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Career-Shifter Teachers as Senior High School Curriculum Implementers: Basis for Enhancement of Policy Guidelines

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Abstract: ***The transition of professionals from various industries to senior high school teaching poses both opportunities and challenges, particularly in curriculum management readiness and pedagogical efficacy. This study examines the preparedness and instructional effectiveness of career-shifter teachers who lack formal education backgrounds. Utilizing a mixed-methods approach, the study integrates quantitative survey data and qualitative interviews to assess their competencies in planning, implementation, monitoring, and evaluation of curriculum management, as well as their efficacy in self-management, professional ethics, results focus, teamwork, service orientation, innovation, and achievement.***

Findings indicate that career-shifter teachers demonstrate high self-perceived competence in pedagogical efficacy and curriculum management readiness, despite challenges in instructional planning and student engagement. The study reveals that mentorship programs, continuous professional development, and technology integration play a critical role in enhancing their teaching effectiveness. Furthermore, real-world industry experience contributes positively to classroom instruction, making lessons more relevant and engaging. However, challenges persist in terms of adapting assessment strategies, aligning lessons with curriculum standards, and managing diverse learning needs.

The study proposes an instructional guide designed to support career-shifter teachers through structured training, collaborative learning, and pedagogical development. Recommendations include enhanced mentorship programs, targeted teacher training, curriculum-aligned lesson planning workshops, assessment literacy enhancement, and increased use of digital tools in teaching. The findings underscore the need for a systematic support framework to ensure that career-shifter teachers transition successfully into the education sector, contributing to improved student learning experiences and overall instructional quality.

Keywords: career-shifter teachers, curriculum management, pedagogical efficacy, professional development, senior high school teaching

I. INTRODUCTION

This section provides an overview of the study, including its background, research problem, significance, scope, and key definitions. It establishes the rationale for investigating the curriculum management readiness and pedagogical efficacy of career-shifter teachers in Senior High School, highlighting the need for policy enhancements and professional development initiatives to support their transition into the education sector.

The implementation of the K to 12 program, particularly the Senior High School (SHS) curriculum, has opened opportunities for practitioners from various industries to transition into the field of education. This shift has led to an increased demand for specialists and experts in diverse fields, resulting in significant changes in professional mobility. Many professionals, recognizing the opportunities within the education sector, choose to leave their current careers and pursue at least 18 units in Professional Education to meet the qualifications for a regular teaching position in the public school system, specifically in Senior High School.

This shift in career paths has contributed to a growing trend of professionals transitioning between industries more frequently. Career development has become a dynamic and continuous process, where individuals navigate multiple stages of professional growth. Decision Werner and Harris (2018) emphasize that career progression plays a crucial role in human development, as individuals construct their professional identity through these transitions. The field of education, in particular, presents a vast landscape for professional development, attracting individuals from different disciplines who seek to explore new career opportunities.

A. *Background of the Study*

The effectiveness of any curriculum, regardless of its design and content, is ultimately dependent on the readiness and competencies of the teachers who implement it. Teaching is a profession that demands a combination of subject matter expertise, pedagogical skills, and the ability to create meaningful learning experiences. Teachers must be proficient in preparing learning materials, selecting appropriate instructional models, and employing a variety of teaching strategies that align with students' needs. These elements fall under the domains of content and pedagogy, which are essential for ensuring high-quality education delivery (Febriya & Nuryono, 2014). However, when career shifters enter the field of education, their preparation and training become crucial factors in determining their effectiveness as educators. A deeper understanding of their lived experiences and challenges can guide policymakers and education authorities in designing training and professional development programs that specifically cater to this unique group of educators (Laming & Horne, 2013).

B. *Synthesis*

The existing literature establishes that career changes into the teaching profession, particularly in the Senior High School (SHS) program, are becoming increasingly common. It is well-documented that the implementation of the K to 12 curriculum has opened pathways for professionals from various fields to transition into teaching. This shift has largely been driven by factors such as job stability, personal fulfillment, and the need for subject matter experts in specialized fields. Studies highlight that career changers bring diverse industry knowledge and practical experience, enriching the educational landscape by integrating real-world applications into classroom instruction. Furthermore, research emphasizes that alternative certification pathways and professional education programs have played a crucial role in facilitating these transitions, particularly in countries facing teacher shortages.

This study on non-education teachers' career change as Senior High School curriculum implementers seeks to bridge these knowledge gaps. By examining the readiness of career shifters in curriculum management and pedagogical adaptation, the study aims to assess whether existing policies and training programs effectively prepare them for their roles. Furthermore, it seeks to identify the specific challenges they encounter in transitioning to teaching and how these impact their performance as curriculum implementers. The study also intends to explore potential policy enhancements that could improve the integration of non-education professionals into the SHS system, ensuring that they receive the necessary support to succeed in their new roles.

By addressing these gaps, this research will contribute to a deeper understanding of how career shifters navigate the transition to teaching, providing valuable insights for educational institutions, policymakers, and professional development programs. Ultimately, the findings will inform strategies to strengthen the recruitment, training, and retention of second-career teachers in Senior High School, ensuring that the quality of education remains aligned with curriculum goals and student learning outcomes.

C. *Theoretical Framework*

This study is anchored on the Curriculum Management Theory by Wu (2016), which provides a structured approach to understanding how curriculum is planned, implemented, monitored, and evaluated within an educational system. This theory goes beyond pedagogy, which focuses on how teaching and learning occur, by emphasizing how curricular decisions are made, managed, and assessed. It serves as a framework for systematically organizing and analyzing curriculum-related processes to ensure alignment with educational goals and institutional objectives.

D. *Research Paradigm*

Integrating the literature reviewed and the theoretical framework cited, this study adopts the following research paradigm:

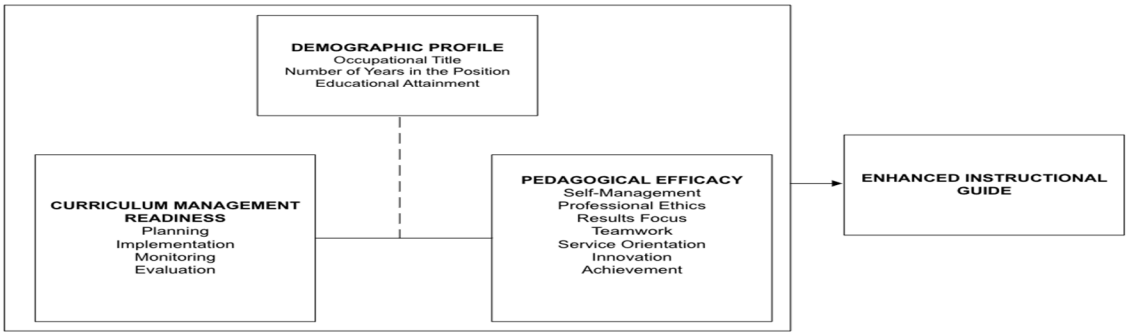

Figure 1. Research Paradigm

E. Statement of the Problem

The study aimed to assess the non-education teachers' career change as senior high school curriculum implementors, with the assessment used as basis for policy enhancement in the Division of Caloocan City during school year 2021–2022. Specifically, it seeks to answer the following problems:

1) What is the demographic profile of the respondents in terms of:
- occupation title;
- number of years in the position;
- educational attainment?

2) What is the degree of curriculum management readiness of senior high school career-shifter teachers in terms of the following?
- planning
- implementation
- monitoring
- evaluation

3) Is there a significant difference in the degree of curriculum management readiness in terms of their profile?

4) What is the level of pedagogical efficacy of the senior high school career-shifter teachers in terms of the following?
- self-management
- professional ethics
- results focus
- teamwork
- service orientation
- innovation
- achievement

5) Is there a significant difference in the level of pedagogical efficacy in terms of their profile?

6) Is there a significant relationship in the curriculum management readiness and pedagogical efficacy of the senior high school career-shifter teachers?

7) What insights can be gained from career-shifter teachers in terms of their teaching experience?

8) What instructional guide can be developed based on the results of the study?

F. Research Hypotheses

This research aims to test the following null hypotheses:

H_0 1: There is no significant difference in the degree of curriculum management readiness in terms of their profile.

H_0 2: There is no significant difference in the level of pedagogical efficacy in terms of their profile.

H_0 3: There is no significant relationship in the curriculum management readiness and pedagogical efficacy of the senior high school non-education teachers.

G. Significance of the Study

The study will be beneficial to the following groups of individuals:

Department of Education. This study will give guidelines and provide a clear outline of the needs and problems of non-educators in the teaching industry that could help in enhancing their skills towards teaching. In this regard, policies may be formulated, or existing ones may be enhanced.

Schools Division Office. This study can be a base reference for the seamless implementation of the development training programs for non-educators who have shifted careers to being senior high school implementors.

School Administrators and Academic Heads. The results of the study will guide the school administrators in attending to the needs of non-educators, which can be the basis in creating enhanced developmental plan.

Head Teachers. This study generated knowledge and awareness on the influence of stakeholders' participation to head teachers, teachers, pupils and parents.

Non-Educators. The results of` the study are primarily focused on non-educators as they will become aware of some of the problems and issues concerning their career. This will help them in gaining insights and knowledge about their new chosen field, allowing them to be more efficient throughout the duration of their teaching as a senior high school implementor.

Future Researchers. Parallel studies may be pursued by other researchers with this study as a baseline or reference. They may also conduct a more in-depth investigation on schools as catch basins for career changers through the lens of non-educators as senior high school curriculum implementors.

H. Scope and Delimitation

The study primarily focused on the assessment of the non-education teachers' career change from their previous positions to their shift to senior high school curriculum implementors during school year 2021–2022. The study used descriptive research design and selected senior high schools or integrated high schools in the Division of Caloocan as subjects.

The study, however, was only limited to career professionals who had an occupational shift from their previous careers to a public teaching position. The respondents of the study included Senior High School non-education teachers. They were given the questionnaire-checklist to assess their degree of curriculum management readiness in terms of planning, implementation, monitoring, and evaluation, and their level of the pedagogical efficacy in terms of self-management, professional ethics, results focus, teamwork, service orientation, innovation, management of diversity, and achievement.

I. Definition of Terms

To understand the variables of the study, they are operationally defined in this section:

Curriculum management readiness refers to the preparedness of non-education teachers in effectively implementing the Senior High School curriculum. It encompasses four key aspects: planning, implementation, monitoring, and evaluation.

Planning involves designing structured lesson plans, aligning learning objectives with curriculum standards, and preparing instructional materials to support student learning.

Implementation pertains to the execution of planned lessons, incorporating appropriate teaching strategies, classroom management techniques, and student engagement methods.

Innovation involves integrating creative teaching methods, utilizing technology, and adapting instructional techniques to accommodate diverse learning needs.

II. METHODOLOGY

This section outlines the research design, locale, sample and sampling technique, research instrument, data gathering procedure, statistical treatment of data, and ethical considerations. It provides a structured overview of the methods employed to systematically collect, analyze, and interpret data, ensuring the validity and reliability of the study's findings.

A. Research Design

This study employed a descriptive research design, specifically utilizing the survey method to gather relevant information and assess the career transition of non-education teachers as Senior High School curriculum implementers. The findings will serve as a basis for policy enhancement within the Division of Caloocan City.

Descriptive research focuses on making careful observations and detailed documentation of a particular phenomenon. Arcinas (2016) defined it as a method that aims to provide an accurate depiction of existing conditions, processes, or trends by systematically gathering, analyzing, classifying, and tabulating data. The goal is to generate adequate and meaningful interpretations that contribute to a deeper understanding of the subject matter.

This methodological approach ensures that the data collected provides credible and valid insights into the experiences and challenges of non-education teachers transitioning into the academic field. The results of this study will be instrumental in guiding policy recommendations aimed at improving curriculum implementation and teacher preparedness in Senior High School.

B. Research Locale

The study was conducted in selected public Senior High Schools and Integrated High Schools within the Division of Caloocan City. These schools were chosen based on their high level of recognition by the division in various pedagogical categories, demonstrating excellence in both academic and extra-curricular activities. Their selection ensures that the research captures insights from institutions that uphold strong educational standards, providing a comprehensive perspective on curriculum implementation and teacher effectiveness. The study setting also reflects a diverse learning environment, where best practices, challenges, and strategies in integrating non-education teachers into the Senior High School curriculum can be thoroughly examined. By focusing on

recognized schools, the study aims to generate findings that can inform policy enhancements and professional development initiatives, ensuring that career shifters transitioning into teaching receive adequate support and training to meet the demands of the evolving education system.

C. Sample and Sampling Technique

The respondents of the study comprised the total enumeration of Senior High School non-education teachers from the Division of Caloocan City, selected from a total of 212 teachers. This approach ensures that the study captures a comprehensive and representative dataset, allowing for an in-depth analysis of the experiences, challenges, and competencies of non-education teachers transitioning into curriculum implementation roles. By including the entire population of non-education teachers, the study aims to provide accurate and generalizable findings, which will serve as a basis for policy enhancements and professional development initiatives tailored to support career shifters in the teaching profession.

D. Research Instrument

To gather the necessary data for the quantitative research, the study utilized a researcher-made questionnaire as the primary instrument. This questionnaire was administered using Google Forms, ensuring ease of distribution and accessibility for respondents. The instrument was designed to systematically collect information relevant to the study's objectives, focusing on the demographic profile, curriculum management readiness, and pedagogical efficacy of Senior High School non-education teachers.

This scale provided a structured approach to quantifying responses, allowing for a comprehensive analysis of the preparedness and effectiveness of non-education teachers in the Senior High School setting.

Scale	Range	Verbal Interpretation
4	3.51–4.00	Strongly Agree/Strongly Manifested
3	2.51–3.50	Agree/Manifested
2	1.50–2.50	Disagree/Slightly Manifested
1	1.00–1.50	Strongly Disagree/Not Manifested

E. Data Gathering Procedure

To ensure the ethical and systematic collection of data, the researcher first obtained formal permission from the Office of the Schools Division Superintendent to administer the questionnaire to the identified respondents. Following this, approval was also sought from the Public Schools Division Supervisors, ensuring that the study aligned with existing policies and procedures within the division. Once authorization was granted, the researcher distributed informed consent forms to the respondents, clearly explaining their rights as participants and requesting their voluntary participation in the study.

Finally, based on the analyzed data, the researcher formulated a summary of findings, conclusions, and recommendations to guide educational policymakers, administrators, and stakeholders in addressing the challenges faced by non-education teachers transitioning into the Senior High School curriculum implementation role.

F. Statistical Analysis

To ensure a comprehensive and systematic analysis, various statistical methods were employed based on the nature of the study variables. The demographic profile of Senior High School non-education teachers, including occupational title, number of years in the position, and educational attainment, was analyzed using frequency and percentage distribution. This approach provided a clear summary of the respondents' backgrounds, offering insights into the general composition of non-education teachers transitioning into the teaching profession. Understanding their profile was essential in contextualizing their curriculum management readiness and pedagogical efficacy.

To assess the level of curriculum management readiness in terms of planning, implementation, monitoring, and evaluation, as well as pedagogical efficacy in terms of self-management, professional ethics, results focus, teamwork, service orientation, innovation, and achievement, the study employed mean and standard deviation. The mean provided an overall measure of preparedness and effectiveness, while the standard deviation indicated the variability of responses, highlighting the extent of differences among the teachers. This statistical approach ensured that the study captured both the general trends and individual variations in curriculum implementation and teaching effectiveness.

To determine whether significant differences existed in curriculum management readiness and pedagogical efficacy based on demographic factors, the study utilized a one-way analysis of variance (ANOVA). This method compared the mean scores of different groups, such as those categorized by years of experience, occupational background, and educational attainment. By identifying variations among demographic groups, the study aimed to determine which factors influenced the ability of non-education teachers to implement the Senior High School curriculum effectively. The results provided valuable insights into whether targeted interventions were necessary for specific teacher groups.

Finally, to examine the relationship between curriculum management readiness and pedagogical efficacy, the study employed Pearson's correlation coefficient. This statistical test measured the strength and direction of the relationship between the two variables, determining whether higher curriculum management readiness was associated with stronger pedagogical efficacy. A positive correlation would suggest that improving curriculum management skills enhances teaching effectiveness, reinforcing the need for structured training and professional development.

G. Ethical Considerations

This study adhered to ethical research standards to ensure the protection, rights, and welfare of all participants. The researcher obtained formal approval from the Office of the Schools Division Superintendent and the Public Schools Division Supervisors before conducting the study. Necessary permissions were sought from school administrators to allow the participation of Senior High School non-education teachers in the research.

To uphold informed consent, each respondent was provided with a consent form detailing the purpose of the study, procedures, potential risks, benefits, and their voluntary participation. Participants were informed that their participation was entirely voluntary, and they had the right to withdraw at any stage without any consequences. Additionally, the study ensured confidentiality and anonymity by protecting respondents' identities and handling data with the highest level of discretion. No personally identifiable information was disclosed, and all responses were aggregated for analysis.

By adhering to these ethical considerations, the study safeguarded the rights of participants while ensuring the credibility, reliability, and ethical integrity of the research process.

III. RESULTS AND DISCUSSION

A. Profile of the Respondents

Table 1. Demographic Profile of the Respondents

Demographic Profile	Categories	Frequency	Percentage
Occupational Title	Teacher I	51	39.53
	Teacher II	49	37.98
	Teacher III	19	14.73
	Master Teacher I	10	7.75
	Total	129	100.00
Years in the Position	0–2 years	55	42.64
	3–5 years	21	16.28
	6–8 years	43	33.33
	12 years and above	10	7.75
	Total	129	100.00
Educational Attainment	EdD/PhD Graduate	4	3.10
	With EdD/PhD Units	12	9.30
	MAED/MAT Graduate	26	20.16
	With MAED/MAT Units	61	47.29
	Without Units in Masteral	26	20.16
	Total	129	100.00

B. Curriculum Management Readiness

Table 2. Degree of Curriculum Management Readiness – Planning

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Plans, manages and implements developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	3.54	0.60	4	Strongly Agree/ Strongly Manifested
Sets achievable and appropriate learning outcomes that are aligned with learning competencies.	3.63	0.52	1	Strongly Agree/ Strongly Manifested
Adapts and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	3.56	0.63	2	Strongly Agree/ Strongly Manifested
Participates in collegial discussions that use teacher and learner feedback to enrich teaching practice.	3.53	0.66	5	Strongly Agree/ Strongly Manifested
Selects, develops, organizes and uses appropriate teaching and learning resources, including ICT, to address learning goals.	3.56	0.63	2	Strongly Agree/ Strongly Manifested
Planning	3.56	0.54	-	Strongly Agree/ Strongly Manifested

Scale*: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested*

Table 3. Degree of Curriculum Management Readiness – Implementation

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Applies knowledge of content within and across curriculum teaching areas.	3.60	0.59	1	Strongly Agree/ Strongly Manifested
Uses research-based knowledge and principles of teaching and learning to enhance professional practice.	3.42	0.68	5	Agree/Manifested
Ensures the positive use of ICT to facilitate the teaching and learning process.	3.49	0.57	3	Agree/Manifested
Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.60	0.53	1	Strongly Agree/ Strongly Manifested
Utilizes a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.49	0.60	3	Agree/Manifested
Implementation	3.52	0.52	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 4. Degree of Curriculum Management Readiness – Monitoring

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Facilitate processes to review the effectiveness of the school learning environment to nurture and inspire learner participation.	3.53	0.63	2	Strongly Agree/ Strongly Manifested
Provide advice on, and mentor colleagues in the effective analysis and use of learner attainment data.	3.39	0.62	4	Agree/Manifested
Provide advice in the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.	3.32	0.83	5	Agree/Manifested
Update parents/guardians on learner needs, progress and achievement.	3.51	0.66	3	Strongly Agree/ Strongly Manifested
Monitor learner progress and achievement using learner attainment data.	3.56	0.60	1	Strongly Agree/ Strongly Manifested
Monitoring	3.46	0.58	-	Agree/Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 5. Degree of Curriculum Management Readiness – Evaluation

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Evaluates existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.	3.49	0.57	2	Agree/Manifested
Leads initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.39	0.62	5	Agree/Manifested
Evaluates the teaching and learning resources, including ICT, for use within and beyond the school.	3.42	0.63	4	Agree/Manifested
Assesses the responsive learning programs that develop the knowledge and skills of learners at different ability levels.	3.44	0.60	3	Agree/Manifested
Evaluates the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	3.54	0.57	1	Strongly Agree/ Strongly Manifested
Evaluation	3.46	0.53	-	Agree/Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 6. Degree of Curriculum Management Readiness

Domain	Mean	SD	Rank	Interpretation
Planning	3.56	0.54	1	Strongly Agree/ Strongly Manifested
Implementation	3.52	0.52	2	Strongly Agree/ Strongly Manifested
Monitoring	3.46	0.58	3.5	Agree/Manifested
Evaluation	3.46	0.53	3.5	Agree/Manifested
Curriculum Management Readiness	3.50	0.51	-	Agree/Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

C. Difference in Curriculum Management Readiness

Table 7. Difference in Curriculum Management Readiness in terms of Occupational Title

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Planning	Teacher I	3.51	1.16	0.30	Not significant/ Accept H0
	Teacher II	3.48			
	Teacher III	3.48			
	Master Teacher I	3.52			
Implementation	Teacher I	3.48	0.82	0.58	Not significant/ Accept H0
	Teacher II	3.49			
	Teacher III	3.52			
	Master Teacher I	3.51			
Monitoring	Teacher I	3.48	1.22	0.23	Not significant/ Accept H0
	Teacher II	3.51			
	Teacher III	3.52			
	Master Teacher I	3.52			
Evaluation	Teacher I	3.49	0.46	0.75	Not significant/ Accept H0
	Teacher II	3.50			
	Teacher III	3.52			
	Master Teacher I	3.48			
Curriculum Management Readiness	Teacher I	3.50	0.73	0.72	Not significant/ Accept H0
	Teacher II	3.50			
	Teacher III	3.49			
	Master Teacher I	3.50			

Level of significance = 0.05

Table 8. Difference in Curriculum Management Readiness in terms of Years in the Position

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Planning	0–2 years	3.51	1.37	0.27	Not significant/ Accept H0
	3–5 years	3.52			
	6–8 years	3.51			
	12 years and above	3.49			
Implementation	0–2 years	3.52	1.40	0.28	Not significant/ Accept H0
	3–5 years	3.52			
	6–8 years	3.50			
	12 years and above	3.50			
Monitoring	0–2 years	3.50	0.58	0.86	Not significant/ Accept H0
	3–5 years	3.52			
	6–8 years	3.49			
	12 years and above	3.51			
Evaluation	0–2 years	3.50	1.40	0.44	Not significant/ A ccept H0
	3–5 years	3.48			
	6–8 years	3.48			
	12 years and above	3.50			
Curriculum Management Readiness	0–2 years	3.49	1.03	0.45	Not significant/ Accept H0
	3–5 years	3.48			
	6–8 years	3.51			
	12 years and above	3.48			

Level of significance = 0.05

Table 9. Difference in Curriculum Management Readiness in terms of Educational Attainment

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Planning	EdD/PhD Graduate	3.50	1.05	0.13	Not significant/ Accept H0
	With EdD/PhD Units	3.49			
	MAED/MAT Graduate	3.48			
	With MAED/MAT Units	3.49			
	Without Units in Masteral	3.51			
Implementation	EdD/PhD Graduate	3.50	1.30	0.12	Not significant/ Accept H0
	With EdD/PhD Units	3.52			
	MAED/MAT Graduate	3.49			
	With MAED/MAT Units	3.50			
	Without Units in Masteral	3.50			
Monitoring	EdD/PhD Graduate	3.51	1.44	0.46	Not significant/ Accept H0
	With EdD/PhD Units	3.52			
	MAED/MAT Graduate	3.50			
	With MAED/MAT Units	3.52			
	Without Units in Masteral	3.49			
Evaluation	EdD/PhD Graduate	3.49	0.80	0.81	Not significant/ Accept H0
	With EdD/PhD Units	3.50			
	MAED/MAT Graduate	3.49			
	With MAED/MAT Units	3.52			
	Without Units in Masteral	3.49			
Curriculum Management Readiness	EdD/PhD Graduate	3.51	1.08	0.41	Not significant/ Accept H0
	With EdD/PhD Units	3.48			
	MAED/MAT Graduate	3.49			
	With MAED/MAT Units	3.48			
	Without Units in Masteral	3.49			

Level of significance = 0.05

D. Pedagogical Efficacy

Table 10. Level of Pedagogical Efficacy – Self-Management

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Sets personal goals and directions, needs and development.	3.60	0.59	1	Strongly Agree/ Strongly Manifested
Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	3.58	0.65	2	Strongly Agree/ Strongly Manifested
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	3.56	0.63	3	Strongly Agree/ Strongly Manifested
Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	3.44	0.71	5	Agree/Manifested
Sets high quality, challenging, realistic goals for self and others.	3.54	0.60	4	Strongly Agree/ Strongly Manifested
Self-Management	3.54	0.58	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 11. Level of Pedagogical Efficacy – Professional Ethics

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).	3.70	0.50	1	Strongly Agree/ Strongly Manifested
Practices ethical and professional behavior and conduct considering the impact of his/her actions and decisions.	3.68	0.57	2	Strongly Agree/Strongly Manifested
Maintains a professional image, being trustworthy, regularity of attendance and punctuality, good grooming and communication.	3.67	0.51	3	Strongly Agree/ Strongly Manifested
Makes personal sacrifices to meet the organization's needs.	3.63	0.52	4.5	Strongly Agree/ Strongly Manifested
Acts with a sense of urgency and responsibility to meet the organization needs, improve system and help others improve their effectiveness.	3.63	0.56	4.5	Strongly Agree/ Strongly Manifested
Professional Ethics	3.66	0.50	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 12. Level of Pedagogical Efficacy – Results Focus

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Achieves results with optimal use of time and resources most of the time.	3.46	0.63	3	Agree/Manifested
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	3.47	0.66	2	Agree/Manifested
Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently.	3.40	0.62	5	Agree/Manifested
Expresses a desire to do better and may express frustration at waste or efficiency. May focus on new or more precise ways of meeting goals set.	3.60	0.53	1	Strongly Agree/ Strongly Manifested
Makes specific changes in the system or in own work methods to improve performance.	3.46	0.63	3	Agree/Manifested
Results Focus	3.48	0.54	-	Agree/Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 13. Level of Pedagogical Efficacy – Teamwork

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Willingly does his/her share responsibility.	3.65	0.55	1	Strongly Agree/ Strongly Manifested
Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	3.63	0.59	2	Strongly Agree/ Strongly Manifested
Applies negotiation principles in arriving at win-win agreements.	3.58	0.63	3	Strongly Agree/ Strongly Manifested
Drives consensus and team ownership of decisions.	3.51	0.66	4	Strongly Agree/ Strongly Manifested
Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	3.51	0.68	4	Strongly Agree/ Strongly Manifested
Teamwork	3.58	0.57	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 14. Level of Pedagogical Efficacy – Service Orientation

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Can explain and articulate organizational directions, issues and problems.	3.46	0.68	5	Agree/Manifested
Takes personal responsibility for dealing with correcting customer service issues and concerns.	3.51	0.71	2	Strongly Agree/ Strongly Manifested
Initiates activities that promote advocacy for men and women empowerment.	3.53	0.63	1	Strongly Agree/ Strongly Manifested
Participates in updating office vision, mission, mandates and strategies based on DepED strategies and directions.	3.49	0.66	3	Agree/Manifested
Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	3.49	0.63	3	Agree/Manifested
Service Orientation	3.49	0.60	-	Agree/Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 15. Level of Pedagogical Efficacy – Innovation

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things.	3.51	0.66	4	Strongly Agree/ Strongly Manifested
Demonstrates an ability to think beyond the box. Continuously focuses on improving personal productivity to create higher value and results.	3.60	0.56	1	Strongly Agree/ Strongly Manifested
Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	3.56	0.60	2	Strongly Agree/ Strongly Manifested
Translates creative thinking into tangible changes and solutions that improve work unit and organization.	3.56	0.60	2	Strongly Agree/ Strongly Manifested
Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	3.49	0.63	5	Agree/Manifested
Innovation	3.54	0.56	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 16. Level of Pedagogical Efficacy – Achievement

Indicator	Mean	SD	Rank	Verbal Description/ Interpretation
Delivers a very satisfactory quality work in terms of usefulness or acceptability and completeness with no supervision required.	3.56	0.57	4	Strongly Agree/ Strongly Manifested
Develops personal professional improvement plan based on reflection of practice and ongoing professional learning.	3.54	0.68	5	Strongly Agree/ Strongly Manifested
Builds relationship with parents or guardians and the wider school community to facilitate involvement in the educative process.	3.60	0.62	3	Strongly Agree/ Strongly Manifested
Communicates promptly and clearly the learner needs, progress and achievement to key stakeholders, including parents/guardians.	3.61	0.62	2	Strongly Agree/ Strongly Manifested
Develops, organizes and uses appropriate teaching and learning resources, including ICT, to address learning goals.	3.65	0.52	1	Strongly Agree/ Strongly Manifested
Achievement	3.59	0.56		Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

Table 17. Summary of Pedagogical Efficacy

Domain	Mean	SD	Rank	Interpretation
Self-Management	3.54	0.58	4	Strongly Agree/ Strongly Manifested
Professional Ethics	3.66	0.50	1	Strongly Agree/ Strongly Manifested
Results Focus	3.48	0.54	7	Agree/Manifested
Teamwork	3.58	0.57	3	Strongly Agree/ Strongly Manifested
Service Orientation	3.49	0.60	6	Agree/Manifested
Innovation	3.54	0.56	4	Strongly Agree/ Strongly Manifested
Achievement	3.59	0.56	2	Strongly Agree/ Strongly Manifested
Pedagogical Efficacy	3.56	0.52	-	Strongly Agree/ Strongly Manifested

Scale: 1–1.50: Strongly Disagree/Not Manifested; 1.51–2.50: Disagree/Slightly Manifested; 2.51–3.50: Agree/Manifested; 3.51–4.00: Strongly Agree/Strongly Manifested

E. Difference in Pedagogical Efficacy

Table 18. Difference in Pedagogical Efficacy based on Occupational Title

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Self Management	Teacher I	3.56	1.07	0.49	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.57			
	Master Teacher I	3.57			
Professional Ethics	Teacher I	3.58	1.46	0.39	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.57			
	Master Teacher I	3.57			
Results Focus	Teacher I	3.56	1.45	0.42	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.56			
	Master Teacher I	3.57			
Teamwork	Teacher I	3.57	0.95	0.71	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.57			
	Master Teacher I	3.56			
Service Orientation	Teacher I	3.57	1.43	0.35	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.59			
	Master Teacher I	3.59			
Innovation	Teacher I	3.57	0.70	0.80	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.58			
	Master Teacher I	3.57			
Achievement	Teacher I	3.56	0.88	0.79	Not significant/ Accept H0
	Teacher II	3.56			
	Teacher III	3.59			
	Master Teacher I	3.57			
Pedagogical Efficacy	Teacher I	3.56	0.80	0.60	Not significant/ Accept H0
	Teacher II	3.59			
	Teacher III	3.57			
	Master Teacher I	3.59			

Level of significance = 0.05

Table 19. Difference in Pedagogical Efficacy based on Years in the Position

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Self Management	0–2 years	3.57	1.45	0.30	Not significant/ Accept H0
	3–5 years	3.59			
	6–8 years	3.59			
	12 years and above	3.56			
Professional Ethics	0–2 years	3.56	1.11	0.33	Not significant/ Accept H0
	3–5 years	3.56			
	6–8 years	3.58			
	12 years and above	3.56			
Results Focus	0–2 years	3.58	1.47	0.45	Not significant/ Accept H0
	3–5 years	3.59			
	6–8 years	3.56			
	12 years and above	3.58			
Teamwork	0–2 years	3.56	1.01	0.18	Not significant/ Accept H0
	3–5 years	3.58			
	6–8 years	3.57			
	12 years and above	3.58			
Service Orientation	0–2 years	3.59	0.77	0.88	Not significant/ Accept H0
	3–5 years	3.59			
	6–8 years	3.59			
	12 years and above	3.58			
Innovation	0–2 years	3.57	1.16	0.29	Not significant/ Accept H0
	3–5 years	3.59			
	6–8 years	3.59			
	12 years and above	3.58			
Achievement	0–2 years	3.56	1.14	0.47	Not significant/ Accept H0
	3–5 years	3.59			
	6–8 years	3.59			
	12 years and above	3.56			
Pedagogical Efficacy	0–2 years	3.56	1.05	0.21	Not significant/ Accept H0
	3–5 years	3.58			
	6–8 years	3.58			
	12 years and above	3.59			

Level of significance = 0.05

Table 20. Difference in Pedagogical Efficacy based on Education Attainment

Domain	Categories	Mean	F-Value	Sig.	Interpretation/Decision
Self Management	EdD/PhD Graduate	3.59	1.01	0.28	Not significant/ Accept H0
	With EdD/PhD Units	3.56			
	MAED/MAT Graduate	3.57			
	With MAED/MAT Units	3.58			
	Without Units in Masteral	3.56			
Professional Ethics	EdD/PhD Graduate	3.57	0.95	0.59	Not significant/ Accept H0
	With EdD/PhD Units	3.57			
	MAED/MAT Graduate	3.58			
	With MAED/MAT Units	3.56			
	Without Units in Masteral	3.59			
Results Focus	EdD/PhD Graduate	3.56	0.41	0.81	Not significant/ Accept H0
	With EdD/PhD Units	3.57			
	MAED/MAT Graduate	3.58			
	With MAED/MAT Units	3.58			
	Without Units in Masteral	3.58			
Teamwork	EdD/PhD Graduate	3.59	0.81	0.84	Not significant/ Accept H0
	With EdD/PhD Units	3.56			
	MAED/MAT Graduate	3.56			
	With MAED/MAT Units	3.58			
	Without Units in Masteral	3.57			
Service Orientation	EdD/PhD Graduate	3.58	1.33	0.18	Not significant/ Accept H0
	With EdD/PhD Units	3.56			
	MAED/MAT Graduate	3.56			
	With MAED/MAT Units	3.57			
	Without Units in Masteral	3.57			
Innovation	EdD/PhD Graduate	3.58	0.57	0.51	Not significant/ Accept H0
	With EdD/PhD Units	3.59			
	MAED/MAT Graduate	3.57			
	With MAED/MAT Units	3.56			
	Without Units in Masteral	3.58			
Achievement	EdD/PhD Graduate	3.57	1.31	0.15	Not significant/ Accept H0
	With EdD/PhD Units	3.56			
	MAED/MAT Graduate	3.56			
	With MAED/MAT Units	3.58			
	Without Units in Masteral	3.59			
Pedagogical Efficacy	EdD/PhD Graduate	3.57	1.36	0.18	Not significant/ Accept H0
	With EdD/PhD Units	3.59			
	MAED/MAT Graduate	3.57			
	With MAED/MAT Units	3.59			
	Without Units in Masteral	3.58			

F. Relationship between Curriculum Management Readiness and Pedagogical Efficacy

Table 21. Relationship between Curriculum Management Readiness and Pedagogical Efficacy

		Planning	Implementation	Monitoring	Evaluation	Curriculum Management Readiness
Self-Management	Pearson *r*	0.60*	0.53*	0.51*	0.61*	0.59*
	p-value	0.00	0.00	0.00	0.00	0.00
Professional Ethics	Pearson *r*	0.59*	0.56*	0.53*	0.55*	0.52*
	p-value	0.00	0.00	0.00	0.00	0.00
Results Focus	Pearson *r*	0.63*	0.61*	0.60*	0.58*	0.62*
	p-value	0.00	0.00	0.00	0.00	0.00
Teamwork	Pearson *r*	0.52*	0.52*	0.51*	0.55*	0.53*
	p-value	0.00	0.00	0.00	0.00	0.00
Service Orientation	Pearson *r*	0.61*	0.65*	0.62	0.52*	0.55*
	p-value	0.00	0.00	0.00	0.00	0.00
Innovation	Pearson *r*	0.56*	0.62*	0.53*	0.52*	0.63*
	p-value	0.00	0.00	0.00	0.00	0.00
Achievement	Pearson *r*	0.64*	0.56*	0.55*	0.51*	0.53*
	p-value	0.00	0.00	0.00	0.00	0.00
Pedagogical Efficiency	Pearson *r*	0.62*	0.63*	0.65*	0.54*	0.65*
	p-value	0.00	0.00	0.00	0.00	0.00

**significant at 0.05*

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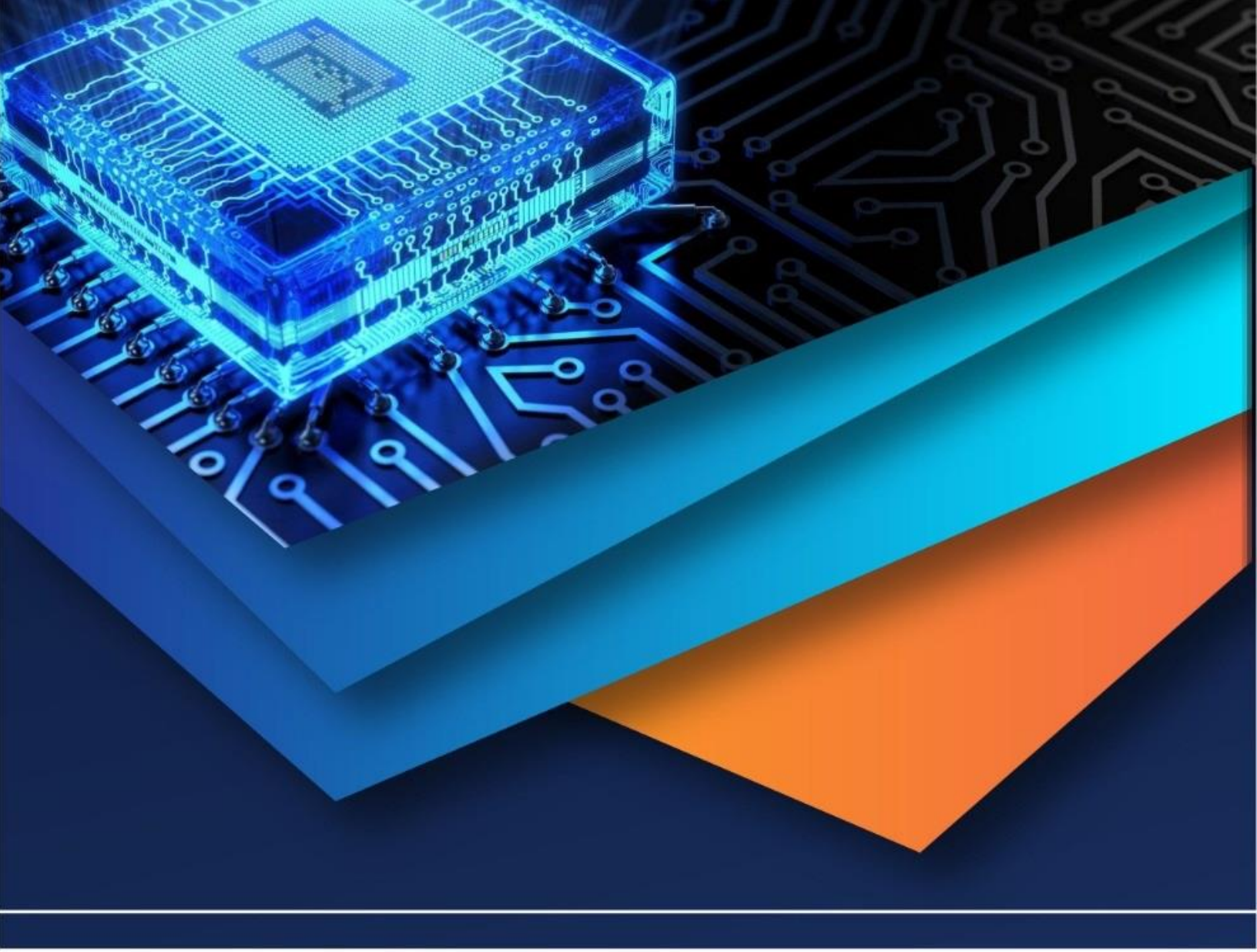

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