



\*\*\*\*\*

## LENSES OF TEACHERS' PERFORMANCE IN REFERENCE TO RPMS-PPST INDICATORS: A LIGHT TO QUALITY TEACHING

**EMITERIA B. VILLAMOR**

SDO Batangas Province

Taysan Sub-Office

### ABSTRACT

*(Purpose)* The initial purpose of the study was to propose training and development for teachers that aimed to enhance quality teaching for SY 2023-2024. The researcher intended to identify the level of teaching performance of the proficient teachers of Taysan Sub-office on the Quality indicator during the year-end assessment and relate it to the profile variables. Additionally, it assessed the level of priority for quality teaching development for SY 2023-2024. *(Methods)* Qualitative and quantitative analyses of the data were undertaken on the gathered data elicited from data gathering tools. *(Results)* Based on the evaluation of teachers; they have a very outstanding rating of teaching performance in terms of quality indicator. The profile variables of the teacher-respondents have no significant relationship with their level of teaching performance. They set highest priority on the objectives of RPMS for SY 2023-2024 relative to the enhancement of learner achievement in literacy and numeracy skills; Integration of knowledge of content within and across curriculum teaching areas and establishing a learner-centered culture and building relationship in the educative process. *(Value)* A training and development plan is proposed to help teachers to teach better that would lead to improved learning outcomes and achieve quality teaching performance.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## I. Acknowledgement

The researcher is grateful to the following people, for it had not been for them, this piece of academic undertaking would not have been possible.

Dr. Marites A. Ibanes, Schools Division Superintendent, for her unending aspiration and inspiration to increase the level of excellence in the whole division.

Taysan Sub-Office school heads for giving their support to engage in research and fulfill this work;

Taysan Sub-Office proficient teachers for their permission, cooperation and engagement as respondents to the study that provides relevant data, which added provides an essential foundation of this study;

Dr. Christian Africa, the research statistician, for treating the gathered data efficiently. His effort made the research finished within the target period.

And above all, to the Living God for giving the researcher His saving power, strength, gift of knowledge and wisdom in this work. For without Him, she is nothing.

**-Doc Emie**

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## I. INTRODUCTION

Quality teaching is the bedrock upon which successful education systems are built. It is a dynamic and multifaceted process that goes beyond the mere transmission of information. Quality teaching involves a harmonious blend of expertise, passion, and effective communication that inspires and guides students on their academic journey. In this introduction, we will delve into the essential elements that define quality teaching and explore its profound impact on students, fostering a love for learning and preparing them for a future characterized by intellectual curiosity and critical thinking. As we navigate through the facets of quality teaching, it becomes evident that it is not just a profession; it is a transformative force that shapes the minds and lives of those it touches.

It is impossible to exaggerate the critical influence that educators play in influencing students' and society's futures. Good teacher performance is essential to a successful educational system; it is not only a goal. Effective teaching entails more than just teaching; it also involves motivating and fostering students' intellectual, emotional, and social growth. We will examine the essential elements of high-quality teacher performance in this essay, as well as the significant effects it has on learners, classrooms, and the larger educational environment.

Teacher quality matters in building quality education. It is defined as the teachers' increasing levels of knowledge, practice, and professional engagement (Philippine Professional Standards for Teachers, 2017). It is further described as what teachers need to know, value and be able to do in their practice. Thus, it is considered as an important factor influencing school quality, which in turn affects student performance (Maret, 2023).

The aim of the Philippine educational system relies on achieving an improved learning outcome. On this target, the Department of Education (DepEd) placed its trust in teachers to provide meaningful learning experiences for every Filipino child to contribute to realizing quality education. This expectation echoes the role of the

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

school leaders in supporting teachers, and taking cognizance of clear evidence that good teachers are vital to raising student achievement. Hence, enhancing teacher quality becomes of utmost importance in resolving basic education challenges.

However, the educational landscape has been confronted by vast challenges in the past years that affected teacher quality and performance at present. The shift of educational platforms when pandemic hit brought mental health issues among teachers. They bend over their instructional delivery, teaching strategies and practices. When in-person classes resumed, they needed to refresh, recall, and redo their teaching practices. As a result, they performed a litter far to the standard of teaching that is expected of them.

Additionally, teachers claimed their chronically overworked state (Esguerra 2018). The workload of public-school teachers is not only limited to teaching, but also to other non-teaching tasks. This means that the teachers are doing the administrative work—a situation that while hidden from view of the normal metrics can erode teaching quality.

This scenario is parallel to the results of focus group discussions with the proficient teachers which revealed that their scope of the work created impacts on student outcomes. For instance, they accomplish paperwork on seminars and trainings they are tasked to attend and additional designations in line with student guidance, disaster response, and health. Teachers are likewise expected to participate in the implementation of various government programs, such as mass immunizations, community mapping, deworming, feeding, antidrug campaign, election, among others instead of fully recovering the perennial problem happening inside the classroom such as low literacy and numeracy level of learners which continuously occurs.

As a result, teacher quality hampered. This scenario implies the need for every teacher to focus on their essential role as learning facilitators who could raise the level of learning outcomes. In fact, they need to spend more time with students

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

and innovate on classroom instruction, and to provide more focused individualized attention to students. Also, it is opportune to review the standards set for them and ensure that they are properly equipped to effectively facilitate learning.

In this regard, the researcher, being the public schools district supervisor, intends to respond to the aim of fulfilling the MATATAG agenda- to increase learning outcomes and to help teachers to teach better. Through this research, which assessed the level of teacher quality and their level of priority for teaching development could help them refine practice and respond to the complexities of teaching and learning standards. The end point of this research is a training and development plan that would serve as technical assistance to achieve quality teaching, development, and progress.

## **Innovation, Intervention and Strategy**

Every school recognizes that the quality of learning is greatly influenced by the quality of teaching. Teaching development opportunities can play a critical role in focusing attention on teaching practice and enhancing the quality of teaching within the school. Towards this end, Taysan Sub-Office fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning. It is necessary for every school leader to invest on the development of human potential to carry out the DepEd goals. Teaching profession requires teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and quality teaching development (UNESCO,2019). Organizing professional growth and development opportunities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning (Little 2003) to suit the present needs of learners.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Training programs play a pivotal role in ensuring the quality of teachers, contributing to their continuous professional development and enhancing their effectiveness in the classroom. Quality teachers are not only adept in their subject matter but also possess a diverse set of instructional and interpersonal skills. Training programs provide educators with opportunities to refine and expand their teaching methodologies, stay abreast of the latest educational trends, and incorporate innovative approaches into their classrooms. These programs are essential for equipping teachers with the tools to address the evolving needs of students, fostering a dynamic and engaging learning environment.

Furthermore, training programs contribute to the cultivation of a reflective and adaptive teaching mindset. Educators learn to assess and respond to the individual learning styles and needs of their students, promoting personalized instruction that maximizes student comprehension and retention. Continuous training also enhances teachers' ability to utilize technology effectively, ensuring that they remain proficient in integrating digital tools into their lessons, thus preparing students for the demands of the modern world.

Beyond technical skills, training programs emphasize the importance of creating inclusive and supportive learning environments. Teachers learn strategies to address diversity, accommodate different learning styles, and foster a positive classroom culture. This, in turn, contributes to student engagement, motivation, and overall academic success. These are indispensable for the cultivation of quality teachers. By investing in professional development, educational institutions prioritize the ongoing growth of their educators, ultimately benefiting students and the broader educational community. Quality teachers, shaped by effective training programs, are better equipped to navigate the complexities of education, inspire their students, and contribute to the advancement of the overall quality of education.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

While, development plan specifically designed to support teachers' high-quality performance can have many positive effects on students, the school, the community, and the teachers themselves.

Teachers are encouraged to pinpoint and concentrate on areas for growth when they have a well-organized development plan. Educators can improve their teaching abilities by adopting cutting-edge instructional practices and remaining up to date with the most recent developments in education through focused training and professional development opportunities.

Student learning results are positively impacted when educators improve their strategies and techniques. Students who receive high-quality instruction from their professors are more likely to be interested, comprehend the subject matter, and succeed academically.

A development plan that recognizes and addresses the professional growth needs of teachers contributes to higher job satisfaction. When educators feel supported in their roles and see tangible progress in their skills, it fosters a positive work environment and a sense of fulfillment in their profession. It fosters in educators a culture of lifelong learning. In addition to helping educators personally, this dedication to continual learning sets an example for students and encourages a curiosity-driven, flexible, and love of learning attitude.

Investing in the professional development of teachers is a powerful retention strategy. Educators are more likely to stay with an institution that demonstrates a commitment to their growth and values their contributions. This, in turn, helps maintain a stable and experienced teaching staff.

Development plans can include opportunities for teachers to develop leadership skills. This not only prepares them for potential leadership roles within the institution but also contributes to a collaborative culture where experienced educators mentor their peers.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

In summary, a development plan tailored for the quality performance of teachers is a strategic investment with far-reaching benefits. It not only contributes to the professional growth and satisfaction of educators but also creates a positive ripple effect throughout the educational institution and the community it serves.

Project AGAPAY (Aral at GAbay para sa tagumPAY) is a Training and Development Plan that provides professional development strategies to enhance individual knowledge, skills and attitudes to enable them to perform their functions effectively. Activities under which is composed of development opportunities such as trainings, workshops, collegial discussions, technical assistance, benchmarking and others that would contribute to enhancing teacher quality and achieve quality teaching. The conduct of these activities involves a systematic process of competence/needs assessment, planning, designing, resource development and actual delivery of plans. The need to expedite the progress towards improved learning outcomes and teaching better practices which are present in DepEd MATATAG agenda and PPST and the School Improvement Plan are the main drivers of this training and development.

## Action Research Questions

This research sought answers to:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. teaching position;
  - 1.3. teaching experience;
  - 1.4. educational attainment?
2. What was the level of teaching performance of the respondents in Quality indicator during the RPMS year-end assessment?

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

3. How do the profile variables relate to the level of teaching performance of the respondents in Quality indicator?
4. To what extent do the respondents assess their level of priority for quality teaching development in reference to RPMS tool for SY 2023-2024?
5. What training and development plan may be proposed to attain quality teaching performance for the school year 2023-2024?

## II. Methods

### a. Participants and/ or Sources of Data and Information

This research involved proficient teachers (Teacher I- Teacher III) from 26 schools of Taysan Sub-Office during the School Year 2022-2023. Using the 5% margin of error, the research gathered the responses of 179 proficient teachers out of 328 personnel of Taysan Sub-Office.

### b. Data Gathering Methods

The study utilized a self-constructed questionnaire as the main instrument for gathering data. A documentary review is also one of the sources of the data needed for the research. A focus group discussion was also conducted to enrich the findings of the study.

When used as a research or legal technique, document review has many clear benefits. The efficiency it adds to the information-gathering process is one obvious advantage. Without the time and space limits of typical interviews or surveys, academics or legal experts can systematically evaluate a vast number of documents through document review, finding pertinent details, trends, or evidence. A historical perspective is another benefit of document study, which enables people to follow the development of concepts, laws, or legal precedents across time. Because the analysis is based on actual written documents rather than just personal memories or opinions, this method also promotes objectivity. Furthermore, reviewing documents frequently turns

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

out to be a more economical course of action than conducting in-depth fieldwork or gathering a lot of data. All things considered, the benefits of document review are its cost-effectiveness, objectivity, efficiency, and historical understanding, which makes it an invaluable resource in a variety of legal and research settings.

Focus group discussions (FGDs) are a potent qualitative research approach that are highly significant in the field of research. Under the direction of an experienced facilitator, a varied group of participants express their viewpoints, experiences, and ideas on a particular subject. Focus group conversations are important because they yield rich, nuanced data that cannot be obtained using quantitative approaches alone. FGDs are very useful for understanding different points of view, delving into underlying motives and attitudes, and investigating intricate social phenomena. They provide researchers with an engaging setting in which to study group dynamics, spot agreement or disagreement, and explore the depths of participants' thoughts. Additionally, focus group discussion aid in the verification and interpretation of quantitative results and offer a comprehensive grasp of the study topic.

Questionnaire. A three-part questionnaire was the primary tool to gather pertinent data. Part I of the questionnaire focused on the teacher's profile. Part II dealt with the teaching performance of teachers based on the RPMS Quality indicator. Part III gathered data on the teachers' level of priority for teaching development.

Documentary review. A teacher's rating in Quality indicator during the RPMS year-end assessment for SY 2022–2023 is used to identify the level of quality performance of the teacher.

Focus Group Discussion (FGD) The FGD was conducted among teachers to gather input regarding the common situations that hamper teacher quality as well as their support for the obtained results.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

To interpret the gathered data, the following statistical tools were used to answer the research questions: the Chi square test of independence is used to test the significant relationship between the profile variables and the level of quality performance of teachers; frequency, and percentage to determine the overall assessment of the responses; and weighted mean.

### III. Results

This part presents the discussion, analysis, and interpretation of the results from the gathered data.

1. **Profile of the Respondents.** The demographic profile of the respondents being identified includes age, position, teaching experience and educational attainment. Data are presented in Tables 1 to 4.

**1.1. Age.** The Sub-office is composed of teachers who has varied ages. The table below shows the variation of ages of teacher-respondents. This variable is considered a factor in the making of a quality school.

**Table 1**  
**Profile of the Respondents by Age**

Age	Frequency	Percentage
Below 30 years old	52	29.05
31-35 years old	23	12.84
36-40 years old	23	12.84
41-45 years old	18	10.06
46-50 years old	24	13.40
50 years old and above	39	21.78
<b>Total</b>	<b>179</b>	<b>100</b>

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

As presented in the table, the greatest number of teachers were below 30 years old. This is a good indicator that they have more opportunities to develop their abilities and skills, acquire teaching exposures and trainings that help them do their work more effectively and efficiently. They are more adaptable to change and open to innovative teaching techniques and exhibit higher technological proficiency and be more comfortable using digital tools in their learning process. Understanding these age-related differences can aid educators in designing inclusive teaching strategies that cater to the needs and preferences of a diverse student body. It supports the idea of Alufohai and Ibhafido (2015) that teachers' ability to impart knowledge contributes significantly to students' achievements in schools.

1.2. **Teaching Position.** It refers to a position that is directly engaged in teaching or in the delivery of instruction in schools and learning centers. The following table presents the data on teachers in terms of position. It revealed that most of the teacher-respondents had acquired the Teacher III position, followed by Teacher II and lastly, Teacher I. On this matter, it shows that most of the teachers had passed and acquired more than the minimum quality standards for the teaching position.

**Table 2**  
**Profile of the Respondents by Teaching Position**

Position	Frequency	Percentage
Teacher I	35	19.56
Teacher II	47	26.26
Teacher III	97	54.18
Total	179	100

The role of a teaching position is inherently linked to the quality performance of educators. Teachers hold a pivotal position in shaping the

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

educational experience of students, and the effectiveness of their performance directly influences the overall quality of education. A skilled and dedicated teacher not only imparts knowledge but also serves as a guide, mentor, and facilitator of learning. The ability to create engaging and inclusive learning environments, tailor instructional approaches to diverse student needs, and foster a love for learning are crucial components of quality teaching performance. Moreover, a teaching position involves continuous professional development, staying abreast of innovative pedagogical methods, and adapting to evolving educational trends. The impact of a teacher's performance extends beyond the classroom, influencing students' academic achievements, personal growth, and future success. Thus, the teaching position holds a profound relationship with the quality of performance, shaping the educational landscape and contributing to the development of well-rounded and empowered individuals.

Teaching position as an indicator is contributory in enhancing the quality of novice teachers as they have higher level of qualifications. They could be instruments in improving their colleague's teaching performance. Understanding the perspectives and priorities of educators across different positions can assist in creating comprehensive educational strategies that address various levels of the educational hierarchy. Their essential teacher-leadership attributes could bridge role in peer training, coaching, monitoring and contributing to formative evaluations of novice teachers (Teacher Task Force 2023).

1. **3. Teaching Experience.** Experience as a quality teacher is a key factor in the attainment of necessary skills and competencies in teaching. The data below shows that most teachers have younger years in the teaching profession. They are abreast of the latest teaching innovations but still need more exploration to better acquire teaching competence that could address learners needs.

**Table 3**

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

### Profile of the Respondents by Teaching Experience

Years in Service	Frequency	Percentage
0-5 years	58	32.40
6-10 years	47	26.26
11-15 years	20	11.17
16-20 years	26	14.53
30 years and above	28	15.64
Total	179	100

Teachers with extensive experience demonstrate a deeper understanding of pedagogical theories, effective teaching methods, and instructional strategies. They have honed their skills over time, leading to refined classroom management techniques and a better grasp of student needs. Also, they have a deeper insight into diverse student needs, allowing them to tailor their teaching to accommodate various learning styles and abilities effectively. They possess a better understanding of classroom dynamics and behavior management.

Teachers with more years of experience bring a wealth of advantages to the educational landscape. One primary benefit is the depth of subject matter expertise and pedagogical knowledge they accumulate over time. With years of classroom experience, veteran teachers often develop a nuanced understanding of diverse learning styles, allowing them to tailor their instruction to meet the varied needs of students. Additionally, seasoned educators are well-versed in classroom management, creating a positive and conducive learning environment. Their extensive experience enables them to anticipate challenges, address potential issues effectively, and maintain a sense of order in the classroom.

Furthermore, teachers with more years of experience often become mentors and leaders within the school community. They provide valuable guidance to newer colleagues, sharing best practices and contributing to a collaborative professional culture. The continuity of experienced educators also

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

fosters stability and consistency in school programs, contributing to a sense of community and tradition.

Moreover, veteran teachers build strong relationships with students, parents, and the broader community. Their established presence and reputation engender trust, making it easier to engage with various stakeholders to support student success.

In summary, the advantages of having teachers with more years of experience encompass their deep expertise, adept classroom management, mentoring capabilities, and positive impact on the school community. The continuity and stability they bring contribute significantly to the overall quality of education and the holistic development of students.

On the other hand, teachers with more experience also exist. Older teachers might be more knowledgeable, as they have 'knowledge base' that is developed over years of teaching experience compared to the younger teachers, but they too must continuously learn to update with the latest pedagogical skills to effectively facilitate teaching and achieve positive learning outcomes (IJASSI, 2018).

1.4. **Educational Attainment.** Educational planners and policymakers believed that teacher educational attainment could improve teaching quality. As presented in the table, most of the teachers had acquired a master's degree. It means that there is a growing awareness among them to pursue and complete the degree which is considered one of the manifestations of being a quality teacher.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Table 4**

**Profile of the Respondents by Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor’s Degree	14	7.82
With Masteral Units	65	36.31
Master’s Degree	96	53.63
With Doctoral Units	3	1.68
Doctoral Degree	1	.56
Total	179	100

Another finding is the fact that sixty-five (65) teachers were able to acquire masteral units despite of being new in the service. Through this opportunity, they would be assured of their advanced knowledge and learning which would eventually affect their teaching quality. Educators with advanced educational qualifications possess a more comprehensive understanding of educational theories, instructional strategies, and pedagogical methodologies. Their depth of knowledge could positively impact their teaching practices and approaches in the classroom. They are more inclined towards research-oriented approaches, innovation in teaching methods, and the integration of cutting-edge educational technologies into their teaching practices.

Educational attainment is undeniably relevant to a teacher's quality performance, serving as a foundational element that shapes their competence and effectiveness in the classroom. A teacher's level of education is often correlated with their depth of subject knowledge, pedagogical expertise, and familiarity with best practices in teaching. Advanced degrees and continuous professional development not only enhance a teacher's command of the subject matter but also expose them to innovative instructional methods and evolving educational theories.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Educational attainment contributes to a teacher's ability to create engaging and intellectually stimulating lessons, catering to the diverse learning needs of students. It enables educators to stay abreast of the latest research and educational trends, fostering an environment of lifelong learning. Teachers with higher educational qualifications are often better equipped to adapt to changes in curriculum and educational standards, ensuring that their teaching remains relevant and aligned with educational goals.

Furthermore, a teacher's educational attainment can influence their effectiveness in addressing the individual needs of students, implementing differentiated instruction, and providing meaningful feedback. Students often benefit from the in-depth understanding and passion for the subject that teachers with higher educational qualifications bring to the classroom.

In summary, the relevance of educational attainment to a teacher's quality performance lies in its impact on subject knowledge, instructional strategies, adaptability to change, and overall effectiveness in promoting student learning and development. While educational attainment is just one aspect of a teacher's qualifications, it plays a crucial role in shaping the foundation for a high-quality teaching performance.

This conforms to the idea of Cruz (2019) that educational background influenced the overall performance of teachers in school. He also described that a quality teacher must be intellectually equipped with knowledge, undergo continuous professional growth to enhance their ability and abreast themselves in the diverging dimensions of the teaching profession.

## 2. Level of Teaching Performance in Quality Indicator during the RPMS Year-end Assessment.

Teacher quality is measured through standards for delivering quality teaching. The rating of the teachers in the Quality indicator during the RPMS year-end assessment was used to distinguish the level of quality of the teachers.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The assessment reveals that teacher-respondents had a very satisfactory teaching performance in quality indicators during the RPMS Year-end Assessment. It can be noted in the following table that *teachers performed various related works and activities that contribute to the teaching and learning process* with Outstanding performance. This implies a multifaceted approach taken by educators to enrich the educational experience, teachers must engage in designing, refining, or aligning curriculum materials to meet educational standards, ensuring that the content is relevant, engaging, and conducive to student learning. Primarily, this is drawn from the various professional development training courses they have attended that concern the improvement of their teaching quality. This illustrates the breadth and depth of the efforts teachers invest in contributing to the teaching and learning process. By engaging in these multifaceted activities, educators aim to create meaningful and impactful learning experiences that support student growth and success. Also, the performance of the ancillary roles, the implementation of different programs and projects and other teaching or non-teaching-related tasks made them realize the exemplary effort they exerted in performing such tasks and activities. This result coincides with the above findings of Esguerra (2018) that most teachers claim their chronically overworked state, which is not only limited to teaching but also to other non-teaching tasks.

Since the greatest number of the teachers were young at age, they had an Outstanding rating on *selecting, developing, organizing, and using appropriate teaching-learning resources, including ICT to address learning goals*. The latest innovations and trends enable teachers to deliver the lesson with Information, Communication and Technology integration. As a result, students enjoyed learning with these modernized approaches to teaching that made learning more fun. The affordances of digital technologies can enable student-centered learning and promote higher-level learning outcomes (Sahara, 2017). This situation manifested another finding of the research wherein teachers *applied a teaching philosophy that is learner centered*.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Table 5**

**Teaching Performance in Quality Indicator**

<b>Objectives</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Applied knowledge of content within and across curriculum teaching areas.	4.04	Very Satisfactory	15
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.13	Very Satisfactory	14
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as higher order thinking skills.	4.43	Very Satisfactory	7
4. Managed classroom structure to engage learners individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.39	Very Satisfactory	9.5
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensue learning-focused environments.	4.30	Very Satisfactory	12.5
6. Used differentiated developmentally appropriate learning experiences to address learners' gender. Needs, strengths, interests and experiences.	4.30	Very Satisfactory	12.5
7. Planned, managed and implemented developmentally sequenced teaching and	4.52	Outstanding	4

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

learning processes to meet curriculum requirements and varied teaching contexts.			
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.43	Very Satisfactory	7
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.57	Outstanding	2
10. Designed, selected organized and used diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.43	Very Satisfactory	7
11. Monitored and evaluated learner progress and achievement using learner attainment data.	4.50	Outstanding	5
12. Communicated promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	4.36	Very Satisfactory	11
13. Applied personal philosophy of teaching that is learner centered.	4.55	Outstanding	3
14. Set professional development goals based on the Philippine Professional Standards for Teachers.	4.39	Very Satisfactory	9.5
15. Performed various related works/activities that contribute to the teaching-learning process.	4.59	Outstanding	1
<b>Composite Mean</b>	<b>4.40</b>	<b>Very Satisfactory</b>	

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

However, ineffective integration of technology and a lack of dissemination of good pedagogical practices at a systemic level also arise. Teachers know how to use the technology resources, but they still need more skills to integrate the learning competency through technology. This is parallel to the research findings that teachers have the lowest weighted mean in *applying knowledge of content within and across curriculum teaching areas*. Considering this finding, teachers must be aware that their fundamental task is to help the learners understand the content standards, and to teach in accordance with the performance standards. Thus, the primary instrument in teaching is a strong foundation of knowledge within and across curriculum areas which they will use in the development of teaching instructions for learners' target competencies (RPMS-PPST Manual).

Furthermore, teachers obtained a weighted mean of 4.13, which ranked second to the lowest indicator of quality performance. This rating reflects the fact that low literacy and numeracy continuously exist because teachers themselves find it hard to *use a range of teaching strategies that enhance learner achievement in literacy and numeracy*. There is a necessity for the teachers to reflect on their practices and try to use a variety of learner-focused reading and numeracy strategies. The study of Ruzlan (2016) found that to become effective numeracy and literacy teachers, they must possess knowledge about numeracy or literacy teaching strategies and teaching skills, have sufficient content and pedagogical content knowledge, and consider and advocate appropriate values when teaching.

Having teachers who effectively apply strategies to enhance literacy and numeracy skills is instrumental in fostering a well-rounded and academically successful learning environment. These educators play a pivotal role in equipping students with the foundational skills essential for academic achievement and lifelong learning. Proficient in employing literacy strategies, such as interactive reading, comprehension exercises, and vocabulary development, these teachers create an atmosphere that promotes strong language skills and a love for reading.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Similarly, in the realm of numeracy, these teachers utilize diverse instructional methods to cultivate mathematical proficiency. Through interactive and hands-on activities, problem-solving exercises, and real-world applications, they make mathematics accessible and engaging for students. By tailoring strategies to the individual needs and learning styles of their students, these educators ensure that numeracy skills are not only learned but also retained and applied in various contexts.

Teachers adept at applying strategies for literacy and numeracy skills not only elevate academic performance but also empower students with essential tools for critical thinking, problem-solving, and effective communication. Their efforts contribute significantly to a comprehensive education that prepares students for success in both academic and practical aspects of life.

**3. Relationship of the Profile Variables to the Level of Teaching Performance of the Respondents in Quality indicator.** Schools are represented by teachers. They are the most significant people in schools. They are responsible for performing numerous critical tasks in molding the learners into useful members of society. Hence, it is considered one of the key factors in the learning process that teachers should be committed and dedicated to their work.

**Table 6**

**Relationship of the Profile Variables to the Teaching Performance in Quality Indicator**

<b>Variables</b>	<b>p-values</b>	<b>Computed values</b>	<b>Decision on Ho</b>	<b>Verbal Interpretation</b>
Age	.110	1.534	Failed to Reject	Not Significant
Position	.140	1.789	Failed to Reject	Not Significant
Length of Service	.567	.432	Failed to Reject	Not Significant

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Length of Service	.489	.245		Not significant
-------------------	------	------	--	-----------------

Table 6 shows that profile variables such as age, teaching position, teaching experience and educational attainment have *no significant relationship* with their teaching performance. These findings imply that despite the profile variables being measured, teaching performance may be affected by other internal or external factors in becoming a quality teacher. They perform their duties and responsibilities through their commitment to success. The result of the study is in contradiction to the findings of Fatma and Tugay (2015) that teaching experience affects teaching performance and classroom management. Mahfooz ul Haq and Mumtaz Akhtar (2013) and Maolosi (2013) also found that years of teaching experience can affect teacher effectiveness in engaging students and teaching strategies as they can become less motivated due to many years in the service and fatigue.

On the other hand, internal and external factors must be considered to support teacher performance. Internal factors such as teacher psychology should also be considered for their influence on teacher performance. Self-efficacy and job involvement are also highly correlated with worker performance (Song, 2018). Externally, the school has several devices, one of which is the principal. The success of a teacher's performance is certainly determined by the level or intervention of school principals or leadership in schools which is certainly mediated by variables such as self-efficacy, commitment, and job satisfaction.

This result calls for the role of schools in empowering and enhancing teacher quality programs that could affect the performance, commitment, and behavior of their membership in schools.

**4. Level of Priority for Quality Teaching Development.** Teachers both manifest strengths and points for further quality teaching development. It can be measured through

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

standards that set the expected qualities of a teacher. This research assessed the level of priority for quality teaching development based on Results-based Performance Management System for SY 2023-2024. The identified priorities of teachers would serve as the basis for developing a training and development plan that is composed of professional growth and development strategies and approaches that would aid them in shedding a light on quality teaching.

Based on the assessment of teachers, they set the indicator *Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills* with the highest priority. This result aligns with their assessment of their quality performance. Teachers got a low rating for using strategies that would contribute to literacy and numeracy skill development. Teachers must employ diverse teaching strategies tailored to meet individual students' needs in literacy and numeracy. This includes adapting methods, resources, and pace of instruction to accommodate various learning styles, abilities, and interests within the classroom. Since these two are fundamental in learning other subject areas, teachers must be knowledgeable and use variety of strategies. They must understand that learning to read is not just about being able to read words. It is necessary for students to be able to read, but more importantly, to understand what they are reading and to be able to do this effectively, they need to be able to access texts effectively. Numeracy, like literacy, is key for students to access and make sense of their world. Being able to quantify and measure their environment in different ways will help them make wiser judgements about the kind of actions to take in their lives (UNRWA's Education Reform Strategy, 2013).

Also, they put highest priority on *Applied knowledge of content within and across curriculum teaching areas*. Teachers merge knowledge from different subjects or disciplines, creating connections and showing how concepts from one subject area relate to and enrich understanding in others. Integrated curriculum refers to curriculum and assessment planning that draws on two or more learning areas/subjects (Moss, 2019).

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Teachers who can adeptly apply knowledge within and across teaching areas are better equipped to provide a holistic and integrated learning experience for their students. The ability to connect concepts across different subjects fosters a more comprehensive understanding of the material, helping students recognize the interconnectedness of knowledge. Teachers who apply knowledge across disciplines also demonstrate the real-world applicability of what students are learning, making education more relevant and engaging.

Furthermore, cross-disciplinary teaching allows educators to address diverse learning styles and cater to the varied interests of students. By integrating knowledge from different domains, teachers can create interdisciplinary lessons that encourage critical thinking, problem-solving, and a deeper level of comprehension. This approach not only enriches the educational experience but also mirrors the interconnected nature of the world beyond the classroom.

Moreover, teachers who apply knowledge within and across teaching areas contribute to a more cohesive and collaborative learning environment. They model the importance of making connections between subjects, encouraging students to approach learning with a holistic mindset. This not only enhances academic performance but also prepares students for the complex challenges they may face in higher education and the workforce.

In essence, teachers who can seamlessly apply knowledge within and across teaching areas enhance the quality of education by fostering a well-rounded, interconnected, and relevant learning experience for their students. This approach not only promotes academic success but also equips students with the skills and mindset needed for success in an increasingly interconnected and dynamic world.

The lesson execution of teachers during the classroom observations relative to integration indicates some awareness of other ideas in the same teaching area that are connected to the lesson but does not make solid connections. To improve this objective, they

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

must learn how to relate the lesson to real life experiences, which results in learners' willingness to share their own experiences in class or in group work. By prioritizing this objective, learners could gain deeper learning by shifting from surface learning and content coverage to in-depth understanding. More importantly, it could lead to enhanced academic performance and improved learning outcomes. By applying knowledge across curriculum areas, educators aim to create a more comprehensive and interconnected learning experience for students, fostering a deeper understanding of content while promoting critical thinking, problem-solving, and interdisciplinary skills essential for success in a rapidly evolving world.

*Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds* is also one of the objectives which was set with highest priority. Some main reasons for including learner-centered language within the classroom is to give students a verbal connection to learning standards and make them feel included and comfortable. Brown (2018) explains that including culture-based languages in the classroom will give students a

**Table 7**

**Level of Priority for Quality Teaching Development**

<b>Objectives</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Applied knowledge of content within and across curriculum teaching areas.	3.53	Highest Priority	3
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.63	Highest Priority	1

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

3. Applied a range of teaching strategies to develop critical and creative thinking, as well as higher order thinking skills.	3.47	High Priority	6.5
4. Managed classroom structure to engage learners individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	3.28	High Priority	14
5. Establish safe and secure learning environment to enhance learning through the consistent implementation of policies and guidelines and procedures.	3.37	High Priority	11.5
6. Maintained learning environments that promote fairness, respect and care to encourage learning.	3.47	High Priority	6.5
7. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.53	Highest Priority	3
8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.21	High Priority	15
9. Set achievable and appropriate learning outcomes that are aligned with learning competencies.	3.37	High Priority	11.5
10. Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	3.47	High Priority	6.5

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

11. Utilized assessment data to inform the modification of teaching and learning practices and programs.	3.42	High Priority	9
12. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	3.53	Highest Priority	3
13. Participated in professional networks to share knowledge and enhance practice.	3.37	High Priority	11.5
14. Developed a personal improvement plan based in reflection of one's practice and ongoing professional learning.	3.37	High Priority	11.5
15. Performed various/related works/activities that contribute to the teaching-learning process.	3.47	High Priority	6.5
<b>Composite Mean</b>	<b>3.43</b>	<b>High Priority</b>	

strong place in the school. Educators need to embrace their students' cultural backgrounds and create an inclusive environment for all students to learn and participate. To be an effective teacher, they must move out of their comfort zone and embrace different ideas and learning styles. In doing so, educators will improve not only their personal knowledge but that of each student in their class.

To achieve a higher level of achievement, communication among parents, students and school communication is essential. Teachers set the objective, *build relationships with parents and guardians and the wider school community to facilitate involvement in the educative process* highest priority. Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. Fostering strong relationships between

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
educators, parents, guardians, and the wider school community, schools can create a supportive and enriching educational environment that nurtures student success and well-being. Collaboration and involvement from all stakeholders contribute significantly to a holistic approach to education. On both the classroom and schoolwide level, family involvement in education can make a profound difference in early learning outcomes. When educators build strong relationships, families can reinforce what their students are learning in the classroom as they set their own routines and expectations at home (Waterforg,2023).

A positive and collaborative relationship between parents, stakeholders, and teachers is essential for fostering a thriving educational environment. When parents actively engage with teachers and stakeholders, it creates a supportive network that contributes significantly to a student's overall development. Open lines of communication enable teachers to share insights into a child's academic progress, behavior, and individual needs, while parents can provide valuable context and insights from the home environment. This partnership enhances the consistency of support and expectations for students, creating a seamless bridge between home and school.

Stakeholders, including community members and administrators, also play a crucial role in supporting teachers and reinforcing the importance of education. Collaboration with stakeholders can lead to additional resources, mentorship opportunities, and a shared commitment to the success of students. This collective effort creates a positive school culture that recognizes the interconnectedness of all parties involved in the educational process.

Moreover, a good relationship between parents, stakeholders, and teachers fosters a sense of trust and mutual respect. When educators feel supported and valued by parents and stakeholders, it positively impacts teacher morale and job satisfaction. This, in turn, contributes to a more positive and effective learning environment for students. Ultimately, a harmonious relationship between these key stakeholders ensures a holistic approach to education, where everyone works together to create an atmosphere conducive to academic success and personal growth.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Another objective that shows the high priority is *Applied a range of teaching strategies to develop critical and creative thinking, as well as higher order thinking skills*. HOTS is a perplexing term and can be described as the use of critical and creative thinking so that one can solve difficult issues (Yeung, 2016). One of the learning goals through HOTS is to make sure that students can analyze, evaluate, and create their knowledge. Implementing a variety of teaching strategies that promote critical and creative thinking as well as higher-order thinking skills can empower students to become independent, innovative, and analytical learners capable of solving complex problems and adapting to diverse situations. In the study of Shukla (2016), it was found out that teachers' professional components such as designation, teaching experience and qualification are significantly correlated with strategies used for imparting higher order thinking skills. This reflects the understanding that as the experience and career hierarchy grows the teaching intention of the higher order thinking skills also grows. It is recommended in the study of Ariska (2020) that teachers may provide feedback to promote students higher-order thinking skills in four ways. The teacher may offer feedback by discussing students' reasoning, providing feedback which functions as scaffolding, giving feedback on the students' responses followed by "what" questions, and giving suggestions for students' improvement through challenges. The teachers must know which skill they want to develop from the students. Through this, they may also *provide timely, accurate and constructive feedback to improve learners' performance which is set as a high priority*.

The overall result of teachers' prioritization of objectives was set with *high priority*. This indicates that teachers considered all objectives important in manifesting teacher quality and delivering quality education.

## 5. Training and Development Plan for Quality Teaching for SY 2023-2024

The output of this research is a Training and Development plan titled "Project AGAPAY 2.0) which is composed of development opportunities such as trainings, workshops, collegial discussions, technical assistance, benchmarking and others that would contribute to enhancing teacher quality and achieve quality teaching. The implementer will make use of

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
top-down or bottom-up approach to improve teaching practice. The findings regarding quality indicators which are considered with highest priority improvement areas would be the basis of the content or topics to be dealt with. Also, it is aligned to the SIP Priority improvement area that focuses on quality. Affirmative basis of this plan is anchored on the Philippine Professional Standards for Teacher which clearly indicates that it shall be used as basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 programs. It is believed that through the implementation of Training and Development Plan for Quality Teaching for SY 2023-2024 could be beneficial to raising student achievement and help teachers perform better. *See attached Training and Development Plan for Quality Teaching.*

#### IV. Conclusions

1. Age, position, years in service and educational attainment of the proficient teachers in Tay an sub-Office vary.
2. The level of teaching performance of the respondents in quality indicator during the RPMS Year-end Assessment id Very satisfactory.
3. The profile of the respondents has no significant relationship with the teaching performance in quality indicators.
4. The proficient teachers set high priority for quality teaching development in reference to RPMS tool for SY 2023-2024.

#### V. Recommendations

1. The proposed training and development plan may be presented to the division for enhancement purposes and review prior to its implementation.
2. Similar research may be conducted to determine the effectiveness of the inputs to quality teaching standards.

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## References

Alufohai, P.J. & Ibhafidon, H.E. (2015). Influence of teachers' age, marital status and gender on students' academic achievement. *Asian Journal of Educational Research*, 3(4), 60-66.

Cruz, T. (2015), *Modern Teaching: Concepts and Skills*, 14<sup>th</sup> ed., Pearson.

Esguerra, D.J. 2018. DepED urged to lighten teacher workloads following suicide reports. *Philippine Daily Inquirer*. August 27. <https://newsinfo.inquirer.net/1025288/deped-urged-to-lighten-teacher-workloads-following-suicide-reports> (accessed on October 2, 2018).

Fatma Sadik & Tugay Akbulut. (2015). An evaluation of classroom management skills of teachers at high schools (Sample From The City Of Adana). *Procedia - Social and Behavioral Sciences* 191, 208 – 213.

*International Journal of Advanced Studies in Social Science & Innovation (IJASSI)* 2018, Vol. 2, No. 1.

J. H. Song, D. S. Chai, J. Kim, and S. H. Bae, "Job performance in the learning organization: The mediating impacts of self-efficacy and work engagement," *Performance Improvement Quarterly*, vol. 30, no. 4, pp. 249-271, 2018, doi: 10.1002/piq.21251.

Little, Judith. 2003. Professional community and the problem of high reform. *International Journal of Education Research* 37 (8), 693-714.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Mahfooz ul Haq & Mumtaz Akhtar (2013). *Middle-East Journal of Scientific Research*, 18 (7), 950-957, DOI: 10.5829/idosi.mejsr.2013.18.7.11800

Moss, J, Godinho, SC & Chao, E 2019, 'Enacting the Australian Curriculum: Primary and secondary teachers' approaches to integrating the curriculum', *Australian Journal of Teacher Education*, vol. 44, issue 3, pp. 24-41, <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=3906&context=ajte>

Sahana M., (2017). *Emerging Practices in Scholarship of Learning and Teaching in a Digital Era*, 2017ISBN : 978-981-10-3342-1

Shukla, D. (2016). Student's Perceived Level and Teachers' Teaching Strategies of Higher Order Thinking Skills; A Study on Higher Educational Institutions in Thailand. *Journal of Education and Practice*, 7(12), 211-219.

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds. (2018, May 17). Samantha Brown. <https://eportfolio60.wordpress.com/students-with-diverse-linguistic-cultural-religious-and-socioeconomic-backgrounds/>

Waterford.org. (2023, July 19). *How parent involvement leads to student success* / *Waterford.org*. <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

Yeung. S. (2016). Conception of teaching higher order thinking: Perspectives of Chinese teachers in Hong Kong. *The Curriculum Journal*, 26(4), 553-578. <https://doi.org/10.1080/09585176.2015.1053818>

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*