



**INSTRUCTIONAL COMPETENCE OF CABANGAN HIGH SCHOOL
TEACHERS: BASIS FOR EDUCATIONAL LEADERSHIP
AND MANAGEMENT PROJECT**

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ABSTRACT

This research study determined the instructional competence of the teachers at Cabangan High School, Schools Division of Legazpi City during the period from SY 2019-2020 to SY 2021-2022. It specifically explored the teachers' performance using the Department of Education's PPST-based RPMS along the following domains of the Philippine Professional Standards for Teachers: Content Knowledge and Pedagogy, Learning Environment and Diversity of Leaders, Curriculum and Planning, and Assessment and Reporting shedding light on both strengths and areas in need of improvement.

The level of instructional competence of Cabangan High School teachers is Very Satisfactory as reflected by the consistently high ratings obtained across the identified domains of the PPST. Notably, teachers demonstrated their highest competence in Content Knowledge and Pedagogy, showcasing the teachers' strong foundation in subject matter expertise and effective teaching methods. Additionally, the very satisfactory ratings in Learning Environment and Diversity of Learners, Curriculum and Planning, as well as Assessment and Reporting, highlight the teachers' ability to create inclusive learning environments, align instructional plans with curriculum requirements, and adeptly assess and report on student progress. Nonetheless, there are certain PPST strands in every domain where the teachers performed averagely and should get priority consideration.

By determining the teachers' instructional competence and recognizing the challenges they encountered, the study seeks to inform the development of targeted interventions aimed

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at fostering continuous professional growth. The proposed educational leadership and management project aims to elevate the instructional competence of the teaching faculty, fostering an environment conducive to sustained instructional excellence within the educational institution.

Keywords: *instructional competence, PPST domains, curriculum and planning, educational leadership, management*

INTRODUCTION

The quality of teachers forms the bedrock of quality education, serving as a cornerstone for fostering student learning and achievement. The multifaceted nature of teaching requires educators to possess a diverse array of skills, knowledge, and attributes to effectively engage and support students in their academic journey. Through a deeper understanding of teachers' competence, we gain insight into the complex dynamics of teaching and learning, paving the way for informed strategies to enhance teacher effectiveness and elevate the quality of education.

Teachers' instructional competence, as highlighted by Barnuevo et al. (2012) and cited by Golingay (2018), includes subject-matter expertise, teaching proficiency, classroom management, and assessment skills, all of which significantly impact students' academic progress. This competence, defined by Guerriero & Revai (2017), involves mobilizing psychosocial resources to meet complex demands in specific settings. Quality teaching emphasized in DepEd Order No. 42 of 2017, necessitates educators with high qualifications, competence, and dedication, as noted by Sugiharti (2016). Barnuevo et al. (2012) as cited by Golingay (2018) underscores the importance of teacher aptitude and devotion, while Haider et al. (2015) assert that professional standards are crucial for enhancing teacher quality and teaching methods.

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The Department of Education implemented the Philippine Professional Standards for Teachers (PPST), which emphasizes a commitment to lifelong learning, and serves as the basis for teacher performance evaluations through its Results-Based Performance Management System (RPMS). These standards for teachers serve as a comprehensive framework outlining the benchmarks of teacher quality within the country, as noted by Gonong et al. (2017). Essentially, the PPST functions as a public statement delineating the requisite knowledge, skills, and abilities educators should demonstrate. These standards are structured around four distinct career stages: Beginning, Proficient, Highly Proficient, and Distinguished. Furthermore, teacher performance assessments must also be in line with the PPST, which “shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to implement the K to 12 Program,” as stated in DO No. 42, series of 2017.

The PPST-based Results-Based Performance Management System (RPMS), rooted in the National Competency-based Teacher Standards (NCBTS), incorporates the seven Domains of the Philippine Professional Standards for Teachers, comprising a total of 37 Strands with specific Indicators tailored to the teacher's career stage. Annually, the Department of Education (DepEd) sets priority performance indicators aligned with its general outputs or outcomes. Initially, 12 performance indicators introduced in SY 2018-2019 were reused in SY 2019-2020 to address ongoing concerns. In SY 2020-2021, amid COVID-19 disruptions, DepEd reevaluated its performance metrics and utilized 11 indicators tailored to local teaching and learning conditions, ensuring alignment with COVID-19 guidelines and regulations. The remaining indicators were subsequently utilized in SY 2021-2022.

Moreover, throughout the initial three-year implementation period of the PPST-based RPMS from SY 2019-2020, 2020-2021, and 2021-2022, educators confronted unparalleled challenges exacerbated by the peak of the COVID-19 pandemic. Hence, in assessing the instructional competence of teachers, these challenges lead to the identification of certain PPST Domains as less relevant due to the shift to remote learning, which limited opportunities for teachers to engage with their communities and participate in traditional professional

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development activities. Additionally, the unprecedented demands placed on educators, including increased workload and technological challenges, may have limited the time and resources available for activities related to community engagement and personal development, leading to a temporary de-emphasis of these domains in favor of more immediate concerns related to remote instruction and student support.

Cabangan High School, situated in the Schools Division of Legazpi City, Albay, had 58 Junior High School teachers with permanent positions as Teachers I, II, and III in 2022. Utilizing the PPST-based RPMS, these teachers achieved an average numerical rating of 4.505 for the academic years 2019-2020, 2020-2021, and 2021-2022, resulting in an adjectival rating of "Outstanding." This denotes a high level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, initiative, and performance. According to De Leon-Abao (2014), students' academic progress is greatly influenced by the instructional competence of their teacher. However, despite this outstanding rating, the school's academic performance from 2019 to 2022 yielded an overall average final rating of 82.64, categorized as "Satisfactory" according to the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015). This suggests a disconnect between teachers' performance and its impact on student academic achievement.

Furthermore, this highlights the need for a comprehensive approach to education, considering both teacher performance and its impact on student outcomes. It underscores the importance of aligning assessment practices with educational standards and goals, acknowledging the gap between current teacher performance and the objective of enhancing student achievement. Whitehurst et al. (2014) emphasize the necessity of meaningfully evaluating teacher performance to ensure students have access to excellent educators. Therefore, continuous improvement in teachers' competence is crucial for maintaining high educational standards and enhancing the quality of services provided by schools.

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While several studies have investigated instructional competence among educators, there remains a significant gap in understanding the specific context of instructional competence among secondary school teachers within the Schools Division of Legazpi City, especially during the peak of the COVID-19 pandemic. This study seeks to address this gap by assessing teachers' instructional competence using specific domains of the Philippine Professional Standards for Teachers (PPST) and identifying the challenges encountered within these domains. By conducting a comprehensive analysis, the study aims to provide valuable insights and recommendations that can inform educational leadership and management initiatives. These initiatives will be geared toward enhancing or maintaining teachers' instructional competence, ensuring that educators are well-equipped to meet the evolving demands of teaching, particularly in times of crisis.

Therefore, this undertaking can be considered a blueprint for new knowledge and an additional document that complements the existing body of knowledge concerning the variables involved in the study. Through rigorous inquiry, data analysis, and interpretation, this research aims to elucidate the complexities of instructional competence among secondary school teachers. By providing meaningful insights, the study seeks to inform educational policies, practices, and professional development initiatives in the local context. It is in this context that the researcher decided to conduct this study. The urgency to understand and improve teacher competency in instruction motivates this research.

Statement of the Problem

This study determined the Instructional Competence of Cabangan High School teachers from 2019 – 2022 to serve as the basis for the formulation of an educational leadership and management project. It specifically sought answers to the following questions:

1. What is the level of instructional competence of the Cabangan High School teachers along:

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- A. Content Knowledge and Pedagogy
 - B. Learning Environment and Diversity of Learners
 - C. Curriculum and Planning
 - D. Assessment and Reporting?
2. What challenges did the teachers encounter along:
- A. Content Knowledge and Pedagogy
 - B. Learning Environment & Diversity of Learners
 - C. Curriculum and Planning
 - D. Assessment and Reporting?
3. What educational leadership and management project may be proposed to improve or sustain the instructional competence of the teachers?

MATERIALS AND METHOD

This research combines both quantitative and qualitative data collection and analysis techniques to gain a comprehensive understanding of the instructional competence of the teachers. Using qualitative and quantitative methods goes beyond simply having access to quantitative and qualitative data or separately evaluating and presenting data findings. The quantitative-descriptive survey approach is its research strategy for data gathering on teachers' level of instructional competence along the selected domains of the Individual Performance and Commitment Review from 2019 to 2022.

Moreover, an interview is a qualitative research method that relies on asking questions to collect data in this study. Further, document analysis is a systematic assessment and evaluation of documents, including printed and electronic (computer-based and Internet-transmitted) content. Document analysis requires data to be reviewed and interpreted to extract meaning, gain insight, and provide empirical knowledge, just like other analytical approaches used in qualitative research.

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Part I of the research objective utilized the document analysis since it examines the ratings on the Individual Performance Commitment and Review Forms (IPCRF) of teachers for School Year 2019 - 2020, 2020 - 2021, and 2021 - 2022 on the identified domains of the Philippine Professional Standards for Teachers (PPST). Furthermore, Part II used the quantitative-descriptive survey approach as its research strategy for data gathering since it discusses the challenges encountered by teachers that would affect their instructional competence. Additionally, the researcher interviewed 10% of the total respondents to have a more in-depth discussion on the issues that teachers confront through the domains of the PPST. The interview method was considered an appropriate tool to gather data that has authentic insights into people's experiences.

Sources of Data

To determine the instructional competence of teachers, this study utilized their scores from the Department of Education's Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for the School Years 2019-2020, 2020-2021, and 2021-2022, spanning domains such as Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting.

Furthermore, this study employed data gathered from both survey questionnaires distributed to the respondents and interviews conducted with 10% of the total population to discern the challenges faced by teachers within the domains of the DepEd's PPST-based RPMS during the time frame. In addition, the researcher incorporated various sources including DepEd orders and memoranda, scholarly journals, articles, theses, dissertations, online resources, and books to gather requisite information and fortify the research discussion. This was done to strengthen the research discussion and ensure its comprehensiveness.

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Respondents of the Study

For this study, respondents were selected from the faculty of Cabangon High School, a constituent of the Schools Division of Legazpi City. Among the chosen participants, 58 teachers from this institution were included, comprising of 31 Teacher I, 26 Teacher III, and only one Teacher II. The researcher opted to use a total enumeration technique to gather data from all eligible participants rather than selecting a subset of the population through random sampling.

Total enumeration involves including every member of the population in the study, ensuring that the sample represents the entire population accurately. In this case, all teachers holding regular-permanent positions as Teachers I, II, and III at Cabangon High School from 2019 to 2022 were included in the study. This eliminates potential sampling biases and provides a comprehensive understanding of the instructional competence among teachers at the school. By using a total enumeration technique and focusing on specific categories of teachers, the study aimed to ensure that the sample accurately reflected the population of interest and provided valuable insights into instructional competence among teachers at Cabangon High School.

Research Instrument

The first instrument utilized was a survey questionnaire intended for all the 58 teacher-respondents. A comprehensive informed consent form was incorporated into the instrument to guarantee that the participants fully understood and willingly agree to participate in the study. Part I of the instrument sought to determine the teacher's level of instructional competence among the identified domains of the PPST-based RPMS for school years 2019-2020, 2020-2021, and 2021-2022. Furthermore, Part II was designed to evaluate the challenges faced by teachers within the identified domains, which could potentially impact their instructional competence.

The second instrument employed in this study is the Interview Guide Questions, strategically crafted to delve deeper into the challenges experienced by teachers within the

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designated domains of the PPST. This tool was specifically tailored for use with 10% of the total respondents, ensuring a representative sample. Fishbowl sampling methodology was adopted to select interviewees based on the Interview Guide Questions, allowing for a diverse and insightful exploration of the identified challenges.

To validate the proposed educational leadership and management project, consultation was sought from experts in the field of education to ensure its quality and validity. In this case, the assistance of individuals with relevant expertise and experience namely, a Public Schools District Supervisor, and an Education Program Specialist of the Schools Division of Legazpi City, as well as a Master Teacher of Sorsogon Province Division, was enlisted to review and assess the project's design, content, and feasibility. Their insights and feedback helped ensure the project's relevance, effectiveness, and alignment with best practices in the field of education.

Data Gathering Procedure

Upon the approval of the Thesis Committee of the Graduate School, the survey questionnaire was prepared and developed. To validate the instrument, the researcher sought the assistance of a Secondary School Principal, a Public Schools District Supervisor from the Schools Division of Legazpi City, and a Master Teacher from the Schools Division of Sorsogon Province. The researcher then made the necessary preparations, modifications, and enhancements to the final copy of the instrument based on the feedback obtained from the validation. The approval of the School's Division Superintendent of Legazpi City was then secured to administer the survey questionnaires. The researcher personally distributed the survey questionnaire to the respondents and through the Principal's Office of Cabangang High School. After the process of data gathering, responses were summarized accurately to facilitate the analysis and interpretation based on the study's objectives.

An interview was also conducted with 10% of the total respondent teachers to produce a deeper understanding of the challenges encountered by the teachers along the selected domains of the Philippine Professional Standards for Teachers (PPST). Spoken

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responses during the interview were converted into written text to ensure that all information was accurately captured for analysis. The responses were combined, analyzed, and summarized accurately to understand the nature, context, and implications of the challenges faced by teachers.

Following an analysis of the results of the instructional competence of teachers and the challenges they encountered along the PPST domains, the proposed educational leadership and management project was formulated. The researcher consulted the Public Schools District Supervisor, the Education Program Specialist of the Schools Division of Legazpi City, and a Master Teacher from the Schools Division of Sorsogon Province to validate the proposed project. The researcher then improved and modified the study as needed considering the validation's outcomes.

Statistical Treatment

This research adopted a quantitative and qualitative research design. Hence, the researcher used some statistical tools. The research used average score, percentage, and frequency count to determine the instructional competence of teachers for the School Year 2019-2020, 2020-2021, and 2021-2022 for every performance indicator in each key result area. Further, to determine the challenges encountered by the teachers on their instructional competence along the key result areas, the frequency of the teachers' responses and rank were utilized.

The process of data collection involved meticulous tabulation and summarization, ensuring accuracy and clarity to facilitate the analysis and interpretation of the data, aligning with the specific concerns addressed in the study. This meticulous approach aimed to present the data in a manner that would be readily comprehensible and conducive to extracting meaningful insights relevant to the study's objectives.

Below is the scale of the teachers' instructional competence with its corresponding adjectival rating and a description of the meaning of the rating adopted from the RPMS Rating Scale (DepEd Order No. 02, s. 2015).

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Matrix 1. Adjectival rating equivalencies

Range	Adjectival Rating	Description of Meaning of Rating
4.50-5.00	Outstanding	Performance denotes a very high level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative, performance. Teachers at this performance level must be exceptionally skilled in all significant responsibilities. Teacher accomplishments and contributions to the company are exceptional.
3.50-4.49	Very Satisfactory	Performance that surpassed expectations. All targets, goals, and objectives were met more than the benchmarks.
2.50-3.49	Satisfactory	Performance is acceptable in terms of work quality, effectiveness, and timeliness. It also means the most important annual goals were accomplished.
1.50-2.49	Unsatisfactory	Performance fell short of expectations, and/or one or more of the most important objectives weren't accomplished.
below 1.49	Poor	Performance frequently fell short of expectations, and/or significant progress toward important objectives was not realized. One or more critical areas require significant improvement.

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RESULTS AND DISCUSSION

Level of Instructional Competence of Cabangan High School Teachers

This section examines the instructional competence of Cabangan High School teachers, as measured by the PPST-based RPMS from SY 2019-2020 to SY 2021-2022, focusing on the domains of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The assessment involved 28 performance indicators spread across these three school years. In SY 2019-2020, 12 priority indicators were evaluated, covering areas like content knowledge, classroom management, curriculum planning, and assessment. For SY 2020-2021, indicators expanded to include ICT integration, learner-centered approaches, and critical thinking. By SY 2021-2022, the focus shifted to research-based teaching, language proficiency, safe learning environments, and addressing diverse learner needs, aiming to refine instructional practices further and ensure continuous improvement.

Content Knowledge and Pedagogy. This domain recognizes the importance of the mastery of content and its interconnectedness in other curriculum areas as well as the role of the teacher to display effective teaching practices in their subject areas and use topic knowledge and teaching strategies to create engaging teaching activities that encourage high learner accomplishment. It also encompasses applying developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It considers the need for skills in using communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes (DepEd Order No. 42, s. 2017).

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Table 1. Level of Instructional Competence of Cabangang High School Teachers Along Content Knowledge and Pedagogy

Indicators	2019-2020			2020-2021			2021-2022			Ave. Per Indicator	Adjectival Description			
	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level			No. of Teachers N=58	%	Teachers Ave. Score
1.1.2. Apply knowledge of content within and across curriculum teaching areas.	O	45	77.59	4.41	O	43	74.14	4.71	O	45	77.59	4.72	4.61	Outstanding
	VS	13	22.41		VS	13	22.41		VS	10	17.24			
	S	0	0.00		S	2	3.45		S	3	5.17			
1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.									O	33	56.90	4.43	4.43	Very Satisfactory
									VS	20	34.48			
									S	5	8.62			
1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.					O	12	20.69	4.17				4.17	4.17	Very Satisfactory
					VS	44	75.86							
					S	2	3.45							
1.4.2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	O	31	53.45	4.28				4.28				4.28	4.28	Very Satisfactory
	VS	27	46.55											
	S	0	0.00											
1.5.2. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	O	32	55.17	4.26	O	32	55.17	4.55				4.41	4.41	Very Satisfactory
	VS	25	43.10		VS	26	44.83							
	S	1	1.72		S	0	0.00							
1.6.2 Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.									O	53	91.38	4.86	4.86	Outstanding
									VS	2	3.45			
									S	3	5.17			
1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.									O	48	82.76	4.78	4.78	Outstanding
									VS	7	12.07			
									S	3	5.17			
			4.32				4.48					4.70	4.50	Outstanding

Table 1 presents the instructional competence of Cabangang High School teachers in Domain A: Content Knowledge and Pedagogy over three academic years. Seven indicators assessed teachers' competence, with varying distributions each year: three indicators in SY 2019-2020, three in 2020-2021, and four in 2021-2022.

In SY 2019-2020, teachers excelled particularly in applying content knowledge across curriculum areas (Indicator 1.1.2), achieving an average score of 4.41 and receiving the highest number of "Outstanding" ratings (45 out of 58). Other indicators, 1.4.2 and 1.5.2, also demonstrated high performance, with no "Satisfactory" ratings for the first two. This reflects

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teachers' strong mastery of content knowledge and teaching strategies, aligning with the Philippine Professional Standards for Teachers.

In SY 2020-2021, Indicator 1.1.2 again achieved the highest score of 4.71, emphasizing the critical role of teachers in fostering meaningful, holistic learning experiences. However, Indicator 1.3.2, focusing on ICT integration, had the lowest rating at 4.17, with only 20.69% of teachers rated as "Outstanding." This indicates challenges faced by some teachers in adapting to technology-driven instruction during the COVID-19 pandemic, highlighting a need for further professional development.

In SY 2021-2022, with four indicators assessed, Indicator 1.6.2, which focuses on language proficiency, scored an impressive 4.86, with 91.38% of teachers rated as "Outstanding." This demonstrates teachers' proficiency in using various languages in instruction. Conversely, Indicator 1.2.2, assessing research-based practices, received the lowest score of 4.43, with 56.90% rated as "Outstanding." Challenges in balancing professional development with workload were noted by teachers, impacting their engagement with research.

Overall, teachers' performance in Domain A showed a consistent upward trend: 4.32 in 2019-2020, 4.48 in 2020-2021, and 4.70 in 2021-2022, resulting in an overall average score of 4.50, indicating an outstanding level of instructional competence. Despite pandemic-related challenges, teachers effectively adapted their instructional practices, demonstrating proficiency in diverse teaching areas and the ability to integrate innovative strategies and digital tools for quality learning experiences. Domain A was the only domain rated "Outstanding," underscoring the teachers' success in content knowledge and pedagogy.

Learning Environment and Diversity of Learners. The Learning Environment and Diversity of Learners, two key domains in the Philippine Professional Standards for Teachers

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(PPST), highlight the importance of creating inclusive, diverse, and conducive learning environments. The Learning Environment domain focuses on fostering student responsibility and engagement, while the Diversity of Learners domain emphasizes inclusive teaching for diverse local and global communities. From SY 2019-2020 to 2021-2022, Cabangang High School teachers were evaluated on these domains through a series of performance indicators. In SY 2019-2020, teachers performed well overall, though classroom structure management (Indicator 2.3.2) showed room for improvement. In SY 2020-2021, despite the pandemic, teachers adapted well to diverse student needs, scoring high in areas like culturally responsive teaching (Indicator 3.2.2) and strategies for learners in challenging circumstances (Indicator 3.4.2). These results underscore the importance of continuous professional development to enhance teachers' classroom management and diversity-responsive strategies, aligning with research that emphasizes the value of varied instruction for student success.

Table 2. Level of Instructional Competence of Cabangang High School Teachers Along Learning Environment and Diversity of Learners

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Indicators	2019-2020				2020-2021				2021-2022				Ave. Per Indicator	Adjectival Description
	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score		
2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.									O	48	82.76	4.78	4.78	Outstanding
									VS	7	12.07			
									S	3	5.17			
2.2.2 Maintain learning environments that promote fairness, respect, and care to encourage learning.									O	52	89.66	4.84	4.84	Outstanding
									VS	3	5.17			
									S	3	5.17			
2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of	O	38	65.52	4.30								4.30	Very Satisfactory	
	VS	19	32.76											
	S	1	1.72											
2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.									O	52	89.66	4.86	4.86	Outstanding
									VS	4	6.90			
									S	2	3.45			
2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their									O	45	77.59	4.69	4.69	Outstanding
									VS	8	13.79			
									S	5	8.62			
2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	O	49	84.48	4.47								4.47	Very Satisfactory	
	VS	9	15.52											
	S	0	0.00											
3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	O	45	77.59	4.39								4.39	Very Satisfactory	
	VS	13	22.41											
	S	0	0.00											
3.2.2 Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.					O	8	13.79	4.14				4.14	Very Satisfactory	
					VS	50	86.21							
					S	0	0.00							
3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.									O	29	50.00	4.45	4.45	Very Satisfactory
									VS	26	44.83			
									S	3	5.17			
3.4.2 Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation;					O	36	62.07	4.59				4.59	Outstanding	
					VS	20	34.48							
					S	2	3.45							
3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.									O	23	39.66	4.31	4.31	Very Satisfactory
									VS	30	51.72			
									S	5	8.62			
			4.39				4.37				4.66		4.47	Very Satisfactory

In SY 2021-2022, several indicators (2.1.2, 2.2.2, 2.4.2, 2.5.2, 3.3.2, and 3.5.2) were assessed, showing teachers' strong performance in creating conducive learning environments. Indicator 2.4.2 stood out with an average score of 4.86, with 89.66% of teachers rated as 'Outstanding,' reflecting success in fostering collaborative and supportive learning spaces. However, Indicator 3.5.2, which focuses on culturally appropriate teaching for indigenous learners, had a lower average score of 4.31, indicating room for growth, as only 39.66% were rated 'Outstanding' and 51.72% 'Very Satisfactory.' This highlights the need for continued

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improvement in addressing the educational needs of indigenous students through culturally sensitive instruction.

While the majority of teachers performed well, a few were rated 'Satisfactory,' suggesting that some areas, such as maintaining motivating environments (Indicator 2.5.2) and adapting teaching strategies for indigenous learners (Indicator 3.5.2), need further professional development. These ratings indicate room for enhancing teaching effectiveness.

Over three school years, teachers' instructional competence in Domain B showed an upward trend. Despite a slight decline during the 2020-2021 pandemic year (from 4.39 to 4.37), there was a notable rebound to 4.66 in 2021-2022. The overall average across three years was 4.47, reflecting 'Very Satisfactory' performance and showcasing teachers' resilience and adaptability in maintaining engaging, learner-centered environments amidst challenges.

Curriculum and Planning. The Curriculum and Planning domain focuses on teachers' ability to create learner-relevant, organized, and sequential lessons that align with educational objectives and foster student engagement. This includes using various teaching tools and ensuring lessons are inclusive and responsive to student needs. Cabangan High School teachers' performance in this domain from SY 2019-2020 to 2021-2022 is outlined in Table 3. Indicator 4.4.2, emphasizing clear and achievable learning goals, received the highest rating of 4.47 in SY 2019-2020, with 86.21% of teachers rated as 'Outstanding.' Conversely, Indicator 4.1.2, focused on instructional planning and management, received the lowest average score of 4.31. Despite this, teachers still performed well, with no one rated below 'Very Satisfactory.' These results highlight the teachers' strengths in collaborative discussions and lesson planning, supporting research that underscores the importance of methodical instructional planning to enhance teaching effectiveness.

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Table 3. Level of Instructional Competence of Cabangan High School Teachers Along Curriculum and Planning

Indicators	2019-2020				2020-2021				2021-2022				Ave. Per Indicator	Adjectival Description	
	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score			
4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	O	38	65.52	4.31									4.31	Very Satisfactory	
	VS	20	34.48												
	S	0	0.00												
4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.					O	31	53.45	4.53					4.53	Outstanding	
					VS	27	46.55								
					S	0	0.00								
4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.									O	16	27.59	4.19	4.19	Very Satisfactory	
									VS	37	63.79				
									S	5	8.62				
4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	O	50	86.21	4.47									4.47	Very Satisfactory	
	VS	8	13.79												
	S	0	0.00												
4.5.2 Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.	O	43	74.14	4.41	O	32	55.17	4.55					4.48	Very Satisfactory	
	VS	15	25.86		VS	26	44.83								
	S	0	0.00		S	0	0.00								
			4.40					4.54				4.19	4.38	Very Satisfactory	

In school year (SY) 2020-2021, Indicator 4.5.2, which focuses on selecting and utilizing appropriate resources, achieved a score of 4.55, slightly higher than Indicator 4.2.2, which centers on setting achievable learning outcomes. However, the percentage of teachers rated 'Outstanding' in Indicator 4.5.2 dropped from 74.14% in 2019-2020 to 55.17% in 2020-2021, likely due to pandemic-related challenges such as limited access to ICT resources and difficulties with remote teaching. This decline highlights the impact of resource scarcity on maintaining inclusive education, as noted in Okongo et al. (2015).

Despite pandemic challenges, Indicator 4.2.2 scored an average of 4.53, with no teachers rated 'Satisfactory,' indicating resilience in aligning learning outcomes with curriculum competencies. However, adapting to ongoing uncertainties may require further development of alignment strategies to maintain program objectives.

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In SY 2021-2022, Indicator 4.3.2, which emphasizes adapting learning programs to meet diverse learner needs, saw most teachers rated 'Very Satisfactory' (63.79%) but a lower percentage rated 'Outstanding' (27.59%), with some rated as 'Satisfactory' (8.62%). This suggests challenges in addressing learner diversity, exacerbated by workload, limited resources, and time constraints. Participant feedback revealed difficulty in prioritizing numerous DepEd programs, hindering teachers' ability to fully implement responsive instructional strategies. Improving support systems and professional development is crucial for enhancing teacher flexibility in this area, as emphasized by Pandey (2021).

Across three school years (2019-2022), Cabangon High School teachers achieved average scores of 4.40, 4.54, and 4.19 in Domain C (Curriculum and Planning), resulting in an overall 'Very Satisfactory' rating of 4.38. Despite challenges, teachers displayed strong competence in curriculum alignment and resource utilization, in line with UNESCO's emphasis on adapting content to engaging learning activities.

Assessment and Reporting. The Assessment and Reporting domain encompasses the procedures associated with the various evaluation instruments and approaches used by educators to monitor, analyze, document, and communicate students' requirements, progress, and achievements. It emphasizes leveraging assessment data to enhance teaching and learning programs and processes, with a focus on providing students with pertinent feedback related to learning objectives. This domain guides the reporting cycle, which is shaped by this feedback and assists teachers in selecting, organizing, and utilizing suitable evaluation methods. Moreover, Table 4 displays the Instructional Competence of Cabangon High School Teachers for Domain D Assessment and Reporting, which includes five (5) indicators of the PPST-Based RPMS, from 2019 to 2022 distributed across the three (3) school years.

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Table 4 Level of Instructional Competence of Cabangan High School Teachers Along Assessment and Reporting

Indicators	2019-2020			2020-2021				2021-2022				Ave. Per Indicator	Adjectival Description		
	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%	Teachers Ave. Score	Level	No. of Teachers N=58	%			Teachers Ave. Score	
5.1.2 Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	O	58	100	5.00									5.00	Outstanding	
	VS	0	0.00												
	S	0	0.00												
5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.	O	26	44.83	4.54									4.54	Outstanding	
	VS	32	55.17												
	S	0	0.00												
5.3.2 Use strategies for providing timely, accurate, and constructive feedback to improve learner performance.					O	41	70.69	4.59					4.59	Outstanding	
					VS	17	29.31								
					S	0	0.00								
5.4.2 Communicate promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	O	24	41.38	4.53									4.53	Outstanding	
	VS	34	58.62												
	S	0	0.00												
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.									O	14	24.14	4.12	4.12	Very Satisfactory	
									VS	39	67.24				
									S	5	8.62				
			4.69				4.59				4.12	4.47	Very Satisfactory		

From school year (SY) 2019-2022, Cabangan High School's Results-based Performance Management System (RPMS) tracked teachers' assessment and reporting proficiency through several indicators. In SY 2019-2020, all teachers received an 'Outstanding' rating for designing and using assessment strategies (Indicator 5.1.2), with a perfect average score of 5.00. Indicators for monitoring learner progress (5.2.2) and communicating learners' needs (5.4.2) also showed strong proficiency, with average scores of 4.54 and 4.53, respectively.

In SY 2020-2021, Indicator 5.3.2, focusing on providing timely and constructive feedback, averaged 4.59, with 70.69% of teachers rated 'Outstanding.' However, in SY 2021-2022, teachers' ability to use assessment data to modify teaching (Indicator 5.5.2) saw a decline, with an average score of 4.12. Only 24.14% of teachers were rated 'Outstanding,' highlighting the need for targeted professional development in data-driven instruction.

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Across three years, the school's average rating for Assessment and Reporting was 4.47, reflecting strong but declining performance. Domain D, along with others like Content Knowledge (Domain A), showed room for improvement, especially in assessment practices. The overall analysis suggests the need for ongoing professional development to enhance instructional strategies and improve student outcomes.

Table 5. Summary of the Instructional Competence of Cabangan High School Teachers

Domains	2019-2020			2020-2021			2021-2022			Ave. Per Indicator	Adjectival Description
	No. of Indicators	Ave. Score	Adjectival Description	No. of Indicators	Ave. Score	Adjectival Description	No. of Indicators	Ave. Score	Adjectival Description		
Domain A. Content Knowledge and Pedagogy	3	4.32	Very Satisfactory	3	4.48	Very Satisfactory	4	4.70	Outstanding	4.50	Outstanding
Domain B. Learning Environment & Diversity of Learners	3	4.39	Very Satisfactory	2	4.37	Very Satisfactory	6	4.66	Outstanding	4.47	Very Satisfactory
Domain C. Curriculum & Planning	3	4.40	Very Satisfactory	2	4.54	Outstanding	1	4.19	Very Satisfactory	4.38	Very Satisfactory
Domain D. Assessment & Reporting	3	4.69	Outstanding	1	4.59	Outstanding	1	4.12	Very Satisfactory	4.47	Very Satisfactory
	12	4.45	Very Satisfactory	8	4.50	Outstanding	12	4.42	Very Satisfactory	4.45	Very Satisfactory

Teachers striving for educational excellence face significant challenges in balancing content knowledge with effective teaching strategies. They need to integrate their subject expertise with innovative, student-centered approaches while adapting to diverse learning styles and staying current with educational trends.

According to Table 6, the primary challenge in Domain A: Content Knowledge and Pedagogy is the difficulty in incorporating research-based knowledge and teaching principles into practice. In a survey of 58 teachers, 25 reported difficulties in applying these research-based practices, which aligns with Dancy et al. (2016), who highlighted a lack of understanding in implementing and sustaining these strategies.

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This challenge underscores the complexities teachers face in translating educational research into practical classroom applications, compounded by limited access to relevant research, inadequate training and professional development, time constraints, and resistance to change.

Challenges Encountered by the Teachers

In the dynamic realm of education, teachers face diverse challenges on their path to instructional competence. This exploration delves into the intricate hurdles encountered during the implementation of the DepEd PPST-based RPMS from 2019-2020 to 2021-2022, focusing on key domains outlined in the Philippine Professional Standards for Teachers. These challenges vary in complexity, reflecting the daily realities educators face. Teachers collectively identify specific PPST Indicators as particularly challenging, informing the ranking of these hurdles and highlighting the importance of addressing them to foster a supportive educational environment and enhance teaching practices.

Content Knowledge and Pedagogy. In the quest for educational excellence, teachers face numerous challenges that require them to balance content knowledge with effective teaching strategies. They must integrate their understanding of subject matter with innovative, student-centered methods while adapting to individual learning styles and keeping up with evolving educational trends.

Table 6 highlights the challenges within Domain A: Content Knowledge and Pedagogy, revealing that the most significant issue reported by teachers is the difficulty in integrating research-based knowledge and teaching principles into their practice. Out of a survey of 58 teachers, 25 indicated struggles in effectively applying research-based practices in their instruction. This aligns with Dancy et al. (2016), who noted a lack of knowledge in spreading and sustaining research-based instructional strategies.

The prevalence of this challenge reflects the difficulties teachers encounter when attempting to translate educational research into practical classroom applications. Factors

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contributing to these obstacles include limited access to relevant research resources, insufficient training and professional development opportunities, time constraints, and resistance to change.

Table 6. Challenges Encountered by the Teachers Along Content Knowledge and Pedagogy

Challenges Encountered	Frequency	Rank
Difficulties in integrating research-based knowledge and teaching principles into professional practice	25	1
Limited teaching strategies to develop students' critical, creative, and other higher-order thinking skills.	24	2
Limited teaching strategies for enhancing learner achievement in literacy and numeracy skills.	21	3
Challenges in utilizing ICT to facilitate the teaching and learning process.	17	4
Limited availability of teaching strategies applicable for applying content knowledge within and across diverse curriculum areas.	16	5
Limited communication strategies for supporting learner engagement and achievement.	14	6
Difficulties in proficiently using Mother Tongue, Filipino, and English to facilitate teaching and learning.	3	7

Teachers face several key challenges in integrating research-based practices, fostering critical thinking, enhancing literacy and numeracy, using ICT effectively, and applying content knowledge across curricula. Limited access to resources, materials, and technology hampers the application of research-based knowledge in teaching practices. Despite these difficulties,

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most teachers receive high RPMS ratings, indicating a gap between perceived challenges and performance evaluations.

Developing higher-order thinking skills in students is a significant struggle, with 24 out of 58 teachers reporting difficulties in employing diverse teaching strategies. Factors such as lack of training, resources, and collaboration contribute to this issue, affecting students' critical and creative thinking. Similarly, 21 teachers face challenges in enhancing literacy and numeracy skills, especially in large classes.

The integration of ICT into teaching is another challenge, with 17 teachers reporting difficulties in effectively utilizing technology. Limited training in ICT usage further complicates this issue, reflecting the slow adoption of technology in educational settings.

While most teachers feel confident in applying content knowledge across different curriculum areas, 28% still find it challenging to do so effectively. These challenges underscore the need for targeted professional development, better access to resources, and collaborative efforts to support teachers in addressing diverse learner needs and improving student outcomes.

Learning Environment & Diversity of Learners. Teachers face significant challenges in creating inclusive and supportive learning environments within the Learning Environment and Diversity of Learners domain. These challenges include addressing diverse learning needs, backgrounds, and disabilities, and ensuring equity in education. A study found that 25 out of 58 teachers struggle with designing and implementing inclusive strategies for students with disabilities, giftedness, and talents, highlighting the complexity of meeting diverse classroom needs. Despite these difficulties, teachers received "Very Satisfactory" ratings in the RPMS, suggesting that, while they face obstacles, they still meet educational standards for inclusivity. Additionally, 24 teachers reported challenges in adapting teaching strategies to diverse student backgrounds, with large class sizes (averaging 55 students) complicating efforts to establish learner-centered approaches. Indicator 3.2.2, focusing on learner-centered strategies for diverse backgrounds, scored the lowest in the RPMS,

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underscoring the need for targeted support and professional development. Experts like Sansom (2015) and Weimer (2013) emphasize the importance of customized teaching strategies and active learning to address these challenges effectively.

Table 7. Challenges Encountered by the Teachers Along Learning Environment and Diversity of Learners

Challenges Encountered	Frequency	Rank
Difficulties in designing, adapting, and implementing inclusive teaching strategies for learners with disabilities, giftedness, and talents	25	1
Challenge in implementing responsive teaching strategies for diverse learner backgrounds	24	2
Difficulties in structuring classroom for engaging exploration and hands-on learning	22	3
Limited teaching strategies for fostering motivating learning environments where learners assume responsibility for their learning	21	4
Limited teaching strategies for addressing the special educational needs of learners in challenging circumstances	20	5
Difficulties in providing differentiated, developmentally appropriate learning experiences that cater to learners' gender, needs, strengths, interests, and experiences.	19	6
Challenges in employing culturally appropriate teaching strategies for indigenous learners' needs.	17	7
Difficulties in effectively managing learner behavior with positive, non-violent discipline for learning-focused environments.	13	8

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Difficulties in establishing a safe and secure learning environment through consistent policy implementation.	11	9
Challenges in sustaining supportive learning environments that foster participation, cooperation, and collaboration.	10	10
Difficulties in maintaining learning environments that promote fairness, respect, and care to foster learning.	5	11

The data in Table 7 highlights the significant challenges faced by educators at Cabangon High School in creating engaging and inclusive learning environments. Approximately 38% of teachers reported difficulties in structuring classrooms for hands-on exploration, indicating a struggle to foster dynamic interactions that promote active student engagement. Participant #4 emphasized that a lack of school facilities hampers the ability to conduct meaningful hands-on activities, limiting opportunities for critical thinking and collaboration.

Additionally, about 36% of educators encountered limitations in teaching strategies that encourage self-directed learning and intrinsic motivation among students. This reflects a widespread issue in creating motivating environments where students take responsibility for their learning. Wehmeyer et al. (2017) noted the importance of tailored motivational strategies to support students' development.

Furthermore, 20 teachers faced challenges in addressing the special educational needs of students, particularly exacerbated by the COVID-19 pandemic, which intensified the urgency for targeted support. Schuelka (2018) suggested strategies like conducting school reviews and providing training for inclusive practices to address these issues.

Lastly, around 31% of teachers struggled to offer differentiated learning experiences that consider students' diverse needs and strengths. One teacher noted that implementing

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such differentiated instruction requires substantial preparation and planning time, emphasizing the need for adequate resources and professional development.

In summary, these findings reveal the multifaceted obstacles teachers face in fostering inclusive, engaging, and supportive learning environments. Addressing these challenges through targeted professional development and strategic interventions is crucial to enhancing educators' ability to effectively adapt their instructional approaches.

Curriculum and Planning. In the realm of education, teachers are confronted with the task of aligning their instructional strategies with curriculum objectives, addressing diverse learning styles, and adapting to the dynamic needs of their students. The challenges encompass not only the creation of engaging and relevant content but also the strategic planning that paves the way for successful learning outcomes. This investigation explores the multifaceted challenges encountered by teachers within the indicators of Curriculum and Planning, shedding light on the complexities that educators navigate to provide a comprehensive and enriching educational experience.

Table 8. Challenges Encountered by the Teachers Along Curriculum and Planning

Challenges Encountered	Frequency	Rank
Difficulties in selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals.	30	1
Challenges in adapting and implementing learning programs to meet all learners' needs.	28	2
Challenges in planning, managing, and implementing sequenced teaching and learning processes to meet diverse curriculum requirements and teaching contexts.	21	3

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Limited participation in collegial discussions using feedback to enrich teaching practice.	17	4
Difficulties in setting aligned and achievable learning outcomes.	6	5

Table 8 indicates that about 53% of teachers face difficulties in selecting, developing, organizing, and utilizing appropriate teaching and learning resources, including Information and Communication Technology (ICT), to meet learning goals. This highlights the complexity of instructional planning and technology integration. One participant noted that limited access to resources hampers their ability to engage students effectively in diverse learning experiences.

Despite these challenges, teachers received a 'Very Satisfactory' score of 4.48 in Indicator 4.5.2 of the RPMS, suggesting a discrepancy between perceived challenges and actual performance. This indicates that while teachers recognize difficulties in resource utilization, their proficiency may be higher than their self-assessment.

Additionally, around 48% of educators reported struggles in adapting learning programs for all students, scoring the lowest in Domain C of the RPMS. One participant highlighted confusion over prioritizing various DepEd initiatives, revealing a gap between desired outcomes and classroom implementation. Addressing these challenges is crucial for creating inclusive learning environments.

Teachers also experience difficulties in planning and managing sequenced teaching processes to meet curriculum requirements, with many expressing concerns about covering all curriculum content within limited class time. One participant emphasized the struggle to sequence instruction effectively while accommodating diverse learning styles and abilities, underlining the need for additional support and resources.

Furthermore, about 29% of teachers reported limited participation in collegial discussions, which are essential for enriching teaching practices. Barriers to collaboration, such

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as a lack of trust and openness to feedback, were identified as hindrances to professional development.

Resistance to adopting new teaching methods is also a concern, particularly among long-serving educators. One participant expressed skepticism toward change, while another felt excluded from the curriculum formulation process. These challenges align with Phillips (2020), who emphasized the need to equip teachers with the skills and support necessary to transform curricular information into engaging learning experiences. Overall, addressing these challenges through targeted support and professional development is vital for enhancing teaching efficacy and promoting successful learning outcomes.

Assessment and Reporting. This domain highlights the critical processes of evaluating student learning and effectively communicating progress. Teachers face the challenge of designing assessments that accurately measure student understanding while providing timely and constructive feedback. Key difficulties include creating fair and valid assessments and accurately reporting student achievements.

According to Table 9, approximately half of the teachers (29 out of 58) reported challenges in using assessment data to adjust their teaching practices, making this the most significant issue in Domain D: Assessment and Reporting. This indicator received the lowest ratings in the RPMS, indicating a gap in integrating assessment data into instructional practices. Heick (2023) identifies two primary obstacles: lack of time for arranging and analyzing tests, and misalignment of assessments with the needs of both teachers and students. One participant noted that time constraints, particularly with large classes, hinder thorough analysis of assessment data for informed instructional changes, a sentiment echoed by another teacher who cited insufficient training in formative and summative assessments.

To effectively utilize assessment data for improving teaching and learning, a multifaceted approach is essential. One participant suggested that professional development opportunities could enhance teachers' skills in analyzing and utilizing assessment data effectively. Targeted professional development can build capacity in assessment literacy, data

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analysis, and strategies for tailoring instruction to diverse learners. Additionally, fostering a supportive school culture that values data-driven decision-making can encourage collaboration and sharing of best practices among educators. Addressing these challenges will enhance teachers' ability to use assessment as a continuous improvement tool, ultimately leading to better student learning outcomes.

Table 9. Challenges Encountered by the Teachers Along Assessment and Reporting

Challenges Encountered	Frequency	Rank
Challenges in using assessment data to adjust teaching and learning practices.	29	1
Difficulties in promptly and clearly communicating learners' needs, progress, and achievements to key stakeholders, including parents/guardians.	27	2
Challenges in monitoring and evaluating learner progress and achievement using attainment data.	22	3
Limited assessment strategy selection and organization consistent with curriculum requirements.	19	4
Difficulties in providing timely, accurate, and constructive feedback to improve learner performance.	14	5

In the Assessment and Reporting domain, about 47% of teachers (27 out of 58) reported challenges in effectively communicating students' needs, progress, and achievements to key stakeholders, including parents and guardians. This indicates difficulties in maintaining transparent communication regarding student education. Despite these challenges, the IPCRF-based RPMS rated teachers as Outstanding in this area, suggesting they adapted their communication strategies during the pandemic by utilizing various tools to keep parents informed.

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Additionally, 38% of teachers (22 out of 58) struggled with monitoring and evaluating learner progress due to large class sizes, with one teacher noting that tracking progress is particularly challenging with nearly 60 students per class. This situation often leads to reliance on standardized assessments, which may not adequately address individual student needs. Redecker & Johannessen (2013) recommend innovative assessment strategies using emerging technologies to overcome these challenges.

Nineteen teachers reported difficulties in selecting and organizing assessment strategies that align with curriculum requirements, highlighting the need for coherent assessment methods to promote student success. This necessitates targeted professional development, collaboration, and access to quality assessment resources.

On a positive note, only 14 teachers faced challenges in providing timely, accurate, and constructive feedback, indicating that most teachers are skilled in delivering effective feedback, as reflected in their high RPMS ratings.

In summary, the key challenges teachers encounter in the Assessment and Reporting domain include utilizing assessment data, effective communication with stakeholders, monitoring learner progress, designing appropriate assessment strategies, and providing constructive feedback. Addressing these issues through targeted professional development can enhance teachers' capabilities in assessment design and implementation, leading to improved teaching practices and better student learning outcomes.

The Proposed Educational Leadership and Management Project

Gore et al. (2017) highlights that merely assessing teaching effectiveness does not suffice for improving teaching quality without a strong professional development strategy. In response, a professional development initiative is proposed for teachers at Cabangan High School, which includes a comprehensive assessment of instructional competence based on the Philippine Professional Standards for Teachers (PPST) and a survey to identify challenges faced in various domains. The initiative aims to address these needs to promote continuous professional growth and enhance instructional capabilities.

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The RPMS results from 2019 to 2022 revealed four key performance indicators where teachers faced difficulties: using assessment data to enhance teaching (Indicator 5.5.2, average rating 4.12), understanding students' diverse backgrounds (Indicator 3.2.2, average rating 4.14), positively integrating ICT (Indicator 1.3.2, average rating 4.17), and ensuring the relevance of learning programs (Indicator 4.3.2, average ratings 4.12 to 4.19). Survey results indicated challenges in areas such as integrating research-based knowledge into practice (Domain A), designing inclusive strategies for diverse learners (Domain B), selecting and organizing appropriate resources (Domain C), and effectively using assessment data (Domain D).

The educational leadership and management project identified seven specific needs based on the RPMS and was validated by education experts, including a Public Schools District Supervisor, an Education Program Specialist, and a Master Teacher, to ensure quality and relevance. The project includes tailored session guides and development flows adhering to the Abridged Learning and Development System for Teacher Professional Development format, part of the Sustaining Education Reform Gains (SERG) Project, supported by the Australian government and the Department of Education. Cabangan High School will serve as a pilot school for this initiative, implementing the SERG format for professional development.

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The Proposed Educational Leadership and Management Project

I. Title of the Project:

TransformTeach: Advancing Instructional Competence

II. Rationale:

The Department of Education's mission is to provide high-quality basic education to all Filipino students, with teacher quality playing a crucial role in achieving this goal. DepEd Memorandum No. 050, series of 2020, emphasizes the continuous upskilling and reskilling of teachers and school leaders to enhance learning outcomes. To support this, the Department has implemented initiatives under the Basic Education Sector Transformation (BEST), including the introduction of the Philippine Professional Standards for Teachers, strengthening the National Educators Academy of the Philippines (NEAP), and expanding Teacher Professional Development (TPD) programs. In line with these efforts, Cabangan High School has proposed an educational leadership and management project focused on enhancing instructional competence, aligning with DepEd's reforms to support modern teaching methodologies and diverse instructional strategies.

III. Project Description:

TransformTeach: Advancing Instructional Competence is a professional development initiative for Junior High School teachers at Cabangan High School, aimed at enhancing instructional skills in alignment with DepEd's Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS). Based on research identifying areas for improvement, the project offers targeted Learning Action Cell sessions and collaborative learning opportunities focused on pedagogical strategies, classroom management, assessment methods, and technology integration. Emphasizing reflective practice and peer feedback, it seeks to empower teachers to become

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effective instructional leaders, better equipped to meet diverse student needs and advance the school's mission of providing quality 21st-century education.

IV. Objectives:

1. Improve teacher's proficiency in integrating technology effectively and applying research-based teaching strategies in classroom instruction.
2. Improve teacher's ability to create inclusive learning environments that accommodate diverse student backgrounds and effectively support learners with special needs or exceptionalities.
3. Improve teacher's capacity to develop and implement a curriculum that is relevant, responsive to student needs, and effectively integrates appropriate teaching resources, including ICT tools, to enhance student learning experiences.
4. Improve teacher's ability to effectively utilize assessment data to inform instructional decisions, enhance teaching strategies, and optimize student learning outcomes.
5. Foster collaborative learning environments through learning action cell sessions to share best practices and collective insights.

V. Professional Development Priorities:

This learning and development activity is in support of the effective operationalization of DepEd's Learning Continuity Plan as provided in DepEd Memorandum No. 050, series of 2020. The memorandum states that Professional Development Priorities shall support the realization of the Department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes. Specifically, this project aims to strategically address the needs of the instructional competence of the Cabangan High School teachers along the domains set by the Philippine Professional Standards for Teachers (PPST).

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VI. Professional Standards Covered:

The following Philippine Professional Standards for Teachers (PPST) are covered by this learning and development activity: Content Knowledge and Pedagogy, Learning Environment and diversity of Learners, Curriculum and Planning, and Assessment and Reporting.

VII. Target Participants:

The target participants of this activity are the Junior High School Teachers I, II, and III of Cabangan High School.

VIII. Number of Hours:

This learning and development activity will be held for five (5) days, which is equivalent to 32 hours.

IX. Success Indicators:

The following success indicators provide a comprehensive overview of the project's impact on various aspects of teaching and learning.

1. Increased use of technology/ICT in lesson planning and curriculum delivery.
2. Adoption of research-based teaching methods.
3. Enhanced student engagement and participation as well as academic achievement and learning outcomes.
4. Positive feedback from students on instructional methods, inclusivity of classroom environment, relevance of curriculum
5. Implementation of accommodations and support for students with special needs.
6. Collaboration with support staff to address individual student needs.
7. Alignment of curriculum with diverse student needs.
8. Utilization of assessment data to tailor instruction to student needs.
9. Implementation of targeted teaching strategies based on assessment results.
10. Adaptation of instructional methods in response to assessment feedback.

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Summary

This study evaluated the instructional competence of teachers at Cabangang High School from 2019 to 2022, focusing on three main objectives: assessing teacher proficiency in key domains, identifying challenges faced within those domains, and proposing educational leadership and management projects to enhance instructional competence.

To achieve a comprehensive understanding, the study employed both quantitative and qualitative methods, including interviews to gather insights into specific challenges encountered by teachers. The analysis utilized average scores, percentage scores, and frequency counts to assess instructional competence and identify areas for improvement.

The sample included 58 permanent Junior High School teachers at Cabangang High School, with data collected using the RPMS Rating Scale aligned with the Philippine Professional Standards for Teachers (PPST) across five domains: Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. Statistical tools were applied to analyze the data, and documentary analysis of teachers' Individual Performance Commitment and Review Forms (IPCRF) for the school years 2019-2022 supplemented the findings. Additionally, interviews were conducted with 10% of the teachers to explore the challenges they faced in the identified domains.

Overall, the study aimed to provide valuable insights into the strengths and weaknesses of instructional practices at Cabangang High School and to inform potential strategies for improvement.

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Findings

Presented by the problems investigated in the study are the key findings that follow:

1. The Level of Instructional Competence of Cabangan High School Teachers.

Cabangan High School teachers exhibited Outstanding instructional competence in Content Knowledge and Pedagogy, with an average rating of 4.50. Notably, they excelled in utilizing Mother Tongue, Filipino, and English for teaching (Indicator 1.6.2), achieving a top rating of 4.86. Conversely, they scored lowest in positive ICT use (Indicator 1.3.2), averaging 4.17, a challenge noted by teachers. In Learning Environment and Diversity of Learners, teachers received a Very Satisfactory rating with an average of 4.47, excelling in maintaining supportive learning environments (Indicator 2.4.2, 4.86). However, they struggled to establish learner-centered cultures (Indicators 3.2.2, 4.14), the second most challenging indicator in Domain B.

In Curriculum and Planning, teachers showed Very Satisfactory competence, averaging 4.38. They excelled in setting aligned learning outcomes (Indicator 4.2.2), averaging 4.53 but faced challenges in adapting programs to meet diverse learner needs (Indicator 4.3.2), averaging 4.19, also the second most challenging in Domain C. In Assessment and Reporting, their competence was Very Satisfactory (average: 4.47), with exceptional ratings in assessment strategy design (Indicator 5.1.2), averaging 5.00. However, they struggled with utilizing assessment data to modify teaching (Indicator 5.5.2), averaging 4.12, which was also identified as the most challenging in Domain D.

Moreover, the variation in the number of performance indicators across academic years may impact overall teaching staff performance. In 2019-2020, with 12 indicators, teachers achieved a 'Very Satisfactory' rating of 4.45. In 2020-2021, with 8 indicators, performance rose to 'Outstanding' at 4.50. However, in 2021-2022, with 12 indicators, there was a slight decrease to 4.42, returning to the 'Very Satisfactory' level. Overall, the Cabangan High School

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teachers' instructional competence has resulted in an average score of 4.45, which according to the RPMS rating description, teachers' overall performance surpassed expectations, and all targets, goals, and objectives were met more than the benchmarks.

2. The Challenges Encountered by the Teachers.

The teachers faced significant challenges across various domains. In Content Knowledge and Pedagogy, the application of research-based knowledge and teaching principles to enhance professional practice (Indicator 1.2.2) was particularly daunting, with 25 out of 58 teachers encountering difficulties in this area. However, despite these challenges, the majority of teachers received an 'Outstanding' rating in the RPMS for their use of research-based knowledge and teaching principles to enhance professional practice.

Meanwhile, in the Learning Environment and Diversity of Learners domain, designing, adapting, and implementing teaching strategies for diverse learners, including those with disabilities, giftedness, and talents (Indicator 3.3.2), proved to be the most challenging, with 25 out of 58 teachers struggling in this aspect. However, according to the RPMS results, the teachers' overall performance in this indicator was evaluated as 'Very Satisfactory'.

Additionally, under Curriculum and Planning, selecting, developing, organizing, and utilizing appropriate teaching resources, including ICT, to meet learning goals (Indicator 4.5.2) posed challenges for teachers, with 30 out of 58 indicating difficulty. On the contrary, teachers received an overall 'Very Satisfactory' score of 4.48 in Indicator 4.5.2 according to the RPMS ratings.

Finally, the utilization of assessment data to adjust teaching and learning practices (Indicator 5.5.2) was identified as the most challenging in Domain D Assessment and Reporting, with nearly half of the teachers, or 29 out of 58, encountering obstacles in this aspect. Furthermore, the same indicator received the lowest rating in Domain D according to the teachers' RPMS evaluations.

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3.The Educational Leadership and Management Project.

In response to the outcomes of the performance evaluation of the instructional competence of Cabangang High School teachers, a professional development initiative is proposed through Learning Action Cell Sessions to improve or sustain the instructional competence of the teachers. This initiative is the result of a thorough assessment of the teaching staff's instructional competency using the domains listed in the Philippine Professional Standards for Teachers as a reference. Based on the empirical findings, the project seeks to proactively address the teachers' needs by creating a climate that supports ongoing professional development and improves the teaching skills of the teachers at Cabangang High School.

Conclusions

The study's findings led to the following conclusions:

1. Instructional Competency: Teachers at Cabangang High School demonstrated commendable instructional competency, effectively mastering content knowledge and applying teaching principles across various curriculum areas. They excelled in creating safe and supportive learning environments that cater to diverse student needs. However, their performance in Curriculum and Planning remains ****very satisfactory****, with less proficiency in translating curriculum content into relevant learning activities.

Various factors, including assessment criteria, the impact of the COVID-19 pandemic, available support and resources, professional development opportunities, school culture, leadership, and student demographics, influence the collective performance of the teaching staff.

2. Student Performance: The satisfactory academic performance of students at Cabangang High School may be affected by teachers' challenges, such as difficulties in using

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assessment data to modify teaching practices, which can hinder tailored support and student progress. Inadequate adaptation of learning programs may lead to disengagement, while a lack of learner-centered cultures may result in feelings of exclusion. Furthermore, insufficient positive ICT use can limit interactive learning experiences, impacting students' digital literacy. Addressing these challenges is crucial for fostering student success and preparing them for future academic and professional opportunities.

3. Proactive Response: The findings suggest a proactive approach to address identified needs. The proposal for targeted learning and development activities is a valuable response to the challenges and areas for improvement. This initiative aims to invest in teachers' continuous professional growth, enhancing their instructional skills and aligning practices with Philippine Professional Standards for Teachers (PPST). By focusing on specific indicators that require attention, this proposal has the potential to elevate overall instructional competence and enrich the educational experience for students at Cabangan High School.

Recommendations

Based on the results, findings, and conclusions regarding the instructional competence of Cabangan High School instructors, the following actions are recommended:

1. Professional Development Programs: The school should invest in targeted professional development focused on instructional design and pedagogical strategies to bridge the proficiency gap in translating curriculum content into relevant learning activities. Additionally, adherence to the RPMS Cycle, particularly in Performance Planning and Commitment and Performance Monitoring and Coaching stages, should be prioritized. This will help teachers engage in self-reflection, goal-setting, and continuous improvement, enhancing their instructional practices and improving student outcomes.

2. Support and Resources: To address challenges in utilizing assessment data, adapting learning programs to diverse needs, establishing a learner-centered culture, and ensuring

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positive ICT use, the school should provide targeted support and resources. This includes professional development in assessment literacy, differentiated instruction, cultural responsiveness, and effective technology use. Fostering a supportive organizational culture that encourages innovation, and collaboration will further enhance teacher effectiveness and student outcomes.

3. Educational Leadership and Management Project: Cabangon High School should implement the proposed educational leadership and management project aimed at addressing teachers' learning and development needs, thereby enhancing instructional competence and fostering a culture of excellence and continual improvement.

4. Teacher Participation: Teachers are encouraged to engage in professional development programs, build collaborative networks to share knowledge, reflect on their instructional practices, utilize resources effectively, seek constructive feedback, and innovate teaching methodologies to engage diverse learners.

5. Administrator Initiatives: School administrators should create targeted professional development programs aligned with the Philippine Professional Standards for Teachers (PPST), promote innovation in instructional practices, establish mentorship programs for new teachers, implement feedback mechanisms for continuous improvement, and ensure accessibility to resources and technology that meet diverse learner needs.

6. Department of Education's Role: The Department of Education should strengthen the integration of the Philippine Professional Standards for Teachers into the Results-Based Performance Management System by providing comprehensive training for educators and administrators. A robust monitoring and evaluation system is essential for identifying successes and areas for improvement, allowing for necessary adjustments. Additionally, strategic resource allocation for professional development, instructional materials, and technology infrastructure is crucial for effectively integrating the standards into teaching practices.

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