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DESIGN AND IMPLEMENTATION OF A CAPACITY TRAINING PROGRAM FOR SENIOR HIGH SCHOOL ABM TEACHERS

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Abstract: This study aimed to design and implement a capacity-building program for Senior High School (SHS) Accountancy, Business, and Management (ABM) teachers to address specific teaching challenges. Using a qualitative action research approach, the research has identified key gaps within the ABM strand. Through this approach, the particular needs of SHS ABM teachers were analyzed alongside the challenges they face and the effectiveness of current support programs. Six SHS ABM teachers and one Subject Group Head (SGH) from Casiguran Technical Vocational School were selected through purposive sampling. Data gathering was conducted using an interview guide, implementation evaluation, and reflective sheets to gain an understanding of the teachers' capabilities, challenges, and instructional practices. Insights from the gathered data were used to develop a tailored intervention program. The program was composed of a series of workshops on innovative teaching strategies, enhancement of digital skills, and the creation of effective assessments. Also, mentoring and ongoing support were included in the program to help promote an entrepreneurial mindset among students. Phases were implemented in the capacity training program, and the results were evaluated through participants' feedback, teacher performance, and improvements in student learning outcomes. Concrete solutions were provided to improve ABM teaching, resulting in increased learners' engagement, rich learning experiences, and improved academic performance. The results have generated recommendations for the institutional policies and initiatives to improve capacity training and support the continuous professional growth of ABM teachers. In conclusion, the research has provided educators with the core skills and resources to meet the demands of 21st-century education and foster an effective learning environment for the students.

Keywords: *ABM Teachers, Capacity Training Program, Teachers' Capabilities*.

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Introduction

This section presents the background of this study indicating the context, justification, and major concerns of the introduction of ABM strand in Senior High School. It also raises the issue of problems of teachers and the necessity to provide capacity training program in order to increase the effectiveness of instruction.

Background of the Study

The Philippine government introduced a significant reform to basic education in 2012, extending it from ten to twelve years through the Kindergarten to 12 (K-12) Program. The reform found its legal foundation through Republic Act 10533, also known as the Enhancement Basic Education Act of 2013, upon its passage on May 15, 2013. Moreover, with at least 10 strands and at least 4 tracks (academics, technical-vocational, sports, and arts & design), the Philippines has a more straightforward scheme, in which Accountancy, Business and Management (ABM) is one. Furthermore, the DepEd contends that the K-12 program provides a remedy to address annual failures in fundamental instruction and the deteriorating quality of instruction (Philippine Online Chronicles, 2011). Thus, the inclusion of two years in Senior High School (SHS) was introduced in the School Year (SY) 2016. Within the municipality of Casiguran, Casiguran Technical Vocational School is the only public secondary school offering SHS, providing specific Scholastic Tracks and other related programs. According to PIDS (2019), a substantial number of Senior High Schools do not offer the ABM strand due to a combination of supply-side constraints, notably lack of adequate facilities and teaching personnel, and insufficient student enrollment to justify the offering, which leads to limited strand options in many municipalities and school districts.

The Accountancy, Business, and Management (ABM) strand curriculum integrates creativity, mathematical applications, and business insight to prepare the future's high-performing professionals. ABM students are introduced to fundamental principles such as finance, business administration, organizational operations, and practices in accounting. This track prepares students for dynamic careers as managers, accountants, or business owners, equipping them with industry-relevant knowledge and practical capabilities to excel in their professions and effectively manage their businesses. Specifically designed for learners who aim to pursue college degrees in business-related courses, the

ABM strand covers the foundational principles of key business functions, including marketing, finance, accounting, information technology, and entrepreneurship. It provides a good balance of practical skills and real-world applications with the development of a proactive mindset to address crisis management and problem-solving. Through this broad-based preparation, ABM students are expected to be well-equipped to deal with professional challenges and excel within their chosen fields.

The expansion of senior high school to cover 2 years has been developed to enable learners to pursue higher education, become entrepreneurs, or be employed. Grade 12 work immersion programs are a great way for students to get exposed to the workplace and put their classroom learning to use in their careers. Senior high school graduates are expected to have certain academic, creative, and interpersonal capabilities, as well as the attitudes required in the workforce. Regardless of this effort, a 2018 study by the Philippine Business for Education found that only 20% of 70 leading companies showed a preference for hiring educators in senior high school due to concerns about their readiness for employment. A lot of businesses are still focused on hiring college-educated applicants, and this limits opportunities for senior high graduates (Cabrera, 2018). Similarly, in the study by the Philippine Institute for Development Studies, most employers perceive the senior high school graduates to be insufficiently equipped in terms of the labor market. Some companies are ready to employ them in the lower-level positions, however, they underline that these employees require special skills and more on-the-job training. This exemplifies why the argument by the DepEd about the employability of secondary school graduates is perhaps overly high set as the actual situation or the processes of hiring and institutional barriers do come into play as to restrict the integration of such graduates into the labor market.

According to Corpuz (2007), teachers are catalysts for learning and change and use various strategies and technologies to support the educational experiences. Therefore, nowadays, teachers use technology to assist them in making the process more effective, experiential, and meaningful. However, technology, no matter how advanced it becomes, will never be able to replace the value of a great teacher. Within the mode of implementation at the secondary school level, Estonato (2017) emphasized the importance of maximizing access to faculty for attending domestic and foreign workshops and conferences relating to the Senior High School ABM strand. Despite all these efforts, the K-12 system is still challenged with issues such as a shortage of qualified educators and inadequate facilities that are required for the highly specialized courses (Rabacal & Alegato, 2017).

According to Bilbao et al. (2008), teachers are considered to be the most important actors in the implementation of the curriculum, so they are crucial to educational reform. Beyond classroom instruction, there are four core components that schools must address systematically: clearly stated learning goals and objectives, relevant and interesting subject matter, meaningful learning experiences that encourage student participation, and meaningful ways to evaluate and ensure that what is being taught actually happens. Crucially, these aspects must be explicitly articulated for all programs offered, as curriculum implementation is ultimately dependent upon the collaborative work of school administrators, faculty, and the rest of the community working in tandem to build a supportive and cohesive educational environment.

The Casiguran Technical Vocational School (CTVS) is the only public secondary school in the municipality of Casiguran that offers Accountancy, Business and Management (ABM) strand as part of the Academic Track in the Senior High School (SHS) Enhanced Basic Education Curriculum in senior high school. It has 1 section for grades 11 and 12, where most of the ABM-SHS teachers started their teaching jobs during the first implementation of SHS in June 2016. According to Araujo et al. (2016, years in the profession can significantly influence the quality of instructional practices of teachers who have less than 3 years of experience. Therefore, assessing their performance is important to assess their competency for achieving the prescribed learning outcomes for the ABM strand. This is the foundation of providing support for focused intervention and creating development plans for teachers of ABM to improve their skills and effectiveness to meet the expectations for ABM.

Technology has revolutionized education in accounting, business, and management (ABM), and students can now understand the concepts using computation and visualizations more clearly. It is grounded in theory and in practice with standards that prepare students for advanced education and 201st Century careers (Greenhill, 2010). Educational technology encompasses different tools and software that aid the learning process (Hlynka & Jacobsen, 2009). While it is invaluable, it can never be a substitute for conceptual understanding, computational fluency, and problem-solving skills. Complex concepts such as geometric measurements, transformations, and matrix operations are better taught with digital tools, which is more effective than the traditional method of teaching. With so many digital resources available, teachers can select the resources that are best suited to their subjects. However, using these tools effectively requires a high level of digital competency, as this allows educators to use technology in their instruction and encourage the development of practical and real-world skills in their students. Since CTVS is the only school within the municipality offering the ABM strand, a developmental appraisal of its execution is necessary to assess the adequacy of its implementation, which may provide insight into moving forward with the framework. Particularly, the study analyzed three primary components or variables, such as a) ABM strand and teachers required to teach, b) problems met by SHS teachers or ABM teachers' intervention, and c) Programs for SHS teachers/ABM teachers.

Objectives of the Study

This study aims to design and implement a capacity training program for senior high school Accountancy, Business, and Management (ABM) teachers. The specific objectives of this study are to:

1. Identify the capability needs of Senior High School ABM teachers;
2. Design and implement a capacity training program to enhance ABM teachers' digital literacy; and
3. Describe the feedback on the implementation of the capacity training program.

Related Literature

This section presents literature and studies relevant to the present inquiry. The discussion focuses on the design and implementation of an intervention program for senior high school ABM teachers, specifically on the ABM teachers who are not education graduates, teachers who have designated ancillary tasks,

and teachers handling subjects mismatched to their expertise or specialization.

ABM senior high school teachers require knowledge, skills, and attitudes to develop students' competencies effectively. Teachers must possess a strong foundation in business concepts, pedagogical techniques, and technology. Essential skills include communication, critical thinking, problem-solving, adaptability, collaboration, and classroom management. A positive attitude, passion for teaching, commitment to lifelong learning, professionalism, empathy, resilience, and a student-centered approach are vital. The effectiveness of ABM teachers lies in integrating knowledge, skills, and attitudes. Embracing continuous growth in teaching ensures quality education and prepares the learners to build a successful career in business. An exemplary ABM teacher brings together a comprehensive knowledge of business and management, effective instruction, clear communication, digital competence, leadership, and mentorship qualities, and a commitment to lifelong learning. To be effective, they must remain updated with business trends and the advancement of technology, applying digital tools to enhance student knowledge about technology. Strong leadership, integrity, and passion for teaching are essential. (*Araujo et al., 2016).*

Teachers who are not education graduates

Teaching has become an increasingly diverse profession in today's society. Aspiring teachers have traditionally pursued teaching followed by a well-defined journey: they complete teacher education programs, practice under supervision in classrooms, and pass the licensure exams to become registered teachers. As they progress, the teaching identity is typically shaped slowly, but not all teachers follow this traditional path. Some, known as the "second-course" educators, start in completely different careers and later discover their passion for teaching students. For them, becoming a teacher often happens through experience in the classroom rather than formal preparation, which can make their journey both exciting and challenging (Heineke et al., 2014).

In the Philippines, the K-12 program has made teaching an especially attractive career. CHED statistics show that Education, Science, and Teacher Training programs have consistently been among the most popular choices since 2016. This includes not only traditional education students but also second-course teachers who, after earning degrees in other fields, decide to enter teaching by completing supplementary education units and passing the licensure exam for teachers. The expansion of the K-12 program led to a significant increase in student enrollment, which in turn heightened the demand for more teachers and classrooms. In response, the DepEd planned in 2015 to hire more than 30,000 teachers to open an opportunity for both education and professionals from other fields to enter teaching positions.

Teaching goes beyond being a job; it is an ongoing pursuit of developing knowledge, capabilities, and integrity, which enriches both the teacher and the world around them. Based on Don Elger's Theory of Performance, effective teaching empowers students to discover their highest capacity. Although various programs and the presence of policies exist to enhance teacher capacity, questions remain regarding the needs of second-course educators, especially those who are assigned to subjects that are outside their degree field. EDCOM 2 data revealed that 62 percent of Filipino secondary teachers handle subjects that are a mismatch in their specialization, and in physical science, 98 percent of its teachers lack relevant qualifications.

In Narra National High School, for example, *50 out of 140 teachers are non-education graduates*, a clear indication of second-course teachers entering the profession **(Ortega, Vasquez, & Gilongos, 2022)**. This demonstrates that teaching is shaped not only by credentials but also by dedication and adaptability, as many teachers enter through diverse backgrounds, yet still make a difference.

Teachers who have designated ancillary tasks

Teachers assume duties that expand well beyond classroom instruction. They function not only as teachers but also as second parents, motivators, caregivers, and role models. In this capacity, they stand as pillars of hope and resiliency, a profession worthy of deep respect. Nearly everyone carries memories of their teacher who helped them become what they are today.

Republic Act No. 4670 stipulates that a full-time public - school teacher is expected to render six of their eight working hours to classroom instruction, while the remaining hours are intended for preparation of lessons, performing teaching-related functions, and administrative work. These additional roles of teachers may include coordinating school programs such as SBM Coordinator, *Brigada Eskwela* Coordinator, or Disaster Risk Reduction Management Coordinator.

Some responsibilities of a teacher can be shared in a large school, while in smaller schools, teachers frequently manage multiple duties, leading to potential strain. Public schools typically have limited non-teaching administrative support, and teachers are forced to take on additional responsibilities, which reduces the time to focus on their classroom instruction. Research indicates that such administrative duties commonly get in the way of instructional work, affecting the instructional quality.

Many teachers regard these extra roles as opportunities for both personal development and professional growth. As noted by Salise et al. (2021), ancillary roles, including class advising, subject coordination, or managing extracurricular activities, are vital to a school's operations, even if they are not strictly part of classroom teaching. According to Salise et al. (2021), the education system of Indonesia incorporates ancillary tasks to ensure alignment with national standards. In the Philippines, these roles are generally distributed in line with teachers' professional specialization. Experienced teachers demonstrate their expertise by thoroughly understanding the subjects they teach. For example, an ABM teacher demonstrates expertise by clearly explaining financial management, introducing basic accounting concepts, and guiding students in creating ideas prior to developing business plans in a way that is easy to understand. Over time, the role of school leaders has changed over the years, moving from a directive style to a more collaborative approach (Rosenblatt, 2004). Furthermore, these additional tasks not only help educators sharpen their skills but also reinforce schools' commitment to public service, highlighting the importance of time management while sustaining high academic performance in their core teaching role (Into & Gempes, 2018).

Teachers handling subjects that are mismatched to their expertise or specialization

There are a number of reasons why teachers end up teaching subjects for which they are not formally qualified. These

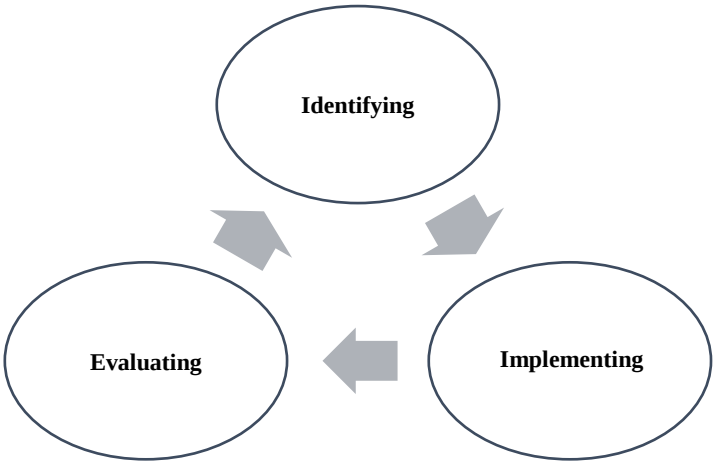
include widespread teacher shortages, poor alignment between teacher expertise and subject assignments, high turnover, inflexible hiring practices, and weak staffing management. The research conducted on teacher supply and demand have indicated that inability to attract and retain qualified teachers is one of the reasons why schools experience increased attrition, which consequently requires them to deploy teachers in areas that are not their major. Such a subject mismatch is not just a result of the lack of qualified people in it, but it is also an outcome of the flaws in the system of school staffing recruitment, distribution, and planning. Due to the ongoing shortage in the qualified staff, additional teachers are being assigned out of field duties, which can adversely impact the quality of instructions and such duties are not supported or mitigated by the institution. Furthermore, tough working conditions, including the deterioration of infrastructure, the shortage of teaching materials, the excessive number of students, and job overload, make the stress and turnover of teachers easier and stabilize staffing, making the situation even worse (Baras & Gillo, 2024).

The case given above can be explained by numerous factors. A large proportion of the children and youth in the Philippines continue to be deprived of quality basic education and many drop out of schools without understanding the basic reading and mathematics skills. The UNESCO Institute for Statistics (UIS) predicts that the world will require an estimated 25.8 million new teachers in 2030, 22.6 million of which are expected to substitute the teachers who are predicted to leave the profession (PIDS, 2023). The teacher-to-student ratio in the Philippines is also very low, with approximately five teachers per 1,000 students of primary school, and teacher turnover is also a major problem (Tarraya, 2023). Among the primary causes of Filipino teachers quitting the profession are low salaries, workloads, long hours, low job satisfaction, and personal conditions (Chi, 2024). The huge wage gap, where a teacher in the U.S. is seven to eight times higher than in the Philippines, motivates numerous teachers to find higher-paying positions, such as taking jobs in non-educational areas, such as housework, in other countries (Chi, 2024).

The working environment in the Philippines is also emotionally taxing, since some teachers abandon their workplaces due to a feeling of not fitting in the workplace or they find the job of teaching not as appealing as other jobs (Salipot and Quintana, 2024). The high rate of attrition has detrimental effects on the quality of education, which interrupts the continuity of learning and knowledge of institutions and it is therefore vital to appreciate what motivates teachers to continue with the profession in the long run. Such obstacles are also reflected in the low academic performance of the country in the global rankings; as an illustration, the Philippines was ranked 113rd in a data of 127 countries released by the Global Innovation Index (2017) and 66th in primary education quality, 74th in secondary education, and 76th in quality of math and science education (20172018). Students are less patient and exhibit more behavioral problems including rudeness, arguments, disobedience, short tempers, and other behavioral problems that have complicated the teaching process. Students are also sensitive to the pervasive nature of social media and ready access to all forms of content. Therefore, educators spend much time preparing the lesson to use it with students at the expense of family and personal life (Tarraya, 2020). The administrative role and leader efforts can alleviate some of the challenges by encouragement of critical thinking, initiative, and application of progressive educational practices (Tarraya, 2020).

The analysis of the literature on the topic has identified three overarching problems that the teachers face: high workload, emotional and physical stress, and difficulties in combining professional duties with maintaining a healthy life. ABM teachers also had these problems, which indicates that there is a similar set of problems in this particular group. In addition, increased adoption of technology in education has exposed the digital illiteracy of teachers. Lack of digital literacy may lead to more workload and frustration, as well as more stress, especially when dealing with online or blended classes. All these challenges led to the necessity to use the action research process in order to systematically and participatively solve the faced problems and deliver specific interventions like a capacity training program in digital literacy. This program focused on improving the competence of the teachers in using digital resources, facilitating the preparation and delivery of lessons, decreasing the levels of work-related stress, and increasing the level of teaching effectiveness.

Figure 1



The Action Research Cycle

This research followed the steps that were outlined by Burns (2015), which consisted of identifying, implementing, and evaluating, as shown in Figure 1. The research questions were made to correspond to each of the steps, where Research Question 1 was the question of problem identification, Research Question 2 was the question of plan implementation, and Research Question 3 was the question of implementation appraisal. The initial phase was the diagnosis and cognition of the most critical problems the participants had. The study studied the specific difficulties that teachers faced through interviews and observations. The data obtained herein inspired Research Question 1, which examined the capacity requirements of the ABM teachers. The knowledge gained in the course of this diagnostic stage was the foundation of Research Question 2 that informed the intervention design and implementation process in order to improve the level of professional competencies and general well-being of the participants.

The evaluating phase, based on the design and implementation of the intervention in Research Question 2, was oriented at gathering the feedback of the participants concerning the effects of the introduced interventions. Research Question 3 aimed at examining the efficiency of the applied strategy, uncovering the progress and losses, and receiving the feedback of the participants. With this information, it was possible to conclude whether the actions implemented were effective and solved the identified problems, and whether any changes or additional support are required.

METHODOLOGY

This section presents the methodology used in the study. Particularly, it discusses the research design, participants, research ethics, research instruments, data collection, and data analysis methods.

Research Design

This study used a qualitative action research design to better understand and respond to the teaching challenges encountered by Senior High School ABM teachers, particularly in using information and communication technology (ICT) in their classes. The action research cycle as explained by Stringer (2014) consists of three interrelated steps. First, an identifying stage aims at identifying and characterizing a problem or area of improvement, which is usually done by observation, interview, or survey. Second, there is the implementing phase, which involves formulating and implementing strategies or interventions that will deal with the problem identified. Lastly, evaluation stage focuses on the efficacy of these interventions and utilizes the data and feedback to evaluate the outcomes and proceed with the action. The focus of this cyclical process is on the process of constant reflection and improvement, which enables researchers and practitioners to constantly perfect their strategies, grounded in the real-world. Maintaining the fact that data collection and analysis were linked to the objectives of the study. The action research has been selected as it motivates the teachers to participate in the process actively and personally discover their own issues, participate in designing and testing interventions, and implementing practical solutions in their classes. This was an effective strategy that enabled collaboration as well as facilitating professional development of teachers. It provided them with the opportunity to incorporate digital tools that were pertinent to the subject area and efficient in learning by the students.

Participants

The study involved six (6) ABM teachers at Casiguran Technical Vocational School, including their subject group head (SGH). Two out of six respondents fall within the age range of 30 to 36 years old, while the remaining four are 50 years old or above. Regarding personal status, four are married, while two are single, with one having a child. Family responsibilities vary, with three teachers having three children, one with two, and another without children, affecting their work-life balance. Experience-wise, only one teacher has been teaching in public school for over three decades, while the rest have less than ten years. Subject assignments show that four teachers handle three subjects, while the rest handle fewer, usually aligned with their expertise, indicating efforts to match teaching loads with specialization when possible.

Research Ethics

Data collection was conducted in a systematic and ethical manner to ensure credibility, trustworthiness, and respect for all participants. Before the start of the study, informed consent was obtained from the teachers. They were thoroughly informed on what the research was all about, the processes involved, the fact that they participated as volunteers and the fact that they can pull out any time without consequences. The respondents were informed that the data collected will be kept confidential, anonymized during reporting, and utilized only to do research and gain professional skills.

The initial stage was the administration of the interview guide to determine the challenges of the teachers and their capacity building requirements. The interviews were held at a very discreet and respectful setting so that there would be confidentiality and to provide an atmosphere where the teachers would feel safe to speak out their experiences. Sensitivity to personal disclosure, emotional well-being, and coerciveness were some ethical aspects that were highly considered. The training evaluation form was filled during the intervention program and it helped to provide the insight into the clarity, relevance, and effectiveness of the workshop.

Teachers were advised that their feedback would not in any way influence their performance ratings and work responsibilities. Their privacy and comfort were preserved by having the responses collected anonymously.

After the capacity training program, learning, perceived improvement, and future integration of ICT plans in the participants were recorded in post-intervention interviews and reflection sheets. Ethical standards were also highlighted by making the experience of reflections voluntary and allowing the teachers to refuse to answer any question that they did not feel comfortable about. The workshop was conducted by observing and evaluating performance in a very discreet way without paying attention to individual traits.

In the whole course of data collection, the concepts of respect, beneficence and justice were applied in the conduct of the researcher. The research ethics also ensured the safeguarding of the rights of the participants, their dignity, and the value of their input by integrating the ethics of research at each of the stages. Such ethics enhanced integrity, trust and general quality of the action research.

Research Instrument

An interview protocol guide was used in the study. This tool recorded information pertaining to the content mastery of teachers, the methods of preparation, mental and emotional health, personal relationships and well-being. The instruments made it easy to determine the essential problems that required action as a result of the systematic documentation of their challenges.

In the case of the second objective, which was to design and implement the intervention program, a training implementation evaluation form was ready. This tool collected feedback throughout the workshop on capacity building and after the workshop especially regarding the suitability, understanding, and applicability of the presented digital tools and instructional methods. This measure enabled the researcher to make sure that the intervention directly tackled the themes that were identified in the process of needs assessment.

And lastly, to achieve the third objective, there were post-intervention interviews and reflection sheets that were used to record the experiences and perceptions of teachers regarding the program. The use of these instruments provoked the participants to think about the effect the training had on their teaching practices and how they saw the prospect of continuing to integrate ICT in their classrooms. These tools are used in line with the participatory and reflective aspect of action research. They were created not simply to gather information but address the teachers in clarifying their needs, creating solutions together, and assessing the results to ensure that the research was also based on the realities of classroom practice.

Data Collection

The action research employed a number of instruments to accumulate detailed information in the various stages of the research. The challenges of the Senior High School ABM teachers and their capability needs were initially identified with the help of an interview protocol guide, which included information about the content mastery of the teachers, the way they prepare their lessons, their digital literacy, their well-being, and their instructional needs. In order to substantiate the creation and implementation of the intervention program, the training evaluation form will be provided during and after the capacity-building workshop in order to determine the relevance, clarity, and usefulness of the digital tools and strategies presented. The intervention was followed by post-intervention interviews and reflections sheets through which the teachers were able to express their experiences, how their teaching practices were changed and how they intended to continue integrating ICT in their classes. Also, performance reviews and observation notes were recorded to capture the interaction, usage of skills and improvement of the teachers in the workshops. The use of these tools together offered rich triangulated data used to inform the development, implementation, and evaluation of the intervention program.

Data Analysis

This study utilized reflexive thematic analysis to uncover themes and patterns within the qualitative data, offering deep insights into ABM teachers' challenges and the impact of the capacity training program. It was also possible to explore the experiences of teachers in a rich, in-depth manner and the findings can be helpful in future endeavors on designing professional development programs to be implemented to ABM teachers in all types of educational settings. Based on these insights, teachers and administrators are in a position to develop more sensitive and specific training programs. Survey, interview, and evaluation transcripts were transcribed verbatim, and analyzed through six phases of reflexive thematic analysis of Braun and Clarke (2006). These steps involved getting used to the data, creating first codes, detecting and revising the emerging patterns, and determining and labeling the final themes. Coding was done using the inductive and deductive method: inductive code was used where the themes created through the observations of the participants were identified through natural responses, and deductive code was the method used in the research questions. This reflective approach placed a lot of emphasis on the active aspect of the researcher in interpreting and creating a meaning which made sure that the themes were able to represent the voice of the participants as well as than the analytical objectives of the study.

Identified capability needs of Senior High School ABM teachers

This section presents the results and discussion derived from the collected data. This highlights the themes that emerged in response to the study's objectives.

Demographic Profile and Teaching Context of the Participants

According to the profile of the participants, the majority have a heavy workload of handling different grades and subjects, and, at the same time, fulfill their roles as single individuals and parents. Some of them have been in the teaching field over the years and are still committed to their job. In the meantime, there is a single participant who is also single and struggles to make a marriage commitment because of the time and commitment that is demanded by their job. As a teacher, maintaining a balance between work and family is one of the most important skills.

Only three teachers in terms of specialization have an accounting background, and the rest have IT, Science, English, and Mass Communication, which indicates the versatility of qualifications and flexibility. Four out of six teachers in ABM had a background of working in other agencies before joining DepEd, and the other two began working in the education sector itself. Being exposed to other industries enabled them to have practical knowledge and real applications of the ABM concepts. This practical experience has assisted them in mastering the ABM subjects since they could put into practice their skills in the real working environments before their training in teaching. Their experience adds to their instructional methods and helps them to offer students practical information and examples of real-life to make the study more interesting and closer to reality. On the other hand, the individual respondent has various struggles, including the compromise between work and personal desires.

The interviews will be conducted with teachers who meet certain criteria in this action research to gain a clearer insight into their experiences and problems. These factors were: (a) Teachers who are not education graduates, (b) Teachers who have been assigned ancillary tasks, and (c) Teachers who are incapable of working with subjects that match their expertise or their area of specialization were interviewed in this action research. The purpose of the interviews with these groups was to find out the particular problems that they faced, how these problems influenced their abilities to embrace contemporary practices, including the use of digital literacy and learner-centered pedagogical practices, and to establish what ABM teachers needed and were capable of doing.

Identified the capability needs of Senior High School ABM teachers

The research determined that teachers of Senior High School ABM underwent multiple capability needs that were interrelated and influenced their professional practice and general well-being. A significant number of teachers talked about their frequent feeling of not being ready or professionally competent enough to work with specialized ABM material and with the increasing expectations of their teaching profession. They also reported about the emotional and psychological pressure that they felt under, and they said that they needed to be more resilient when they encountered stress, workloads, and challenges in the classroom daily. Challenges in the relationships between people and a lack of good support circles also contributed to their misery and cooperation, and mentoring became more difficult to obtain. Besides that, educators also raised the issue of physical health, and they mentioned that the strain of teaching often affected their energy and well-being. However, as a whole, these results demonstrated the significance of meaningful support as a way to enhance the professional capacity of teachers and their holistic well-being.

Lack of professional competence and readiness

Content mastery is the ability of the teacher to exhibit his/her thorough and profound knowledge of the subject matter so that he/she can deliver easily to the students by explaining concepts, modifying teaching techniques, and advising them to confidently respond to queries raised by students. Teacher proficiency in relation to this study is evaluated based on their capability to teach the lessons, the manner in which they expose the subject knowledge in the real-world setting, and the type of teaching methods that they use in order to improve student learning and understanding. Among the most outstanding issues expressed by ABM teachers were the difficulty in mastering material in several subjects, especially when they are not teaching in their area of specialization. Accounting was severely explained as the most challenging course to deal with, as a majority of students reportedly went to Senior High School in the absence of the required foundation and preparations to press on in the intricate calculations and theories. To overcome this gap, teachers placed a lot of emphasis on preparation and lifelong learning.

In order to enhance the understanding, the students recommend that their teacher should teach them in Bicol or Tagalog since they might find it easier to identify with it and internalize the facts. Through the familiar language, students can be able to easily follow discussions, pose questions, and be involved in the learning process, and eventually, increase their knowledge on the topic. The remainder of the participants also stressed the necessity of revising competencies in order to make sure that the lessons correspond to the PowerPoint presentations, evaluations, and assessments. This is especially so with financial reports and other accounting issues since many students have a difficult time understanding formulas, meanings, and appropriate solutions in Senior High ABM. Time management is an essential competency among the Senior High School ABM teachers because they have a number of academic and administrative tasks to handle. Through proper strategies like planning the lessons beforehand, the use of technology, and prioritization of tasks and the workflow, teachers can maximize their productivity without compromising the quality of education of their students. Teachers can be helped and assisted by the schools and administrators with sufficient resources, a sufficient working load, and professional development programs to improve their time management skills. The majority of the participants also faced serious issues when teaching ABM courses, especially accounting, as a result of the lack of knowledge and maturity of students in understanding complex financial information. Accounting principles are confusing to many students, and the teachers can hardly deliver effective lessons.

The participants emphasize the necessity to review competencies to correlate the lessons with the PowerPoint presentations, evaluations, and assessments. Financial reports and accounting issues are a major challenge to Senior High School ABM students, with most of them having difficulties with formulas, concepts, and problem-solving techniques. Whereas lesson planning is a priority, unexpected events may influence the quality of teaching procedures. The pandemic has created wide gaps in learning, and some teachers received a subject that is not their specialization, which may undermine the quality of education. The researcher emphasizes the significance of lifelong learning and mastery of the material as a means of providing students with analytical qualities and encouraging their further understanding of the topic.

When Participant F was asked how she ensures that she studies so hard, she answered that whenever someone poses a question, she is able to offer an informed answer. Similarly, in a related study, Kiamba (2017) participated in the study and discovered that 82% of the respondents strongly believed that knowledge of a subject would allow a teacher to modify teaching strategies, resulting in improved learning. The results implied that the knowledge of a teacher in relation to what to teach had a strong impact on the performance of the students. Consequently, regular training and additional education programs were perceived as ideas that would enable the teachers to address the teaching issues they encountered. This is supported by one of the participants who says, "Read more, education never ends, and attend workshops. Learning is enhanced by reading and having an active help group. Even though it was admitted that tradition-based practices would be hard to alter, the teachers were believed to be able to become experts through the constant process of self-directed change, professional development, and willful deepening of knowledge.

Challenges in interpersonal and support systems

This section of the research was used to address the challenges that teachers experienced when developing relationships and finding support in their school environment. Teaching was not just a personal activity- it was teamwork, open communication, and support of the institution. Due to this reason, it was necessary to know the interpersonal and systemic issues that influenced the daily work of teachers. The findings revealed the extent to which their relationships with other teachers, school heads, students, and their parents, and the professional, emotional, and instructional support that they received, indirectly determined their confidence and effectiveness in implementing modern teaching practices. The perspectives the participants presented in this discussion were linked to the available literature in order to give a better idea of how the factors of relationships and support are interrelated to influence their professional experiences and classroom practices.

Quality of education can be influenced by unexpected events, and the lesson planning gets priority. This will require preparation and familiarization with the coursework, particularly in

the case of non-major courses such as Political Science, Practical Research, and Personal Development. Empowerment Technology is difficult to teach since the students do not have a background knowledge on computers and other electronic gadgets. The Department of Education provided policy guidelines on daily lesson preparation in accordance with the DepEd Order No. 42, s. 2016, which would contribute to the successful realization of the K to 12 Basic Education Program. These guidelines underscore the significance of lesson planning in providing quality education and are aimed at helping the teacher to plan and take control over their lessons in order to achieve the learning goals successfully. Teachers have been recognized as the agents of learning, and the application of planning instruments like the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) stimulates reflective learning about the needs of students, the modalities of learning, and the need to use relevant teaching methods. The policy also facilitates the incorporation of diverse and learner-oriented teaching/learning practices, such as the utilization of Information and Communication Technologies (ICT), and emphasizes the work of teachers as mentors and facilitators within a diverse and dynamic classroom setup.

Some of the challenges experienced by several teachers are teaching outside the area of expertise, being burdened with extra workload associated with IT responsibilities, and insufficient resources to teach. The teachers who are posted to other subjects that they do not major in, like PE, have to spend additional time researching and acquiring new knowledge. The participants with high IT skills are usually overworked with the editing and design work; this workload makes them work more hours and longer. In order to be efficient, a number of participants take advantage of their free time by doing paperwork and administrative work in school and having less work to carry home. Some have strict boundaries that they use to have a balance in their work and life, and they have time to manage their families.

One of their greatest setbacks is the unavailability of teaching materials, which influences their performance in the delivery of lessons. Although one is supposed to be ready with time, there is a short supply of teaching resources, which complicates the task. According to one of the respondents, it is especially tiring to prepare more than two lesson plans. Although this does not come easily, teachers are determined to deliver quality education. Most of them are supported by their co-teachers, who mentor and guide them on lesson preparation. Such a spirit of cooperation is useful in relieving some of the burdens. Also, educators make independent efforts to find resources, which proves that they have a desire to conquer obstacles and guarantee successful teaching. The majority of the participants have stated that they use the curriculum guide to find the right material in the textbooks and online sources. Nevertheless, they also cited the issue of the credibility of certain websites. In the case of Journal Book topics, most of them make PowerPoint presentations to facilitate visualization of the lessons, which they consider to be useful in enhancing their understanding, as well as that of their students. They also resounded that automation of lesson plans has challenged them into making better use of the time they have and putting the best use of the resources at their disposal. Participants A, E, and F confessed that they experienced difficulties in teaching MAPEH because it does not fall within their area of expertise.

Need for emotional and psychological resilience

The process of teaching is not a mere job; it is an emotionally charged responsibility that also needs patience, strength, and flexibility. Most educators are stressed, frustrated, and emotionally exhausted trying to juggle their roles in and out of the classroom. The emphasis on emotional and psychological resilience acknowledges the human problem that teachers also have to deal with and underlines the necessity of helping them to cope with mental and emotional issues.

The profession of teaching is perceived to be one of the most stressful careers. In order to overcome these tests, the participants focus on emotion control, and they always act positively towards their students. They also understand that every student is different and make every effort to make sure no student is left behind. Participant C stated that in his first year, he felt high levels of stress, even the question of, Is this the right path for me? And I was even considering resignation. Nevertheless, over time, he became more confident and got used to his position as an ABM teacher. Eating, shopping, and resting are some of the activities that they resort to in an effort to reduce stress, which they use as coping mechanisms. In the interview, participant F said that he felt that stress is everywhere, saying that, “but now that I am in my 50s, I have learnt to cope with it”.

In addition to technical skills, teaching is extremely emotionally demanding. In stressful situations, ABM teachers also underline the significance of patience and a positive attitude to create a positive learning environment. They also use their time well and give out priorities to their instructional work, as they know that the administrative work is a secondary responsibility of their work as educators. Though stress cannot be avoided, with time, the participants have learned to cope with it. Issues like workload, duties, and environmental factors, especially excessive heat, can be too much. They have learnt through experience to keep things in check and balance to ensure wellness. Values of meaningful connection are also highly appreciated, and the participants use the time with colleagues to relax and have each other. Moving near one's workplace has enabled others to cope with work and stress better. Although their career requires them to work hard, they ensure to have a good work-life balance as they attend to their work and personal life.

The participants communicate about their experiences of balancing and managing stress, as well as their personal relationships. They point out that it is crucial to have good relations with their family, colleagues, and students and to balance their professional duties. According to some of the participants, the importance of a supportive partner is crucial, and a person should not confuse work stress with home life. Staying busy brings them fulfillment as they are of the view that being productive gives them a sense of purpose. Others admit that it is a difficult task to juggle various responsibilities and thus some of them are making career adjustments to have better stability and time with family. Participant A said that money is possible to get, but the relationship is broken, making it too difficult to hold on.

Overall, the respondents had a positive attitude toward their relations and focused on time management. Although they realize that their occupation is a very taxing task and most of their time is spent on it, leaving them with minimal time to maintain personal relations with family members and loved ones, they have tried to relax, socialize, and strike a balance.

Issues with physical health and well-being

This part discusses the well-being of the teachers in the ABM, including how they struggle to take care of their physical and mental health in the context of work-related stress, workload, and their lifestyle decisions. Their health is checked concerning such factors as current health issues (e.g., high blood pressure, vision problems, hormonal issues), coping mechanisms of stress, compliance with healthy behaviors (e.g., healthy nutrition, hydration, and sleep), and medical access. Health is also evaluated based on the coping strategies of teachers, such as good time management, taking rest, and visiting a professional medical consultation where it is required.

The participants point out the multiple health issues they encounter related to the teaching profession and how they cope with their health. Most of them were facing health issues like high blood pressure, eye problems, hormonal problems, and overall tiredness because of their job requirements. Stress, time constraints, and the necessity to be very energetic in the teaching process tend to aggravate these concerns. Nevertheless, they are committed to their career and will go out of their way to take care of their health despite all these challenges. The participants compare teachers to actors, stating that they should be able to leave their personal issues behind and concentrate on the learning of their students.

They have understood that stress is acceptable, but they cope with it by managing time and visiting a doctor, especially to treat conditions such as high blood pressure, which is widespread in their profession. The other respondent reported that reading too much was what made the vision a problem; she bled and was operated on as a result of the problem. Although since then they have bounced back, they emphasize the importance of taking medical leave, when necessary, but this has to be approved and documented. Other teachers emphasize prevention to ensure that they are healthy. One respondent of the respondents makes sure that he or she does not go a day without breakfast since he/she believes that he/she needs a good breakfast to give him/her the energy to survive the day. They are also aware of the dangers of unpredictable weather and the transmission of viruses, and thus, health maintenance is also a priority. The other respondent indicates that the change of government agency to the Department of Education (DepEd) has also come with certain health-related problems like hormonal imbalance and ovarian problems, forcing them to have medical examinations regularly. They too are exposed to stress-related raised blood pressure through handling difficult students, but opt to handle these problems professionally and calmly, as opposed to their emotional response.

One of the themes that the respondents repeat is workload and exhaustion. An interviewee indicated that the teacher used to work on more subjects in the past than they do now, and the current workload seems manageable to them compared to the past. Nonetheless, when they are exhausted, they ensure that they interrupt and rest, then resume their duties. The other interviewee is a single mother who emphasizes the necessity of staying hydrated, taking breaks, and getting enough rest to stay healthy when it comes to balancing home and work life.

The research showed that the Senior High School ABM teachers had a number of interrelated capabilities needs that influenced their work and well-being in general. Most teachers confessed that they were not always ready or professionally competent enough to work with specific ABM content and the increasing responsibilities of their work. They also talked about the emotional and psychological burden they went through, stating that they needed to be more resilient to cope with the stress, heavy workload, and challenges they face in the classroom on a day in day out. Furthermore, the lack of support systems and the inability to relate to each other also contributed to the complexity of their problems, and the collaboration and guidance were increasingly difficult to reach. Besides this, educators also raised the issue of their own physical health, citing how the stresses of the teaching profession tended to wear down their energy and well-being. Hence, these results demonstrated the significance of meaningful support to enhance the professional capacity of teachers and the well-being of teachers in a holistic way.

Design and Implementation of a Capacity Training Program

The Capacity Training Program was called Building Teachers' Capacity to ICT Integration in ABM Strand through Enhanced Digital Skills. It was used on June 20, 2025, in Casiguran Technical Vocational School. The one-day workshop was a gathering of five ABM teachers, a subject group head, committee members, and a resource speaker to fill gaps that were identified during the needs assessment. The capacity training program had a significant influence on the digital skills of teachers, classroom practice, and the general growth of the professionals. Based on the findings of post-training reflections, field notes, and outputs of participants, it can be seen that the program was not only timely but also very much applicable to the day-to-day instructional needs of the teachers. A great number of the participants reported that the sessions were focused on their challenges in lesson preparation and ICT integration. The training, according to one of the participants, was timely and much needed for the teachers who are struggling with technology in preparing lessons and activities. This feeling of relevance served as a means to maintain high engagement and motivation during the course of the program and proved that the training was very relevant and in line with the needs of teachers themselves.

The notable increase in the digital literacy of the teachers was also a strong point of the training. The participants said that they were increasingly confident and able to use a variety of digital tools such as Microsoft Excel, Canva, Quizziz, Kahoot, Trello, Miro, and Mindmeister. Excel was also praised as useful to deal with student data and do computations, and Canva made teachers create learning materials that were more appealing and creative to look at. The classroom assessment tools, such as Quizziz and Kahoot, were more interactive, and collaborative platforms facilitated the organization of lessons and coordination of teams. One of the teachers explained that Excel is highly convenient to use in our day-to-day activities, and Canva allows making the lessons more attractive. These instruments will simplify my tasks and increase my interest in the classes. These encounters support the findings of Greenhill (2010) that digital tools in a creative, collaborative, and critical thinking classroom should be integrated meaningfully.

In addition to technical, the training had a heavy pedagogical emphasis. Blended learning and flipped classroom methods were presented to teachers as a way of realizing that technology can transform teaching and not merely facilitate it. One of the participants indicated that the blended learning model taught me that ICT did not mean everything about technology, but rather transformation to a more active learner in the teaching process.

This practical approach to the program also helped it to be effective. Teachers did not just sit and listen to lectures, but they were creating, experimenting, and putting into practice what they had learned. They created outputs like spreadsheets, visual resources, online quizzes, and group project plans, and all of them were turned in via Google Drive. Respondents were grateful as this practical format helped them, as one of them mentioned, the most, the hands-on practice, saying that “we were not listening; we were making and implementing”.

The other quality of the training that was significant was the professional community and collaboration that emerged during the training. Teachers found the possibilities to exchange experiences, learn, and reflect on their teaching practice invaluable. There was a high interest in getting further training to keep on developing their skills. This eagerness to continue developing is evidence of the values that Darling-Hammond et al. (2017) endorse by stating that professional development is best achieved when it is not only continuous but also collaborative and is closely related to the practical instructional needs of teachers.

After the thematic analysis of the training outputs and reflections, there were three key themes. Relevance and Responsiveness dealt with the ways the program responded to the immediate needs of teachers, especially in lesson planning and the use of ICT. The interaction via online technology communication underscored the effectiveness of practical work with technology in teaching as well as student involvement. Furthermore, the theme of Professional Growth and Collaboration underscored the significance of peer learning, bit-reflective practice, and ongoing change. Collectively, these themes indicate that the program was not only successful in instilling technical skills but also in creating an attitude that is oriented toward an attitude of continuous learning and student-centered teaching.

As a whole, the findings indicate that the capacity training program was effective in building the digital competencies of teachers, their teaching methods, and collaboration practices. The program can demonstrate the importance of context-sensitive and lifelong learning by merging theoretical, practical, and reflective experiences in a facilitative setting. Such results emphasize the idea that real instructional development is not achieved by isolated workshops, but rather through the consistent support, practice, and purposeful application of digital tools to assist teachers in responding to the changing needs of 21st-century education.

Feedback on the implementation of the capacity training program

Participants described the intervention program as both timely and highly relevant to their instructional needs, in particular to integrating technology in their ABM classroom practice. They shared that tools like Canva helped them to design creative and engaging instructional materials with less effort, making it easy to present complex ABM concepts with visual templates rather than starting from scratch. Meanwhile, Microsoft Excel made the management of data, computation, and record-keeping daily workloads that ABM teachers often manage much easier. Others emphasized the usefulness of Kahoot and Quizziz for assessments, explaining that tools like these not only helped them get students' attention but also decreased the amount of time required to check quizzes, create scores, and provide feedback. One participant mentioned that, "Canva really helped me to make materials that the students actually liked working with", while another noted, "Excel is very practical for handling records, and Kahoot makes my classes more exciting". These tools not only improved the teaching strategies but also made their work easier, faster, and more efficient, especially in preparing lessons, organizing student data, and gamifying assessments. Their reflections are echoed from Greenhill's (2010) perspective that ICT tools enable collaboration, creativity, and efficiency in learning, and are also consistent with the TPACK model, which discusses the idea that technology is most effective when pedagogy, content, and digital tools are meaningfully connected. Participants valued the practical design of the program, sharing that active creation and application boosted their confidence to use digital tools in their classroom setting. One participant reflected, “We weren’t just listening, we were building and applying, and that built the confidence we needed.” This reflects Kolb’s (1984) experiential learning theory, which highlights how learning is effective through concrete practice and thorough reflection.

Additionally, teachers also voiced interest in sustained or follow-up training to deepen their digital skills, especially in creating contextualized ABM materials and exploring more advanced features of the tools they were introduced to. This is in line with the argument made by Darling-Hammond et al. (2017) that professional development is best when ongoing and directly linked to classroom needs. Overall, the feedback shows that the intervention was not only able to improve the digital competence of teachers, but also helped them to make their job easier, organized, and more interesting to learn from, which ultimately will lead to more efficiency and a better learning experience for ABM students.

Conclusion and Recommendation

According to the outcome of the study, the ability of the Senior high school ABM teachers has been discovered to be multifaceted and has a very intimate connection with the non-instructional and the instructional requirements of the job. The results showed that there are numerous challenges in content mastering, especially in accounting and other specialist ABM subjects, mostly due to subject incompatibility, inadequate training, and educational background dissimilarity. The demands of teaching a number of subjects, an ancillary role, and insufficient teaching materials contributed to these gaps. Consequently, it was discovered that several teachers were emotionally strained, stressed, and unconfident about teaching complex ABM competencies.

The research also depicted a close connection between the psychological strength, interpersonal relations, and physical health of the teachers and their teaching performance. Some of the reasons as to why there were feelings of exhaustion and burnout were the heavy workloads, health problems, and the absence of support systems. Irrespective of these problems, teachers demonstrated flexibility, dedication, and zeal to develop professionally. These circumstances revealed the necessity to plan and prioritize the capacity training programs that pay attention to both the instructional competence and the well-being of the teachers.

The capacity training program behavior was identified to be effective in coping with these needs. The training immensely enhanced teachers' digital literacy, confidence, and skills to use ICT tools (e.g., ABM instruction). The teachers said that working with such tools helped them to be more efficient in the preparation

of the lessons, improve the classroom engagement, and spend less time on assessment and documentation. Collaboration among teachers was also created with the help of the training in the form of the practical activity, the reflective discussion, and shared products that contributed to the increased sense of professional community.

In general, the training program demonstrated how the enhancement of the capacity of the ABM teachers should be carried out holistically. Professional development should transcend the technical skills and encompass emotional support, collaborative and professional development that will enable the teachers to have a balance between work and life. Equipped with the appropriate digital skills and enabled by their school community and in a supportive environment, teachers can be more efficient and find the courage and strength to deal with this better. Finally, teacher capacity building leads to improved teaching, more interesting learning experiences, and improved student learning in the ABM strand in Senior High School.

According to the results of this action research, it is suggested that ABM teachers should be provided with ongoing professional development courses on the use of digital tools and other learner-centered strategies to improve the teaching and learning of ICT and integration. This is combined with the DepEd ICT in Education Framework and the K to 12 Basic Education Program, which have emphasized the use of technology and 21st-century skills in classroom teaching. Moreover, the schools are also being urged to institutionalize frequent in-service training (INDSET) to improve their potential in the application of technology and the reinforcement of the pedagogical competencies, as per the provisions of the Enhanced Basic Education Act of 2013 that stresses the necessity of the continuous training of teachers towards effective application of the curriculum.

Moreover, the study suggests the promotion of teacher well-being by the use of school-based programs on well-being and flexibility of the workload to reduce stress and health issues, which are also similar to the provisions of DepEd Memorandum No. 291, s. 2008, on teacher working hours and the Mental Health Act. In order to increase the level of cooperation, such professional learning communities (PLCs) may be extended to facilitate peer mentoring and collaborative lesson planning. The given strategy is consistent with the Philippine Professional Standards of Teachers, which attach importance to teamwork, reflective practice, and continuous professional development. Lastly, the schools should be observed to provide adequate ICT resources such as modern facilities, good internet, and other instructional materials. This aligns with the DepEd ICT4E Strategic Plan and the Sustainable Development Goal 4, which aims to ensure equitable access to quality and technology-enhanced learning to all.

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