



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

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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

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 the realm of education, these approaches acknowledge educators as pivotal figures in reform, with their skills and professional practices significantly influencing learning experiences. Performance-based systems are not just evaluative tools; they serve as mechanisms designed to foster professional growth, improve instructional quality, and maintain a results-oriented culture within educational institutions (Vicente, 2021; Suelto-Cordovilla & Cruz, 2021).

In the context of the Philippines, the Department of Education implemented this global initiative through the Results-Based Performance Management System, which is in alignment with the Philippine Professional Standards for Teachers (RPMS-PPST). This framework was crafted to methodically evaluate teacher competence, synchronize classroom practices with national standards, and facilitate ongoing professional development. Research carried out in public schools indicates that the implementation of RPMS has impacted teachers' performance, motivation, and accountability, as well as influencing the dynamics of instructional leadership and appraisal systems within educational institutions (Daing, 2022; Sacramento, 2023; Olino, 2025). Nonetheless, the realities within classrooms indicate that educators still face obstacles concerning instructional effectiveness, self-evaluation, and the practical requirements of fulfilling RPMS indicators (Torres et al., 2024).

While there is an increasing amount of studies on RPMS and teacher performance, there are still gaps in comprehending how teachers' skills and difficulties present themselves in particular school environments, especially at the elementary level. Current literature predominantly emphasizes the impact of leadership, performance incentives, and system-level implementation. However, there is a notable scarcity of empirical evidence regarding teachers' self-evaluated competencies and the challenges they face in managing RPMS-PPST requirements in their everyday practice (Vicente, 2021; Daing, 2022; Torres et al., 2024). This gap highlights the necessity for studies at the school level that evaluate teachers' competencies in conjunction with the obstacles they face within the RPMS-PPST framework.

This study seeks to address the identified gap by evaluating the skills and challenges encountered by teachers at Conel Central Elementary School in relation to the RPMS-PPST framework. Through the analysis of educators' perspectives, the identification of professional growth requirements, and the documentation of implementation obstacles, this study aims to present empirical data that can guide focused capacity-building efforts and policy adjustments. Consequently, gaining insights into teachers' experiences with the RPMS-PPST can lead to more effective professional development, enhance instructional quality, and create a more supportive performance management atmosphere in public elementary schools in the Philippines (Vicente, 2021; Sacramento, 2023).

Statement of the Problem

The study examined the competence and challenges of public elementary school teachers regarding the Results-Based Performance Management System, serving as inputs for the Faculty Development Program at Conel Central Elementary School for the 2022-2023 school year. Specifically, it sought answers to the following questions:

1. What is the pedagogical competence level of teachers on the following Key Result Areas (KRAs):
 - 1.1 Content Knowledge and Pedagogy;
 - 1.2 Learning Environment and Diversity of Learners;
 - 1.3 Curriculum and Planning;
 - 1.4 Assessment and Reporting; and
 - 1.5 Personal Growth, and Professional Development and Plus Factor?
2. What are the challenges encountered by the public elementary school teachers of Conel Central Elementary School on the five (5) Key Result Areas (KRAs)?
3. Based on the results of the study, what faculty development program can be designed?
4. What is the level of validity of the designed faculty development program in terms of:
 - 4.1 content;
 - 4.2 appropriateness; and
 - 4.3 usability?
 - 4.4

MATERIALS AND METHODS

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 with the following description:

Mean Range	Description	Verbal Interpretation
4.50-5.00	Very High	Performance denotes an outstanding level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative.
3.50-4.49	High	Performance denotes a very satisfactory level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative.
2.50-3.49	Moderately High	Performance denotes a satisfactory level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative.
1.50-2.49	Low	Performance denotes a unsatisfactory level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative.
1.00-1.49	Very Low	Performance denotes a poor level of achievement and commitment in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative.

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

The Pedagogical Competence Level of Teachers Relative to the Key Result Areas (KRAs) of Results-Based Performance Management System

This study determined the Pedagogical Competence Level of Teachers Relative to the Key Result Areas (KRAs) of Results-Based Performance Management System. Table 1.1 presents the competence level of public Elementary teachers relative to content knowledge and pedagogy across three key statements. The first statement, which assesses the teachers' ability to apply knowledge of content within and across curriculum teaching areas is categorized as Very High with a mean of 4.89. This suggests that teachers demonstrate a high level of proficiency in integrating subject matter knowledge across various teaching areas, thereby enhancing the learning experience.

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

Items	Mean	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

However, teachers identified significant difficulties in implementing the curriculum and conducting assessments. With the introduction of the Most Essential Learning Competencies (MELCs), concerns emerged about how feasible it is to cover such a broad curriculum while ensuring that assessments accurately reflect students' learning progress. Teachers voiced frustrations over the overwhelming number of competencies they were required to cover. Participant 6 shared:

"Same din sa akin, ah Filipino Teacher ko. Daghan gid kaayo og competencies so lisod sya kaayo huruton. Nya kinahanglan kung sa isa ka day, murag kailangan iduha nalang nimo ka competency para ma apas nimo. [FGD, P6, L150-152].

The volume of content often leads to rushed lessons or the need to skip over essential topics to meet the mandated objectives, particularly in subjects requiring more time for in-depth exploration, such as language and mathematics. The second statement, which evaluates the use of a range of teaching strategies to enhance learner achievement in literacy and numeracy skills is also rated as Very High with a mean of 4.89. This indicates that teachers are highly effective in employing diverse instructional approaches that support the development of essential skills in literacy and numeracy. However, teachers emphasized the difficulty of addressing the varying literacy and numeracy levels of students. As Participant 2 noted:

"Yes po, Sir. I agree as a Grade 1 teacher. Kasi for example, magpabasa ka kahit na very simple na salita, o pantig. Yung iba ng mga bata makabasa na. pero yung iba almost of them mga 60 or 70% lalo na pag beginning pa ng klase, dili pa sila makabasa. (Yes) So dili siya in one time na basahon na sya na word, or kana na pangungusap kana lang, kana na sya na day. So kailangan talaga, na mamaster nato ang literacy and numeracy skills ng mga bata kay mao na sya ang pinaka most important labi na sa low level pa na mga bata. " [FGD, P2, L63-68].

"Yes, Sir. I agree as a Grade 1 teacher. For example, when you ask them to read even very simple words or syllables, some of the children can already read, but for others, almost 60 to 70% of them, especially at the beginning of the class, they can't read yet. (Yes) So, it's not something they can read just once, or a single word or sentence, or even just one day. So, it's really necessary, in order to master the literacy and numeracy skills of the children, because that's the most important thing, especially for children at the lower levels." [FGD, P2, L63-68].

These foundational gaps hinder student progress and present a significant challenge for teachers who are expected to bring all students to a certain level of competency. The third statement, concerning the application of teaching strategies to foster critical and creative thinking, as well as other higher-order thinking skills is also categorized as Very High with a mean of 4.92. This score reflects teachers' strong capacity to encourage advanced cognitive skills, preparing students for more complex problem-solving and decision-making tasks. However, the development of critical and creative thinking among students remains a significant challenge. As highlighted by Participant 3:

"As a grade 6, sa english teacher, ako na syang, ako na sya nga na nadifferentiate nako ang pag create ug , ah pagcreate og mga questions sa didto sa mga lower sections ug sa star sections. Ok lang. Maskin gani mga star sections learners kay mag lisod gyapon ana ngano. The most difficult part sa lesson plan nato nga maka, dili ra man gud kita ra teacher ang maka kuan anang kanag critical or creative thinking, asta pud ang mga bata" [FGD, P3, L72-81].

"As a Grade 6 English teacher, I've already differentiated how I create questions for the lower sections and the star sections. It's okay. Even the star section learners still struggle with it. Why? The most difficult part of our lesson plan is that it's not just the teacher who can do the critical or creative thinking, but also the students." [FGD, P3, L72-81].

The task of promoting critical thinking in learners becomes even more complex due to language barriers, especially when students find it difficult to express their thoughts in English. In light of these limitations, the overall mean rating positioned within the Very High category indicates a robust level of instructional competence among teachers across the evaluated objectives. The observed consistency indicates that educators are typically equipped to meet the intricate challenges of modern classrooms, where successful teaching necessitates a careful blend of content expertise and effective instructional strategies. This competence highlights the essential function of educators in fostering basic skills like literacy and numeracy, all the while encouraging advanced cognitive processes. It is highlighted that significant learning takes place when educators have a profound understanding of the subject matter as well as the ability to tailor their teaching methods to accommodate various student needs (Shulman, 2020; Ahmed & Shogbesan, 2023). Furthermore, the capacity to utilize diverse

and adaptive teaching methods is crucial for fostering holistic student growth. Studies in education emphasize that students gain the most when teaching methods are tailored to their cognitive processes and engagement with the material. Darling-Hammond et al. (2021) emphasize that effective teaching practices rooted in the science of learning and development are essential for improving cognitive skills, such as critical thinking and creativity. Contemporary discussions on 21st-century learning highlight the significance of instructional methods that promote inquiry, communication, and problem-solving as essential practices in the classroom (Thornhill-Miller et al., 2023). The results indicate a requirement for ongoing professional development that provides educators with strategies like differentiated instruction and inquiry-based learning, especially in tackling diverse levels of literacy and numeracy among learners. Offering educators organized chances to enhance these methods can contribute to the development of classroom settings that encourage inquiry, contemplation, and a more profound comprehension. In conclusion, enhancing the pedagogical skills of educators through ongoing professional development contributes to better academic results and fosters the overall growth of students in a variety of educational settings (Darling-Hammond et al., 2021; Thornhill-Miller et al., 2023).

Table 1.2 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.

Table 1.2 The Competence Level of Public Elementary Teachers Relative to the Learning Environment and Diversity of Learners

Items	Mean	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.	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

The second statement, which focuses on constructive management of learner behavior using positive and non-violent discipline strategies are rated as Very High with a mean of 4.94. This reflects teachers' proficiency in fostering a learning-focused environment while maintaining classroom order through non-coercive methods. The third statement, which assesses the use of differentiated and developmentally appropriate learning experiences tailored to learners' gender, needs, strengths, interests, and experiences is classified as Very High. This demonstrates teachers' exceptional capability to address the diverse needs of students and ensure inclusivity in learning. The overall mean score of 4.93, categorized as Very High, underscores the teachers' remarkable competence in managing learning environments and catering to diverse learner profiles. This consistent high performance highlights the teachers' ability to create safe, inclusive, and engaging educational settings that promote holistic development and equitable learning opportunities for all students. However, teachers identified classroom management as a central concern, particularly with maintaining discipline and managing diverse student needs. Behavioral disruptions were frequently mentioned in the FGD. Participant 6 shared:

"Sa Behavior, sa bata Sir, dili nimo siya dali na ma-catch ang iyang attention ba, ang problem nako kay unsa ang strategies, teaching strategies na para ma catch dyud ang attention para maminaw dyud" [FGD, P6, L66-69].

"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].

This disruption significantly affects the flow of lessons and creates challenges for teachers trying to maintain a productive classroom environment. Implementing differentiated activities that cater to diverse learner needs is another challenge. As noted by Participant 4:

"Yes sir. Dili ma absorb sa bata ang mga activities ang ihatag nimo kung for example row one lang ang nakikinig, sa boys wala na. So kailangan talaga sir kumbaga before ka mag conduct ng activities kailangan lahat sila naka focus sa ibinigay mo na activities. Lahat sila naka behave, lahat sila kunin mo yung attention mo na ma focus sila sa activity na ibibigay mo. [FGD, P4, L101-105].

"Yes, Sir. The children can't absorb the activities you give if, for example, only the first row is listening and the boys aren't. So it's really important, Sir, that before you conduct any activities, everyone should be focused on the task you've given. [FGD, P4, L101-105].

This conflict emphasizes the importance of differentiated training that takes into account students' varied skill levels, learning preferences, and engagement levels. Additionally, it recommends that schools prioritize classroom management training, which equips teachers with the skills necessary to foster positive connections, maintain order in the classroom, and address behavioral problems early on. Research conducted in Philippine school settings has shown that a well-managed and supportive classroom environment significantly boosts student engagement and learning participation (Guzman & Doronio, 2025). In classrooms that are structured on respect, clarity, and responsiveness, students are more likely to remain engaged and eager to learn. Additionally, adding varied activities to regular lectures ensures that all students, regardless of academic standing, are given valuable opportunities to participate and succeed. According to research, teaching methods that take into account the diversity of pupils improve learning interest and engagement, particularly when instruction is customized to meet the needs of each individual student (Bongabong & Doronio, 2025). These findings suggest that teachers can demonstrate their ability to manage diversity in the classroom by implementing inclusive teaching strategies that support equitable learning opportunities. Teaching qualities that satisfy the demands of contemporary education are also reflected in the ability to create inclusive and learner-centered environments. Research indicates that inclusive practices and high-quality instruction are critical to sustaining student engagement and fostering positive learning experiences (Villocino & Villocino, 2025; Lazaga, 2025). Together, these competencies highlight the value of tailored instruction and effective classroom management as essential components of effective teaching, particularly in diverse classrooms where inclusivity and student support remain critical for academic success.

Table 1.3 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.

Table 1.3. The Competence Level of Public Elementary Teachers Relative to Curriculum and Planning

Items	Mean	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

The second objective, which focuses on teachers' participation in collegial discussions to utilize feedback for improving teaching practices is categorized as Very High with a weighted mean of 4.48. While this reflects a commendable level of engagement, it also suggests room for improvement in collaborative practices aimed at enriching instructional effectiveness. The third objective, assessing the selection, development, organization, and use of appropriate teaching and learning resources, including ICT is also rated as Very High with a mean of 4.91. This highlights the teachers' exceptional capacity to integrate diverse resources, particularly technology, into their instructional design. The overall mean of 4.77, described as Very High, demonstrates the teachers' strong competence in curriculum and planning. This suggests that teachers are adept at designing and implementing learning experiences aligned with curriculum standards, supported by effective resource utilization. However, the lower score in collegial discussions points to the need for fostering stronger professional collaboration, which could further enhance teaching practices and learner outcomes. However, the teachers' struggle to cover an extensive curriculum while managing time and resources was a significant concern in the FGD. As noted by Participant 5:

" For me, as a grade 6 teachers the time that we used the K to12 competencies, my problem there is, there are so many objectives and I have difficulty to cover up. But during this time MELC, another problem on how am I going to substance this.. ". [FGD, P5, L143-147].

Due to the short instructional time and the huge number of stated learning abilities, teachers are under a lot of pressure to meet needed standards and deliver pertinent information. The importance of streamlining the curriculum to concentrate on the Most Essential Learning Competencies (MELCs) is highlighted by this case. This will allow teachers to concentrate on learning depth rather than coverage. Simplifying learning objectives and

aligning them with students' developmental stages can help reduce instructional overload and encourage more effective classroom implementation. When learning objectives are reasonable and well-aligned, teachers are better equipped to deliver meaningful learning experiences, according to research on curriculum planning and instructional competency (Vicente, 2021; Galaura & Simpal, 2025). These findings demonstrate how important curricular alignment, careful planning, and having access to pertinent teaching tools are to achieving successful instruction. Research indicates that by carefully integrating instructional strategies and materials, teachers can better satisfy the needs of diverse learners while upholding curriculum objectives (Darling-Hammond et al., 2021). Additionally, by promoting deliberate debate, collective problem-solving, and professional growth in educational institutions, teacher collaboration methods have been shown to increase instructional efficacy (Cole, 2025). As a result, strengthening collegial interaction may help teachers become more adept at adjusting to various classroom scenarios. Reducing the challenges associated with teaching is also dependent on the availability of adequate instructional materials, especially digital tools. According to research on teachers' readiness for technology, even though they are well aware of new teaching techniques, infrastructure and resource limitations may prevent their full implementation (Simpal & Robles, 2024). When teachers have adequate time, resources, and technology support, they can effectively implement the curriculum and satisfy the diverse academic needs of their pupils. Ultimately, curriculum alignment, collaborative professional practices, and supporting instructional resources promote long-term instructional quality and teacher effectiveness.

Table 1.4 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.

Table 1.4. The Competence Level of Public Elementary Teachers Relative to Assessment and Reporting

Items	Mean	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

The third statement, which assesses the ability to communicate learners' needs, progress, and achievements promptly and clearly to key stakeholders, including parents or guardians is also categorized as High with a mean of 4.36. This suggests room for improvement in establishing effective communication channels and stakeholder engagement. The overall mean of 4.59, categorized as Very High signifies that teachers generally demonstrate strong competence in assessment and reporting practices. However, the relatively lower scores in monitoring learner progress and stakeholder communication point to areas where additional support or training could enhance their effectiveness. However, teachers highlighted that frequent student absences made it difficult to assess academic progress, track individual growth, provide meaningful feedback, and design effective interventions, as missed lessons created gaps in understanding and hindered an accurate picture of each student's comprehension. Participant 2 explained:

"For me sir, number 1 na challenge nako diri sir kay ang ilahang absences. Dili nato matansya kung progressive ang isa ka bata kay wala syay results saiyang summative, iyang mga assessment, mga formative quizzes nato. [FGD, P2, L166-168].

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].

The inconsistency of attendance disrupts teachers' ability to gain a clear and accurate understanding of student performance, making it harder to provide timely feedback and meaningful assessments. Teachers also reported

that traditional methods of assessment do not capture the full extent of student learning. Furthermore, teachers noted that although some parents were involved in their children's education, many others were disengaged or only voiced concerns when their child's grades were affected. Participant 3 stated:

"Siguro sir ang problem ana kung nasa uban na, labi natung bata na product of broken family. They're living with relatives, who are also very busy (working Mom?). Working Parents sir, kanang wala ka kuan kung asa ang exact na address sa bata. So ang imong buhaton imbis na manglisod ka kung asa man nimo sya ilocate nga bata nga pila naman ka months na wala nag pakita, nag skwela. So ang gi buhat sa maestra kay nag Home visitation, uban ang mga siligan og kaila niya mag pauban ka asa ang balay. [FGD, P3, L170-178].

"Maybe, Sir, the problem with that is when the child comes from a broken family. They're living with relatives who are also very busy (working mom?). Working parents, Sir, who don't even know the child's exact address. So what happens is, instead of just struggling to locate the child who hasn't shown up for months, the teacher does home visits, sometimes bringing along neighbors or people they know to help locate where the child lives. [FGD, P3, L170-178].

The absence of proactive parental participation is a significant barrier for educators who wish to collaborate with families to support students' development. This problem is made worse by logistical constraints that make it difficult for parents to participate and communicate on a regular basis, such as their physical distance and work schedules. According to research on parental engagement in schools, when there is little communication between schools and families, instructors find it difficult to monitor student progress, manage absences, and use efficient evaluation methods (Jones & Palikara, 2023). These challenges show how crucial it is for educational establishments to put in place structured and flexible communication methods that promote transparency and shared responsibility for students' education. Strengthening parent-teacher collaboration requires intentional and inclusive communication tactics that inform families about kids' academic progress and encourage their participation in class activities. Research indicates that children's attention, engagement, and general academic success are positively impacted when parents are constantly informed and actively involved in school-related matters (Bongabong & Doronio, 2025). Frequent updates, digital platforms, and scheduled conferences are a few examples of flexible communication channels that can help break down time and space barriers and give students a more supportive learning environment. Furthermore, encouraging student performance and fostering greater transparency between families and schools depend on effective evaluation practices. According to studies on classroom environments and engagement, parents can better understand their child's learning needs and collaborate with teachers to satisfy them when assessment results are clearly communicated (Guzman & Doronio, 2025). Sharing assessment results in a constructive and consistent manner boosts confidence and fosters teamwork to raise student performance. All things considered, a more cooperative learning environment is fostered by enhancing parental participation through transparent evaluation processes and effective communication. Research on teaching quality and learning experiences indicates that strong relationships between teachers, parents, and schools are essential to sustaining student engagement and academic achievement (Villocino & Villocino, 2025). All families, regardless of their circumstances, are provided equal opportunities to support their children's education and development by eliminating real-world barriers to parental involvement. Table 1.5 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.

Table 1.5 The Competence Level of Public Elementary Teachers Relative to Personal Growth and Professional Development

Items	Mean	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

With a mean score of 4.42, the second statement, which evaluated teachers' capacity to establish professional development objectives in line with the Philippine Professional Standards for Teachers (PPST), received a high rating. Although there is still opportunity to improve alignment with the PPST framework, this data shows that instructors are actively involved in professional development programs. Teachers' continuous dedication to both professional and personal development is further demonstrated by the overall mean rating of 4.39. To enhance instructional impact and efficacy, these findings also point to the need for more structured goal-setting

procedures based on professional standards and stronger involvement with learner-centered teaching practices. These results demonstrate how crucial reflective practice and ongoing professional development are to raising the caliber of instruction. Teachers who participate in systematic professional development exhibit greater instructional competence and adaptability in meeting the different needs of their students, according to numerous studies (Vicente, 2021; Borja et al., 2025). Teachers can improve their practices, adapt to new educational demands, and maintain high levels of instructional performance by aligning professional development goals with established standards like the PPST (Daing, 2022). Furthermore, teachers' dedication to professional development is sustained in large part by motivation and self-efficacy. Research shows that teachers are more likely to convert learning into successful classroom practices if they believe professional development is relevant and in line with their roles as educators (Husain & De Leon, 2025). This emphasizes the need for more equitable and encouraging professional development programs that acknowledge the realities of teachers' workloads and promote ongoing development. By addressing these issues, educators can maintain their adherence to professional norms and encourage more significant, introspective, and effective teaching methods.

Participant 1 shared:

*"Ang challenge man gud ana kay kuan magkauban ka ug gahig ulo. (Yes) Tapulan. Nya gahi gyud ug ulo. Oh unya unyaon lang ka. Nya imong icchat, iseen lang ka, wa dyud reply or unsa. Mao na diha. Nya imohang kwanon, imohang (in short, attitude) *inaudible* magpabuta-butu, pabungol bungol (labaw pa sa chairman, aw okay man pud sa amo sir wala may problema sa members) pero sa mga trabahuon mamili pud usahay kung asa tung sayon-sayon ana. [FGD, P1, L212-218].*

"The challenge really is when you have to work with someone who is hard-headed. (Yes) Lazy. And they're really stubborn. Then, they'll just leave you hanging. You send a message, and they just 'seen' it, no reply or anything. That's the problem. Then their attitude is *inaudible* acting like they don't hear or see anything (even worse than the chairperson, but it's okay for us, Sir, there's no problem with the members). But when it comes to the tasks, they sometimes pick the easier ones. [FGD, P1, L212-218].

The pressure to meet the requirements of RPMS-PPST, along with classroom management duties and additional administrative tasks, leads to stress and burnout. Teachers felt that the demands on their time left little opportunity for personal care, which has a direct impact on their overall well-being and effectiveness in the classroom. Alongside workload, teachers noted significant mental health concerns due to the emotional and psychological toll of their work. Participant 2 shared:

"As much as we wanted or as much as we avoid embarrassing them sa atoang pangasaba sailaha o sa atong pag reprimand sailaha, but dili nato malikayan na maka saba man gid ta no or makakuan nagid ta. Especially now na mental health is as important as physical health. Careful gid ta so basi naa na pud muambak na sad sa kuan. We don't know, we don't know how our, our kanang pag discipline sailha, mag affect sailahang emotional, physical, and psychological na kuan. [FGD, P2, L120-130].

" As much as we want to, or as much as we try to avoid embarrassing them when we scold or reprimand them, we can't avoid it; we sometimes have to raise our voices or reprimand them. Especially now, when mental health is as important as physical health, we need to be very careful. We don't know how our discipline methods affect their emotional, physical, and psychological well-being. [FGD, P2, L120-130].

This statement reflects a broader concern about the emotional strain that teaching places on educators, which is often compounded by the pressures of managing student behavior, meeting performance standards, and balancing personal life. In addition, the lack of continuous and adequate professional development was a prominent theme in the FGD. Teachers need more targeted training in areas such as integrating content across disciplines, adapting teaching strategies, and conducting research. As highlighted by Participant 2:

"...Kung wala gud ka ingon ini na train. kung unsa kanang within og across curriculum.... Pero dili diay mao. So mao na ahh karong inig – mag CO ta ang syempre ang master teacher, knowledgeable dyud about ana." [FGD, P2, L9-14].

"...If you didn't say this about being trained, about what's within and across the curriculum... But it turns out it's not like that. So now, when we do the CO, of course, the master teacher is really knowledgeable about that...." [FGD, P2, L9-14].

This statement underscores the teachers' frustration with the lack of comprehensive training that would help them implement curriculum integration more effectively. Also, access to professional development opportunities is often constrained by financial barriers, particularly for teachers in rural or underfunded areas. This issue was highlighted by Participant 5.

"Kani pud mga opportunity-ha kay mga teachers man ta no. Ana man gud na, kay para ana. Di na mulinya, di man pud ka ipadala. (Yes) training ron sa kuan, sa reading, di man ka ipadala nga bisag sa reading nalang, nga kita nagtudio ta how to read (oo ana, correct. Dapat walay selected, tanan)...." [FGD, P5, L210-215].

"This is also about opportunities because we are teachers, right? That's how it is, it's meant for that. If you don't line up, they won't send you. (Yes) There's a training right now for reading, but they won't send you even just for reading, even though we teach how to read. (Yes, that's right. There should be no selection, everyone should be included).." [FGD, P5, L210-215].

Teachers' abilities to stay current on instructional approaches and educational practices are severely limited by these obstacles. Schools must incorporate mental health support and teacher well-being into professional development programs in order to address this issue. Teachers can better handle the emotional and mental demands of their jobs by having access to wellness-focused programs, chances for professional reflection, and encouraging collaborative settings. The need for comprehensive support systems that address the professional and personal aspects of teaching is highlighted by research showing a strong correlation between teacher performance and instructional effectiveness and motivation, self-efficacy, and general well-being (Husain & De Leon, 2025; Barbarona-Gudelosao & Escote, 2025). Additionally, the results emphasize the necessity of ongoing, pertinent, and classroom-responsive professional development programs. Beyond theoretical debates, effective teacher development should concentrate on useful tactics that are easily implemented in the classroom. Research highlights that effective professional development programs improve teaching quality, boost instructional competency, and have a favorable impact on student outcomes (Vicente, 2021; Borja et al., 2025). Peer support networks and mentoring are also crucial for assisting educators who need more help, encouraging group projects, and encouraging reflective practice in classrooms (Cole, 2025). Additionally, professional development access needs to be fair and inclusive. Regardless of financial or geographic limitations, schools and education authorities are urged to invest in digital platforms and subsidized training opportunities that allow teachers to pursue lifelong learning. While instructors show a good awareness of novel instructional techniques, complete involvement in professional development programs is still limited by infrastructure and access limitations, according to research on digital readiness and professional learning (Simpal & Robles, 2024). Teachers' instructional competence is strengthened and a more inclusive and productive learning environment is created when training resources are made equally accessible.

Table 1.6 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 high scores indicate a strong commitment to fostering diverse, learner-centered classrooms and delivering content in ways that enhance literacy, numeracy, and higher-order thinking skills.

Table 1.6. The Summary of the Competence Level of Public Elementary Teachers Relative to the Key Result Areas (KRAs)

Key Result Areas (KRAs)	Mean	Description
1. Content Knowledge and Pedagogy	4.92	Very High
2. Learning Environment and Diversity of Learners	4.93	Very High
3. Curriculum and Planning	4.77	Very High
4. Assessment and Reporting	4.59	Very High
5. Personal Growth and Professional Development and Plus Factor	4.40	High
Overall Mean	4.72	Very High

However, Personal Growth and Professional Development ($x\bar{e} = 4.39$) and Plus Factor ($x\bar{e} = 4.41$), both of which were still evaluated as High, had the lowest mean scores. According to these findings, teachers show a dedication to professional development and extracurricular activities, but there is still opportunity to improve reflective practice, goal alignment with learner-centered philosophies, and involvement in extracurricular activities that benefit the larger school community. On the other hand, teachers are generally well-equipped to address a variety of learner needs, create effective instruction, and use appropriate assessment strategies, as indicated by their overall mean score of 4.72, which is rated as Very High and reflects a strong level of competence across all Key Result Areas (KRAs). The somewhat lower scores in professional growth and supplemental engagement,

despite this excellent overall performance, indicate the need for more institutional support to sustain teachers' long-term development. According to research, enhancing learner outcomes and honing teaching methods depend heavily on ongoing, standards-aligned professional development (Darling-Hammond et al., 2021; Vicente, 2021). High levels of motivation, instructional effectiveness, and professional confidence are more likely to be maintained by educators when professional growth opportunities are organized, easily accessible, and sensitive to their changing requirements. According to study on recently employed teachers under new recruiting rules, for example, teachers' ability to fully engage in professional and school-wide activities may be impacted by system requirements, workload expectations, and adjustment needs (Juntilla-Amora & Simpal, 2025). Similar to this, even though educators show that they are prepared and aware of the need to incorporate technology into their lessons, their capacity to expand their responsibilities and take full advantage of digital abilities may be constrained by a lack of infrastructure and ongoing assistance (Simpal & Robles, 2024). The validity of a designed Faculty Development Program (FDP) is crucial to ensuring that the program meets its intended goals and effectively contributes to the improvement of teaching quality, professional growth, and organizational development. Validity in this context refers to whether the program is accurately measuring and addressing the needs it aims to address, and if it is successful in achieving the desired outcomes.

Table 4.1 Validity on the Faculty Development Program in Terms of Content

Items	Mean	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

The Faculty Development Program's content validity is shown in Table 4.1, and the findings show a consistently high level of validity across all variables. The statement indicating that the program uses modern teaching tactics and methodologies received the highest mean score of 5.00, categorized as Very Highly Valid. This result implies that the program successfully incorporates contemporary teaching methodologies, giving educators pertinent tools to meet changing classroom needs. According to research, instructors' instructional competency and responsiveness to learner requirements are strengthened by professional development programs based on modern pedagogical approaches (Vicente, 2021; Borja et al., 2025). The elements pertaining to themes' relevancy, instructional materials' usefulness, participant engagement encouragement, and congruence with teachers' instructional needs received the lowest mean score of 4.67, which is likewise classified as Very Highly Valid. These topics show substantial agreement about the program's relevance and application, albeit receiving somewhat lower ratings. In order to better address a variety of instructional environments, the marginal variation points to possible opportunities to further contextualize information and improve interactive components. Professional learning is most effective when the curriculum is closely matched with instructors' everyday classroom experiences and given through engaging, practice-oriented techniques, according to studies on faculty development and instructional competency (Francisco & Caingcoy, 2022; Borja et al., 2025). The program's very high validity is further supported by the overall mean score of 4.73, which shows that elementary teachers find it to be both well-received and responsive to their professional learning goals. These findings support the program's great potential to improve teaching methods, especially when it prioritizes sustained engagement, practical application, and instructional relevance. Continuous improvement in classroom procedures and student results is supported by matching professional development programs with instructors' instructional environments (Vicente, 2021).

The Faculty Development Program's validity in terms of appropriateness is shown in Table 4.2, and the results show that the program is widely regarded as Very Highly Valid. Items pertaining to the suitability of training

duration, the relevance and clarity of learning objectives, and the subject-matter expertise of the facilitators received the highest mean score of 4.67. According to these results, the program is well-designed and executed, guaranteeing that the training period is adequate, the goals are in line with the duties of teachers, and the facilitators exhibit high levels of instructional competency. Effective professional learning events must have specific goals, sufficient time, and knowledgeable facilitators, according to research on faculty development (Vicente, 2021; Daing, 2022).

Table 4.2. Validity on the Faculty Development Program in Terms of Appropriateness

Items	Mean	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's 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

The criteria indicating that the program was created with the unique difficulties of elementary teachers in mind and that the program format is appropriate for adult learners, on the other hand, had the lowest mean score of 4.33—still regarded as Very Highly Valid. The relatively lower mean indicates chances to further adapt the program to the contextual realities of elementary classrooms and to vary delivery modes that better support adult learning preferences, even though these evaluations are still good. This result suggests that even if the program is generally successful, more personalization could assist address the particular administrative, instructional, and developmental issues that primary teachers face. The program's strong appropriateness is reinforced by the overall mean score of 4.53, which also shows that it is generally regarded as responsive to teachers' requirements for professional development. Professional learning programs are most successful when they are precisely matched with instructors' roles, classroom environments, and developmental stages, according to research on faculty development (Vicente, 2021; Borja et al., 2025). Learning outcomes are more likely to be implemented in the classroom when training structure and content are in line with instructors' real-world experiences. The small difference between the highest and lowest mean ratings, however, points to areas that could use improvement, especially when it comes to addressing the various difficulties elementary teachers encounter and improving the way the curriculum is delivered. According to studies, professional development programs that allow teachers to actively participate and reflect on their practice benefit from flexible structures, collaborative learning opportunities, and context-specific content (Cole, 2025; Francisco & Caingcoy, 2022). The program's relevance and impact might be increased by include more interactive workshops, peer-sharing sessions, and classroom-based applications. Table 4.3 shows the validity of the Faculty Development Program in terms of usability was evaluated, and the results demonstrate a strong positive reception, with an overall mean of 4.73, categorized as Very Highly Valid. This suggests that, in general, participants found the program to be highly applicable to their teaching practices and beneficial in terms of its usability.

Table 4.3. Validity on the Faculty Development Program in Terms of Usability

Items	Mean	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

Items that indicated that the Faculty Development Program offers opportunities for post-training support, that the training environment is conducive to learning and collaboration, and that the skills and knowledge acquired from the program can be easily applied in the classroom received the highest mean scores of 5.00. These results

imply that the curriculum is quite successful in giving instructors real-world skills that they can use right away in the classroom. This emphasis on collaboration and applicability is in line with current viewpoints on Philippine education, which emphasize the necessity of professional development programs based on realistic, learner-centered approaches and responsive to changing classroom realities (Cariaga, 2023). Additionally reflecting the increased emphasis on 21st-century competences in education is the program's emphasis on collaborative learning environments and transferable skills. Effective teacher development, according to studies, must promote teaching methods that encourage students' critical thinking, communication, teamwork, and creativity (Cariaga, 2024). The program fosters both immediate instructional improvement and long-term professional growth by offering a supportive learning environment and ongoing follow-up procedures. This allows teachers to continuously improve their practices in response to the requirements of their students. However, elements pertaining to the availability and usefulness of resources for regular classroom usage and instructors' confidence in applying what they had learned had the lowest mean score of 4.33, which was still classified as Very Highly Valid. This small change indicates chances to improve resource accessibility and boost instructors' confidence through more scaffolding and contextualized support, even though the results are still quite positive. Teachers gain the most when professional development is supplemented by easily accessible resources and contextualized guidance that takes into account their teaching environments, according to research on instructional innovation in rural and resource-constrained settings (Cariaga, Pospos, & Dagunan, 2024). The program's strong usability is confirmed by the overall mean score of 4.73, which shows that it is generally regarded as useful, pertinent, and supportive of instructors' instructional tasks. According to the findings, instructors' confidence and ability to stick with new tactics may be improved by further bolstering post-training assistance, such as peer coaching, mentorship, and school-based learning communities. These kinds of reflective and cooperative structures align with inclusive and culturally sensitive educational approaches that prioritize shared accountability amongst educators, schools, and communities (Cariaga & ElHalaissi, 2024). The Faculty Development Program's overall validity across Content, Appropriateness, and Usability is summarized in Table 4.4, with an overall mean of 4.67 (Very Highly Valid). material and Usability had the highest mean scores ($\bar{x} = 4.73$), suggesting that participants thought the program's material was very pertinent and that its results could be easily applied to classroom instruction. These findings validate the program's ability to provide effective teaching strategies that address the academic and sociocultural aspects of learning. This result is consistent with studies that highlight the need for inclusive, context-sensitive professional development that is in line with larger educational objectives, such as community and family involvement (Cariaga et al., 2025; Cariaga, Sabidalas, Cariaga, & Dagunan, 2024).

Table 4.4 Summary of the Level of Validity of the Faculty Development Program

Indicators	Mean	Description
1. Content	4.73	Very High
2. Appropriateness	4.53	Very High
3. Usability	4.73	Very High
Overall Mean	4.67	Very High

The Appropriateness indicator received a slightly lower mean score of 4.53, which is still categorized as Very Highly Valid. This score reflects that, while the program was considered suitable for the specific challenges faced by elementary teachers, there may be minor opportunities for enhancing the design or delivery to better cater to the diverse needs of all participants. Despite this small variation, the overall response indicates that the program was largely perceived as well-matched to the teachers' needs and professional context (Guskey, 2020).

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.

Conflict of Interest

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