

# Assessment of Teachers Performance Appraisals: Basis for Professional Development

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*Abstract- This study aimed to examine the linear relationships between three independent variables—highest educational attainment, years of teaching experience, and the number of professional development trainings attended—and their respective impacts on teacher performance. Using a descriptive-quantitative research design, the study sampled fifty (50) junior high school teachers from Don Pablo Lorenzo Memorial High School for the 2023–2024 academic year. The research focused on specific Key Result Area (KRA) objectives, particularly KRA Objectives 1, 7, and 12, as the dependent variables, each reflecting the varying moderating effects of the independent variables. The results demonstrated a significant positive association between teachers' highest educational attainment and their performance, especially in relation to KRA Objective 1, which involves applying knowledge across curriculum areas. Teachers with advanced educational qualifications exhibited enhanced proficiency in integrating content across subject domains, leading to better educational outcomes. While the number of professional development trainings attended did not show a statistically significant impact on overall teacher performance, the near-significant result suggests that ongoing training may still influence the development of specific competencies over time. This indicates that professional development, though not uniformly impactful, plays a role in improving teacher effectiveness, particularly when training content is closely aligned with classroom needs. The findings underscore the importance of continuously evaluating teacher performance through tools like the Individual Performance Commitment and Review Form (IPCRF). Such evaluations are crucial for identifying areas for improvement and ensuring that professional development efforts are both relevant and aligned with specific performance objectives. The study recommends more targeted professional development programs that focus on subject specialization and are conducted by experts in the relevant fields. Such programs are likely to equip teachers with the necessary skills to navigate the growing complexity of educational environments. Furthermore, the study emphasizes the importance of refining the IPCRF framework as a tool for*

*monitoring teacher performance. This approach supports the continuous improvement of teaching practices and student learning outcomes by aligning training initiatives with the achievement of specific KRAs.*

*Indexed Terms- Teacher's Performance, Professional Development, Individual Performance Commitment and Review Form (IPCRF), Key Result Areas (KRAs) Objectives*

## I. INTRODUCTION

The Individual Performance Commitment and Review Form (IPCRF) is a key component of the Results-Based Performance Management System (RPMS) introduced by the Department of Education (DepEd) in the Philippines. It serves as an essential tool for assessing the performance of both teaching and non-teaching personnel, ensuring that individual contributions align with the broader educational objectives at both school and national levels. The IPCRF not only promotes accountability among educators but also helps identify areas of strength and development needs, facilitating targeted interventions aimed at professional growth.

The outcomes of the IPCRF play a crucial role in shaping decisions regarding career advancements, promotions, and recognitions. These decisions are grounded in a performance-based framework that emphasizes documented achievements, ensuring fairness and transparency. However, the true efficacy of the IPCRF is dependent on consistent application, comprehensive training for evaluators, and a balanced approach that integrates both qualitative and quantitative assessments.

While the IPCRF contributes significantly to fostering a culture of continuous improvement, it is not without challenges. Personal biases and subjective

interpretations of performance indicators can introduce inconsistencies, undermining the fairness of evaluations. Moreover, the administrative burden of compiling evidence and completing the IPCRF, particularly in larger educational institutions, often diverts focus away from instructional responsibilities. This can create undue stress, as teachers are pressured to meet performance benchmarks tied to career progression. Consequently, there is a risk of fostering a compliance-driven, "box-ticking" mentality that detracts from genuine professional growth.

Despite these challenges, when effectively implemented, the IPCRF serves as a valuable tool for identifying professional development needs. It supports the development of customized training programs, facilitating the personal and professional growth of educators. By highlighting specific areas for improvement, the IPCRF not only nurtures accountability but also ensures that educational practices are continuously refined to align with evolving policies and methodologies. The data derived from IPCRF assessments is crucial for policymakers and school administrators in making informed decisions regarding resource allocation and strategic planning.

Moreover, the Key Result Areas (KRA) within the IPCRF should be clearly targeted to ascertain which objectives have been met. This will enable the identification of teachers requiring further mentoring and coaching and provide a clearer understanding of instructional delivery. The data collected will serve as a foundation for in-service training, ultimately contributing to the long-term development of teachers and the overall quality of education.

#### *Statement of the Problem*

This study aims to identify areas of strength and areas for improvement that serve as basis to enhance skills and competencies for continuous professional development, and to evaluate teacher's performance in achieving educational goals.

Specifically, it addresses the questions:

1.) Is there a significant difference in achieving educational goals based on the teacher's level of performance when analyzed according to:

1.1 Highest educational attainment,

1.2 Number of years in teaching experience

1.3 Number of trainings attended

2.) Does the IPCRF assessment impact the performance of teachers in achieving educational goals?

#### *Scope and Delimitation*

This study aims to determine the performance level of junior high school teachers using the IPCRF for the end of school year 2023-2024. The respondents were fifty (50) teachers at Don Pablo Lorenzo Memorial High School. It focused mainly on the indicators leading towards achieving educational goals. The highest educational attainment, years in service and trainings attended were included in the study.

#### *Research Design*

This study employed a descriptive quantitative research design, which is appropriate for ensuring both the reliability and accuracy of the characteristics of the subjects being examined. Descriptive quantitative methods are known for their ability to mitigate researcher bias and enhance objectivity through systematic data collection and analysis (Creswell & Creswell, 2018). This design is particularly suited to handling large sample sizes, as it allows for clear and precise data to be presented in tables, graphs, and charts, facilitating easier interpretation of results (Sukamolson, 2007). Moreover, this approach can serve as a foundation for future researchers, who may validate the findings by replicating the study. The data presented in this study could also be utilized as a benchmark for tracking changes and developments in teacher performance metrics.

#### *Population and Sampling Design*

The study utilized a snowball sampling technique due to the constraints of limited time and resources. This non-probability sampling method was particularly suitable under these circumstances, as it allowed the researchers to efficiently identify and recruit participants through the existing networks of initial respondents. By leveraging the social connections of early participants, the researchers were able to extend their reach to additional subjects who met the study's criteria. This process continued until the sample size reached the intended maximum of fifty participants. The choice of snowball sampling, while pragmatic,

also aligns with the study's objectives by facilitating access to a specific population that might have otherwise been challenging to engage within the study's logistical limitations.

*Data Gathering Tool*

This study utilized a modified version of the instrument outlined in DepEd Order No. 8, series of 2015, through a structured questionnaire-checklist. The instrument was divided into two primary sections to capture comprehensive data. Part I collected demographic and professional information, including optional identifiers (such as name), highest educational attainment, years of teaching experience, and the number of professional development trainings attended within the year. Part II focused on the objectives of the key result areas of the IPCRF, defined as:

KEY RESULT AREA (KRA)	
Objective 1	Applied knowledge of content within and across curriculum teaching areas.
Objective 2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.
Objective 3	Applied a range of teaching strategies to develop critical and creative thinking, as well as higher order thinking skills.
Objective 4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.
Objective 5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.
Objective 6	Maintained learning environments that promote fairness, respect and care to encourage learning.
Objective 7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural and socioeconomic condition.
Objective 8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.

Objective 9	Set achievable and appropriate learning outcomes that are aligned with learning competencies.
Objective 10	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.
Objective 11	Utilized assessment data to inform the modification of teaching and learning practices and programs.
Objective 12	Built relationship with parents and guardians and the wider school community to facilitate involvement in the educative process.
Objective 13	Participated in professional networks to share knowledge and to enhance practice.
Objective 14	Developed a personal improvement plan based on reflection of one's practice and ongoing learning.
Objective 15	Performed various related works/activities that contribute to the teaching and learning process.

Each indicator was accompanied by a descriptive rating scale: 1.00 to 1.75 corresponded to "Poor/Never Applied," 1.76 to 2.50 to "Unsatisfactory/Rarely Applied," 2.51 to 3.25 to "Satisfactory/Sometimes Applied," 3.26 to 4.50 to "Very Satisfactory/Often Applied," and 4.51 to 5.00 to "Outstanding/Always Applied."

*Data Gathering Procedures*

Permission was formally requested from the office of the school principal to conduct data collection among the teachers of Don Pablo Lorenzo Memorial High School. Once approval was granted, arrangements were made for the systematic scheduling of the distribution and retrieval of the questionnaires. The respondents were assembled in a pre-determined area, where the survey questionnaires were distributed. To ensure efficiency, the questionnaires were immediately collected upon their completion, minimizing delays and ensuring that all responses were accounted for in a timely manner. This organized approach facilitated a smooth and effective data collection process, ensuring high response rates and the integrity of the gathered data.

II. RESULTS AND DISCUSSIONS

*Problem No. 1. Is there a significant difference in achieving educational goals based on the teacher's level of performance when analyzed according to highest educational attainment, number of years in teaching experience, number of trainings attended?*

Table 1: Analysis of Highest Educational Attainment on KRA Objectives

VARIABLES		F-value	P-value	Decision	Interpretation
Independent	Dependent				
Highest Educational Attainment	KRA Objective 1	1.387	.260	Accepted	Not Significant
	KRA Objective 2	2.124	.131	Accepted	Not Significant
	KRA Objective 3	.674	.515	Accepted	Not Significant
	KRA Objective 4	.390	.680	Accepted	Not Significant
	KRA Objective 5	2.912	.064	Accepted	Not Significant
	KRA Objective 6	.087	.916	Accepted	Not Significant
	KRA Objective 7	.402	.671	Accepted	Not Significant
	KRA Objective 8	1.316	.278	Accepted	Not Significant
	KRA Objective 9	1.111	.338	Accepted	Not Significant
	KRA Objective 10	.526	.595	Accepted	Not Significant
	KRA Objective 11	.531	.591	Accepted	Not Significant

KRA Objective 12	3.871	.028	Rejected	Significant
KRA Objective 13	.048	.953	Accepted	Not Significant
KRA Objective 14	2.078	.137	Accepted	Not Significant
KRA Objective 15	.087	.916	Accepted	Not Significant

\*\*Correlation is significant at the 0.05 level.

The analysis of Table 1 reveals a nuanced relationship between educational attainment and performance on various Key Result Areas (KRA) within the Individual Performance Commitment and Review Form (IPCRF). Specifically, KRA Objectives 1 through 11 and 13 through 15 display P-values greater than the 0.05 significance threshold, indicating that the null hypothesis—suggesting no significant impact of educational attainment on performance—cannot be rejected. In other words, for the majority of the KRAs, there is no statistically significant difference in performance based on the educational level of the respondents. The corresponding low R-values reinforce the minor differences observed, further supporting the conclusion that educational attainment does not substantially influence performance on these objectives.

KRA Objective 12, however, deviates from this trend. With a P-value of 0.028, which falls below the significance level, the null hypothesis for this objective is rejected. This indicates a statistically significant difference in performance on KRA Objective 12, specifically tied to the respondents' highest educational attainment. The higher R-value of 3.871 further underscores a stronger relationship between educational attainment and performance in this domain.

The specific nature of KRA Objective 12, which focuses on "Building relationships with parents, guardians, and the wider school community," likely explains why educational attainment has a more pronounced impact. Research consistently highlights

the importance of fostering strong school-community partnerships. Epstein's (2001) framework emphasizes the role of collaboration and communication between families and schools in promoting student success, underscoring how higher educational attainment equips teachers with the critical thinking and advanced communication skills necessary to engage parents effectively. Similarly, Henderson and Mapp (2002) link robust family-school partnerships with higher student achievement, suggesting that more educated teachers may be better equipped to facilitate such relationships.

The significant impact of educational attainment on KRA Objective 12 points to the specialized competencies required in this area, potentially including conflict resolution, collaboration, and community engagement skills, which may be more developed in teachers with advanced degrees. This aligns with Jeynes (2012), who found that parental involvement, particularly when trust-based relationships are cultivated, leads to better academic and behavioral outcomes for students. Thus, higher educational attainment may be critical for effectively meeting the challenges of KRA Objective 12.

Table 2: Analysis of number of years in teaching experience on KRA Objectives

Table 2 provides insights into the achievement of various Key Result Area (KRA) objectives based on years of teaching experience. The analysis reveals that for KRA Objectives 1, 2, 3, 5, 6, 8, 9, 10, 11, 13, 14, and 15, the R-values fall between 0.127 and 3.178, indicating weak to moderate levels of achievement influenced by teaching experience. Importantly, the P-values for these objectives exceed the significance threshold of 0.05, leading to the acceptance of the null hypothesis. This means that teaching experience does not have a statistically significant effect on the achievement of these KRAs. This finding implies that factors such as instructional methods, continuous professional development, or inherent teacher competencies may be more influential in determining success, as supported by Shulman (1987), who emphasized the importance of pedagogical content knowledge in effective teaching.

A more complex finding emerges for KRA Objective 4, with an R-value of 3.178 and a P-value of 0.051. Although the P-value marginally exceeds the 0.05 threshold, the moderate relationship reveals a potential impact of teaching experience on achieving this objective. While the null hypothesis is technically accepted, this near-significant result points to a possible influence of experience, warranting further investigation. This is consistent with Berliner (2001), who argues that experience often contributes to teacher effectiveness, particularly in more nuanced or demanding instructional contexts.

VARIABLES		F-value	P-value	Decision	Interpretation
Independent	Dependent				
Number of Years in Teaching Experience	KRA Objective 1	.294	.747	Accepted	Not Significant
	KRA Objective 2	.127	.881	Accepted	Not Significant
	KRA Objective 3	1.496	.234	Accepted	Not Significant
	KRA Objective 4	3.178	.051	Accepted	Not Significant
	KRA Objective 5	1.049	.358	Accepted	Not Significant
	KRA Objective 6	1.451	.245	Accepted	Not Significant
	KRA Objective 7	4.541	.016	Rejected	Significant
	KRA Objective 8	.865	.428	Accepted	Not Significant
	KRA Objective 9	1.451	.245	Accepted	Not Significant
	KRA Objective 10	1.880	.164	Accepted	Not Significant
	KRA Objective 11	1.175	.318	Accepted	Not Significant
	KRA Objective 12	.210	.812	Rejected	Not Significant
	KRA Objective 13	3.178	.051	Accepted	Not Significant
	KRA Objective 14	.413	.664	Accepted	Not Significant
	KRA Objective 15	.865	.428	Accepted	Not Significant

\*\*Correlation is significant at the 0.05 level.

KRA Objective 7, with an R-value of 4.541 and a P-value of 0.016, demonstrates a stronger positive relationship between years of teaching experience and achievement in this objective, which focuses on fostering a learner-centered culture responsive to linguistic, cultural, and socioeconomic diversity. The rejection of the null hypothesis highlights the importance of teaching experience in successfully achieving this goal. This aligns with the work of Gay (2010) and Hammond (2014), who argue that teachers with more experience are better equipped to implement culturally responsive teaching practices, which are essential in diverse educational settings.

Conversely, KRA Objective 12, with an R-value of 0.210 and a P-value of 0.812, shows a very weak relationship between teaching experience and achievement in this area. The high P-value indicates that experience has little to no impact on performance in this domain, indicating that factors such as content-specific expertise, teaching methods, or resource availability may play a more critical role. This finding supports Nieto’s (2013) call for education practices that promote social justice and equity, which often require specialized strategies that may not be directly related to the duration of teaching experience.

In conclusion, while teaching experience does not significantly impact most KRA objectives, it plays a critical role in achieving KRA Objective 7, emphasizing the value of experience in culturally responsive pedagogy. The near-significant result for KRA Objective 4 also indicates that experience may be relevant, though further research is needed to fully understand its influence. This analysis underscores the need for a more nuanced exploration of how teaching experience interacts with various performance indicators and other contributing factors that drive educational success.

Table 3: Analysis of number of trainings attended on KRA Objectives

VARIABLES		F-value	P-value	Decision	Interpretation
Independent	Dependent				

Number of trainings attended	KRA Objective 1	4.113	.023	Rejected	Significant
	KRA Objective 2	.655	.524	Accepted	Not Significant
	KRA Objective 3	1.838	.170	Accepted	Not Significant
	KRA Objective 4	.681	.511	Accepted	Not Significant
	KRA Objective 5	2.531	.090	Accepted	Not Significant
	KRA Objective 6	.530	.592	Accepted	Not Significant
	KRA Objective 7	1.189	.313	Accepted	Not Significant
	KRA Objective 8	.530	.592	Accepted	Not Significant
	KRA Objective 9	.530	.592	Accepted	Not Significant
	KRA Objective 10	.278	.758	Accepted	Not Significant
	KRA Objective 11	1.449	.245	Accepted	Not Significant
	KRA Objective 12	1.705	.193	Accepted	Not Significant
	KRA Objective 13	.681	.511	Accepted	Not Significant
	KRA Objective 14	1.537	.226	Accepted	Not Significant
	KRA Objective 15	.530	.592	Accepted	Not Significant

\*\*Correlation is significant at the 0.05 level.

Table 3 demonstrates that for Key Result Area (KRA) Objective 1, the F-value of 4.113 and a P-value of .023 indicate a statistically significant impact of the number of trainings attended on teacher performance in "Applied knowledge of content within and across curriculum teaching areas." Given that the P-value falls below the 0.05 significance threshold, the null hypothesis is rejected, highlighting the crucial role of professional development in enhancing teachers' ability to integrate subject matter across curriculum areas. This result implies that targeted training significantly improves teachers' capacity to apply content knowledge, thereby enhancing instructional quality.

Darling-Hammond and Bransford (2005) emphasize the importance of ongoing professional development in enabling teachers to relate subject content to students' lived experiences and diverse learning contexts. This supports the findings of this study, indicating that such training improves teachers' effectiveness in achieving educational objectives, particularly in terms of content application.

Conversely, KRA Objectives 2 through 15, with F-values ranging from .278 to 2.531 and P-values above the 0.05 threshold, show no statistically significant influence of the number of trainings attended on teacher performance. The acceptance of the null hypothesis for these objectives suggests that factors such as teaching experience, intrinsic motivation, or pedagogical skills may have a more prominent role in determining performance. Research by Garet (2001) similarly notes that while professional development can improve content knowledge, its impact on teaching effectiveness is highly contingent on the alignment between the training and the specific needs of the teacher and students.

These findings mean that while professional development is essential for improving specific competencies, such as content application (as seen in KRA Objective 1), it does not uniformly affect performance across all educational domains. This underscores the need for professional development programs to adopt a more focused approach, tailoring training content to align with specific performance outcomes. As Desimone (2002) highlights, the effectiveness of professional development is

maximized when it is sustained, content-specific, and aligned with teachers' instructional goals, rather than a one-size-fits-all approach.

*Problem No.2. Does the IPCRF assessment impact the performance of teachers in achieving educational goals?*

Table 4 provides a detailed analysis of the relationship between a teacher's highest educational attainment and their performance, as indicated by the correlation coefficient (R) of 0.612. This coefficient signifies a strong positive association, suggesting that teachers with higher educational qualifications tend to perform better in their professional roles. Such a correlation aligns with existing research that underscores the importance of advanced education in enhancing both teaching efficacy and student outcomes. According to Darling-Hammond (2017), higher educational attainment equips teachers with more profound content knowledge and sophisticated pedagogical skills, directly contributing to improved instructional quality and student achievement.

Table 4. Impact of teacher's characteristics on teacher's performance

Independent variable	Dependent Variable	R	R <sup>2</sup>	T-Obs	P-Value	Interpretation
Highest Educational Attainment	Teacher's Performance	.612	.374	2.752	.009	Significant
Number of years in teaching	Teacher's Performance	.581	.338	-.049	.961	Not Significant
Number of trainings attended	Teacher's Performance	.576	.331	-1.712	.096	Not Significant

\*\*Correlation is significant at the 0.05 level.

The R-squared (R<sup>2</sup>) value of 0.374 further quantifies this relationship by indicating that 37.4% of the variance in teacher performance can be explained by their level of educational attainment. This substantial proportion highlights educational attainment as a key determinant of teacher performance, although other factors also play significant roles. Research by Goe and Stickler (2008) supports this finding, suggesting that teachers with advanced degrees are more likely to employ effective teaching strategies, manage classrooms efficiently, and adapt to diverse student needs, all of which contribute to enhanced performance.

The observed t-value of 2.752 reinforces the strength of this relationship, indicating that the connection between educational attainment and performance is statistically significant. The corresponding p-value of 0.009, which is below the conventional threshold of 0.05, confirms that the observed relationship is unlikely due to random chance. This strong evidence supports the conclusion that higher educational attainment positively impacts teacher performance. Rice (2010) similarly emphasizes the critical role of advanced degrees in promoting teacher effectiveness and improving educational outcomes.

In analyzing the relationship between the number of years a teacher has been teaching and their performance, a correlation coefficient (R) of 0.581 was observed. This value indicates a moderate positive relationship, suggesting that as teachers gain more experience, their performance tends to improve. However, the strength of this relationship is not exceedingly strong (Field, 2013). The R-squared value (R<sup>2</sup>) of 0.338 implies that approximately 33.8% of the variance in teacher performance can be attributed to teaching experience, indicating that while experience contributes to performance, other variables are also significant (Tabachnick & Fidell, 2013).

The t-value (T-Obs) of -0.049, which is very close to zero, suggests a weak relationship between teaching experience and performance. This minimal t-value indicates that the practical significance of the relationship is limited (Cohen, 1988). Moreover, the p-value of 0.961 is substantially higher than the alpha



level of 0.05, indicating that the observed correlation is not statistically significant. This means that within the scope of this analysis, teaching experience does not have a meaningful impact on teacher performance (Pedhazur, 1997). This finding aligns with the notion that while experience may influence performance, its effect is not robust enough to be statistically significant in this context.

The relationship between the number of training sessions attended and teacher performance was explored. The correlation coefficient of 0.576 indicates a moderate positive relationship, implying that teachers who engage in more professional development opportunities generally demonstrate better performance. However, the strength of this association is moderate, indicating that professional development, while beneficial, does not have as strong a correlation with performance as other factors like educational attainment. Field (2013) asserts that professional development is crucial for enhancing teaching efficacy, but its impact is moderated by other variables, highlighting the complexity of teacher effectiveness.

The R-squared value of 0.331 suggests that approximately 33.1% of the variance in teacher performance can be attributed to the number of training sessions attended. While this indicates a significant impact of training on performance, it also implies that a substantial portion of performance variance remains unexplained by this factor alone (Tabachnick & Fidell, 2013). The t-value of -1.712, though negative, indicates the presence of a relationship between training and performance, but it is weaker than expected. The negative sign does not imply a detrimental effect; rather, it means that the relationship is less pronounced compared to other predictors such as educational attainment (Cohen, 1988).

The p-value of 0.096 exceeds the conventional alpha threshold of 0.05, rendering the result statistically insignificant. This explains that the number of training sessions attended does not significantly impact teacher performance within this analysis. Pedhazur (1997) suggests that such outcomes may require larger sample sizes to detect meaningful effects or indicate that the impact of training is moderated by other factors not

captured in the current model. Thus, while professional development is essential, its role in enhancing performance may be context-dependent and requires further investigation.

## CONCLUSION

1. The findings indicate that, for the majority of KRAs, the highest educational attainment of teachers does not exert a significant influence on performance, as evidenced by P-values exceeding the conventional threshold of 0.05. This implies that educational qualifications alone may not be a critical determinant of teacher effectiveness in most areas of their professional responsibilities. However, a notable exception is observed in KRA Objective 12, which focuses on fostering relationships with the school community. The significant correlation between educational attainment and performance in this area implies that higher educational qualifications may enhance a teacher's capacity to effectively engage with parents, guardians, and the broader community, ultimately leading to improved student outcomes. Similarly, the analysis of teaching experience reveals limited impact on performance across most KRAs. However, KRA Objective 7, which emphasizes the creation of a learner-centered culture that is responsive to diverse linguistic, cultural, and socioeconomic conditions, shows a significant positive correlation with teaching experience. This finding underscores the value of accumulated experience in fostering inclusive learning environments, aligning with existing literature on the importance of culturally responsive teaching practices in enhancing student engagement and achievement. In contrast, the number of professional development trainings attended is shown to significantly impact performance only in KRA Objective 1, which involves the application of content knowledge across teaching areas. This finding aligns with research highlighting the importance of ongoing professional development in equipping teachers with the skills necessary to translate content knowledge into effective instructional practices. The absence of significant correlations between training and other KRAs implies that professional development alone may

not suffice in improving performance across all educational objectives, indicating the need for a more targeted approach that addresses specific pedagogical skills and competencies.

Overall, these findings highlight the complex and interrelated nature of factors influencing teacher performance, including educational attainment, teaching experience, and professional development. While targeted interventions in these areas may enhance performance in specific KRAs, the results underscore the importance of considering a broader range of influences, such as individual teacher attributes and contextual variables, in shaping educational outcomes.

2. The analysis of the relationship between various factors and teacher performance provides insightful conclusions about the significance of educational attainment, teaching experience, and professional development in shaping teacher efficacy. The strong positive association between a teacher's highest educational attainment and their performance underscores the value of advanced qualifications in enhancing professional effectiveness. This relationship is further supported by the substantial proportion of variance in performance explained by educational attainment, highlighting it as a critical factor in teacher development.

In contrast, the relationship between teaching experience and performance, while positive, is moderate and not statistically significant, implying that experience alone may not be a robust predictor of performance within this context. This finding means that other factors, possibly related to the quality of experience or the context in which teaching occurs, may play a more significant role. The moderate positive relationship between professional development and performance indicates that while training is beneficial, it does not have as strong an impact as educational attainment. The lack of statistical significance in this relationship implies that the effectiveness of professional development may be influenced by other variables or that its impact varies depending on the context.

### III. RECOMMENDATIONS

1. Future research should be conducted in diverse contexts and among varied populations to gain a more comprehensive understanding of the factors influencing teacher performance. In particular, exploring the effects of training across multiple respondent groups may lead to different outcomes, as the effectiveness of professional development may vary significantly depending on the specific educational environment, teacher demographics, and institutional support. The current findings, which may be limited by a more homogeneous sample, implies that the inclusion of a broader range of participants could yield results that are more reliable and generalizable across different teaching contexts.

Additionally, confining respondents to a narrowly defined population could limit the external validity of the research, making it difficult to apply findings universally. By extending the sample to a more diverse population, researchers can ensure that the conclusions drawn reflect a wider range of educational experiences and practices. This approach is crucial for accurately assessing the influence of training and other factors on teacher performance, as variations in training content, duration, and delivery methods may influence outcomes differently across diverse groups. Therefore, broader and more inclusive research will enhance the reliability of the findings and contribute to more targeted strategies for improving teacher performance in diverse educational settings.

2. The near-significant findings regarding the impact of teacher training highlight the importance of a more focused and specialized approach to professional development. To maximize the effectiveness of such training, it is essential that workshops and programs are directly aligned with teachers' areas of specialization. Specialized training ensures that the knowledge and skills imparted are immediately applicable to their teaching context, thus enhancing instructional practices and student outcomes. Teachers who receive training tailored to their subject matter are better equipped to integrate new pedagogical strategies, technological tools, and subject-specific

advancements into their classrooms, leading to more impactful teaching.

Moreover, the selection of trainers is a critical factor in the success of professional development. Trainers should be recognized experts in their field, possessing both practical experience and a thorough theoretical understanding of the subject. This ensures that the content delivered is not only credible but also deeply relevant to the challenges and intricacies faced by teachers in their specific domains. Expertise in both content and pedagogy allows trainers to provide nuanced insights, foster deeper engagement, and offer strategies that are grounded in real-world classroom experiences.

Finally, training should not be a one-time event but a continuous process. Ongoing professional development is crucial in enabling teachers to adapt to evolving challenges, particularly in addressing changing student behavior, emerging educational technologies, and shifts in curriculum standards. Continuous training allows teachers to remain responsive to the dynamic nature of the classroom environment, ensuring they are well-prepared to meet the diverse and complex needs of their students. This cyclical model of learning and adaptation helps create a culture of lifelong learning among teachers, ultimately enhancing the quality of education.

3. Teacher professional development should not be solely anchored to the IPCRF, as the complexities of modern education demand a more comprehensive approach to capacity building. The Department of Education (DepEd) should implement a diverse array of mechanisms that go beyond performance evaluation, focusing on equipping teachers with the tools to address the shifting demands of classroom instruction. Education is an ever-evolving field, continuously shaped by technological advancements, changes in pedagogy, and shifts in student needs. As such, professional development should not be static but should be dynamic, reflecting these ongoing transformations. Teachers must be encouraged to embrace educational changes to ensure that the quality of instruction is not compromised.

While the IPCRF serves as a useful tool for evaluating teacher performance, its temporary suspension provides an opportunity to revise and enhance its framework. Any revisions should be aligned with the current educational climate, ensuring that it remains a relevant and adaptable tool. By incorporating elements that reflect the realities of contemporary teaching, such as the integration of technology in education, classroom diversity, and mental health challenges among students, the IPCRF can better serve both teachers and learners. This iterative process of continuous improvement in professional development will empower teachers to maintain high standards of teaching, even in the face of evolving educational challenges.

4. Education is continuously evolving, and the rapid pace of change in both industry and society means that the traditional educational frameworks often lag behind. As the demands of the workforce and learners shift, it is essential for teachers to stay updated on new trends in education. Professional development, ongoing training, and further studies are necessary steps in closing the gap between outdated instructional methods and the current needs of the classroom. Higher education, in this context, serves as a foundation for addressing these gaps, equipping teachers with the knowledge and skills necessary to apply best practices in teaching.

It is the responsibility of the Department of Education to continuously provide avenues for professional growth, whether through series of training sessions, workshops, or opportunities for further formal education. By doing so, the education system can ensure that teachers are equipped not only with up-to-date content knowledge but also with the skills necessary to adapt to the rapidly changing educational landscape. Moreover, these efforts are essential in ensuring that teachers can implement innovative strategies that improve student outcomes and align with the latest industry and educational trends.

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