



Competence and Challenges of Public Elementary Teachers on Results-Based Performance Management System

Ronelo C. Baynosa 
Ebrahim Alpe A. Simpal 

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Correspondence: ronelo.baynosa@deped.gov.ph

¹Conel Central Elementary School, General Santos City, Philippines

²Holy Trinity College of General Santos City, Philippines

Abstract

This study examined the pedagogical competence levels and challenges of 51 public elementary school teachers at Conel Central Elementary School in implementing the Results-Based Performance Management System (RPMS-PPST). Employing Borg and Gall's Research and Development (R&D) method, the study utilized embedded mixed-method approach integrating quantitative document analysis and qualitative in-depth interviews. Findings revealed that teachers demonstrated "Outstanding" competence across the RPMS-PPST Key Result Areas (KRAs), with the highest scores in Content Knowledge and Pedagogy and Learning Environment and Diversity of Learners. However, challenges emerged in areas such as professional development, classroom management, curriculum implementation, assessment, and community engagement. Teachers also reported significant workload and well-being concerns. A faculty development program was developed to address these gaps. Validity testing confirmed its content, appropriateness, and usability as highly effective. The study recommends targeted professional development initiatives, collaborative school-community partnerships, and strategies for reducing teacher stress and workload. The proposed interventions aim to empower teachers, enhance teaching outcomes, and create a more supportive educational environment.

Keywords

Pedagogical competence; Challenges; Results-Based Performance Management System; Faculty Development Plan

How to Cite

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Author Contributions

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Globally, education systems have progressively embraced performance management frameworks to enhance accountability, foster professional development, and improve institutional effectiveness. In public service sectors, these systems focus on quantifiable results, coherence with organizational objectives, and ongoing enhancement as means to achieve high-quality service delivery. In education, these approaches recognize teachers as pivotal agents of reform whose competencies and professional practices significantly shape learners' educational experiences. Performance-based systems

are not merely evaluative mechanisms but are designed to strengthen instructional quality, promote professional growth, and sustain a culture of continuous improvement within educational institutions (Vicente, 2021; Suelto-Cordovilla & Cruz, 2021). Emerging evidence further suggests that teacher effectiveness is influenced by a combination of pedagogical competence, technological proficiency, and preparedness for evolving educational demands. Studies have shown that beginning teachers' performance is associated with indicators such as licensure examination outcomes, professional preparation, and competency development (Cadosales et al., 2023; Bacus et al., 2024), while teachers' technological, pedagogical, and content knowledge significantly contributes to their instructional competence and effectiveness (Bayo Jr. & Doronio, 2025; Temelo, 2023). Likewise, the increasing integration of educational technologies has transformed instructional delivery, emphasizing the importance of digital readiness and innovative teaching practices in improving learning outcomes (Akintayo et al., 2024).

In the Philippine context, the Department of Education operationalized this global movement through the Results-Based Performance Management System aligned with the Philippine Professional Standards for Teachers (RPMS-PPST). The framework was designed to systematically assess teacher competence, align instructional practices with national standards, and support continuing professional development. Previous studies have demonstrated that RPMS implementation influences teachers' motivation, accountability, and instructional performance, while also shaping leadership practices and appraisal systems within schools (Daing, 2022; Sacramento, 2023; Olino, 2025). Leadership practices within educational institutions further contribute to teacher performance, satisfaction, and retention, highlighting the role of school administrators in fostering supportive environments that encourage professional growth and sustained engagement (Lacaza & Dioso, 2025; Pedro & Dioso, 2025). Additionally, school practices and governance structures influence how educational programs are implemented and experienced by teachers and learners, particularly within culturally diverse and context-specific settings (Casamayor & Plaga, 2025). However, despite these institutional efforts, classroom realities indicate that teachers continue to encounter challenges related to instructional effectiveness, self-assessment, and the practical demands associated with fulfilling RPMS indicators (Torres et al., 2024).

While the body of literature on RPMS and teacher performance continues to expand, significant gaps remain in understanding how teachers' competencies and challenges manifest within specific school contexts, particularly at the elementary level. Existing studies have primarily focused on leadership influences, performance incentives, and system-level implementation, with limited empirical attention devoted to teachers' self-assessed competencies and lived experiences in navigating RPMS-PPST requirements in their daily practice (Vicente, 2021; Daing, 2022; Torres et al., 2024). Moreover, contemporary educational environments increasingly require teachers to cultivate learners' 21st-century skills and career readiness through responsive instructional approaches that promote critical thinking, collaboration, communication, and adaptability (Ventura & Cubero, 2025). Understanding teachers' experiences is therefore essential not only for improving instructional quality but also for ensuring that professional development initiatives remain relevant to evolving learner needs. Research exploring teachers' professional journeys further suggests that personal experiences, resilience, and instructional contexts shape educators' perceptions of effectiveness and professional engagement (Mapindan & Villocino, 2025). Addressing these gaps through school-based investigations can provide valuable evidence for developing targeted capacity-building initiatives and context-responsive interventions.

Consequently, this study seeks to examine the competence and challenges of teachers at Conel Central Elementary School in relation to the RPMS-PPST framework. By analyzing teachers' perspectives, identifying professional development needs, and documenting implementation barriers, the study aims to generate empirical evidence that can inform focused interventions, policy refinement, and sustainable support mechanisms. Ultimately, understanding teachers' experiences within the RPMS-PPST framework can contribute to the enhancement of professional development programs, strengthen instructional quality, and foster more supportive performance management systems that benefit both educators and learners in Philippine public elementary schools.

METHODOLOGY

Design

In order to investigate the proficiency and difficulties of public elementary teachers at Conel Central Elementary School in putting the RPMS-PPST framework into practice, the study used the Research and Development (R&D) approach of Borg and Gall (1983). Given its shown efficacy, this approach—which is frequently employed in educational research for the creation and validation of tools and programs—was judged suitable. Quantitative and qualitative elements were integrated in an embedded mixed-method approach. While qualitative data was collected using semi-structured interviews to examine the difficulties teachers encounter in practice, quantitative data was acquired through document analysis to objectively evaluate teachers' proficiency in RPMS-PPST. Triangulation and a more comprehensive view of teachers' performance were made possible by document analysis, which acted as a link between the two data kinds. By fusing quantifiable data with contextual, experiential insights, this integration improved the findings' rigor, validity, and believability.

Locale

This study was conducted among fifty-one (51) public elementary school teachers in a central public elementary school located in Barangay Conel, General Santos City. The school, established in 1946, is one of the largest and most recognized elementary schools in the area. It is situated approximately 11 kilometers from the city proper and is accessible through well-maintained farm-to-market roads, allowing for convenient transportation to and from the school. For the school year 2022–2023, the institution catered to a total of 1,822 learners from Kindergarten to Grade 6, distributed across 44 classes. The school operates under the leadership of a Principal I and is supported by 51 teaching personnel and three (3) non-teaching staff. As a central elementary school in the district, it plays a significant role in implementing national education

policies such as the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST). This location was chosen as the study site due to its active implementation of the RPMS-PPST framework and its diverse teaching population, which provides a rich source of data for understanding how teachers perceive and navigate pedagogical challenges. Its size, accessibility, and established structure allow for the effective administration of research instruments and collection of relevant data to meet the objectives of the study.

Participants

For quantitative phase, the respondents of this study were the fifty-one (51) total enumeration of public elementary school teachers in Conel District. Further, for qualitative phase, four (4) research participants from Kindergarten to Grades 1-3 and three (3) from Grades 4-6 were selected to participate in the semi-structured in-depth interview (IDI), yielding seven (7) research participants from both primary and intermediate levels to guarantee that each grade level was well represented.

Instrument

The needed data for this study were gathered using survey questionnaires adapted from the RPMS-PPST or the Result-Based Performance Management System (RPMS) Manual for Teachers and School Heads. Part I refers to the level of teaching competence of teachers based on the five (5) Key Result Areas (KRAs) of RPMS-PPST. An in-depth interview was employed to explore the qualitative aspect of the study and unveil the challenges of teachers on RPMS-PPST. The interview guide questions were anchored to the numerical results of the study and were contextualized to the indicators with the highest and lowest mean. Data collected were interpreted using a five-point Likert scale.

Procedures

The data gathering procedure was conducted systematically in three stages: before, during, and after the collection process. Before data collection, the researcher prepared letters to seek permission for conducting the study. A formal letter of request was first sent to the Schools Division Superintendent of General Santos City to allow the research to be conducted among public elementary school teachers at Conel Central Elementary School. Upon approval, another communication letter was sent to the School Head of Conel Central Elementary School to further secure their cooperation. After obtaining permissions, the researcher met with the selected participants to orient them on the study's background, objectives, and procedures. During this meeting, participants were given a letter of informed consent and a photo/media release authorization form, which they signed if they agreed to participate. At this stage, the research tools, including survey questionnaires and interview guides, were also sent for validation. Based on the feedback from validators, adjustments were made to improve the reliability and validity of the instruments.

Data collection

The quantitative phase was initiated by administering the validated survey questionnaires to the teachers to assess their level of competence in the RPMS-PPST framework. Participants for the semi-structured in-depth interviews were identified based on the results of the quantitative analysis. A pilot interview was conducted to test the appropriateness of the interview questions and to help the researcher establish rapport with the participants and refine interviewing skills. After incorporating insights from the pilot, the actual interviews were conducted at a time convenient for the participants, adhering to the Department of Education's Engaged Time-on-Task Policy. The interviews, estimated to last no longer than 90 minutes, were video-recorded for analysis, and photos were taken for documentation. Additionally, field notes were maintained to ensure the accuracy of the qualitative data. After data collection, the recorded interviews were transcribed using Colaizzi's descriptive method, which involved familiarization, identifying significant statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification from the participants. To ensure accuracy, the transcriptions were cross-checked by the participants, who provided feedback and signed the final versions. This rigorous process ensured the validity and reliability of the qualitative data, culminating in a comprehensive understanding of the teachers' competencies and challenges.

Ethical Considerations

The researcher made certain that all ethical considerations were followed as mandated by the Holy Trinity College to avoid engaging in practices that may implicitly or explicitly abuse or exploit those with whom he sought to conduct research with. An appointment and approval of school administrator were strongly encouraged. The researcher did not use any coercion or threats to get respondents to answer the questionnaire and guaranteed that all of the respondents' personally identifiable information were kept confidential. The procedures were followed precisely throughout the study.

RESULTS AND DISCUSSION

This study determined the pedagogical competence level of teachers relative to the Key Result Areas (KRAs) of the Results-Based Performance Management System (RPMS). As shown in Table 1, public elementary school teachers demonstrated a Very High level of competence in content knowledge and pedagogy, with an overall mean of 4.92. Specifically, teachers' ability to apply knowledge within and across curriculum teaching areas obtained a mean of 4.89, indicating strong proficiency in integrating subject matter across disciplines to enhance learners' educational experiences. Likewise, the use of varied teaching strategies to improve literacy and numeracy skills was rated Very High ($M = 4.94$), suggesting that teachers effectively employ diverse instructional approaches to address foundational learning needs. Similarly, the application of teaching strategies that develop critical and creative thinking skills received a Very High rating ($M = 4.92$), reflecting teachers' capacity to promote higher-order thinking and prepare learners for complex problem-solving and decision-making. Despite these favorable ratings, the qualitative findings revealed that teachers continue to encounter considerable challenges in implementing the curriculum and conducting instruction effectively. Teachers expressed concerns regarding the overwhelming number of competencies under the Most Essential Learning Competencies (MELCs), which often compel them to combine multiple competencies within a single lesson to keep pace with curriculum requirements. As Participant 6

explained, "There are so many competencies, so it's really hard to cover them all. And then, in one day, it feels like you need to focus on just two competencies to catch up" [FGD, P6, L150–152]. Moreover, teachers emphasized the difficulty of addressing the diverse literacy and numeracy abilities of learners, particularly in the primary grades. Participant 2 shared that a significant proportion of beginning learners struggle with basic reading skills, necessitating repeated and sustained instruction before mastery can be achieved [FGD, P2, L63–68]. These foundational gaps hinder student progress and create additional instructional demands on teachers who are expected to ensure that all learners attain the required competencies.

The findings also revealed that promoting critical and creative thinking among learners remains a persistent challenge despite teachers' demonstrated competence in using higher-order instructional strategies. Participant 3 noted that even learners in higher-performing sections experience difficulty responding to questions that require critical analysis and creativity, emphasizing that the challenge lies not only in teachers' ability to design such activities but also in students' readiness to engage in higher-level thinking processes [FGD, P3, L72–81]. Language barriers further complicate these efforts, particularly when learners struggle to articulate their ideas in English. Nevertheless, the consistently high ratings across the indicators suggest that teachers are generally equipped to address the complexities of contemporary classrooms through a balanced integration of content expertise and adaptive instructional practices. This competence underscores the vital role of teachers in developing literacy and numeracy while fostering advanced cognitive skills among learners. Significant learning occurs when teachers possess deep content knowledge and the ability to adapt instruction to accommodate diverse learner needs (Shulman, 2013; Ahmed & Shogbesan, 2023). Likewise, effective teaching practices grounded in the science of learning and development contribute substantially to the enhancement of critical thinking and creativity among students (Darling-Hammond et al., 2021). Contemporary perspectives on 21st-century education further emphasize the importance of inquiry-based, communicative, and problem-solving approaches in facilitating meaningful learning experiences (Thornhill-Miller et al., 2023). Therefore, the findings highlight the need for sustained professional development initiatives that strengthen teachers' competencies in differentiated instruction and inquiry-based learning, particularly in addressing varied literacy and numeracy levels among learners. Providing structured opportunities for professional growth can support the creation of classroom environments that encourage reflection, inquiry, and deeper understanding, ultimately improving academic outcomes and promoting the holistic development of students across diverse educational settings (Darling-Hammond et al., 2021; Thornhill-Miller et al., 2023).

Table 1
 Competence Level of Public Elementary Teachers Relative to Content Knowledge and Pedagogy

Items	M	Description
Applied knowledge of content within and across curriculum teaching areas.	4.89	Very High
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.94	Very High
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.92	Very High
Overall Mean	4.92	Very High

Note. Interpretation of means: 4.50–5.00 = Very High; 3.50–4.49 = High; 2.50–3.49 = Moderately High; 1.50–2.49 = Low; 1.00–1.49 = Very Low.

Table 2 outlines the competence level of teachers in managing the learning environment and addressing the diversity of learners, evaluated across three statements. The first statement, which pertains to managing classroom structures to engage learners through exploration, discovery, and hands-on activities is categorized as Very High with a mean of 88. This indicates that teachers effectively create interactive and dynamic learning environments that foster active participation. The findings further revealed that teachers demonstrated a Very High level of competence in managing the learning environment and addressing learner diversity, with an overall mean score of 4.93. Specifically, the constructive management of learner behavior through positive and non-violent discipline strategies obtained a mean score of 4.94, indicating teachers' proficiency in maintaining learning-focused classrooms while promoting respectful and non-coercive approaches to discipline. Likewise, the use of differentiated and developmentally appropriate learning experiences tailored to learners' gender, needs, strengths, interests, and experiences was also rated Very High, reflecting teachers' exceptional ability to recognize and accommodate learner diversity through inclusive instructional practices. These consistently high ratings suggest that teachers are capable of creating safe, engaging, and supportive classroom environments that foster equitable learning opportunities and holistic student development. Nevertheless, qualitative findings revealed that classroom management remains a significant concern, particularly in sustaining learners' attention and addressing behavioral challenges. Participant 6 emphasized the difficulty of capturing and maintaining students' focus, stating, "In terms of behavior, with the child, Sir, it's hard to catch their attention easily. The problem for me is what strategies, what teaching strategies, can really catch their attention so they will listen" [FGD, P6, L66–69]. Such behavioral disruptions interrupt lesson flow and hinder teachers' efforts to maintain productive and orderly learning environments.

Similarly, teachers identified challenges in implementing differentiated instruction effectively when students exhibit varying levels of engagement and responsiveness. Participant 4 explained that learning activities become less effective when only a portion of the class remains attentive, highlighting the need to secure the attention and participation of all learners before instruction can proceed successfully [FGD, P4, L101–105]. These experiences underscore the importance of professional development initiatives that equip teachers with strategies for classroom management and differentiation responsive to diverse learner characteristics, interests, and learning preferences. Research conducted in Philippine educational settings demonstrates that supportive and well-managed classroom environments significantly enhance student engagement and participation in learning activities (Guzman & Doronio, 2025). Moreover, instructional approaches that recognize learner diversity and provide varied opportunities for participation promote greater interest, motivation, and academic engagement among students (Bongabong & Doronio, 2025). The ability to establish inclusive and learner-centered

classrooms likewise reflects competencies essential for contemporary education, as inclusive practices and high-quality instruction contribute substantially to sustaining positive learning experiences and student engagement (Villocino & Villocino, 2025; Lazaga, 2025). Collectively, these findings affirm that effective classroom management and differentiated instruction remain integral components of quality teaching, particularly in diverse educational contexts where inclusivity, responsiveness, and learner support are critical determinants of academic success.

Table 2
Competence Level of Public Elementary Teachers Relative to the Learning Environment and Diversity of Learners

Items	M	Description
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.88	Very High
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.94	Very High
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	4.96	Very High
Overall Mean	4.93	Very High

Note. M = Mean. Interpretation based on the five-point Likert scale.

Table 3 highlights the competence level of teachers concerning curriculum and planning, evaluated across three objectives. The first objective, which assesses teachers' ability to plan, manage, and implement developmentally sequenced teaching and learning processes is rated as Very High with a mean of 4.93. This indicates a high level of proficiency in aligning teaching strategies with curriculum requirements and adapting to varied teaching contexts. The findings indicate that teachers demonstrated a Very High level of competence in curriculum and planning, with an overall mean score of 4.77. Specifically, teachers' participation in collegial discussions that utilize teacher and learner feedback to improve instructional practices obtained a mean score of 4.48, suggesting a commendable degree of professional engagement while also indicating opportunities to strengthen collaborative practices within the school setting. Likewise, the selection, development, organization, and utilization of appropriate teaching and learning resources, including information and communication technology (ICT), received a Very High rating with a mean of 4.91. This finding highlights teachers' strong capability to integrate various instructional resources and technological tools into lesson delivery to support curriculum implementation. Collectively, these results suggest that teachers possess the competencies necessary to design and implement learning experiences aligned with curriculum standards and learner needs. However, the comparatively lower rating for collegial discussions implies that enhancing professional collaboration may further improve instructional effectiveness and learner outcomes. Despite these favorable quantitative findings, qualitative data revealed that teachers continue to struggle with balancing curriculum demands, instructional time, and available resources. Participant 5 shared, "For me, as a Grade 6 teacher, during the time that we used the K to 12 competencies, my problem there is there are so many objectives and I have difficulty covering them. But during this time with MELCs, another problem is how am I going to substantiate this" [FGD, P5, L143-147]. This illustrates the pressures teachers face in attempting to meet curriculum standards within limited instructional periods while ensuring that learning experiences remain meaningful and comprehensive.

These findings underscore the importance of streamlining curriculum implementation by prioritizing the Most Essential Learning Competencies (MELCs), thereby enabling teachers to focus on depth of learning rather than merely completing prescribed content. Simplifying learning objectives and aligning them with learners' developmental capacities can reduce instructional overload and facilitate more effective classroom practices. Research suggests that well-aligned and manageable learning objectives enhance teachers' ability to provide meaningful educational experiences and improve instructional competency (Vicente, 2021; Galaura & Simpall, 2025). Moreover, careful curriculum planning and the strategic integration of instructional resources allow teachers to address diverse learner needs while maintaining alignment with curricular expectations (Darling-Hammond et al., 2021). Collaborative professional practices also play a critical role in improving teaching effectiveness, as deliberate discussions, collective problem-solving, and shared reflection contribute to professional growth and instructional improvement (Cole, 2025). Similarly, the availability of adequate instructional materials and technological support remains essential in addressing the complexities of curriculum delivery. Although teachers demonstrate readiness to adopt innovative teaching approaches, constraints related to infrastructure and resource accessibility may limit the full implementation of these practices (Simpall & Robles, 2024). Therefore, strengthening collegial collaboration, ensuring sufficient instructional resources, and providing sustained technological support are fundamental to promoting long-term instructional quality and enhancing teacher effectiveness in diverse educational contexts.

Table 3
Competence Level of Public Elementary Teachers Relative to Curriculum and Planning

Items	M	Description
Planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.93	Very High
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.48	High
Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.91	Very High
Overall Mean	4.77	Very High

Note. M = Mean. Interpretation based on the five-point Likert scale.

Table 4 presents the competence level of teachers relative to assessment and reporting, evaluated across three statements. The first statement, which measures teachers' ability to design, select, organize, and use diagnostic, formative, and summative assessment strategies aligned with curriculum requirements is categorized as Very High with a mean of 4.93.

This indicates a high level of expertise in employing varied assessment methods to support learning goals effectively. The second statement which focused on monitoring and evaluating learner progress using attainment data is rated as High with a mean of 4.47. While this score reflects competence, it also highlights the need for further development in data-driven assessment practices. The findings revealed that teachers demonstrated a generally strong level of competence in assessment and reporting, as evidenced by the overall mean score of 4.59, categorized as Very High. However, the ability to communicate learners' needs, progress, and achievements promptly and clearly to key stakeholders, including parents and guardians, received a comparatively lower mean score of 4.36, classified as High. This suggests that although teachers possess the competencies necessary to implement assessment practices effectively, opportunities remain for strengthening stakeholder engagement and communication processes. Qualitative findings further highlighted several barriers that hinder effective assessment and reporting. Teachers identified frequent student absences as one of the most significant challenges affecting their ability to monitor learner progress, provide meaningful feedback, and design appropriate interventions. Participant 2 explained, "For me, Sir, the number one challenge I have here is their absences. We can't assess if a child is progressing because they don't have results for their summative assessments, their formative quizzes. We can't give grades if a student has many absences" [FGD, P2, L166–168]. Irregular attendance disrupts the continuity of learning and limits teachers' ability to develop an accurate understanding of students' academic performance. Moreover, teachers observed that conventional assessment methods do not always capture the full extent of learners' knowledge and skills, further complicating efforts to provide fair and comprehensive evaluations.

Another challenge identified by teachers pertains to the limited involvement of some parents and guardians in their children's education. Participant 3 noted that learners from broken families or those living with relatives often experience reduced parental supervision and support, prompting teachers to conduct home visits to locate absent students and encourage school attendance [FGD, P3, L170–178]. The lack of proactive parental engagement, compounded by work obligations, geographical barriers, and communication difficulties, hinders effective collaboration between schools and families. Research suggests that limited parent-school communication makes it difficult for teachers to monitor student progress, address absenteeism, and implement responsive assessment practices (Jones & Palikara, 2023). Strengthening parent-teacher partnerships through intentional and inclusive communication strategies is therefore essential in promoting shared responsibility for learners' development. Frequent updates, scheduled conferences, and the use of digital communication platforms can enhance transparency and increase parental involvement in children's educational experiences (Bongabong & Doronio, 2025). Likewise, clearly communicating assessment outcomes enables parents to better understand their children's learning needs and collaborate with teachers in supporting academic improvement (Guzman & Doronio, 2025). These findings affirm that effective assessment and reporting extend beyond technical competence and require strong partnerships among teachers, parents, and schools. Such collaborative relationships foster supportive learning environments that sustain student engagement, promote academic achievement, and provide equitable opportunities for all learners regardless of their family circumstances (Villocino & Villocino, 2025).

Table 4
 Competence Level of Public Elementary Teachers Relative to Assessment and Reporting

Items	M	Description
Designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.93	Very High
Monitored and evaluated learner progress and achievement using learner attainment data.	4.47	High
Communicated promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	4.36	High
Overall Mean	4.59	Very High

Note. M = Mean. Interpretation based on the five-point Likert scale.

Table 5 examines the competence level of teachers about personal growth and professional development, evaluated across two statements. The first statement, which focuses on teachers' application of a learner-centered personal philosophy of teaching is categorized as High with a weighted mean of 4.36. This suggests that while teachers demonstrate a commendable commitment to learner-centered approaches, there remains room for further alignment with progressive teaching philosophies. The findings revealed that teachers exhibited a High level of competence in personal growth and professional development, particularly in setting professional development goals aligned with the Philippine Professional Standards for Teachers (PPST), which obtained a mean score of 4.42. This indicates that teachers are actively engaged in professional learning initiatives and recognize the importance of aligning their growth objectives with established professional standards. The overall mean score of 4.40, interpreted as High, further demonstrates teachers' continued commitment to both personal and professional development. However, the findings also suggest the need to strengthen reflective practices, learner-centered philosophies, and structured goal-setting mechanisms that are responsive to teachers' evolving professional needs. Existing literature emphasizes that teachers who participate in systematic and sustained professional development demonstrate greater instructional competence and adaptability in addressing diverse learner needs (Vicente, 2021; Borja et al., 2025). Aligning professional development initiatives with frameworks such as the PPST enables teachers to refine their instructional practices, respond to emerging educational demands, and maintain high levels of professional performance (Daing, 2022). Moreover, teachers' motivation and self-efficacy play crucial roles in sustaining engagement in professional learning activities. When teachers perceive professional development as relevant and applicable to their roles, they are more likely to translate acquired knowledge into effective classroom practices (Husain & De Leon, 2025). Despite these positive indicators, qualitative findings revealed that teachers encounter substantial barriers that limit their professional growth and well-being. Participant 1 described challenges associated with collaboration and unequal work participation among colleagues, noting that some individuals avoid responsibilities and communication, thereby affecting collective efforts and

workplace relationships [FGD, P1, L212–218]. Such experiences underscore the interpersonal dynamics that may hinder collaborative professional learning and reflective practice within school settings.

In addition to collegial challenges, teachers reported experiencing stress, emotional exhaustion, and mental health concerns arising from the demands of RPMS-PPST requirements, classroom management responsibilities, and administrative workloads. Participant 2 expressed concern about the emotional consequences of disciplinary practices, emphasizing the need to consider learners’ psychological well-being while maintaining classroom discipline [FGD, P2, L120–130]. Teachers also highlighted the inadequacy of continuous and targeted professional development opportunities. As Participant 2 explained, insufficient training on curriculum integration left many teachers uncertain about implementing concepts related to teaching within and across curriculum areas, relying heavily on more experienced colleagues for guidance [FGD, P2, L9–14]. Furthermore, Participant 5 pointed to inequitable access to training opportunities, observing that not all teachers are given equal chances to participate in relevant professional development programs, particularly those related to reading instruction [FGD, P5, L210–215]. These barriers limit teachers’ ability to remain current with evolving instructional approaches and educational practices. Consequently, schools should integrate mental health and wellness initiatives into professional development programs while providing relevant, classroom-responsive learning experiences that address teachers’ actual needs. Research indicates that teacher motivation, self-efficacy, and overall well-being are strongly associated with instructional effectiveness and professional performance (Husain & De Leon, 2025; Barbarona-Gudelosao & Escote, 2025). Likewise, effective professional development programs improve instructional quality, strengthen teaching competence, and positively influence student outcomes when grounded in practical application and sustained support (Vicente, 2021; Borja et al., 2025). Peer mentoring, collaborative learning communities, and reflective practice opportunities further enhance professional growth and foster a culture of continuous improvement among educators (Cole, 2025). Ensuring equitable access to professional development through digital platforms, subsidized training, and inclusive participation policies is therefore essential, particularly as infrastructure and resource limitations continue to constrain teachers’ engagement in lifelong learning initiatives (Simpal & Robles, 2024). By addressing these concerns, educational institutions can strengthen teachers’ instructional competence while promoting a more supportive, inclusive, and productive professional environment.

Table 5
Competence Level of Public Elementary Teachers Relative to Personal Growth and Professional Development

Items	M	Description
Applied a personal philosophy of teaching that is learner-centered.	4.36	High
Set professional development goals based on the Philippine Professional Standards for Teachers.	4.42	High
Performed various related works/activities that contribute to the teaching-learning process.	4.41	High
Overall Mean	4.40	High

Note. M = Mean. Interpretation based on the five-point Likert scale.

Table 6 shows the summary of the competence level of public elementary teachers across five Key Result Areas (KRAs) based on the Results-Based Performance Management System (RPMS). Among the KRAs, Learning Environment and Diversity of Learners achieved the highest mean score of 4.93, closely followed by Content Knowledge and Pedagogy with a mean score of 4.92. Both are rated as Very High, reflecting teachers’ exceptional ability to manage inclusive and engaging learning environments while demonstrating mastery of subject matter and effective teaching strategies. These results suggest that teachers are well-equipped to address diverse learner needs, implement effective instructional strategies, and utilize appropriate assessment practices to support student learning. Despite this overall positive performance, Personal Growth and Professional Development (M = 4.39) and Plus Factor (M = 4.41) obtained the lowest mean scores, although both remained within the High descriptive category. This implies that while teachers demonstrate commitment to professional learning and participation in activities beyond classroom instruction, opportunities remain to strengthen reflective practice, align professional goals with learner-centered philosophies, and increase engagement in extracurricular initiatives that contribute to the broader school community. The comparatively lower ratings in these domains further indicate the need for sustained institutional support to promote teachers’ long-term professional growth and holistic development.

These findings underscore the importance of continuous, standards-based professional development in enhancing instructional quality and improving learner outcomes. Research suggests that teachers are more likely to sustain high levels of motivation, instructional effectiveness, and professional confidence when opportunities for growth are well-structured, accessible, and responsive to their evolving professional needs (Darling-Hammond et al., 2021; Vicente, 2021). However, external factors such as workload demands, adjustment difficulties, and institutional expectations may limit teachers’ active involvement in school-wide initiatives and professional activities. For instance, studies involving newly employed teachers indicate that recruitment policies, role transitions, and increasing responsibilities can affect teachers’ participation in broader professional engagements (Juntilla-Amora & Simpал, 2025). Similarly, although teachers exhibit readiness and awareness regarding the integration of technology into instruction, inadequate infrastructure, limited resources, and insufficient technical support may restrict their ability to maximize digital competencies and expand their professional contributions (Simpal & Robles, 2024). Therefore, educational institutions should prioritize the development of inclusive and supportive professional learning systems that provide equitable access to training opportunities, mentoring, technological resources, and reflective practice. Such initiatives can strengthen teachers’ professional capacities, sustain their commitment to excellence, and foster a culture of continuous improvement that ultimately benefits both educators and learners.

Table 6
Summary of the Competence Level of Public Elementary Teachers Relative to the Key Result Areas (KRAs)

Key Result Areas	M	Description
Content Knowledge and Pedagogy	4.92	Very High
Learning Environment and Diversity of Learners	4.93	Very High
Curriculum and Planning	4.77	Very High
Assessment and Reporting	4.59	Very High
Personal Growth and Professional Development and Plus Factor	4.40	High
Overall Mean	4.72	Very High

Note. M = Mean. The highest competence was observed in Learning Environment and Diversity of Learners, whereas Personal Growth and Professional Development obtained the lowest mean score.

Table 7 presents the validity of the proposed Faculty Development Program (FDP) in terms of content, and the findings indicate a consistently Very High level of validity across all indicators. Among the evaluated components, the statement asserting that the program incorporates up-to-date teaching strategies and methodologies obtained the highest mean score of 5.00, interpreted as Very Highly Valid. This finding suggests that the proposed program effectively integrates contemporary pedagogical approaches and equips teachers with relevant instructional practices that address the evolving demands of today's classrooms. Previous studies have emphasized that professional development initiatives grounded in current educational practices enhance teachers' instructional competence and responsiveness to learners' diverse needs (Vicente, 2021; Borja et al., 2025). Meanwhile, indicators related to the alignment of program content with teachers' instructional needs, the relevance of the topics covered, the usefulness of instructional materials, and the promotion of participant engagement all received mean scores of 4.67, which were likewise interpreted as Very Highly Valid. Although these indicators obtained slightly lower ratings, they still reflect a strong consensus among validators regarding the appropriateness, applicability, and value of the program's content. The minor variation in scores suggests opportunities to further contextualize training materials and strengthen interactive elements to better address the realities of diverse instructional settings.

The overall mean score of 4.73, categorized as Very Highly Valid, further confirms that the proposed Faculty Development Program is perceived as highly relevant, practical, and responsive to the professional learning needs of elementary school teachers. These findings support the potential of the program to improve instructional practices by emphasizing practical application, sustained participant engagement, and alignment with teachers' day-to-day classroom experiences. Research on faculty development consistently highlights that professional learning initiatives are most effective when they are practice-oriented, contextually relevant, and directly connected to educators' instructional responsibilities (Francisco & Caingcoy, 2022; Borja et al., 2025). Likewise, aligning professional development opportunities with teachers' actual teaching environments contributes to continuous improvements in classroom practices and ultimately enhances student learning outcomes (Vicente, 2021). Therefore, the high validity ratings obtained in this study indicate that the proposed FDP possesses strong potential as a meaningful intervention for strengthening teachers' pedagogical competencies and supporting continuous professional growth within the elementary education context.

Table 7
Validity of the Faculty Development Program in Terms of Content

Items	M	Description
The program content aligns well with the current teaching needs of elementary teachers.	4.67	Very High
The topics covered in the program are relevant and beneficial for enhancing classroom practices.	4.67	Very High
The instructional materials provided during the training are informative and valuable.	4.67	Very High
The program includes up-to-date teaching strategies and methodologies.	5.00	Very High
The content encourages participant engagement and active participation.	4.67	Very High
Overall Mean	4.73	Very High

Note. M = Mean. Ratings were based on validators' assessment of the proposed Faculty Development Program.

The findings presented in Table 8 indicate that the proposed Faculty Development Program (FDP) demonstrated a Very High level of validity in terms of appropriateness, as reflected by its overall mean score of 4.53. However, the indicators stating that the program was designed with the unique challenges faced by elementary teachers in mind and that the program format was appropriate for adult learners obtained the lowest mean score of 4.33, although both remained within the Very Highly Valid category. While these ratings affirm the acceptability of the program, the relatively lower means suggest opportunities for further refinement to better accommodate the contextual realities of elementary teaching. Specifically, the findings imply that greater personalization of the program could enhance its responsiveness to the administrative responsibilities, instructional demands, and developmental needs that characterize elementary classroom settings. The results further indicate that adapting training approaches to align with adult learning preferences may strengthen participant engagement and increase the relevance of the professional learning experience. Nevertheless, the consistently high ratings across all indicators reinforce the view that the proposed FDP is generally responsive to teachers' professional development needs and possesses substantial potential to support instructional improvement.

These findings are consistent with the literature emphasizing that professional learning initiatives are most effective when they are carefully aligned with teachers' roles, classroom contexts, and stages of professional growth (Vicente, 2021; Borja et al., 2025). Teachers are more likely to apply newly acquired knowledge and skills in their classrooms when training

structures and content reflect their lived experiences and address authentic instructional concerns. Although the differences between the highest and lowest mean ratings were minimal, they highlight areas where the program can be strengthened, particularly in addressing the varied challenges encountered by elementary educators and enhancing the delivery of training activities. Studies suggest that professional development programs that encourage active participation, reflective practice, and collaborative learning are more effective in promoting sustained instructional change (Cole, 2025; Francisco & Gaingcoy, 2022). Consequently, incorporating more interactive workshops, peer-sharing opportunities, mentoring activities, and classroom-based applications may further increase the relevance, practicality, and impact of the proposed Faculty Development Program. Such enhancements can foster deeper professional reflection, strengthen collegial support, and improve the transfer of learning from training contexts to everyday classroom practice.

Table 8
Validity of the Faculty Development Program in Terms of Appropriateness

Items	M	Description
The training duration is appropriate for covering the program content effectively.	4.67	Very High
The program is designed with the specific challenges faced by elementary teachers in mind.	4.33	Very High
The learning objectives are clear and relevant to the participants' roles.	4.67	Very High
The program format (workshops, discussions, etc.) is suitable for adult learners.	4.33	Very High
The facilitator(s) demonstrate a strong understanding of the topics presented.	4.67	Very High
Overall Mean	4.53	Very High

Note. M = Mean. Interpretation was based on the validation scale adopted for the study.

The findings presented in Table 9 indicate that the proposed Faculty Development Program (FDP) demonstrated a very high level of validity in terms of usability, with an overall mean score of 4.73. Among the indicators assessed, the statements asserting that the training environment is conducive to learning and collaboration and that the skills and knowledge acquired from the program can be readily applied in classroom practice obtained the highest mean scores of 5.00, both interpreted as Very Highly Valid. These results suggest that the program effectively equips teachers with practical competencies that can be immediately translated into instructional practice. The emphasis on collaborative learning environments and the direct applicability of acquired knowledge aligns with contemporary perspectives in Philippine education that advocate for professional development initiatives grounded in realistic, learner-centered, and context-responsive approaches (Cariaga, 2023). Moreover, the program's focus on collaboration and transferable skills reflects the growing emphasis on 21st-century competencies, which encourage the development of critical thinking, communication, collaboration, and creativity among learners through innovative teaching practices (Cariaga, 2024). By providing supportive learning environments and opportunities for follow-up, the proposed FDP promotes both immediate improvements in instructional practice and sustained professional growth, enabling teachers to continuously refine their teaching in response to the evolving needs of their learners.

Despite these positive evaluations, indicators related to the accessibility and practicality of resources for everyday classroom use and teachers' confidence in implementing newly acquired knowledge obtained the lowest mean scores of 4.33, although they remained within the Very Highly Valid category. While these findings affirm the overall usability of the program, they also indicate opportunities to enhance resource availability and strengthen teachers' confidence through additional scaffolding, contextualized support, and sustained assistance following training. Research on instructional innovation in rural and resource-constrained settings highlights that professional development initiatives are most effective when accompanied by accessible instructional resources and guidance tailored to teachers' specific teaching environments (Cariaga, Pospos, & Dagnan, 2024). The strong usability rating of the program suggests that participants perceive it as practical, relevant, and supportive of their instructional responsibilities. However, the findings also imply that post-training mechanisms such as peer coaching, mentoring, and school-based learning communities may further enhance teachers' confidence and commitment to implementing new practices. Such reflective and collaborative structures are consistent with inclusive and culturally responsive educational approaches that emphasize shared accountability among educators, schools, families, and communities (Cariaga & ElHalaissi, 2024). Furthermore, the proposed Faculty Development Program attained an overall validity mean score of 4.67, interpreted as Very Highly Valid, with both Content and Usability obtaining the highest mean scores of 4.73. The results validate the program's potential to provide effective teaching strategies that address both the academic and sociocultural dimensions of learning, consistent with research advocating for inclusive and context-sensitive professional development aligned with broader educational goals, including community and family engagement (Cariaga et al., 2025; Cariaga, Sabidalas, Cariaga, & Dagnan, 2024).

Table 9
Validity of the Faculty Development Program in Terms of Usability

Items	M	Description
The skills and knowledge gained from the program can be easily applied in the classroom.	5.00	Very High
The resources provided are accessible and practical for everyday teaching use.	4.33	Very High
The training environment is conducive to learning and collaboration.	5.00	Very High
Participants feel confident implementing what they learned in their teaching practice.	4.33	Very High
The program offers opportunities for ongoing support and follow-up after training.	5.00	Very High
Overall Mean	4.73	Very High

Note. M = Mean. Higher scores indicate greater usability of the proposed Faculty Development Program.

The Appropriateness indicator received a slightly lower overall mean score of 4.53, although it remained within the Very Highly Valid category. This finding suggests that while the proposed Faculty Development Program was generally perceived as suitable for addressing the professional development needs and contextual challenges encountered by elementary school teachers, there remain opportunities to further refine its design and delivery. Minor enhancements in the structure, implementation strategies, and customization of learning experiences may enable the program to better accommodate the diverse characteristics, experiences, and developmental needs of its intended participants. Despite this modest variation in ratings, the results indicate that the program was largely viewed as relevant, appropriate, and aligned with teachers' professional contexts and instructional realities. These findings support previous studies emphasizing that professional development initiatives are most effective when they are responsive to teachers' actual classroom experiences and aligned with their instructional responsibilities and stages of professional growth (Vicente, 2021; Borja et al., 2025).

Programs that recognize the varied experiences and challenges of educators are more likely to foster meaningful engagement and encourage the transfer of learning into classroom practice. Research suggests that professional development opportunities characterized by active participation, collaboration, reflection, and contextual relevance promote sustained instructional improvement and strengthen teachers' commitment to implementing new practices (Francisco & Caingcoy, 2022; Cole, 2025). Therefore, although the proposed Faculty Development Program has already demonstrated a high degree of appropriateness, incorporating greater flexibility, participant input, and contextual adaptations may further strengthen its relevance and effectiveness. Such refinements can ensure that the program remains responsive to the evolving demands of elementary education while maximizing its impact on teachers' professional growth and instructional practice (Vicente, 2021; Borja et al., 2025).

Table 10
Summary of the Level of Validity of the Faculty Development Program

Indicators	M	Description
Content	4.73	Very High
Appropriateness	4.53	Very High
Usability	4.73	Very High
Overall Mean	4.67	Very High

Note. M = Mean. The proposed Faculty Development Program was evaluated as Very Highly Valid across all indicators.

Conclusion and Recommendations

Educators in public elementary schools exhibit a superior degree of competence across all essential domains of the Results-Based Performance Management System (RPMS). This indicates a robust mastery of the subject matter, proficient pedagogical techniques, inclusive classroom environments, instruction congruent with the curriculum, precise assessment and reporting procedures, and an unwavering commitment to professional growth and student advancement. These findings corroborate the pedagogical team's preparedness and proficiency in providing exemplary, flexible instruction. The proposed faculty development initiative constitutes a strategic and thoroughly substantiated endeavor, recognizing both current strengths and domains necessitating additional improvement. The significance of the program, its congruence with educators' practical requirements, and its applicability in practice highlight its capacity to maintain exemplary performance, strengthen proven methodologies, confront emerging challenges, and foster an environment of ongoing enhancement within public elementary educational institutions.

The Department of Education ought to diligently contemplate the comprehensive extension of the proposed faculty development initiative to encompass all school divisions. This expansion is contingent upon adequate financial resources, official policy endorsement, and a well-defined methodology for evaluating teacher performance. Furthermore, teacher education curricula may incorporate RPMS-PPST principles into their pre-service training modules. They may also collaborate with public educational institutions to provide collaborative professional development initiatives and research endeavors. Educational administrators are advised to tailor the program to their particular requirements, foster mentoring and peer coaching initiatives, and dedicate appropriate time and resources to targeted professional development activities. In order to enhance their professional expertise, educators are encouraged to participate in ongoing professional development activities, engage in reflective practices, collaborate within learning communities, and pursue advanced scholarly endeavors, including action research. Active student engagement in the learning process and the provision of constructive feedback can contribute to the refinement of student-centered pedagogical strategies. The researcher may disseminate the study's findings via professional networks and undertake further investigations to evaluate their long-term effects; concurrently, future scholars could expand the scope of inquiry through experimental or longitudinal research designs, examine additional antecedent factors, and replicate the study across diverse educational contexts to enhance understanding of teacher development and performance.

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