage, weighted mean, and t-test.

Findings revealed that majority of the teacher-respondents are bachelor's degree holders, with Teacher I item, with teaching experience ranging from 1-5 years, and have attended in-service trainings in the division level. The implementation of the IPPD has a very great impact on

(a) curriculum, (b) social regard for learning, (c) learning environment, (d) personal growth and professional development, (e) planning, assessing and reporting, (f) diversity of learners, and (g) community linkages as assessed by the teachers and the administrators. In addition, both groups respondents stated that the implementation of the IPPD is very highly beneficial to the teachers' classroom practices, an indication of their improved competencies. No significant difference exists in the assessment of the teacher-respondents and the school administrator-respondents on the impact of the implementation of the IPPD to the teachers' competencies along the seven domains, as well as the benefits derived from it.

As an output of the study, a Faculty Development Program was prepared by the researcher which may be utilized by the different division offices in the Province of Cavite.