

WORLD EDUCATION CONNECT

ISSN (Online) 2799-0842
ISSN (Print) 2799-130X

MULTIDISCIPLINARY E-PUBLICATION

Vol. IV Issue X, October 2024
Monthly Issue


International Circulation



Pinagpala
PUBLISHING SERVICES

NBDB Reg. No. 3269
DTI Business Reg. No. 3034433
TIN 293-150-678 / Business Permit No. 8183
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Lived Experiences in the Performance Evaluation of Junior High and Senior High School Teachers Before and During the Pandemic: A Phenomenological Study



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Abstract

This study described the lived experiences of Junior and Senior High School teachers in Masbate City Division regarding performance evaluations before and during the pandemic. A phenomenological approach was adopted wherein 17 proficient teachers were interviewed regarding their practices, challenges, and coping mechanisms for four successive school years: 2017-2018, 2018-2019 (pre-pandemic) and 2019-2020, 2020-2021 (pandemic). The results showed that there was an aggregated rating of "Very Satisfactory" for the school year 2017-2018 and "Outstanding" ratings in the subsequent years. Critical practices represented benchmarking, educative workshops, evaluative techniques, community service, and seeking technical support. Issues seen by the teachers included competing responsibilities, insufficient capacity building, poor parental involvement, and limited measurement of student outcomes. The coping mechanisms involved self-advocacy, seeking help, meeting responsibilities, and liaising with relevant stakeholders. These experiences have been put together in a localized primer covering each stage of the RPMS cycle: objectives, forms needed, and suggestions. And still, despite the pandemic, exceptional ratings prevailed due to the hardiness of teachers and the awareness of the school heads. The study revealed that school heads should determine the needs of teachers first before assigning training and seminars and that raters and teachers should have a close collaboration in formulating strategies for improvement

Keywords. Performance Evaluation, Teacher Coping Mechanisms, Assessment and Evaluation, Pandemic Education Challenges, and RPMS (Results-Based Performance Management System).

Introduction

The effectiveness and efficiency of educational practices require qualifications that go beyond basic teaching credentials. For instance, the Philippine Professional Standards for Teachers (PPST) articulates standards that define good teaching within the Philippine Basic Education System. This system is complemented by the Results-Based Performance Management System (RPMS),

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

regulated by DepEd Orders 2 s. 2015 and 42 s. 2017, which provides a framework for appraising the performance of educators. RPMS establishes performance goals and serves as a guide throughout the school year, ensuring that educators meet standards and deliver services promptly across all levels of education.

Before the implementation of RPMS, teacher performance was evaluated using the Competency-Based Performance Appraisal System for Teachers (CB-PAST), introduced through DepEd Order 27 s. 2002. From 2002 to 2014, CB-PAST offered a uniform structure for aligning teacher performance with the overarching policies of the Department of Education (DepEd). However, the transition to RPMS introduced a more refined assessment process by incorporating comprehensive evidence collection, observations, and conferences, allowing for a more thorough evaluation of teachers' actual performance. The RPMS framework emphasized continuous improvement and accountability, centered around Key Result Areas (KRAs) and clearly defined performance expectations.

The onset of the COVID-19 pandemic in 2020 brought unprecedented challenges to education systems worldwide, including in the Philippines. The sudden shift to remote learning disrupted established operational procedures, complicating the process of evaluating teachers' performance. In response, DepEd issued DM-PHROD-2021-0010, which adjusted the RPMS guidelines to better reflect the realities of remote learning environments. These adjustments aimed to ensure that performance evaluations remained relevant and meaningful despite the disruptions caused by the pandemic.

This study seeks to explore the lived experiences of Junior High and Senior High School teachers in the Masbate City Schools Division, specifically focusing on their performance evaluations both before and during the pandemic. By capturing teachers' experiences, this study aims to provide valuable insights into the strengths, weaknesses, and adaptive strategies that educators employ to manage performance expectations in an evolving educational landscape. Ultimately, the findings will contribute to a deeper understanding of how performance evaluations can be optimized to support teachers' professional growth, even in the face of crises such as the COVID-19 pandemic.

Problem Statement

This research aims to elaborate on the Lived Experiences of the Performance Evaluation of Junior and Senior High School Teachers in the City Division of Masbate before and during the pandemic. Specifically, this research sought answers to the following questions:

1. What is the level of performance of Junior High and Senior High School Teachers before the Pandemic as per Key Result Area (SY 2017-2018 to SY 2018-2019)?
2. What is the level of performance of Junior High and Senior High School Teachers during the Pandemic as per Key Result Area (SY 2019-2020 to SY 2020-2021)?
3. What are the lived experiences on the Performance Evaluation of Junior and Senior High School Teachers in terms of the following;
 - 3.1 Practices;
 - 3.2 Challenges/ Difficulties; and
 - 3.3 Coping Mechanisms?
4. What output can be developed based on the Lived Experiences of the respondents?

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Methods

The research design of the present investigation was qualitative phenomenology, studying the lived experiences of the participants concerning teacher assessments, focusing on their practices, challenges, and coping strategies. According to Creswell (2007), phenomenology is conducted to find the essence of the experiences of individuals related to any particular phenomenon, while the qualitative nature, according to Polit and Hungler (2009), offers an inductive, subjective, and process-oriented approach to understand and interpret life experiences. It included two respondents from each selected institution in the City School Division of Masbate: one teacher from the Junior High School level and one from the Senior High School level, except that Master Teachers were excluded due to the different criteria for evaluation. A structured interview instrument was designed and checked for validation to cover the performance of the respondents for four successive academic years: SY 2017-2018, SY 2018-2019, SY 2019-2020, and SY 2020-2021. Data collection was made through face-to-face and virtual interviews based on house availability and health considerations of the participants, with performance ratings requested for additional information. Finally, responses were analyzed using a thematic analysis approach, following its methodological stages: familiarization, coding, theme generation, reviewing, defining, and writing, as outlined by Boholano and Jamon, 2019, and Caulfield, 2019. Typical patterns were identified to encapsulate the core aspects of respondents' experiences, difficulties, and strategies for coping during both conventional and pandemic-related educational frameworks in public schooling.

Results

Level of Teacher Performance during School Year 2017-2018

The School Year 2017-2018 covers the performance of the respondents in teacher evaluation and the respective Key Results Area (KRA) before the pandemic. The KRA's aims to align performance targets and accomplishments with the Philippine Professional Standards for Teachers (PPST), whereas (PPST) is used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards. Relatively, the KRA's in this School Year are the Teaching & Learning Process, Students Outcomes, Community Involvement, Professional Growth, and Factors. Wherein, all of the identified Key Results Area has its unique Means of Verification or method of verifying the hard labor of teachers for the School Year.

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Table 1
Level of Performance Before the Pandemic
SY 2017-2018

Respondent	Numerical Rating	Description
A	4.60	Outstanding
B	4.60	Outstanding
C	4.60	Outstanding
D	4.80	Outstanding
E	4.80	Outstanding
F	4.90	Outstanding
G	4.40	Very Satisfactory
H	4.50	Outstanding
I	4.40	Very Satisfactory
J	4.60	Outstanding
K	4.60	Outstanding
L	4.50	Outstanding
M	3.50	Very Satisfactory
N	4.40	Very Satisfactory
O	4.50	Outstanding
P	4.60	Outstanding
Q	4.00	Very Satisfactory
Average	4.49	Very Satisfactory

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 1 reflects the level of Teachers Performance of the respondents during School Year 2017-2018. As reflected in the table it shows that the average Numerical Rating is 4.49 which has an equivalent description of a Very Satisfactory rating. Consequently, the highest Numerical Rating is 4.90 which is interpreted as Outstanding which was received alone by Respondent F while the lowest rating was received by Respondent M which is equivalent to 3.50 and has a description of Very Satisfactory. Hence, the majority of the respondents 11 out of 17 respondents received a rating between 4.50 and 5.00 which is interpreted as Outstanding while the remaining five (5) respondents received a rating between 3.50-4.49 which is interpreted as Very Satisfactory.

To add, one of the respondents claims that the assessment seems difficult to comply but they believe that it is useful in their career development in gives them assurance that somehow it helps they to be much better than what they used to be. This is supported by the study of Pandey (2021) in her study, "Teacher Performance Appraisal at School: A Critical Analysis." The study emphasized that everyone wants to receive feedback to improve their performance, and even if teachers are willing to accept it, they need to listen to these comments to improve their performance. Nonetheless, it was an acceptable notion that noted teachers have the potential to bring a qualitative change in the whole educative system if provided the right kind of support through constructive feedback. In the school effectiveness of teaching-learning and its continuous improvement is assured by effective monitoring and evaluation. Hence, the KRA's were presented in the following order of tables; Table 1. A Teaching & Learning Process, Table 1. B Students Outcomes, Table 1. C Community Involvement, Table 1.D Professional Growth, and Table 1. E Plus Factors.

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KRA-1 Teaching and Learning Process

Under School Year (SY) 2017-2018, the first KRA is the Teaching and Learning Process which generally refers to the transformation process of knowledge from teachers to students. Relatively, under this KRA the Means of Verification (MOVs) were (1) Preparation of Lesson Plan (LP) with appropriate activities, and adequate and updated instructional materials, (2) Facilitates the learning of the learners through functional Daily Lesson Plan and innovate teachings strategies and cooperative learning, (3) Maintain discipline of learners inside the classroom guided by the rules and regulations, and (4) Monitors daily attendance and maintained a safe and orderly environment.

Table 2
Teaching and Learning Process

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	5.00	Outstanding
L	4.50	Outstanding
M	3.00	Satisfactory
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	5.00	Outstanding
Average	4.73	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 2 reflects the rating of the respondents for the first Key Result Area which is, "Teaching and Learning Process" under School Year 2017-2018. The table shows that the average performance of the respondents is 4.73 and has description of Outstanding. Out of the five (5) indicators, Teaching and Learning Performance Indicator receives the highest rating and one of the only two (2) indicators for SY 2017-2018 which receives outstanding rating. Consequently, majority of the respondents or 14 out of 17 receives a rating between 4.50-5.00 while two (2) respondents receive a rating between 3.50-4.49 which is described as Very Satisfactory and the remaining one (1) respondent receives the lowest rating which is 3.00 equivalent to Satisfactory. The highest Numerical Score is 5.00 which was received by Respondents A, B, D, E, F, G, H, I, J, K, L, O, P, and Q. According to respondent M, the received rating was low since there are factors that cannot be controlled inside the classroom despite of the exerted efforts given. Hence, since he was

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not sent to seminars or training relative to the first KRA he failed to properly address the issues and concerns.

Consequently, the quality of education is always connected with the quality of teachers and their preparation. The teaching and learning process is always relevant to the efforts given by the teacher. This notion is supported by the study of A and Otaya (2019) in their study titled, "The Evaluation of Islamic Education Teachers' Performance" which generally says that teachers' performance is one of the crucial topics in education and become a global problem in improving the quality of education in many countries. Indeed, the performance of teachers in the implementation of learning will always impact quality teaching, teachers should plan carefully on how to execute lessons and what materials to use to ensure that learners will learn according to the formulated plans.

KRA-2 Students Outcomes

For School Year (SY) 2017-2018 the second Key Result Area is Students Outcomes which includes the following Objectives, (1) Keeps accurate records of grades/ performance in every quarter, (2) Monitors, evaluate, and maintains class/ students' progress, and (3) Accounts learning outcomes vis-à-vis goals and targets. With this, Students Outcomes generally speaks about the teacher's ability and efforts exerted to ensure that things learning journey of the students will be properly monitored and tracked by the teacher.

Table 3 shows that the average Performance Rating is only 4.35 which is interpreted as Very Satisfactory and this performance indicator receives the lowest rating for the indicator in SY 2017-2018. It was reflected further in the table that out of the 17 respondents, eight (8) received Very Satisfactory rating which has a numerical range from 3.50-4.49 while eight (8) respondents receive an outstanding rating which ranges from 4.50-5.00 and the remaining one (1) respondent receives the lowest rating which is interpreted as Satisfactory and range from 2.50-3.00. According to the respondents who received the highest rating, monitoring was not that difficult since they were properly guided by their School Head and seasoned teachers which helped them to apply certain strategies to facilitate things smoothly while the respondent who received the lowest rating admitted that he works on his own which harms his work and hinders him from providing relative Means of Verification documents.

Table 3
Students' Outcomes

Respondent	Numerical Rating	Description
A	4.00	Very Satisfactory
B	4.00	Very Satisfactory
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	4.00	Very Satisfactory
H	5.00	Outstanding
I	5.00	Outstanding
J	4.00	Very Satisfactory
K	3.50	Very Satisfactory

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L	4.50	Outstanding
M	3.00	Satisfactory
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.35	Very Satisfactory

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

It is indeed acceptable that the student outcomes rely on the efforts given by the teachers and of course, every single action of teachers may contribute to the positive and negative transformation of the learners, and this concept is supported by the study of "James Ko and Pamela Sammons (2013) under their research study, "Effective Teaching: A Review of Research and Evidence" which generally states that teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviors and classroom processes that promote better student outcomes.

KRA-3 Community Involvement

The third KRA under the SY 2017-2018 is Community Involvement which is measured and guided through the following Objectives, conduct quarterly PTA meetings/ conferences or consolation, conduct Home Visitation, and participate in at least one outreach program. Hence, community involvement helps teachers to get to know the families where the learners come from, they can know the learners needs not just with the aspect of education, but it also gives teachers a glimpse into how they are helped at home, and then this also elaborates the possibilities they have in life. Indeed, the direct relations with parents that teachers can have can help teachers understand where children need help with learning, proper educational assistance and understanding can be given to learners as the teachers try to immerse themselves in the life that the learners are experiencing. Hence teacher's community engagement helps the teacher and school to promote educational sustainable decisions. At the same time, community engagement helps school officials improve the educational deliverables.

Table 4
Community Involvement

Respondent	Numerical Rating	Description
A	4.00	Very Satisfactory
B	4.00	Very Satisfactory
C	5.00	Outstanding
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	4.00	Very Satisfactory
H	4.60	Outstanding
I	4.00	Very Satisfactory
J	4.00	Very Satisfactory

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K	5.00	Outstanding
L	4.50	Outstanding
M	4.00	Very Satisfactory
N	5.00	Outstanding
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.53	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 4 shows the Level of Performance of the respondents under the Key Result Area Community Involvement for SY 2017-2018. Same with the first Key Result Area which is Teaching and Learning, Community Involvement also receives Outstanding rating and receives a numerical rating of 4.53. It was reflected that the majority of the respondents or ten (10) out of 17 respondents receive an Outstanding rating which ranges from 4.50-5.00 while the remaining seven (7) respondents receive a Satisfactory rating which ranges from 3.50-4.49. According to the respondent who receives a low rating in-community involvement, he received a low rating since he was focused not on this Key Result Area but rather on the aspects which are relative to the academic performance of the learners and he believes that teaching is already laborious and it becomes much difficult task to include the personal circumstances of the learners.

On the other hand, those who received a high rating argue that even in the old performance rating which is the CBPAST they are already visible in the community and extending help not just to their learners but at the same time helping the community in all aspects that they are requested to help, like Barangay Patronal Fiestas, Liga ng Barangay, Barangay Initiated Feeding Programs and the likes. With this, it is indeed expected that teachers' duties and responsibilities are not just confined to the four corners of the rooms but it is extended beyond the community where they serve.

KRA- 4 Professional Growth

The fourth KRA is Professional Growth which is the one-way strategy of the Department of Education to ensure that teachers can improve their skills and, in turn, boost student outcomes. Indeed, the more professional development a teacher undergoes, the more knowledge and industry insight he or she gains. Accordingly, Professional Growth is measured through the following Objectives, attending seminars, and trainings for teachers during the rating period, conducting problem/ classroom-based Action Research, participating actively in any professional or civic group, and rendering the following Technical Assistance, assisting co-teaches in improving teaching competence, and assisted school Administrators in Planning and managing In-Service Training.

Table 5 shows the respondent's collective performance under the fourth Key Result Area (KRA) which is Professional Growth. The fourth KRA receives the third highest average rating which is equivalent to 4.48 and interpreted as Very Satisfactory.

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Table 5
Professional Growth

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	4.70	Outstanding
F	4.60	Outstanding
G	4.00	Very Satisfactory
H	4.30	Very Satisfactory
I	4.00	Very Satisfactory
J	5.00	Outstanding
K	4.50	Outstanding
L	4.50	Outstanding
M	4.00	Very Satisfactory
N	4.00	Very Satisfactory
O	4.00	Very Satisfactory
P	4.00	Very Satisfactory
Q	4.50	Outstanding
Average	4.48	Very Satisfactory

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Wherein, majority of the respondents or nine (9) out of 17 receives an Outstanding rating which ranges from 4.50-5.00 while the remaining eight (8) respondents receives a Very Satisfactory rating which ranges from 3.50-4.49. It is reflected further in the table that five (5) respondents receive a rating of 5.00 which also serves as the highest rating while the lowest received rating is 4.00 which was received by at least six (6) respondents. Hence, based on the conducted interview with the respondents, majority shared a positive outlook concerning this KRA and shared positive responses and experiences.

Majority also believes that this KRA ensures that aside from educating the learners it is also assured by the Department of Education that their professional career will be also moving. Relatively, Hassan Danial Aslam (2011) conducted a study, "Performance Evaluation of Teachers in Universities: Contemporary Issues and Challenges," in which it was noted in the study that achieving the effective performance of human resources is the primary goal of every organization. In this regard, education is a never-ending process and it cannot just be gained thru attending formal education or in the case of teachers, enrolling from graduate schools. It also reminds teachers' that they should be career-minded professionals which is expected to constantly improve their skills and become more proficient at their jobs. Certainly, when teachers learn new teaching strategies through professional development, they are able to go back to the classroom and make changes to their teaching styles and this makes the whole curriculum much better and suited to the needs of their respective students.

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KRA-5 Plus Factor

The last Key Result Area in the Performance Rating for SY 2017-2018 is Plus Factor which can be rated through the following Means of Verifications, (1) Served as demonstration teacher at least ones during the rating period for peers, cooperating teachers, resource teachers, in the In-service Training, and pre-service students on innovative strategies, classroom management, (2) Conducted at least one Action Research and shared results to peers on problems related to learning environment, home school, and community involvement, (3) Received special awards, (4) Pursuing graduate studies, and (5) Produced publications.

The plus factor indeed gives credits to the efforts conducted by the teacher which not related to the academic improvements of the learners. Hence, these mentioned documents can be utilized by the teachers in advancing their professional status, this encourages teachers to perform various tasks that will eventually help them.

Table 6
Plus Factor

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	4.00	Very Satisfactory
G	5.00	Outstanding
H	4.00	Very Satisfactory
I	4.00	Very Satisfactory
J	5.00	Outstanding
K	4.30	Very Satisfactory
L	4.50	Outstanding
M	4.00	Very Satisfactory
N	4.00	Very Satisfactory
O	4.00	Very Satisfactory
P	4.00	Very Satisfactory
Q	3.50	Very Satisfactory
Average	4.43	Very Satisfactory

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

It is reflected on Table 6 that the average rating for the Last Key Result Area which is Plus Factor receives an accumulated rating of 4.43 which is interpreted as Very Satisfactory. Relative to the result, majority of the respondents or nine (9) out of 17 respondents received a rating of Very Satisfactory while the remaining eight (8) respondents receives an Outstanding rating. It can be noted also that out of the nine respondents who received an Outstanding rating seven (7) receives a perfect rating of 5.00. According to the majority of respondents, they failed to receive an outstanding rating since most of the tasks under plus factor needs time and not all opportunities were equally distributed to teachers, only those who are closed to the school management were

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prioritized and somehow the management failed to assess the 201 files of teachers if what are the things, they rely need.

Consequently, the study of Aslam (2011) conducted a study, "Performance Evaluation of Teachers in Universities: Contemporary Issues and Challenges,". It was noted in the study that achieving the effective performance of human resources is the primary goal of every organization. Relative to this, it must be noted that the professional development of teachers does not just connotes about their development but rather it also includes the development of the whole system. This ultimately makes teachers more efficient and technically knowledgeable with all the responsibilities given to them, the more professional development a teacher undergoes, the more knowledge and educational strategies insight he or she gains.

**Level of Teachers Performance during
School Year 2018-2019**

The School Year 2018-2019 covers the performance of the respondents in teacher evaluation which is categorically before the pandemic. Accordingly, the Key Results Area for 2017-2018 and 2018-2019 are different even both were implemented before the pandemic. The Key Result Areas for 2017-2018 are 1. Teaching and Learning, 2. Students Outcomes, 3. Community Involvement, 4. Professional Growth, and 5. Plus Factor while for 2018-2019 are 1. Content Knowledge and Pedagogy, 2. Learning Environment & Diversity of Learners, 3. Curriculum and Planning, 4. Assessment and Reporting, and 5. Plus Factor. With the changes in the Key Results Area, the Means of Verification were also changed and adjusted accordingly.

It is comparatively noticeable that some of the KRA titles were changed into much objective statements, and this also somehow changed the needed Means of Verification for most of the KRA's. This changes only proves that the Performance Rating for teachers also undergoes revision to make it much responsive in measuring teachers' actual deliverable. This change somehow dreams that the bolster monitoring and accountability in service delivery of teachers will have a good effect over the performance of the learners. It also aims that it will somehow enable teachers to be more sophisticated in decision-making, and expect teachers to facilitate a more focus on results and learning. Henceforth, it is good to note that good educational outcomes are a residue of having highly qualified and experienced teachers and this could be achieved if there are good monitoring teacher's performance and continue to revisit the measures being used to evaluate teachers.

Table 7
Level of Performance Before the Pandemic,
SY 2018-2019

Respondent	Numerical Rating	Description
A	4.80	Outstanding
B	4.80	Outstanding
C	4.70	Outstanding
D	4.80	Outstanding
E	4.90	Outstanding
F	4.90	Outstanding
G	4.30	Very Satisfactory

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

H	4.80	Outstanding
I	4.60	Outstanding
J	4.80	Outstanding
K	4.20	Outstanding
L	4.60	Outstanding
M	4.04	Very Satisfactory
N	4.40	Very Satisfactory
O	4.70	Outstanding
P	4.80	Outstanding
Q	5.00	Outstanding
Average	4.66	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

As reflected in the Table 7 it shows that the average Numerical Rating is 4.66 which has an equivalent description of Outstanding rating and much higher compared to School Year 2017-2018. Relatively, the highest Numerical Rating is 5.00 which is interpreted as Outstanding which was received alone by Respondent Q while the lowest rating was received by Respondent M which is equivalent to 4.04 and has description of Very Satisfactory. Hence, majority or the respondents or 14 out of 17 respondents received a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining three (3) respondents receives a rating between 3.50-4.49 which is interpreted as Very Satisfactory. According to the respondents, though there were changes as to the KRA's and MOV's their respective school with the initiative of their school head conducted an orientation about the accomplishments of IPCRF and the possible MOVs needed to prepare during the performance evaluation. This action of the school and school head prepared teachers on the strategies to be implemented by the teachers to receive a decent performance rating.

In the article written by Gabasa (2016) in Panay News with the title, "RPMS Rollout," it was stated that the RPMS is an organization-wide process that ensures that teachers focus on their work towards the achievement of DepEd mission, vision, and values. It is an approach or strategy for continuous individual and professional development. With RPMS, teachers will be rated and evaluated according to their performance, accomplishments, and development. With this, it is indeed necessary for schools to conduct relative activities on how to accomplish IPCRF portfolio and MOVs preparation since this will somehow envision teachers on the work culture expected by the DepEd. Hence, this kind of activity will somehow help teachers define standards for their actions and what to expect from their colleagues. Evaluating teachers has proved a daunting task yet crucial because it informs future decisions.

KRA- 1 Content Knowledge and Pedagogy

The first KRA under SY 2018-2019 is Content Knowledge and Pedagogy which generally recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It considers teachers' proficiency in Mother Tongue, Filipino, and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

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The following serves as Objectives along with Content Knowledge and Pedagogy, applied knowledge of content within and across curriculum teaching areas, used a range of teaching strategies that enhance learner learner's achievement in literacy and numeracy skills, and applied a range of teaching strategies to develop critical and creative thinking, as well as other Higher Order Thinking Skills.

Table 8 reflects the Level of Teachers Performance of the respondents during the School Year 2018-2019. As reflected in the table it shows that the average Numerical Rating is 4.76 which has an equivalent description of the Outstanding rating and serves as the highest average rating for the Key Results Area for the School Year of 2018-2019. Hence, it is reflected in the table that out of 17 respondents, 14 respondents received an Outstanding rating 13 out of 14 Outstanding rating received a rating of 5.00 while the remaining one (1) respondent received a rating of 4.50. On the other hand, 3 respondents received a rating of Very Satisfactory which rating is 4.00.

Table 8
Content Knowledge and Pedagogy

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.50	Outstanding
L	4.50	Outstanding
M	4.00	Very Satisfactory
N	5.00	Outstanding
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.76	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Based on the interview conducted with the respondents, the respondents see this as the main KRA as it entails the main purpose of the teaching profession, which is educating the youth. Relatively, an article written by Mark Anthony Llego (2019) emphasizes that teachers play a crucial role in improving the quality of the teaching and learning process. Certainly, good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education.

With this, to expect teachers to teach all students according to today's standards, teachers need to understand the subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see

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how ideas connect across fields and to everyday life. Hence, content teachers focus primarily on helping students develop critical thinking skills by acquiring, synthesizing, and applying content knowledge. Indeed, teachers need to have mastery over the content and the different pedagogies that need to be applied for the learners to achieve optimal learning.

KRA- 2 Learning Environment & Diversity of Learners

In simple context a learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings while the term diversity of learners refers to the wide coverage of a broad range of abilities, communities, backgrounds, and learning styles of learners. In the context of the teacher's evaluation- IPCRF KRA-2 highlights the role of teachers to provide learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. This Domain centers on creating a learning-focused environment in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

KRA covers the following objectives, Managed Classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities, Managed learner behavior by applying positive and non-violent discipline to ensure a learning-focused environment, and used differentiated developmentally appropriate learning experiences to address learners gender needs, strengths, interest, and experiences.

Table 9
Learning Environment & Diversity of Learners

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	4.00	Very Satisfactory
C	5.00	Outstanding
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	4.00	Very Satisfactory
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.80	Outstanding
L	4.50	Outstanding
M	4.00	Very Satisfactory
N	4.60	Outstanding
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.70	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

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Table 9 reflects the Teacher's Performance along with the second Key Result Area which is the Learning Environment and Diversity of Learners, and it receives a Numerical Rating of 4.70 and interpreted as Outstanding and it receives the 3rd Highest rating for the Key Result Area in School Year 2018-2019. Relatively, 13 out of 17 respondents received an Outstanding rating and nine (9) out of the 13 respondents who received an Outstanding rating received a perfect rating of 5.00. The remaining four (4) respondents all receive a rating of 4.00 which is interpreted as Very Satisfactory. Comparatively, the high percentage of teachers who received an outstanding rating is an assurance that teachers are sensitive enough not just to the educational needs of the learners and those schools are expected to practice inclusive education, gender-sensitive, and non-discriminating.

Accordingly, in the study conducted by Gepila (2019) with the title, "Assessing Teachers Using Philippine Standards for Teachers" it was emphasized that the teachers' reaction to the diversity of learners puts forth a challenging role for educators at present. By this, teachers are always reminded to update their ability to become competent in coping with the challenges of a diversified community of learners brought about by cultural, social, environmental, and individual distinctness that is always under the flux of constant change and technological influence. Indeed, teachers need to be updated on the strategies and methodologies being applied by other institutions to able to ensure that education-related predicaments will be addressed properly.

KRA- 3 Curriculum and Planning

For the school year 2018-2019, the third KRA is Curriculum and Planning. Generally, Curriculum and Planning refers to the creation of a practical plan of action and a list of learning objectives for any subject to ensure that learners will learn the needed concepts and skills under the particular subject. With this, curriculum planning is significant because it helps make sure daily teaching has a larger purpose. It provides a guide by supplying learning outcomes along with activities designed to help achieve those outcomes.

The following are the Objectives under the third Key Results Area, Planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts, participated in collegial discussions that used teacher and learner feedback to enrich teaching practice, and selected developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.

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Table 10
KRA- 3 CURRICULUM AND PLANNING

Respondent	Numerical Rating	Description
A	4.00	Very Satisfactory
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	4.00	Very Satisfactory
H	4.30	Very Satisfactory
I	5.00	Outstanding
J	5.00	Outstanding
K	4.70	Outstanding
L	4.80	Outstanding
M	5.00	Outstanding
N	5.00	Outstanding
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.75	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 10 reflects the Teacher's Performance along with Key Result Area Curriculum and Planning and it receives an Average Rating of 4.75 which is interpreted as Outstanding and serves as the second highest rating next to First Key Result Area Content Knowledge and Pedagogy. The majority of the respondents or 13 out of 17 respondents receive an Outstanding Rating which ranges from 4.50-5.00 and the remaining four (4) respondents receive a Very Satisfactory Rating which ranges from 3.50-4.49. It was also noticeable in the table that ten (10) respondents received a perfect rating of 5.00 while three (3) respondents received a rating of 4.00. The high rating of the respondents ensures that teachers practically can translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning and it assumes that teachers can apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons.

There is no doubt that teachers do greatly impact student achievement. In a study conducted by Wright, et. al (1997), it was shown that the most important factor that affected student achievement was the teacher. However, as Sweeney (1994) described teaching is "an incredibly complex activity requiring hundreds of highly subjective teaching decisions during a hectic day. The instructional decision-making process is confounded by dozens of rapidly changing interacting contextual factors and the need to employ highly developed interpersonal skills to implement instructional decisions" (p.224). Therefore, it could be synthesized that commitment must be made by the teacher himself to better serve the institution where he is sworn to work. Indeed, if teachers will work wholeheartedly, the endeavor of the curriculum itself will be achievable and not be wasted.

KRA- 4 Assessment and Reporting

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**World Education Connect
Multidisciplinary e-Publication**

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
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 Publisher: Pinagpala Publishing Services
 DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

The fourth KRA in SY 2018-2019 is assessment and reporting which generally relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting, and reporting learners' needs, progress, and achievement. This KRA concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize, and use sound assessment processes

Hence, Assessment and Reporting is composed of five strands: Design, selection, organization, and utilization of assessment strategies. Monitoring and evaluation of learner progress and achievement. The following serve as Objectives under the fourth Key Result Area, Designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with curriculum requirements, Monitored and evaluated learner progress and achievement using learners' needs attainment data, and communicated promptly and the learners needs, progress and achievement to key stakeholders including parents/ guardians.

Table 11
Assessment and Reporting

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	4.90	Outstanding
F	4.60	Outstanding
G	4.00	Very Satisfactory
H	5.00	Outstanding
I	4.00	Very Satisfactory
J	5.00	Outstanding
K	4.70	Outstanding
L	4.30	Very Satisfactory
M	4.00	Very Satisfactory
N	5.00	Outstanding
O	4.00	Very Satisfactory
P	4.00	Very Satisfactory
Q	3.50	Very Satisfactory
Average	4.53	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 11 reflects the Teacher's Performance under the fourth Key Result Area Assessment and Reporting and the Average rating is 4.53 which is interpreted as Outstanding. The fourth Key Result Area receives the lowest average rating along with the other four Key Result Areas for SY 2018-2019. It was also reflected in the table that out of the 17 respondents ten (10) received a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining seven (7) respondents received a rating between 3.50-4.49 which is interpreted as Very Satisfactory. It is also notable that out of the

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ten (10) Outstanding respondents seven (7) received a perfect rating of 5.00. Consequently, the lowest rating received was 3.50 which was received by respondent Q.

The majority of the respondents believe that this KRA is referred to as the most difficult KRA since it technically speaks concerning the effectiveness of the teacher. Teachers believe that assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This means that assessment and reporting entail meticulous compounding effort from the teacher.

KRA- 5 Plus Factor

The last KRA in SY 2018-2019 is a plus factor which is the same as the rest teacher evaluation. The plus factors refer to the performed various related works/activities that contribute to the teaching learning process. Relatively, the following are the acceptable Means of Verification under the Plus Factor, Certificate of Recognition or Participation, Certificate of Training, Certificate of Speakership, Committee Involvement, Advisorship of Co-curricular Activities, Authorship, Coordinatorship, Coaching and mentoring learners in competition, and mentoring pre-service/ in-service teachers, and other relative task with due annotations on the presented artifacts.

Table 12
PLUS FACTOR

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	4.00	Very Satisfactory
G	5.00	Outstanding
H	4.00	Very Satisfactory
I	4.00	Very Satisfactory
J	4.00	Very Satisfactory
K	5.00	Outstanding
L	5.00	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	4.00	Very Satisfactory
P	5.00	Outstanding
Q	4.50	Outstanding
Average	4.62	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 12 reflects the Teacher's Performance along with the last Key Result Area Plus Factor and it is reflected that the Average rating is 4.62 and interpreted as Outstanding. Hence, the table shows that 11 out of the 17 respondents receive an Outstanding rating and out of the 11 respondents 10 receive a rating of 5.00 while the remaining one (1) respondent receives 4.50. It was

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reflected further in the table that seven (7) respondents received a rating of Very Satisfactory all the seven (7) respondents received a rating of 4.00.

Based on the conducted interview it was revealed by the respondents that they also experienced problems along with performing various related works/activities like overlapping schedules (calendared and outrights tasks), lack of opportunities, favoritism, and the like. These instances discourage teachers from performing additional tasks since they believe that their efforts are not respected and accounted. Indeed, school heads keen judgment is needed to ensure that fairness will be applied at all times. In the study by Andriani, et. al. (2018) titled, "The Influence of Transformational Leadership and Work Motivation on Teachers' Performance" it was reflected that transformational Leadership and Work Motivation have a positive and significant effect on the teacher's performance and this relatively means that the efforts being showed by the teachers is somehow a reflection on how leaders handle them.

The result of good leadership can be summarized into 1. high morale of teachers, 2. good teachers' relationships, and learner's good performance.

Level of Teachers Performance during School Year 2019-2020

COVID-19 has had a disproportionate impact on education, employment, and livelihood options. For education impact, it resulted in the school closures which brought significant disruptions to education across the globe. In response to the COVID-19 pandemic, the Department of Education (DepEd) recalibrated the Means of Verification under the different KRA's just to ensure that all the efforts of the teachers will be properly accounted for and measured and everything goes along with the new trend implemented in educational delivery. Hence, the pandemic urges the DepEd to craft new methods in delivering educational needs just to ensure that education will continue despite the situation. This method should work despite the teacher and the learners are geographically remote from each other during instruction. With this, Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction were adopted and utilized by different schools depending if whether can be facilitated by the teachers and can be sustained by the learners and learners' parents.

For School Year 2019-2020, it covers the following KRA's, (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Community Linkages and Professional Development, and (5) Plus Factors.

Table 13 reflects the Level of Teachers Performance of the respondents during the pandemic covered by School Year 2019-2020. As reflected in the table it shows that the average Numerical Rating is 4.64 which has an equivalent description of the Outstanding rating and is much lower compared to the School Year 2018-2019. Relatively, the highest Numerical Rating is 4.96 which is interpreted as Outstanding and was received alone by Respondent H while the lowest rating was received by Respondent N which is equivalent to 4.00 and has a description of Very Satisfactory.

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Table 13
 Level of Performance During the Pandemic,
 SY 2019-2020

Respondent	Numerical Rating	Description
A	4.80	Outstanding
B	4.80	Outstanding
C	4.70	Outstanding
D	4.90	Outstanding
E	4.80	Outstanding
F	4.80	Outstanding
G	4.47	Very Satisfactory
H	4.96	Outstanding
I	4.80	Outstanding
J	4.60	Outstanding
K	4.60	Outstanding
L	4.60	Outstanding
M	4.20	Very Satisfactory
N	4.00	Very Satisfactory
O	4.80	Outstanding
P	4.80	Outstanding
Q	4.32	Very Satisfactory
Average	4.64	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

The low rating of the respondents is relative to the notion that the Department of Education suddenly shifted its pedagogical approaches to continue education in the middle of the pandemic. Hence, the majority of the respondents 13 out of 17 respondents received a rating between 4.50 and 5.00 which is interpreted as Outstanding while the remaining four (4) respondents received a rating between 3.50-4.49 which is interpreted as Very Satisfactory.

The Key Results Areas for 2017-2018 and 2018-2019 are different from 2019-2020 since the latter was implemented in the middle of the pandemic. The Key Result Areas for 2017-2018 are Teaching and Learning, Students Outcomes, Community Involvement, Professional Growth, and Factor while for 2018-2019 are Content Knowledge and Pedagogy, Learning Environment & Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Factor and for SY 2019-2020 are Content Knowledge and Pedagogy, Learning Environment & Diversity of Learners, Curriculum and Planning, Community Linkages & Professional Development, and Factor. With the changes in the Key Results Area, the Means of Verification were also changed and adjusted accordingly, this is highly observed between the Objectives from SY 2017-2018 and 2018-2019 against 2019-2020.

The concept of the effect of COVID-19 was also elaborated in an article written by Shannon Holston (2020) with the title, "Evaluating teachers during the pandemic" it was stipulated that it's safe to say that the COVID-19 pandemic has affected nearly every aspect of our education system, including how to properly evaluate teachers in the classroom or a Zoom setting. It was further discussed in the article that even the United States of America has changed the number of required observations or even what qualifies as an observation which is the same as what has been done

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by the Republic of the Philippines through the initiative of the Department of Education. Arguably, COVID-19 relies on altered usual transactions but this recalibration opens opportunities and strategies to deal with the timely predicament.
Content Knowledge and Pedagogy

Pedagogical content knowledge is a type of knowledge that is unique to teachers and is based on how teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. According to Shulman (1986) pedagogical content knowledge. This context concerning Content Knowledge and Pedagogy is still operational during the pandemic, but what has relatively changed are the acceptable MOVs.

The objectives under the first Key Result Area- Content Knowledge and Pedagogy are the following, applied knowledge of content within and across curriculum teaching areas, using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills, applying a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills. Whereas, during the pandemic, most of the teachers utilized different classroom set-ups just to showcase their knowledge about what they teach and what they know. Based on the teaching experience of teachers they utilized, online platforms to showcase real-time teaching or during teacher meetings through demonstration teaching.

The Table 14 shows the Teachers Performance under the first Key Result Area- Content Knowledge and Pedagogy in which the Average rating is 4.72 which is interpreted as Outstanding and ranked first as the highest Average rating for SY 2019-2020 Key Results Area. It was also reflected on the table that the out of the 17 respondents 13 receives a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining four (4) respondents receives a rating between 3.50-4.49 which is interpreted as Very Satisfactory. It is also notable that out of the 13 Outstanding respondents, ten (10) received a perfect rating of 5.00. Consequently, the lowest rating received was 4.00 which was received by respondents C, M, N, and Q.

Table 14
Content Knowledge and Pedagogy

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	4.90	Outstanding
F	5.00	Outstanding
G	4.50	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	5.00	Outstanding
L	4.80	Outstanding
M	4.00	Very Satisfactory

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.72	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

The data ensures that teachers teach and makes effort to ensure that learners will learn despite of the consequences being posted by the pandemic. It supported by online article titled, "Three Principles to Support Teacher Effectiveness During COVID-19" posted in Open Knowledge Repository conferred those effective teachers are irreplaceable in helping students succeed no matter what the situation is and no matter what the demand is. Situation like this, teachers facilitate two-way teaching and learning processes, helping students learn content through real-time responses to questions, making learning fun, shaping students' attitudes, exemplifying empathy, modeling teamwork and respect, and building student resilience in several ways.

Learning Environment & Diversity of Learners

The Covid-19 pandemic has caused a great change in the world itself. One aspect of the pandemic is its effect on educational systems. Most of the schools from the Philippines have had to shift to pure distance learning through modular learning while some schools manage to shift to pure online based system. This shift has been sudden and without any prior warning. Despite of this condition the educational system has survived and exhibited resilience but it taunted some learners experience as their learning environment shifted from the four corners of their classroom to the four corners of their respective home. As to claims, most of the home is the Philippines are not also ready with shifting from home to school and not all parents and guardians were not ready to assist their children or to fill in the void brought by the situation itself. Besides, the world has seen significant changes in the landscape of education as a result of the ever-expanding influence of technology but most of the homes were not also ready for this kind of expansions and educational revolutions.

Hence, the following serves as the objectives under the second Key Result Area-Learning Environment & Diversity of Learners, (1) Managed classroom to engage learners, individually or in meaningful exploration, discovery and hands-on activities within a range of physical learning environments, (2) Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments, (3) Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, and interest.

The Table 15 shows the Teachers Performance under the second Key Result Area- Learning Environment and Diversity of Learners in which the Average rating is 4.68 which is interpreted as Outstanding and ranked 2.5 along with Key Results Area- Plus Factor as the highest Average rating for SY 2019-2020 Key Results Area.

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Table 15
Learning Environment & Diversity of Learners

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	4.70	Outstanding
F	5.00	Outstanding
G	4.00	Very Satisfactory
H	4.60	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.50	Outstanding
L	4.80	Outstanding
M	4.00	Very Satisfactory
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.68	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

It was also reflected in the table that out of the 17 respondents 13 received a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining four (4) respondents received a rating between 3.50-4.49 which is interpreted as Very Satisfactory. It also notable that out of the 13 Outstanding respondents, nine (9) received a perfect rating of 5.00. Consequently, the lowest rating received was 4.00 which was received by respondents G, M, N, and Q. To add, according to the respondents, things become complicated as the department chooses what strategy to apply and the methodologies to follow.

The concept of learning environment also reclassified teachers' experience, according to Purwanto, et. al (2020) in their study, "Impact of Work from Home (WFH) on Indonesian Teachers Performance During the Covid-19 Pandemic: An Exploratory Study," it was reflected that there are several advantages and disadvantages to the WFH program, the advantages are that the WFH activity is more flexible in completing work, does not follow office hours, does not need to spend money to pay for transportation costs or gasoline costs, can minimize the level of stress experienced besides traffic jams traffic from home to the office, have more free time. The disadvantage of WFH is that it can lose work motivation to bear electricity and internet costs, which can cause data security problems.

Curriculum and Planning

According to Amy Stock (2022), Curriculum planning involves creating a practical plan of action and a list of learning objectives for any subject. The curriculum should act as a helpful map, outlining where you need to go and how to get there. The landscape of modern education is

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

transforming rapidly. Therefore, to keep up with the contemporary teaching trends, teachers must broaden their horizons and learn how to plan a comprehensive curriculum for their students.

Consequently, the following serves as the objectives for the third Key Result Area- Curriculum and Planning, Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts, participated in collegial discussions that use teacher and learner feedback to enrich teaching practice, and selected, developed, organized and used appropriate teaching resources, including ICT, to address learning goals. It was noted on the first objective that the means of verification is a Classroom Observation which is focused on a developmentally sequenced teaching process while the second objective is about consistent participation in LAC sessions/ FGDs/ Meetings which discuss teacher/ learner feedback to enrich instruction, and for the third objective is another Classroom Observation which is focused with teacher's utilization of ICT, to address learning goals.

Table 16
Curriculum and Planning

Respondent	Numerical Rating	Description
A	4.00	Very Satisfactory
B	5.00	Outstanding
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	4.80	Outstanding
F	4.60	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	4.00	Very Satisfactory
K	4.70	Outstanding
L	4.80	Outstanding
M	4.00	Very Satisfactory
N	3.30	Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.54	Very Satisfactory

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

The Table 16 reflects the Teachers Performance under the third Key Result Area- Curriculum and Planning in which the Average rating is 4.54 which is interpreted as Outstanding and ranked fifth or lowest Average rating for SY 2019-2020 Key Results Areas. It was also reflected on the table that the out of the 17 respondents 13 receives a rating between 4.50-5.00 which is interpreted as Outstanding while the three (3) respondents receive a rating between 3.50-4.49 which is interpreted as Very Satisfactory while the remaining one (1) respondent receives the lowest rating which is 3.30 and interpreted as Satisfactory. The lowest rating was received by respondent N, it was noted by the respondent that the third Key Result Area for SY 2019-2020 has unachievable Objectives and difficult Means of Verification.

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World Education Connect Multidisciplinary e-Publication

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ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
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Publisher: Pinagpala Publishing Services
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National Book Development Board (NBDB) Reg. No. 3269

In the study by Lacayanga (2020) with the title, "Problems Encountered among Teachers on Results-Based Performance Management System (RPMS): Inputs for Teachers Enhancement Program," it was reflected that Key Results Areas (KRAs) such as curriculum and planning are very difficult to accomplish and achieved and this result also goes along with the result of the conducted research. Hence, according to the respondents, the objectives under the Curriculum and Planning are difficult to achieve and take a lot of consideration and technicalities to apply.

Community Linkages & Professional Development

Community Linkages and Professional Engagement, affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This KRA expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. It concerns the importance of teacher's understanding and fulfilling their obligations in upholding professional ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, schools, and the wider community.

This KRA is paramount in the sense that It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, schools, and the wider community. Hence, the Objectives for these KRAs are, to design, selected, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements, monitor and evaluate learner progress and achievement using learning attainment data, communicate promptly and the learners' needs, progress and achievement to key stakeholders, including parents/ guardians.

Table 17
Community Linkages & Professional Development

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	4.00	Very Satisfactory
C	5.00	Outstanding
D	5.00	Outstanding
E	4.50	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	4.00	Very Satisfactory
J	4.00	Very Satisfactory
K	4.30	Very Satisfactory
L	4.00	Very Satisfactory
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding

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**World Education Connect
Multidisciplinary e-Publication**

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
 Published Online at www.pinagpalapublishing.com
 Publisher: Pinagpala Publishing Services
 DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
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Q	4.00	Very Satisfactory
Average	4.56	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

The Table 17 reflects the Teachers Performance under the fourth Key Result Area- Community and Planning in which the Average rating is 4.56 which is interpreted as Outstanding and ranked forth lowest Average rating for SY 2019-2020 Key Results Areas. It was also reflected on the table that the out of the 17 respondents only ten (10) receives a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining seven (7) respondents receives a rating between 3.50-4.49 which is interpreted as Very Satisfactory. Hence, out of the ten (10) Outstanding rating nine (9) marked a rating of perfect 5.00. Based on the interview of the respondents it was reflected that during the pandemic students learning losses are expected to be enormous but rebuilding education at the middle of pandemic with the help of community serves as one of the problems that need to be addressed. The dynamics in the relationship between school and community actually became much detailed and compromised. Relatively, Professional Development is defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher. The undercurrents of Professional Development also modified due to the pandemic wherein the study conducted by Chun Chin, et. al. (2021) under the title, "Perspectives on the Barriers to and Needs of Teachers' Professional Development in the Philippines during COVID-19" it was noted that even the Philippines is already on its second year in operating a remote or distance education it still faces ongoing challenges, as does the need for teachers' professional development.

Plus Factor

The last objective of RPMS is KRA 5 which is Plus Factor which measured different undertaken tasks of the rate or teachers and it includes the following as the Means of Verification which is somewhat the same as the Means of Verification utilized in SY 2019-2020, Performed various related works/activities that contribute to the teaching-learning process and Means of Verifications, Proof of committee involvement, advisorship of co-curricular activities, involvement as module/learning material writer, involvement as module/learning material validator, participation in the RO/SDO/school- initiated TV-/radio- based instruction, book or journal authorship/ contributorship, coordinatorship/ chairpersonship, coaching and mentoring learners in competitions, mentoring pre-service teachers, participation in demonstration teaching, participation as research presenter in a forum/ conference, and other performed task with relative annotations on the presented artifacts.

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

Table 18
Plus Factor

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	4.00	Very Satisfactory
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	5.00	Outstanding
L	5.00	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	4.00	Very Satisfactory
P	4.00	Very Satisfactory
Q	3.50	Very Satisfactory
Average	4.68	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 18 reflects the Teacher's Performance under the last Key Result Area- Plus Factor in which the Average rating is 4.68. It was also reflected in the table that out of the 17 respondents 12 received a rating between 4.50-5.00 which is interpreted as Outstanding while the remaining four (4) respondents received a rating between 3.50-4.49 which is interpreted as Very Satisfactory. The lowest rating was received by respondent Q, it was noted by the respondent that the third Key Result Area for SY 2019-2020 has unachievable Objectives to achieve. Based on the respondent's responses, opportunities during the pandemic were limited which made the respondents receive lower ratings than the usual years.

In an article written by Barron (2021) title, "The changing role of teachers and technologies amidst the COVID-19 pandemic: key findings from a cross-country study" it was mentioned that there are two crucial factors that have shifted due to the pandemic. First, pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter the type of channel used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning. Second, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. This essentially means that teachers find it difficult to deliberately perform their major task which is to educate the youth during the pandemic and to perform another relative task just to ensure that they will receive a decent rating under the plus factor.

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
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Publisher: Pinagpala Publishing Services
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National Book Development Board (NBDB) Reg. No. 3269

Level of Teachers Performance during School Year 2020-2021

For SY 2021-2022, the DepEd aims to complete the full cycle of embedding the 37 PPST indicators into teachers' performance. This DepEd Memo titled, Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022 provides for the guidelines on the performance management and appraisal of teachers using the remaining 18 indicators in their RPMS.

With the implementation of the Basic Education Learning Continuity Plan (BE-LCP), the sudden shift from face-to-face to remote learning, and now the gradual implementation of the limited face-to-face classes, the tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of performance this school year are appropriate, adaptive, and relevant to capture teachers' actual performance in the context of the pandemic. The School Year 2020-2021 covers the performance of the respondents in teacher evaluation and the respective Key Results Area (KRA) during the pandemic.

The KRA's in this School Year are (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Diversity of Learners and Assessment and Reporting, and (5) Plus Factors. On the other hand, the Key Results Area for 2019-2020 and 2020-2021 are relatively almost the same in terms of the Key Results Area. Comparatively, the only different is the second Key Result Area in which the 2019-2020 is Learning Environment and Diversity of Learners while 2020-2021 is Diversity of Learners and Assessment and Reporting.

Table 19
Level of Performance During the Pandemic,
SY 2020-2021

Respondent	Numerical Rating	Description
A	4.80	Outstanding
B	4.80	Outstanding
C	4.70	Outstanding
D	4.80	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	4.40	Ver Satisfactory
H	4.80	Outstanding
I	5.00	Outstanding
J	4.80	Outstanding
K	4.50	Outstanding
L	4.70	Outstanding
M	4.80	Outstanding
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.71	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

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Table 19 reflects the Level of Teachers Performance of the respondents during the pandemic covered by School Year 2020-2021. As reflected in the table it shows that the average Numerical Rating is 4.71 which is an equivalent description of the Outstanding rating and is much higher compared to the School Year 2019-2020 which was also in the middle of the Pandemic. Noticeably, the highest received Numerical Rating is 5.00 which was received by respondents E, I, F, and P while the highest received rating for the SY 2019-2021 is 4.96 which is also interpreted as Outstanding which was received alone by Respondent H while the lowest rating received for SY 2020-2021 is 4.0 which was received by respondents Q while the lowest rating for SY 2019-2020 4.00 which was received by Respondent N and has a description of Very Satisfactory.

SY 2020-2021 is comparatively high compared to 2019-2020 since the respondents somehow adjusted to the newly implemented objectives and Means of Verification. In an online article written in Philippine National Research Center for Teachers with the title, DepEd Issues Guidelines on RPMS Responsive to Pandemic (2021) it was noted that the Department of Education has issued guidelines for implementing the Results-based Performance Management System (RPMS) for SY 2020-2021 in the context of local conditions on teaching and learning and consistent with COVID-19 guidelines and regulations. This essentially supports the idea that the content of a teacher's evaluation undergoes revision just to complement what teachers are performing during the pandemic.

Content Knowledge and Pedagogy

Content Knowledge and Pedagogy. KRA 2 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. Which, teaching is a practical professional knowledge that requires specific competence and expertise in designing and delivering instruction. Shulman (1986) first introduced the concept of pedagogical content knowledge (PCK) which entails understanding how to teach subject matter to students, claiming that teachers needed such knowledge to have professional expertise.

Consequently, this notion is not disordered by the pandemic nor change but the pandemic only changed the way how teaching will be delivered. In the context of RPMS-PPST it deals with the following Objectives, (1) Applied knowledge of content within and across curriculum teaching areas, (2) Ensure the positive use of ICT to facilitate the teaching and learning process, and (3) Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. Hence, some of the Means of Verification under Content Knowledge and Pedagogy are Classroom Observation focuses on the application of content within and across subject and the application of ICT to the lesson, and crafting of any supplementary material that was utilized in the lesson which may include, activity sheet, video lesson, audio lesson, and other learning materials with annotation.

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Table 20
Content Knowledge and Pedagogy

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	4.70	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	4.50	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.30	Very Satisfactory
L	4.60	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	4.80	Outstanding
P	4.90	Outstanding
Q	4.00	Very Satisfactory
Average	4.75	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 20 reflects the Performance of the respondents under the first Key Result Area which is Content Knowledge and Pedagogy it can be reflected from the table that majority of the respondents 14 out of 17 received an Outstanding Rating which ranges from 4.50-5.00 while the remaining three (3) respondents receive a Very Satisfactory Rating that ranges from 3.50-4.49 while, and the average Rating is 4.75.

According to the respondents, the high rating of the teachers' evaluation under the Content Knowledge and Pedagogy is relative to the idea that the teachers were properly guided by their School Head on how possibly perform all the needed tasks just like the proper application of ICT in their lesson, application of a range of teaching strategies to develop critical and creative thinking, and the most difficult one which is application of teachers knowledge over the content within and across curriculum teaching areas. Teachers find it difficult to connect the lesson from one learning area to another like teaching the subject of mathematics and applying the concepts of Araling Panlipunan.

Comparatively, it is appropriate for teachers to focus on this KRA since it deals with the learning of the students. It is good to note that a teacher's performance generally affects the school and educative process and this is supported by the study of Mustafa Özgenel and Pinar Mert in their study "The Role of Teacher Performance in School Effectiveness" which technically speaks that the competence of teachers directly affects education quality itself.

Diversity of Learners &
Assessment & Reporting

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

This Key Result Area generally speaks to those learners who empathize with the idea that teachers can facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain appropriate learning rules. On the other hand, the terms Assessment & Reporting combine to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Under the Diversity Of Learners & Assessment & Reporting the following serves as the objectives, Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic, and religious backgrounds, Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices, and Used strategies for providing timely, accurate and constructive feedback to improve learner performance. Hence, some of the Means of Verification under the 2nd Key Results Area are supplementary material made by the ratee that highlights teaching strategies that are responsive to learners' linguistic, cultural, socioeconomic, or religious backgrounds, Classroom Observation, evidence (activity sheet, performance task, quiz or test, and self-learning module) that highlights providing accurate and constructive feedback to improve learner performance and that shows timeliness of feedback.

Table 21
Diversity of Learners & Assessment & Reporting

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	4.50	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.30	Very Satisfactory
L	4.60	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.79	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 21 reflects the performance of teachers along with the Key Result Area Diversity of Learners and Assessment and Pedagogy for SY 2020-2021. It was reflected on the table that the Average Performance of the respondents is 4.79 which is interpreted as Outstanding and serves as

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Volume IV, Issue X (October 2024), p.123-180, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

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Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

the 2nd highest numerical rating for the Key Results Area within SY 2020-2021. Hence, it can be noted on the table that the majority or 14 out of 17 respondents received an Outstanding rating while the remaining three (3) respondents received a Very Satisfactory rating which ranges from 3.50-to 4.49 and the lowest rating was received by respondents N and Q with 4.0 Numerical Rating.

Comparatively, based on the interview conducted, respondents see this KRA as one of the most difficult ones since it deals with the application of different methodologies that will somehow guide and ensure that learners will learn despite their differences but surprisingly their documents showcased that they successfully delivered the tasks relative to this KRA. On the other hand, despite the high rating, it cannot overshadow the negative experiences of the respondents along with Assessment & Reporting, everyone claims that they strategies but no one from the school if they are correct or not. In the case study conducted by Cahapay (2020) under the title, "Reshaping Assessment Practices in a Philippine Teacher Education Institution during the Coronavirus Disease 2019 Crisis." It was reflected that in reshaping assessment practices at this time, different contexts must be cogently considered so that reasonable changes will be better understood. In a simpler sense, the diversity of learners was compromised in the middle of the pandemic, and assessments needed to be also adjusted as to the way learners learn.

Curriculum and Planning

Curriculum and Planning addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs, and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding, and achievement.

Hence, the following serves as the Objectives of Key Result Area- Curriculum and Planning for SY 2020-2021 which are different from the Objectives utilized in SY 2019-2020, (1) Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals, and (2) Set achievable and appropriate learning outcomes that are aligned with learning competencies.

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**World Education Connect
Multidisciplinary e-Publication**

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
 Published Online at www.pinagpalapublishing.com
 Publisher: Pinagpala Publishing Services
 DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

Table 22
Curriculum and Planning

Respondent	Numerical Rating	Description
A	4.00	Very Satisfactory
B	5.00	Outstanding
C	4.00	Very Satisfactory
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.70	Outstanding
L	5.00	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	4.00	Very Satisfactory
Average	4.75	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 22 reflects the performance of teachers along with the third Key Result Area- Curriculum and Planning for SY 2020-2021. It was reflected in the table that the Average Performance of the respondents is 4.75 which is interpreted as Outstanding. The table also reflects that the majority of the respondents or 13 out of 17 received a rating of Outstanding which ranges from 4.50-5.00 while the remaining four (4) respondents received a Very Satisfactory rating which ranges from 3.50-4.49.

According to the respondents it was very difficult during that time to include their ability to translate curriculum content since there were several predicaments that they were addressing like, lack of seminar, lack of person to give technical assistance, and of course confusion on what to do. Fundamentally, some factors like, internet connectivity and power interruption add their burden. Seemingly, in the study of Dayagbil, et. al. (2021) it was discovered that during school lockdowns, the teachers adjusted in teaching and learning designs guided by the policies implemented by the institution. Most of the students had difficulty complying with the learning activities and requirements due to limited or no internet connectivity.

Community Linkages &
Professional Development

The fourth KRA is concerned on the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, schools, and the wider community. It affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. Which it

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consists of four strands: Establishment of learning environments that are responsive to community contexts, Engagement of parents and the wider school community in the educative process, Professional ethics, and school policies and procedures.

Hence, the following serves as the Objectives of Key Result Area- Community Linkages and Professional Development for SY 2020-2021 which is different from the Objectives utilized in SY 2019-2020, Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process, Participated in professional networks to share knowledge and to enhance practice, and Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. Some of the means of verification under this Key Results Area are proof of participation in any activity for improve access to education such as distribution of modules, Brigada Eskwela, Home Visitation, conduct of PTA was also mentioned, and participation in any LAC, training or upskilling, seminar, workshop, and the likes.

Table 23
Community Linkages & Professional Development

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	4.00	Very Satisfactory
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	4.30	Very Satisfactory
I	4.00	Very Satisfactory
J	4.00	Very Satisfactory
K	4.70	Outstanding
L	4.60	Outstanding
M	5.00	Outstanding
N	4.00	Very Satisfactory
O	5.00	Outstanding
P	5.00	Outstanding
Q	5.00	Outstanding
Average	4.68	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Table 23 reflects the performance of teachers along with the fourth Key Result Area-Community Linkages & Professional Development for SY 2020-2021. It was reflected that the Average Performance of the respondents is 4.68 which is interpreted as Outstanding and this is the lowest rating for the Key Results Area for SY 2020-2021. The table also reflects that the majority of the respondents or 12 out of 17 received a rating of Outstanding which ranges from 4.50-5.00 while the remaining five (5) respondents received a Very Satisfactory rating which ranges from 3.50-4.49. Consequently, the KRA may receive an outstanding rating but according to the respondents it was not an easy task to accomplish since the responsibilities are not just solely burdened on the teachers but at the same time it is linked with the community which somehow makes things much taxing on

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Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

the part of the teachers. Arguably, successful teachers work with school management teams and parents to ensure consistent support for students as they transition through school and this notion is supported by an online article written by Beteille, Tara, et. Al (2020) but it is also good to note that not all proficient teachers are experienced in dealing with the community.

Hence, for experienced and inexperienced educators alike, community-engaged teaching can present unique and sometimes difficult challenges for which many are not equipped. However, when these challenges are met and overcome, community-engaged teaching allows students, faculty, and communities to experience profound growth.

Plus-Factor

The pandemic Covid-19 resulted in an unimagined situation in the world and it introduced an unprecedented use of technology in the education system, teaching, and learning process. Schools and colleges stopped running regular classes and there came the time of online classes which brought both students and teachers on online platforms for teaching and learning. It makes the need for learning technology for smooth flow of education necessary and now teachers' role has been changed. Hence, the following are some of the acceptable MOVs under this KRA, committee involvement, advisorship of cocurricular activities, book or journal authorship/contributorship, coordinatorship /chairpersonship, coaching and mentoring learners in competitions, serving as reliever of classes in the absence of teachers, mentoring pre-service teachers, participation in Demonstration teaching, participation as, technical working.

Table 24 reflects the performance of the respondents under the Key Result Area- Plus Factor, in which it was reflected that the Average Rating is 4.82 which is interpreted as Outstanding and marked as the highest rating under SY 2020-2021. Hence, it is also comparatively high that almost all of the respondents, or 15 out of 17 respondents receive an Outstanding rating while the two (2) remaining respondents receive a Very Satisfactory rating. Henceforth, out of the 15 Outstanding respondents 13 of which receive a perfect rating of 5.00.

Table 24
Plus Factor

Respondent	Numerical Rating	Description
A	5.00	Outstanding
B	5.00	Outstanding
C	5.00	Outstanding
D	5.00	Outstanding
E	5.00	Outstanding
F	5.00	Outstanding
G	5.00	Outstanding
H	5.00	Outstanding
I	5.00	Outstanding
J	5.00	Outstanding
K	4.50	Outstanding
L	4.50	Outstanding
M	5.00	Outstanding

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Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

N	4.00	Very Satisfactory
O	4.00	Very Satisfactory
P	5.00	Outstanding
Q	5.00	Outstanding
Average	4.82	Outstanding

(5) Outstanding, (4) Very Satisfactory, (3) Satisfactory (2) Unsatisfactory, and (1) Poor

Based on the interview from the respondents, they received a very high rating in the Plus Factor since the tools accept several kinds of MOVs and most of them are being performed by the respondents. Hence, according to Holston (2020) in her article, "Evaluating Teachers during the Pandemic, it was mentioned that that even the United States of America has changed the way that teachers will be rated just to ensure that they will be rated according to what they are currently performing and not with the traditional methods that used to be applied. Teachers' evaluation is somehow the same as the assessment being given to learners, never assess something that you never taught.

Lived experiences on the Performance
Evaluation of Junior and Senior High
School Teachers in terms of Practices

Based on the conducted interview and presentation of the thematic table, the following are the deduced themes on the practices of the respondents along with the teacher performance evaluation, Benchmarking, Learning from Organized Learning Sessions, Application of Strategies in Assessment and Checking, Linking the School to the Community to Address different Educational Needs, and Seeking for Technical Assistance

Benchmarking

Academic benchmarks involve setting measurable standards for evaluating one's learning. Academic benchmarks may be set for individual students or institutions when ranking themselves against others. Hence, an academic benchmark may be set at the beginning of a school year for the set of concepts that students should know by the end of the quarter or school year. Benchmarks are used to assess progress toward year-end goals. Certainly, benchmarking in education occurs when measurable standards are set for learning and it is used as a guide in performing specific tasks to improve its delivery. In other words, schools can use benchmarking to set standards for best practices in learning and achievement. Stated more simply, benchmarking can raise standards in education by creating a model for excellence and achievement. This model can then be duplicated by other teachers or the whole school for the betterment of practice or actions. Relatively, respondent I stated that,

"I review the MELC and other relative materials to ensure that the content of my lesson is on the expected way of delivery. Hence, I ask other teachers as to their strategies."

Which, based on the respondents' statement in connection with Content Knowledge and Pedagogy, teachers highly based their actions on benchmarking from colleagues, existing guidelines, action research-based results, and seminars or training. Teachers highly utilized the existing practices of others as their guide. Hence, respondent J stated,

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"I don't just rely on what is given or ordered us to do, I always read other materials and listen on some lectures and videos that explain how to perform things since everything was new for me and at the same time my school head is also not familiar with things."

Respondents' statements only prove that the pandemic did not delimit the innovative skills of teachers during the pandemic and that it opened other learning opportunities and modalities like the utilization of different online platforms in learning and sharing of methods or strategies while the students are learning from their respective homes. Hence, the revolution on education was unleashed during the pandemic as teachers did away from the traditional methods and adopt modernized educational revolutions.

The mentioned statements under this theme is connected with the online article written by Marie Singer (2022) with the title, "The importance of global benchmarking in education," it was highlighted in the article that benchmarking data helps educators and school administrators to reform or realign both their administrative processes as well as the way that they structure their lessons. It was also stated that global benchmarking has also opened the door for schools to collaborate with the establishment of effective communication networks. In this way, educators can learn from each other how to offer their students the best education possible.

Learning from Organized Learning Sessions

Theme 2 or learning from organized learning sessions and this refers to teacher's attendance to different organized training, seminars, Learning Action Cell (LAC), Focus Group Discussion and the likes. Respondent A states that,

"In our school, we usually apply the utilization of INSET and LAC sessions to talk about best practices of other schools that could be applied in our school and we plan together to think of possible solutions to timely educational predicaments or situations."

Consequently, their attendance at these seminars will help create an effective learning environment, improve teaching-learning situations, keep them updated on modern instructional devices, and inspire them to become better teachers. Moreover, the respondent claimed that this learning session deepened their understanding and helped them in solving certain predicaments.

Essentially, respondent B stated that,

"As to planning and implementation of relative practices, we always employ the use of INSET and LAC sessions in our school. With this strategy we managed to check our practices and at the same time we learn from other teachers in addressing problems concerns."

To add, the respondent claimed that their school head is adamant about the creation of different learning sessions just to ensure that teachers can follow the relative DepEd orders, and everyone will be guided properly on different matters. On the other hand, the respondent believes that the opportunities given to them are only school-based and the division seminars and regional seminars are not offered to all teachers but only given to selected teachers.

Application of Strategies in

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Assessment and Checking

Theme 3 or Application of Different Strategies, it refers to the techniques and methods that a teacher applies to support student learning. Wherein, a teacher selects the teaching strategy most suited to the current level of knowledge of the students, the concept being studied, and the stage in the learning journey of the students. Respondent M stated,

“Applying various strategies to develop critical & creative thinking & higher order thinking skills was regularly observed.”

The statement of the respondent simply reflects that the teacher applies the most innovative and creative teaching methods to teach academic concepts and meet the individual needs of students. According to the respondent, though they have this kind of opportunity it is still better if their school head could check all their actions and verify if what they applied is acceptable or not. Hence, it would be much acceptable if the school would be given a master teacher to give them technical assistance.

On the other hand, respondent K stated,

“As a teacher assigned in far-flung barangay, I usually give them easier activities or tasks that will not require them to use computers and access the internet.”

The statement of the respondent proves that teachers can still give the same learning experience to the learners even if they are delimited due to the situation in the environment and the absence of educational technological materials. To add, the respondent claimed that the learning materials being conceptualized by DepEd should be sensitive to the learning materials in the locality and should not just focus on the concepts but at the same time on the given activities for the learners.

Linking the School to the Community to Address different Educational Needs

The 4th generated theme is Linking the School to the Community to ensure the achievement of different educational needs while securing assistance from the community. Generally, linking school to the community or building partnerships is paramount for assisting students in achieving their maximum potential. Hence, parent and community participation and collaborative efforts have always been key for public schools to achieve greater recognition. Reasonably, respondent A supported the above-mentioned claims and responded,

“The community served a very important participation in continuing education at the middle of a pandemic. We asked for the help of the Barangays in distributing and retrieving the modules.”

Moreover, respondent P also supported the theme and stated,

“The Barangay played a crucial role in continuing education in the middle of a pandemic. I visited the Barangays to make sure that modules of learners will be distributed timely and to help me retrieve them on the scheduled dates.”

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Indeed, the community serves as the agent of education and during the pandemic, their participation in continuing the education is critical to the achievement of different educational needs. On the other hand, the claims under this theme can be anchored with the study of Vijayan (2021) with the title, Teaching and Learning during the COVID-19 Pandemic: A Topic Modeling Study” which generally probes that performance is relatively affected by the situation in the community. And it can be presumed that students whose families participate and get involved in the community at school have a more transparent life for teachers. That means teachers get to know the families they come from, their needs, how they are helped at home, and the possibilities they have.

Seeking for Technical Assistance

According to the online article written by Master Teacher Jhonmark D. Barruga from City Division of Masbate,

“Master teachers are highly proficient educators who work as a mentor to facilitate colleague professional development in delivering quality education. They are tasked to be leaders who will continuously promote excellent teaching practice to enhance instructional competence within the school. They also work as innovators in times of challenges creating a collaborative initiative for new learning opportunities.”

With this, in times of emergencies like the pandemic Master Teachers should emerge as leaders in finding solutions to the identified educational problems and educational needs. On the other hand, School heads are expected to be more flexible in managing school resources to keep up with frequently changing guidelines and circumstances. Leadership and management have always been the main responsibilities of school heads. Theme 5 or Seeking for Technical Assistance which means that Technical Assistance is any form of professional assistance, guidance or support from a Master Teacher, School Head (Principal, Head Teacher, Teacher In charge, or Assistant Principal) or even colleagues which generally aims that the teacher being supported to be more effective in the performance of their functions. Reasonably, respondent J stated,

“Aside from keeping myself updated with the current memoranda and issuances I always ask for Technical Assistance from our School Head and from seasoned teachers which somehow makes me confident in performing my duties and tasks.”

Technical Assistance is conducted to give assistance, solve educational problems, improve the performance, and gather data to justify policy formulation.

Generally, principals and master teachers play a vital role in shaping school culture and atmosphere. Wherein, this school culture sets the context on how teachers and non-teaching staffs will work (Dinsdale,2017). With this, student success in learning and staff success in teaching can be hindered or aided by the culture that is developed by school leaders. The tone of school leadership helps to determine whether the culture is toxic, indifferent, or focused on growth (Barth, 2002). Respondent A claimed that,

“I always asked for my school heads’ opinion concerning my crafted DLL/ WHLP and personally crafted assessments to ensure that I planned suited and achievable activities”

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This statement generally means that school heads and MTS promote critical reflection on instructional practices to increase effectiveness for diverse groups of students. Respondent P also supports the claim of the first respondent and states,

“Our school head always gives a calendar that indicates his schedule. In this regard, we are informed on when he be available and when can we ask for his assistance.”

Indeed, technical assistance can boost teachers' way of dealing with different situation, problems, and actions. Certainly, technical assistance ensures that the atmosphere or environment encourages the teachers not only to set their goals but also to determine the process of achieving them. Technical assistance encourages the teachers to see everything as a learning process.

Lived experiences on the Performance
Evaluation of Junior and Senior High
School Teachers in terms of Challenges

Challenges Faced by Junior and Senior High School Teachers in Teacher Performance
Evaluation

Based on the conducted interviews and the presentation of the thematic table, the following themes were deduced regarding the challenges faced by the respondents concerning teacher performance evaluation: Overlapping Tasks, Lack of Seminars or Training and Opportunities, Lack of Support from Parents and the Community, Lack of Genuine Assessment of Learners' Strengths and Weaknesses, and Lack of Personnel to Provide Technical Assistance.

Overlapping Tasks

The first generated theme is Overlapping of Tasks due to the numerous additional responsibilities given to teachers. The chronically overworked state of public-school teachers in the Philippines is well documented (Esguerra, 2018). Teachers are not only expected to fulfill their teaching duties but also take on non-teaching tasks. This situation often leads to burnout, as the multitude of responsibilities undermines the quality of teaching. As noted by Mateo (2018), while DepED has pledged to reduce teachers' workloads following the tragic deaths of two public school teachers, the details of these reforms remain unclear.

Some of the notable additional tasks include researching and developing new teaching materials, implementing new teaching methods, setting assessments, overseeing exams, and administrative tasks like photocopying or printing question papers. In smaller schools, where there is a limited number of teachers, these tasks are divided among the few available staff, resulting in each teacher handling responsibilities that would typically be assigned to multiple individuals.

For instance, respondent H shared, "Since we only have a limited number of teachers, everyone is given coordinators, which sometimes do not consider one's specialization or expertise."

Similarly, respondent J expressed the difficulty of fulfilling additional tasks: "Since we have been given a full load, it is difficult to perform additional tasks."

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Respondent F emphasized the struggle with time management, stating, "It was difficult to manage my time, especially if there are many overlapping tasks."

This highlights that multitasking often leads to inefficiency, as teachers are pulled in multiple directions. The study by Almonicar (2022) reveals significant challenges in the research capabilities of secondary teachers in Masbate, who reported being "slightly capable" in various research components, such as formulating research proposals and writing results (p. 631). This situation is exacerbated by their overburdened schedules, which include numerous non-teaching responsibilities, aligning with the previously noted issues of overlapping tasks and lack of time management (Almonicar, 2022, p. 633).

Lack of scientific constraints

A significant barrier identified was inadequate scientific education, which impacts teachers' ability to conduct and complete research effectively. The study highlighted that many teachers struggle with scientific training, leading to challenges in literature reviews and overall research productivity (Almonicar, 2022, p. 633). This mirrors the issues in the previous study regarding the importance of proper training and the difficulties faced in balancing multiple roles and responsibilities.

Lack of Seminars or Training and Opportunities

The third identified theme is the Lack of Seminars and Training Opportunities, particularly in the areas of Content Knowledge and Pedagogy. It is essential for teachers, both experienced and novice, to continually develop their skills through training. However, many respondents indicated that opportunities for professional development were limited.

Respondent L stated,

"There was a lack of enough seminars, especially since we handle different subject areas."

This sentiment was echoed by respondent O, who said,

"Seminars discussing content knowledge were limited, and not everyone was given a chance to attend. Crafting a Detailed Lesson Plan (DLP) suited to the needs of the Individual Performance Commitment and Review Form (IPCRF) was difficult without the proper training."

This lack of professional development opportunities hinders teachers from enhancing their instructional strategies and delivering quality education. Indeed, as Lacayanga (2020) found in their study on the Results-Based Performance Management System (RPMS), there is a pressing need for programs that will enhance teachers' performance, such as seminars and training. School heads and administrators must maintain accurate records of teachers' professional development needs to ensure equitable access to these opportunities.

Infrastructure and Resource Challenges

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In addition to the overload of tasks and lack of professional development opportunities, infrastructure issues posed a significant challenge, especially in rural areas. According to Almonicar and Padasas (2022),

"There were issues and obstacles in schools that needed to be resolved throughout the introduction of learning action cells. The main problems included overlapping activities initiated by the Department of Education, the availability of electricity in remote areas, and resource shortages" (p. 1097).

These resource limitations further complicated the use of digital tools, which became essential during the pandemic. Almonicar and Padasas (2022) specifically highlighted the impact of unreliable electricity in rural areas like Ticao Island, stating,

"The availability of electricity (16.67%) posed a significant challenge, particularly in rural areas like Ticao Island, which affected teachers' ability to utilize digital tools, conduct learning sessions, and meet the expectations of their performance evaluation" (p. 1097).

This lack of reliable infrastructure directly affects teachers' ability to perform their duties, particularly in relation to the digital competencies now required for modern performance evaluations. Addressing these infrastructure gaps is crucial for enabling teachers to meet the demands of their roles effectively.

Lack of Support from Parents
and Community

The third generated theme is the Lack of support from parents or the community. The African proverbs, it takes a village to educate a child is conveyed the message that it takes many individuals to deliver a harmless, fit environment for learners, where learners are given the safety they need to develop and flourish, and to be able to realize their expectations and dreams. With this, without the support of the community giving education will be detrimental. As to the response of the respondents, respondent F stated,

"In our community it was difficult to seek for the participation of parents during the classroom reporting of students performance."

Understandably, during the pandemic, parent's participation in educating the learners is indeed paramount but according to the respondents it was disappointing that most of the parents do not cooperate and tolerate cheating. According to respondent Q,

"Since everyone was affected by the pandemic, communicating with parents concerning student's performance was noxious task. With this, it was hard to report student's improvement & problems as they did the activities on the module."

Hence, according to the respondents, their school adopted a scheme and schedule for parents to get and submit outputs but only few parents report to school and performs said responsibilities and this adds to their burden which somehow contributes to the difficulties brought by the situation. And teachers also observed that most of the output being submitted to them are actually to refined, which hints them that parents tolerate students from cheating or submitting outputs not prepared by them.

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The claims of the respondents go along with the written article by Beteille (2020) with the title, "Three Principles to Support Teacher Effectiveness During COVID-19." Wherein, it was emphasized in the article that teachers are irreplaceable in teaching the learners but they need to be supported in multiple ways to be effective in unpredictable circumstances. Indeed, the school needs the participation of the community in the holistic development of learners. It might be true that the school plays a big chunk in educating the learners but community is still indispensable from giving learning experience with the learners.

Lack of genuine assessment of
Learner's strengths and
Weaknesses

On the strike of the pandemic, one of the initial responses of the Department of Education is to launch the Basic Education- Learning Continuity Plan (BE-LCP). With this, it calls for the public and private schools to use blended learning wherein it may utilize online learning or self-learning materials or modules which allows learners to study on their own phase, and this also ensures that learning will still continue and educators and learners will be safe from COVID-19.

Under the printed modular learning delivery, the teachers prepare the learning materials, study guides and other needed materials like quizzes or crafted additional activities. Rationally, according to the respondents the problem of modular distance does not revolved alone on the submission of outputs but it goes beyond on the assurance that the learners learn from the new practice and if how they going to give a rating to the submitted outputs to them. Hence, respondent A stated,

"Since we are applying the Distance Printed Modality, it was difficult to know if learners are truly learning the needed competencies"

and this is supported by respondent B who claimed,

"It was difficult to check if learners were learning out of the modality (Printed) that we applied in our school. Hence, most of the activities that were submitted by the learners were submitted late."

Hence, the printed modality delimits the teachers to apply strategies and methodologies to ensure that learners will be learning and will be acquiring the needed competencies respondent N supported this and stated,

"Since our mode is printed modular, there is a very limited avenue to get the target under Content Knowledge & Pedagogy."

Relatively, the problem with genuine assessment was deliberately discussed in the study of Cahapay (2020) under the title, "Reshaping Assessment Practices in a Philippine Teacher Education Institution during the Coronavirus Disease 2019 Crisis." It was evident in the research that there is an existing problem with the assessment practices. Hence, the educational delivery during the pandemic faces different barriers like technological applications and tools, good internet connectivity, learning styles of students, and personal concerns of learners in their respective homes. Indeed, while the flexibility of online programs is excellent for those who have a lot on their plate, the absence of a rigid structure can leave some scrambling. The performance of learners

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World Education Connect Multidisciplinary e-Publication

Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

cannot be actually genuinely access due to identified barriers and in the long run it can affects the way the teaches plan to support the educational learning needs of students.

Lack of Person to give Technical Assistance

The lack of a person to provide Technical Assistance is the fifth theme under challenges. Technical assistance is deemed necessary to ensure effective program implementation and eventually achievement of higher or better learning outcomes. It should impact performance, and most of all, the general welfare of the people in the organization and of the organization itself (Magcanas, 2019). Some of the most important ways to provide technical assistance are through classroom observation (CO), learning action cell (LAC) sessions, and individual coaching.

With the help of those strategies, the weakness of teachers is being addressed and strengthened. As to the responses of the respondents as to the problems they encountered some of the notable answers were from respondents H and Q who responded respectively,

"It was difficult to sit with my school head and discuss things since he is also pre-occupied. Quality of my teaching is also dependable on the inputs of school head" and "It was hard to learn on your own. Our school lacks with Master Teacher (MT) that can assist us so we just learn things on our own."

It is true that in the organization of school, some schools do not have master teachers and principal items that could give technical assistance. On the other hand, master teachers also face challenges in giving technical assistance to the teaches, the topmost problems confronting the selection and role function of master teachers are: they cannot perform instructional supervision due to full teaching loads, lack of training to perform instructional supervision and difficulty in the utilization of instructional technologies (Ojales, 2019). Respondent B responded,

"Honestly, since we lack master teacher in the school it was hard to check if we are employing good strategy particular to addressing Diversity of Learners."

While respondent K stated,

"Most of the objectives under Learning Environment & Diversity of Learners were focused on Daily Lesson Plans (DLP) utilized in the Classroom Observation (CO). Hence, Technical Assistance (TA) was the major difficult thing we needed."

With this, the presence of the Master Teachers is relevant in the school community since they help in facilitating the technical works with school and stress and model effective teaching strategies that are helpful with teachers for them to create an effective learning culture within their classrooms.

Lived Experiences on the Performance Evaluation of Junior and Senior High School Teachers in terms of Coping Mechanism.

Based on the conducted interviews and the presentation of the thematic table, the following themes were deduced on the coping mechanisms of the respondents in relation to teacher performance evaluation: Benchmarking, Self-Empowerment, Seeking Support, Performing All Given

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Tasks, Reviewing the Content of Teacher Evaluation, Working with Parents and Stakeholders, and Being Teachable.

During the pandemic, teachers had to adapt to new modes of instruction, which required a shift towards digital tools. The use of computer-assisted training became a vital coping mechanism for improving digital skills, especially during discussions using PowerPoint presentations and video clips. As Almonicar and Padasas (2022) highlighted, "The use of computer-assisted training would also improve digital skills, especially during discussions such as using PowerPoint presentations and video clips. This is essential in the context of remote learning and the digital shift brought by the pandemic" (p. 1098). This approach not only enhanced teaching delivery during remote learning but also equipped teachers to meet the demands of performance evaluations that now encompassed digital competencies.

Moreover, collaborative and cooperative learning played a significant role in addressing challenges during the implementation of these new systems. Teachers utilized cooperative learning strategies to manage issues, fostering collaboration among their peers to ensure the successful delivery of lessons. As noted by Almonicar and Padasas (2022), "Collaborative and cooperative learning is the perfect approach for addressing the problems that occur during system implementation. Teachers used cooperative learning strategies to manage issues, fostering collaboration among teachers to ensure the successful delivery of lessons" (p. 1098). This method further strengthened the support network among teachers, allowing them to adapt more effectively to the demands of the new teaching and evaluation systems.

Benchmarking

The first generated theme is Benchmarking and building partnerships with the community. Benchmarking progresses teachers understanding, inspires team-building and collaboration and familiarizes individuals with their present standing. Indeed, many schools are often so engrained in their present practices and tend to have the ability to understand chances for improvements. Hence, respondent B stated,

"I believe that the school should build a good partnership with the community and at the same benchmarks from other schools and ask for the support of the division office to ensure good partnership."

Indeed, building a linked school community improves learning outcomes and support, partnership and wellbeing for the whole school community. Learning environments that are profoundly unified have an array of benefits for learners, teachers, parents and the whole school community and linkages. While respondent L claimed,

"The school head should attend barangay meetings to strengthen linkages in the community. Thus, air the needs, of the school & get support from the Barangay Captain including financial assistance because the school has limited resources."

Surely, barangay-LGU serves as important partner of the school which strengthen and produce meaningful actions that promote higher functions to support the school's needs through an established and constant coordination with them.

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In the study conducted by Pandey (2021), "Teacher Performance Appraisal at School: A Critical Analysis" it was emphasized that everyone wants to receive feedback to improve their performance, and even if teachers are willing to accept it, they need to listen to these comments to improve their performance. Nevertheless, it was noted that teachers have the potential to bring a qualitative change in the whole educative system if provided the right kind of support through constructive feedback. With this, benchmarking is indeed substantial in improving the skills of teachers which general end is to deliver educational needs with quality and efficiency.

Self-Empowerment

According to Mark Anthony Llego (2019) teachers play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education. In which it can be noted at the same time that teachers can get this quality enhancement thru self-empowerment. The importance of being empowered can also be illustrated by its role in increasing teacher motivation, improving problem-solving skills and making students empowered. Relatively, there are several ways on how teachers can empower themselves and according to respondent A the best method is trough attending seminars or trainings and reading of relative materials. This was supported by respondent B and stated that,

"By self-empowerment and this could be achieved through constant reading and attending different trainings."

One of the enumerated parts of Self-Empowerment is attending graduate programs to attain self-improvement. Ideally, enrolling with graduate study equips teachers with an advanced technical understanding of their subject matter of choice and in-depth knowledge and practical skills that could be translated in transforming their classroom into much dynamic one. Additionally, it is also expected that this additional educational milestone will help teachers to bolster teacher's effectiveness in teaching. With these notions, teachers are still engaged in enrolling to graduate school's despite of the treats posted by COVID-19. Hence, system of graduate program was also recalibrated to follow the trends in the system of education and no one can deny that for educators, the COVID-19 Pandemic is a quintessential adaptive and transformative Challenge. On the other hand, respondent Q find it difficult to educational career progression due to posted different problems and claimed,

"During the pandemic, it was hard to establish rapport with the community since everyone was affected by the pandemic. Nevertheless, it was hard to attend with graduate programs since in our location good internet connection & constant electricity was a problem."

On the other hand, the treat posted by face-to-face learning, learning transformed with the aid of world wide web and online education serves as paramount way of delivering education. Indeed, different online platforms support so many of human daily activities even the continuity of education and supporting the transformation of educators in the middle of pandemic. Hence, respondent K claimed that he attends online seminar as way of advancing his knowledge and stated,

"Attending online seminars conducted by the DepEd & accepting the task given along with different coordinatorsips."

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On the other hand, respondent O also supported this theme and stated,

“The pandemic did not delimit us to perform other relevant task but it introduced another way of performing task like performing using online platforms and advancing skills thru attending different online seminars.”

Seeking support

Fundamentally, technical assistance is any form of professional assistance, guidance or provision to be more effective in the performance of their functions or tasks. It is a vigorous procedure with steps to follow; makes use of tools, via process consultation, requires specific skills and focuses on achieving set goals. Consequently, MTs concern is the teaching preparation, process, execution, or anything significant to the academic area while school heads concern is on the human resources, financial resources, educational activities of students and teachers, external relations, well-being of students and teachers, and teaching students.

The third generated theme is seeking for support. It is a general knowledge that teacher collaboration leads to improved student outcomes and teacher's performance. Indeed, teachers become more effective when they work with others. According to respondent H,

“Apply all possible mechanisms to cope were done through talking with co-teachers, colleague & school head to properly deliver properly my lesson.”

This only proves that teacher needs the school community at all times. Hence, teacher should know to manipulate modern resources, according to respondent K,

“I watched YouTube Channels of Teachers, google things that hard for me to understand, and asked other teachers concerning their best practices that I could benchmark.”

Certainly, teachers' improvement cannot be demanded without the help of the leaders. In the study of Andriani, et. al. (2018) under the study, “The Influence of The Transformational Leadership and Work Motivation on Teachers Performance” it was revealed that Transformational Leadership and Work Motivation have a positive and significant effect on the teacher's performance. With this, School Heads must be an instructional leaders and administrative manager who knows what the teachers needs to fully address the educational needs of the learners.

Perform all given tasks

The theme 4 or Performance of Additional Tasks which sensibly means that aside from teaching teachers also performs other task that is academic and non-academic that helps the operation of the school and learning process as a whole or it might also include things that will be beneficial on the professional and personal growth of the teacher. Hence, in the study conducted by Rullan, Jr (2021) from Capintalan NHS, it was elaborated that Teachers must be tough enough to handle tasks more than what is expected of them. They need to be physically, mentally, and emotionally balanced in doing lots of preparations and adjustments associated with the shifts in learning modalities. Rationally, respondent G states that,

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"The Department of Education actually give to many choices that the teachers can choose as to use for their Plus Factor. Relatively, the school also provides several opportunities for the teachers to grow professionally & personally"

while respondent Q responded,

"As to my improvement, I don't really on what is given to me. I enroll for additional learnings & I attend seminars using my own money."

The statements of the respondents support the given concept that extra duties or additional tasks should be considered by teachers as an opportunity for improvement.

It is undeniable that the COVID-19 pandemic disrupted the world in ways unimaginable. Teachers worldwide promptly responded to the pandemic by applying their own Methodologies and Strategies to ensure that quality education will be delivered and all educational needs will be addressed properly. Hence, respondent M stated,

"Performed various works that contributed to the Teaching & Learning process"

while respondent P stated,

"I perform all the task given to me even it is not part of the identified Plus Factor since I believe that it will be helping me to grow professionally and personally."

Review the Content of Teachers Evaluation

The fifth generated theme is Study the needed objectives/ Indicators to perform properly the necessary tasks. Certainly, one of the general objectives of the creation of RPMS-PPST was to guide the teachers in improving their teaching skills. In this regard, it is rightful for teachers to be updated on the necessary changes brought about the modifications on it just to ensure that it will be also responsive to the current situation caused by the pandemic. Respondent O stated that,

"First is to be aware of the things that has points on the Plus Factor and second is to ensure to perform those despites of the many task attached to teaching. But, if there are task given by the school head, accept it even it will be part of the IPCRF."

The response of the respondent only proves that teachers needs to be proactive rather to be reactive. A proactive teacher values learner's, anticipates difficulties or problems, and sets up a learning setting that captivates learners' interest. Understandably, respondent C claimed that,

"Always perform what is requested and do things excellently."

Teachers should not just accept task given to theme, but they need to perform excellently.

Hence, according to the respondents, one of the best ways to deal with the needed indicators is to be updated through reviewing the relative mandates and corresponding materials. Reviewing these materials provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization. According to respondent B,

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“Aside from performing all the relative task, I things it is a must for teachers to review the inclusions of the IPCRF (Plus factor) to properly identify the things that included or needed.”

And this is supported by respondent Q and stated,

“Invest on yourself. Try to attend to Seminars that are indorsed by DepEd & enroll for Graduate Studies.”

It was emphasized by Benton and Ryalls (2016) under their study, “Challenging Misconceptions about Student Ratings of Instruction, IDEA Paper” that there is no simple system for evaluating the quality of faculty research, there is no simple system for evaluating the quality of faculty teaching. However, content of the evaluation must be always synthesized to properly acknowledge if what are the things needed to be performed.

Working along with Parents and Stakeholders

The sixth theme is Including stakeholders in delivering educational needs. Certainly, each stakeholder in education plays an exceptional part and can help increase or support any educational goals. Stakeholder engrossment in education plays an important part, as the purpose of each stakeholder is to reach a mutual educational goal through team effort. But, in the pandemic parent’s participation is indeed become vital in the world of education. Without them, the whole system of recalibrating educational provision will collapse and not possible. According to respondent G,

“I think it is a must to building a good communication with parent & stakeholders since they serve as our main partners in implementing whatever project of program.”

And this notion is supported by respondent L and stated that,

“Consistent communication with parents to enhance community linkages. In terms of professional growth, attended seminars & training.”

Indeed, effective communication between teachers and parents builds sympathetic and trust. Hence, when teachers and parents understand and trust each other, they can work together to support learner’s wellbeing and development.

The Philippine National Research Center for Teachers posted an online article with the title, “How COVID-responsive RPMS encourages creative, contextualized teaching strategies.” It was reflected in the article that parents and stakeholders are indeed needed in ensuring that education will still continue despite of the situation. Logically, it can be assumed that parental involvement is a critical factor in the success of children’s education. When parents are involved in their children’s education, children are more likely to do well in school and have better social and emotional development. Parental involvement improves student achievement, self-esteem, and behavior.

Be Teachable

Teachers are needs to be teachable, with this they can acknowledge their limitations. Teachers can use this as a springboard to grow and develop their character, and to find new

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opportunities. In the study conducted by Gepila (2019) with the title, "Assessing Teachers Using Philippine Standards for Teachers" it was highlighted that teachers needs to update their ability to become competent in coping with the challenges of a diversified community of learners brought about by cultural, social, environmental, and individual distinctness that is always under the flux of constant change and technological influence. And this notion is supported by respondent B and stated that,

"Learn to be teachable and must listen on the points given since this will help you to grow professionally."

It is good to note that someone who is teachable looks at other's opinions as treasured learning tools, not an impending opportunity to be incorrect. And being teachable displays great humility. Humility validates a sturdier character than ego and pride. Acknowledging you are learning doesn't diminish who you are or your leadership authority, it demonstrates to others it's safe to admit you don't know something. Logically, respondent O responded that,

"It is a must to listen to the superior before reacting or giving your personal opinion on a particular issue, topic, or concern. Always put your trust in them."

While respondent P simply claimed,

"Be teachable."

Indeed, teachers who are teachable perceive other's MTs and school heads, suggestions, and comments as valuable learning insights and not a disrespectful argument that destroys teacher's spirit.

Outputs can be developed based on the Lived Experiences of the respondents.

With the discovered and disclosed experiences of the respondents along with the teacher's assessment of the conducted interview the researcher decided to formulate a "primer" that will highlight the best practices of the respondents along with the Result Performance Management System (RPMS) cycle which is divided into four (4) phases such as; Phase-I or Performance Planning and Commitment, Phase-II or Performance Monitoring, Phase-III or Performance Review and Evaluation, and Phase-IV or Performance Rewarding and Development Planning. The primer includes the targets, forms needed, and suggestions per phase of teacher assessment. The following are the deduced practices that can be followed to successfully perform all the relative tasks per phase;

Phase-1 Performance Planning and Commitment

As to the first Phase of the RPMS cycle, School Head or Master Teacher (rater) and Teacher (ratee) agree on the Objectives to be met and required competencies based on the strategic priorities of the organization. Hence, it requires teachers to prepare an Individual Performance Commitment and Review Form (IPCRF), Self-Assessment Test (SAT), and Development Plan (DP). And to successfully achieved the needed objectives, teachers also needs to be familiarized with Teachers job description, DepEd's Vision, Mission, and Core Values, and Performance Monitoring

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and Coaching Form (PCMF). The following serves as the suggested actions based on the respondent's responses,

1. Review your previous Development Plan and see to it that you will have a reflection (have you achieved your plans based on the timeline) from the previous rating period. Review your job description determine your critical responsibilities think about your job and identify the most important goals you feel you should accomplish in the upcoming appraisal period. Then, genuinely craft your Development Plan, as to your strengths, Development Needs, and Actions to be taken intended for Functional Competencies and Core Behavior. Envision that this is your roadmap to the development of your professional career.
2. Review and examine the Department of Education's vision, mission, and core values and all the underlying memorandums, issuances, and writeups concerning RPMS-PPST before the conduct of FGD/ LAC/ Meeting/ Training and list down every single gray area that needs clarifications.
3. Listed issues or gray areas should be asked or clarified if not discussed during the prepared learning sessions concerning the conduct of RPMS-PPST.
4. Attend and listen attentively to the prepared learning sessions concerning the conduct of RPMS-PPST. Use this platform to understand the underlying notions on the preparation of RPMS-PPST.
5. Be reflective in with complying the Self-Assessment Test (SAT). Remember that this form is not for judging your capacity but as a method of assisting teachers with their difficulties.

Phase-2 Performance Monitoring and Coaching

For the second Phase of the RPMS cycle, the School Head or Master Teacher (rater) is expected to create an enabling environment to improve teachers and school performance. Raters should lead teachers to successfully carried out or perform the identified objectives during the first cycle. In this stage, Performance Monitoring and Coaching and Mid-year Review and Assessment forms are the needed forms to be accomplished. For this stage, the following are the suggested actions to be taken to accomplish the target actions from this phase.

1. Be organized and prepare a set of folders or envelop which are labeled with the Key Result Area (KRA), Objectives, and Means of Verification (MOV). This will help you to organize your portfolio and you will be mindful of the targets on how and when it will be accomplished.
2. Always see to it that you will plan things (how DepEd competencies will be demonstrated) with your Master Teacher or School Head. Be open to your raters as to how you will execute your plans.
3. Consult everything that bothers you. You may ask your colleagues about their practices but make sure to seek the viewpoint of the authorities to ensure that things will be credited or aligned to the set standards.
4. During the Mid-Year and Assessment, aside from listening to the inputs of the Master Teacher or School Head make sure to list down all the suggested methods and strategies never assume that you have everything in your mind. People tend to forget even the most important details. Use a table calendar and your conference notebook.
5. For the preparation of your Classroom Observation (CO) lesson, you may check online Lesson Plans (LP) and videos of teaching executions. This benchmarking will give you a different perspective on how to execute your lesson (how learning competencies will be introduced to learners and how learners will demonstrate said competencies) and how to successfully use some strategies. Nevertheless, let your colleagues check your Lesson Plan before the Classroom Observation execution.

Phase-3 Performance Review and Evaluation

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As to the third cycle which is Performance and Evaluation the target is for School Head or Master Teacher evaluates teacher's performance based on pieces of evidence of competencies measured against performance targets agreed upon during Phase. In this stage, the rater points out the ratee's strengths and weaknesses and gives a tentative rating and the rater and ratee discuss performance data and agree on the final rating. The needed forms are RPMS Tools, IPCRF, SAT, IPCRF-DP using PMCF. With this, the following serves as the formulated strategy to fully perform the task being required with the ratees.

1. Make your portfolio as pleasing as possible. Remember that aside from organizing the content of your portfolio it needs to be neat as possible since it reflects your personality. Hence, it is better if you use spiral binding or the like to ensure that over time the content of the portfolio will be intact and there is much less chance of the papers getting damaged or lost. And binding enhances the appearance of your documents.
2. Prepare a list of your accomplishments and achievements following the prepared portfolio to make sure that during the checking and validation of IPCRF, you will include all your accomplishments. Hence, this will also help your rater to easily facilitate the checking.
3. Assess your performance and accomplishments against the plan using a self-appraisal. This will help you to tentatively measure your rating.
4. In the process of validation of your portfolio ask your rater as to the rationale of the given rating for you to properly reflect on what went right or what went wrong. Reflection will help you develop your skills and review where your strengths and weaknesses lie. Indeed, reflecting on your performance is a critical way to assess what you should stop, start and continue doing.
5. Respect the rating of the conducted evaluation and learn from it. Then, as soon as you received your IPCRF-Rating form keep it since it is used as determining factor in what to prioritize in your Next Development Plan. Please be reminded also that in advancing your career, three (3) IPCRF-Rating form is needed for ranking.

Phase-4 Performance Rewards and Development Planning

As for the last phase of the cycle, it demands for final IPCRF-DP. With this, this phase is based on the results of Phase 3. The School Head or Master Teacher and Teacher discuss accomplishments and corresponding rewards and incentives. They also discuss competency gaps and jointly come up with a development plan to address these. Based on the interview, the following serves as the believed practiced which will help the ratees to successfully achieve the targets.

1. Reflect on your performance in the recent School Year. Out of the results per KRA's, you must establish personal and career development goals and establish work development needs.
2. After the crafting of your Development Plan you must reflect on efficacy and update the plan as required before you submit it.
2. The rewards referred to the IPCRF-Rating form and of course to the possible corresponding monetary amount to be received thru a Performance-Based Bonus (PBB). This reward system aims to improve teachers and public service delivery.
3. Make sure that aside from submitting a final copy of your Development Plan to your, keep your copy as a reference.

Conclusions and Recommendations

Conclusions and Recommendations Drawn from the Findings:

Rating Development and Teacher Adjustments: The yearly development of the rating of the respondents indicates that teachers have adjusted to the tasks they need to perform and the

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required documentation for verification per indicator. This relative development may also be linked to the notion that teachers are making necessary preparations and planning to ensure high ratings for each enumerated indicator.

Pandemic Performance Insights: Both rating periods during the pandemic were identified as outstanding performances. This improvement can be attributed to school heads becoming more lenient and understanding of the circumstances faced by learners, teachers, and schools. Hence, SY 2020-2021 saw higher ratings compared to other periods, aligning with the concept that teacher performance evaluation significantly impacts professional development and is part of the promotion criterion for teachers. Despite the pandemic, respondents remained motivated to perform necessary tasks and deliver outstanding results.

Lived Experience of Teachers:

Benchmarking and Collaboration: Benchmarking is a common practice among teachers, fostering a culture of collaboration. Teachers address challenges using personal experiences or by involving their master teacher, school head, or colleagues. This approach enables teachers to move independently for self-empowerment and ensures they can fulfill their responsibilities, contributing to their professional development. As Almonicar and Padasas (2022) emphasize, "Teachers should root their strategies in evidence-based approaches for skilled learning groups and increase the probability of successful interventions. They can be linked to teacher-to-teacher communication and incorporate through training, teaching, and evaluation into classroom and school planning" (p. 1098). This highlights the importance of peer collaboration in overcoming challenges and improving teacher performance.

Technical Assistance and Training Needs: A major issue identified is the lack of personnel who can provide technical assistance, such as master teachers. Teachers often face overlapping tasks that hinder their ability to produce quality output. Some teachers are not given the opportunity to attend necessary training, and the dissemination of new knowledge from training is often inadequate. This leads to challenges in effectively addressing educational problems.

Self-Empowerment as a Coping Mechanism: Teachers tend to apply self-empowerment as a coping mechanism, which is associated with their readiness to learn and improve their performance. They seek technical assistance not only from master teachers and school heads but also from colleagues, maximizing available support. Teachers also view additional tasks as opportunities for skill development rather than burdens.

Strategic Formulation for RPMS Phases: Respondents believe that significant strategies should be formulated to help teachers fulfill their duties and responsibilities in alignment with the RPMS phases. Many schools lack master teachers who can offer proper guidance and support. A localized primer would be highly beneficial in guiding teachers to identify target objectives, prepare necessary forms, and utilize strategies to meet those objectives efficiently.

Recommendations for Professional Development:

Research Training and Mentoring: Almonicar (2022) suggests that attending research training sessions and school-based mentoring could address many challenges teachers face in conducting research (p. 634). This recommendation supports the need for structured professional development programs and mentoring opportunities as discussed in previous studies.

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Collaboration with Higher Education Institutions: The study also emphasizes the importance of collaboration with higher education institutions to improve research skills among teachers (Almonicar, 2022, p. 634). This aligns with earlier research advocating for increased support and collaboration to enhance teachers' research capabilities.

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Volume IV, Issue X (October 2024), p.123-180, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
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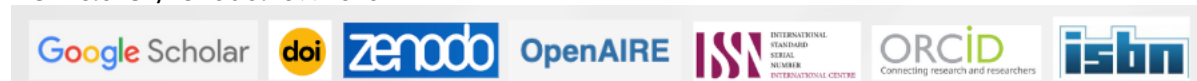
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DOI 10.5281/zenodo.13971345



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