

Relationship of Secondary Teachers' Instructional Skills, Competencies and Teaching Performance

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Abstract

This descriptive-correlational study examined the relationship between the instructional skills and competencies of secondary teachers and their performance, as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings. The study is significant to school administrators, teachers, students, parents, and the broader educational community, as it provides insights into how instructional practices impact teaching effectiveness. Specifically, it assessed teachers' competencies in performance planning and commitment, monitoring and coaching, performance evaluation and review, and rewards and development planning. Data collection was conducted through a structured questionnaire, with responses gathered via Google Forms for remote participants and through in-person visits for those accessible, adhering to health and safety protocols. Both descriptive and inferential statistical analyses were employed. Descriptive statistics—including frequency count, percentage, mean, and standard deviation—were used to summarize the socio-demographic profiles, instructional competencies, and performance ratings. Pearson's r and one-way ANOVA were utilized to analyze correlations and differences among these variables.

Findings revealed that most respondents were experienced educators in Teacher III positions, holding master's degrees. They employed a range of instructional strategies to enhance students' higher-order thinking skills, collaborated with colleagues and parents to optimize learning, and implemented various assessment methods, such as summative and performance-based evaluations, to track student progress. Despite initial observation-related anxiety, they effectively managed their classrooms and demonstrated a willingness to integrate feedback for professional growth. Their commitment to continuous learning was evident in their pursuit of advanced studies, such as master's and doctoral degrees. Teachers achieved very satisfactory IPCRF ratings. A positive correlation was identified between age, years of service, teaching position, and performance ratings, highlighting the role of experience and professional development in enhancing instructional effectiveness. These findings underscore the importance of continuous training and capacity-building initiatives to improve teaching quality and student learning outcomes.

Keywords: *Instructional Skills and Competencies, Teacher Performance, IPCRF Ratings, Descriptive-Correlational Study*

INTRODUCTION

Professional teachers plan their professional development. To be competitive educators, teachers reflect on their knowledge, wisdom, and understanding as well as the skills that they may be able to impart and commit to accomplish the role of a teacher. Being a teacher denotes light in the classroom, being a leader of the community, being a follower of authority, and being a friend of everybody. As they are entrusted with different responsibilities, from simple to the most complicated jobs, motivation is a must for without it, stress and extreme trouble will overcome them. Learners and other stakeholders are motivated by the educators; therefore, educators must be motivated to go through with this so-called teaching profession. The performance management process combines information gathered through monitoring goal completion, feedback, and discussions. By analyzing successes and strengths, learning from mistakes, and examining the potential for growth and development, organizations can develop talents, enhance individual performance, and weed out problems, as propounded by Bangayan-Manera et al. (2020).

As stressed in the Code of Ethics for Public School Teachers, Article IV, Section 2 states that it is every teacher's responsibility to follow the best quality education that they can give in their teaching performance. Self-assessing details a teacher's thinking and ability to plan about what challenges and interests us, what we want to learn and do next, and when to accomplish those. Facing the challenge alone without any weapon to accomplish it accurately means defeat for every educator who can't ensure the job where he/she was called into.

Self-assessment is not a new thing to educators; tools have also been used in the past as proof of their measured ability. Philippine Professional Standard for Teachers (PPST) was one of these tools. This is a framework that identifies the competency standards for teacher performance so that teachers, learners, and stakeholders can appreciate the complex set of behaviors, attitudes, and skills that each teacher must possess to carry out the satisfactory performance of their roles and responsibilities. This school year, 2014 – 2015, the Department of Education set the guidelines on the establishment and implementation of the Results-based Performance Management System (RPMS) in the department as stated in DepEd Order No. 2, s. 2015, stipulating the strategies, methods, tools, and rewards for assessing the accomplishment vis-à-vis the commitments. RPMS is an organization-wide process of ensuring that employees focus work efforts toward achieving DepEd's vision, mission, values, and strategic priorities. Individual Performance Commitment and Review Form (IPCRF) as a tool of the project are being accomplished by the educators in the cycle from the time of planning, review, and evaluation. Providing the objectives made by each teacher in IPCRF, RPMS provides the verifiable basis for rating and ranking the performance. With the process, four phases will run: Phase I: Performance Planning and Commitment; Phase II: Performance Monitoring and Coaching; Phase III: Performance Review and Evaluation; and Phase IV: Performance Rewarding and Development Planning.

The main thrust of the study was to find out the effect of RPMS on teachers' performance in the school year-round of putting their objectives into action. During the use of NCBTS- TSNA and Teacher's Individual Plan for Professional Development (IPPD), the profile of the teacher's current

competencies is compared to the NCBTS standards for effective teaching. In RPMS, the educator alone will dictate their commitments that will measure their performance.

With the advent of demanding changes brought about by 21st century trends and issues paradigm shift in learning and development for teachers was established. It is from the mastery of content to the acquisition of skills. Teachers need to cope with these changes. To provide and offer quality education, DepEd established the Result-Based Performance Management System (RPMS) for all its personnel. These changes, according to the DepEd, are for the betterment of the quality of education. Even in the system of evaluation for teachers, the researcher is bombarded with various changes from CB-PAST and now KRA from the Result-Based Performance Management System. Changes like these at the beginning seem to be a burden to the teachers because of tons of work in school and the additional personal problems at home, plus the personal problems of students. All of these bothered the researcher every day, and with the RPMS, the teachers felt that they were being punished and, in reality, their skills and competencies were being tested. The Philippines is in the midst of tremendous change in education and is on the verge of still greater ones. Education today is different from what it was ten or fifteen years ago, and it will be more difficult as people carry on their tasks in providing a culture of learning and quality education. The teaching profession is a challenging vocation that calls for highly skilled and performing individuals. The intricacies of the work, coupled with the demanding needs of the times, have posed challenges to the teachers.

The new teaching paradigm of DepEd on international, national, and local competitiveness is the implementation of the K to 12 Basic Education Program to all public elementary and secondary schools in the Philippines by President Aquino III. This curricular reform has developed a framework that aims for the holistic development of the learners and opened the way to the mandated 21st Century Skills (K- 12 Basic Education Program, 2012). These include teachers' minimum level of competencies in Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills. This is a breakthrough in the field of education, which is tantamount to the redirection of skills and competencies of teachers. Such competencies will play a pivotal role in gauging job performance, which is one of the indicators that education has met a certain level of standards.

Performance is equated with quality and excellence. With the advent of 21st Century Skills and the NCBTS, school reform has framed the impetus for changing the roles of educators and the learning climate of schools. It has significantly impacted teachers' role as agents who seek to establish a new culture within a school which may affect change throughout a system. The Department of Education Region XII has its share in cascading these government mandates.

The teachers are diverse in several aspects. In the Schools Division of Aurora, its teaching force generally consists of a large population of teachers who are newly hired and old in the teaching profession. Equally, the school has exerted effort to upgrade its teaching performance through technology-oriented teaching strategies and seminars on modern leadership skills. Studies reveal that sporadic seminars and training are not adequate to sustain interests and meet a minimum level of performance. In addition, they also have heavy workloads, which makes them hard to cater to the needs of diverse learners. In this context, the study delves further into the situation of whether the

job performance of teachers with 21st-century skills is within the standard performance rating stipulated in the reform thrust of the Department of Education.

However, the researcher also followed RPMS to meet the standards on what teachers should know, be able to do, and value to achieve competence, improved student learning outcomes, and, eventually, quality education. It also articulated what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional accountability that could help teachers reflect on and assess their practices as they aspire for professional growth and development.

METHODOLOGY

Research Design

The research design used in the study was descriptive-correlational research using the questionnaire as the main instrument in gathering the needed data that was distributed to the respondents. The descriptive method is a scientific method that involves observing and describing the behavior of the subject. To borrow the words of Bernardin (2016), descriptive research describes what is. It involves the description, recording, analysis, and interpretation of the present nature, composition, or process of phenomena. Descriptive research is defined as fact-finding with adequate interpretation and the true meaning of data collected reported from the viewpoint of the objective and basic assumption of the research. According to Campbell (2015), this method is concerned with ascertaining the condition that prevails in a group of care chosen for study. It deals primarily with data-gathering procedures and instruments to secure information.

Research Locale And Sampling Procedures

All activities appurtenant to the conduct of this study were held within the jurisdiction of the District of San Luis, Schools Division of Aurora, using the Secondary Public School Teachers as respondents. They were chosen since teachers in San Luis Aurora were all finding hardship in following the RPMS and adopting to the new level of standards set by the DepEd. The participants of this study were informed of why the study was conducted and made sure that the study was good for the participants and would cause them no harm. And always ensured the participants' privacy and did not disclose the information obtained to those who were not involved in the study.

In determining the samples, Slovin's formula wherein $n = N/(1+Ne^2)$ with a population of 106 respondents the computed sample is 84. Using stratified random sampling, the following respondents per school were considered.

Stratified random sampling refers to a sampling technique in which a population is divided into discrete units called strata based on similar attributes. The selection is done in a manner that represents the whole population. Stratified sampling is a selection method where the researcher splits the population of interest into homogeneous subgroups or strata before choosing the research sample.

Table 1. *The Distribution of the Respondents*



School	No.of Teachers	% from Total	No. of Teacher Respondent
Dikapinisan National High School	13	12.26%	10
Dimanayat Integrated School	8	7.55%	7
Ditumabo National High School	34	32.08%	27
Mayor Cesario A. Pimentel National High School	38	35.85%	30
Rosauro R. Tangson Sr. National High School	13	12.26%	10
TOTAL	106	100%	84

Research Instrument

The researcher used the survey-questionnaire. The instrument was adapted to the local setting of the Philippine environment and then modified for the use of this study.

RESULTS AND DISCUSSION

The data that was gathered was computed utilizing Frequency Count and Simple Percentage in presenting the profile of the respondents. Weighted Mean was used in describing the data in terms of the teachers' Relationship of Instructional Skills and Competencies of Secondary Teachers to their performance in San Luis, Aurora. Pearson's R was used to determine if there existed a significant relationship between the profile of the teacher-respondents and their Instructional Skills and Competencies. Standard Deviation was used to measure the amount of variation or dispersion of a set of values. Series of One-way ANOVA was used to compare the means of two or more independent groups to determine whether there is statistical evidence that the associated population means are significantly different.

Age. Most of the teacher-respondents fell at the age range of 24-31 years old (47.62%), followed by the age range of 32-39 years old (30.95%), then 40-47 years old (11.90%), aged 48-55 years old, and the rest (1.19%) were those along 56-63 age range. This implies that the majority of the teacher-respondents are still at a young age and ready to fulfill their noble profession.



Table 1. Respondents' Socio-Demographic Profile

PARAMETERS	FREQUENCY	PERCENTAGE
	n = 84	%
Age		
24 – 31	40	47.62
32 – 39	26	30.95
40 – 47	10	11.9
48 – 55	7	8.33
56 – 63	1	1.19
Mean = 34.10 ~ 34		
SD = 7.97		
Years of Service		
Less than 5 years	18	21.43
5 – 10 years	48	57.14
More than 10 years	18	21.43
Mean = 8.42 ~ 8		
SD = 5.70		
Teaching Position		
Teacher I	27	32.14
Teacher II	19	22.62
Teacher III	38	45.24
Highest Educational Attainment		
BS Degree Holder	7	8.33
With MA/MS units	27	32.14
MA/MS Degree Holder	41	48.81
With PhD units	7	8.33
PhD Holder	2	2.38

Years of Experience. In terms of Years of Experience, 57.14% were with 5-10 years, and 21.43 % were with less than 5 years and more than 10 years.

This implies that the majority of the respondents are new in terms of their years of experience in the field of teaching.

Plantilla Position. The table shows that 45.24% of the teacher-respondents were Teachers III, 32.14% were Teachers 1, and 22.62% were Teachers II. This implies that the majority of the teacher-respondents were Teacher III, which means that teachers continually pursue their higher education for them to be promoted gradually.

Highest Educational Attainment. In terms of their highest educational attainment, 48.81% of the teacher-respondents had MA degrees, 32.14 had MS/MA units, 11.90% had PhD Units, 8.33% stayed BS degree holders, and 2.38% were PhD holders. This implies that teachers are in continuing



education because they believe that if they continue to upgrade and uplift their knowledge, their learners will be most benefited.

Table 2. *Respondents' instructional skills and competencies*

PARAMETERS	MEAN	SD	DESCRIPTION
Performance, Planning, and Commitment			
1. Applying effective strategies in teaching to meet learners higher order thinking skills	3.90	0.30	Strongly Agree
2. Model effective application of content knowledge within and across curriculum teaching areas	3.86	0.35	Strongly Agree
3. Manage to effectively consort learners about their performances and possible improvement in it?	3.83	0.37	Strongly Agree
4. Collaborate effectively with your colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	3.80	0.40	Strongly Agree
5. Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners individually or in groups.	3.80	0.40	Strongly Agree
Weighted Mean	3.84	0.37	Strongly Agree
Monitoring and Coaching			
1. Feeling relaxed and not affected when observed	3.29	0.69	Strongly Agree
2. Employ different strategies to cope with stress and fear while being observed by school heads	3.64	0.51	Strongly Agree
3. Approach school heads about their observed skills in teaching performance that need to be improved	3.63	0.49	Strongly Agree
4. Manage to list down and accept all the recommendations of your school heads after observation being applied to your teaching practice	3.70	0.46	Strongly Agree
5. Manage to apply these recommendations to your teaching practice	3.77	0.42	Strongly Agree
Weighted Mean	3.61	0.51	Strongly Agree
Performance and Review Evaluation			
1. Feel that the performance review and evaluation measures your skills and practices covering classroom management, instruction, content knowledge, and planning.	3.81	0.40	Strongly Agree



2. Discuss with the school head the possible professional development plan to improve the performance	3.65	0.48	Strongly Agree
3. Accept that the performance review and evaluation assist in the establishment of meaningful and productive professional growth goals.	3.74	0.44	Strongly Agree
4. Accept that the performance review and evaluation indicate that your performance is not meeting established performance expectations.	3.75	0.46	Strongly Agree
5. Accept the general outcome of your performance review and evaluation.	3.76	0.43	Strongly Agree
Weighted Mean	3.74	0.44	Strongly Agree
Rewards and Development Planning			
6. Expect rewards based on your outstanding rate	3.29	0.80	Strongly Agree
7. Maintain collaboration among co-teachers and school heads in improving and developing learner's skills and knowledge improvement	3.74	0.44	Strongly Agree
8. Perform other various performances related to works/activities that contribute to the teaching-learning process	3.65	0.50	Strongly Agree
9. Prepare a professional development plan to actively work on achieving the goals you wish to fulfill.	3.77	0.42	Strongly Agree
10. Apply different ways that you established and fulfill that can enhance personal growth and development	3.80	0.40	Strongly Agree
Weighted Mean	3.65	0.51	Strongly Agree

Legend: 1.00 – 1.75 Strongly Disagree, 1.76 – 2.50 Disagree, 2.51 – 3.25 Agree; 3.26 – 4.00 Strongly Agree

Performance, Planning, and Commitment

Generally, the teachers strongly agree that Applying effective strategies in teaching to meet learners higher order thinking skills (WM=3.90(SD=0.30) while the lowest mean falls into collaborating effectively with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy (3.80, SD=0.40) which means that teachers are lacking in terms of the conduct and application of research to enrich their knowledge and teaching skills.

Performance planning and commitment of teachers is an important aspect of education. Performance planning is the process of setting goals and objectives for teachers to achieve in their work. Commitment refers to the level of dedication that teachers have towards their work and students. Kalyanasundaram (2013) explained that performance planning means setting goals or

objectives of the organization and then deriving the goals of groups and individuals within the organization. The aim of it is to channel everyone's efforts towards achieving the organization's goal. She stressed-out that all employees must have their performance objectives or goals clearly laid before the implementation of any performance management system.

Monitoring and Coaching

The description of the teachers who responded to the Monitoring and coaching is given in the table, with an overall mean of 3.61 ($S=0.51$); the highest mean given was on "they managed to apply these recommendations to your teaching practice ($WM=3.77$)($SD=0.42$), while the lowest mean fell into Feeling relaxed and not affected when observed ($WM=3.29$) ($SD=0.69$), which is also strongly agreed.

The findings revealed that during monitoring and coaching provided by their school heads, and after every class, they are provided recommendations that are given after class, they accept and manage to change or apply those recommendations to improve their teaching practice. Although they admitted that Monitoring and Coaching are a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. Paradoxically, opportunities to observe teachers and classes are presented more often to those who already train teachers rather than teachers themselves. In many ways, these trainers need to observe less to aid their development than those who are just starting as teachers. After the observation, he managed to list down and accept all the recommendations of his school head after observation was applied to his teaching practice. Instructional skills enable teachers to protect refugee children in the school system by sensitizing them regarding the needs of the refugee children.

Hillman, Schawandt, and Bartz (2006) explained that providing help through feedback is key to any manager. In the context of the performance management model, how managers can effectively provide ongoing performance feedback is explored. It is concluded that basic communication skills, such as attending, reflecting, exploring, self-disclosing, and acceptance by the supervisor, will enhance the effectiveness of feedback. Proper feedback and coaching will enhance staff members. Similarly, Kelchner (2008) discussed the importance of coaching and mentoring. Mentoring programs help professionals grow, develop, and learn new skills under the direction and advice of a seasonal expert. Organizations implement mentoring programs to align the goals of the company with the professional development of its employees. Coaching and mentoring provide benefits for the mentee, the mentor, and the organization.

Performance and Review evaluation

With an over-all mean of 3.74($SD=0.51$) interpreted as strongly agree, they feel that the performance review and evaluation measures your skills and practices covering classroom management, instruction, content knowledge, and planning ($WM=3.81$)($SD=0.40$), and the lowest mean was on Discuss to school head the possible professional development plan to improve the performance ($WM=3.65$) ($SD=0.80$) also interpreted as strongly agree.

It was found out that the performance and review evaluation is one of the factors that they admitted that this review and evaluation do not look at their faults but rather seek the skills that they

need to improve in their performance so that they may adapt to the changing world of competencies and knowledge needs of the learners. Merrell (2013) further explained that a proper performance review is required in any organization because it is an opportunity for a manager and an employee to meet and discuss the employees' job performance, their performance goals, and organizational priorities. Performance review and evaluation is a long-established process that only works if both parties are comfortable with the information that is presented. Moreover, its purpose is to ensure that employees receive candid performance information for the year and clear goals and development plans for the coming year. It will also be used in making pay increase decisions and other personnel decisions.

Rewards and Development Planning

With an over-all mean of 3.65 and interpreted as strongly agree, they apply different ways that you established and fulfill that can enhance personal growth and development (WM-3.80), and the lowest mean was on Expect rewards based on your outstanding rate (WM-3.29) interpreted as strongly agree which means that teacher respondents did not expect anything as a reward when they get an outstanding performance. They are contented in their teaching profession.

As a result of monitoring and evaluating others, teachers admitted that upon following the recommendation of their school heads, they benefit using determining the relationship of their skills and competencies to their performance, also maintaining collaboration among co-teachers in improving and developing learners' skills and knowledge improvement and perform other various performances related to works/activities that contribute to the teaching-learning process. Professional learning by teachers already engaged in professional practice is the process of developing the necessary knowledge-base and skills teachers require to carry out their role effectively.

3. Teacher-Respondents Performance Commitment Report (IPCRF) Results.

According to Heathfield (2014), rewards and recognition are the keys to motivating employees. She emphasized that having performance rewarding system can ensure a positive, productive, and innovative organizational climate. Providing rewards will encourage more actions and thinking that can make the organization successful. Proper guidelines for effective performance rewards and development plans are important. Some guidelines that are needed include (1) decision-making about what is expected in performance rewarding and development planning, (2) creating goals and action plans for development needs, and (3) fairness, clarity, and consistency are important.

Table 3 presents the respondents' IPCRF rating.

Table 3. Respondents' IPCRF rating

RANGE	FREQUENCY	PERCENTAGE	DESCRIPTION
Mean=4.55 SD=0.18			
4.50 – 5.00	61	72.62	Outstanding
3.50 – 4.49	23	27.38	Very Satisfactory

Based on the findings of the study, 61 or 72.62% of the teacher-respondents attained 4.500 – 5.000 points and interpreted it as Outstanding while 23, or 27.38% with 3.500 – 4.499, interpreted it as very satisfactory.”

Most of the teachers had outstanding and very satisfactory performance throughout the year, based on the findings. This performance will be a baseline for their future performance and benefits that will be obtained from the DepEd and a reflection that the teachers meet all the KRA necessary for the teachers to perform. Amalia and Saraswati (2018) concluded that, firstly, competence affects teacher performance; good competence improves the performance of teachers, and as a result, it is necessary to improve competence. Teacher performance should become a standard. Secondly, for the low-competency teacher group, the teacher-certified group has a higher performance level than teachers without certification, so certification becomes a moderating variable in the relationship between competence and performance. Thirdly, for teachers with certification and a high level of competence, this group has higher performance compared to the previous group. This research states that competence moderates the relationship between teacher competence and performance. The result of this research again shows that teachers with certification have a high level of competence and can produce better performance, and this applies vice versa because teachers with certification also have high competence.

Table 4 presents the difference in the teacher-respondents’ instructional skills and competencies when grouped according to socio-demographic profile.

Table 4 *Difference in the teacher respondents' instructional skills and competencies when grouped according to socio-demographic profile*

PARAMETERS	N	MEAN	SD	F	p-value
Age					
≥ mean age	53	3.68	0.27	1.57	0.21
< mean age	31	3.75	0.25		
Years of Experience					
≥ mean year	41	3.68	0.29	1.23	0.27
< mean year	43	3.74	0.23		
Teaching Position					
Teacher I	27	3.71	0.26	0.07	0.94
Teacher II	19	3.73	0.27		
Teacher III	38	3.70	0.26		
Educational Attainment					
BS	7	3.84	0.12	1.70	0.16
MA/MS units	27	3.68	0.28		
MA/MS Graduate	41	3.70	0.28		
PhD units	7	3.82	0.14		
PhD Graduate	2	3.38	0.11		

Table 4 presents the results of the independent samples (T-Test) performed to differentiate the teacher-respondents' instructional skills and competencies when grouped according to socio-demographic profiles such as age, years of experience, teaching position, and educational attainment.

A series of One-way ANOVA was conducted at a 0.05 significance level to determine the significant difference between the teacher respondents' instructional skills and competencies when grouped according to socio-demographic profile; it is found out that the respondents' instructional skills and competencies have no direct link to age, years in experience, teaching position, and educational attainment, this means that the teachers no matter if they are young or old, male or female teaching position and have small or longer year in the service can perform their responsibility as directed by the RPMS. Thus, accept the null hypothesis stating that there is no significant difference in the teacher-respondents' instructional skills and competencies when grouped according to socio-demographic profile.

This result confirmed that teachers, no matter what their ages are, years of experience, teaching position, and educational attainment, do not affect their performance of their instructional skills and their competencies in terms of performance planning and commitment, Performance Monitoring and Coaching; Performance Review and Evaluation; Performance Rewarding and Development Planning, meaning that all teachers are bound to excel or seek their excellence in teaching no matter what their profile is.

Table 5 presents the relationship between the teacher-respondents' profile and their IPCRF rating.

Table 5. Relationship between the teacher respondents' profile and their IPCRF rating

DEMOGRAPHIC PROFILE	IPCRF RATING	
	R	p-value
Age	.350**	.001
Years in Service	.397**	.000
Teaching Position	.579**	.000
Educational Attainment	.526**	.000

Legend: ** correlation is highly significant at 0.01 level (2-tailed)

To determine whether there is a relationship between the respondents' demographic profile and their IPCRF rating, a correlation using Pearson r was computed. Results in this study show that there are significant correlations between respondents' demographic profile and their IPCRF rating, e.g., age and IPCRF rating have a positive correlation ($r = .350$, $p < 0.01$), which implies that seasoned teacher respondents tend to have higher IPCRF rating. Based on the result, the age of the teacher greatly affects their IPCRF rating. Motivating factors are drivers of human behavior related to the intrinsic nature of the work but not necessarily to the surrounding circumstances or environment.

Years in service and IPCRF ratings are highly significant ($r = .397, p < 0.01$), which infers that teacher respondents having longer lengths of service are more likely to have higher IPCRF ratings. The findings show that professional development for teachers should be analogous to professional development for other professionals regardless of years in service. It is a continuous process that stretches from pre-service experiences in undergraduate years to the end of a professional career. This is supported by what Organization for Economic Cooperation and Development (OECD) in 2005 states that effective professional development is ongoing.

Plantilla position and IPCRF rating have a highly positive correlation ($r = .579, p < 0.01$), which deduces that teacher-respondents having higher teaching positions are more likely to have higher IPCRF ratings. The findings show that teacher-respondents with higher teaching positions have higher IPCRF ratings.

The highest Educational attainment and IPCRF rating have a highly positive correlation ($r = .526, p < 0.01$), which suggests that teacher-respondents who pursue higher education tend to have higher IPCRF ratings. The more knowledge and skills as well as techniques and strategies that can be learned in pursuing higher education helps the teachers become more prepared in their work, thus their IPCRF rating is higher. Dhull and Jain (2017), in their study of attitude towards the teaching profession in relation to job satisfaction among secondary school teachers, attempted to find out the difference in teaching attitude of senior secondary school teachers in relation to job satisfaction. Highly job-satisfied secondary school teachers were found to have better teaching attitudes towards their profession than low job-satisfied senior secondary school teachers, and a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers was found.

Teaching experiences of teachers as they practice their profession make them more experienced so that they can surpass all the needs in their profession, which helps them achieve higher IPCRF ratings.

Table 6 presents the relationship between the teacher-respondents' instructional skills and competencies to their performance and their IPCRF rating.

Table 6. Relationship between the teacher-respondents' instructional skills and competencies to their performance and their IPCRF rating.

INSTRUCTIONAL SKILLS AND COMPETENCIES	AND	IPCRF	
	R		p-value
Performance, planning, and commitment;	.017		.879
Monitoring and coaching	.318**		.003
Performance and review evaluation	.018		.870
Rewards and development planning	.087		.433

Legend: ** correlation is highly significant at 0.01 level (2-tailed)

To determine whether there is a relationship between the teacher-respondents' instructional skills and competencies to their performance and their IPCRF rating, a correlation using Pearson r was computed. Results in this study show that there is a significant correlation between respondents'

instructional skills and competencies and their IPCRF rating. Specifically, monitoring and coaching and IPCRF rating are highly significant ($r = .318$, $p < 0.01$), which implies that monitoring and coaching, when done regularly, is a great way to improve teachers' performance that leads to a higher IPCRF rating of the teacher respondents which is related to the performance of their instructional skills and competencies.

Performance, planning, and commitment; performance and review evaluation; and rewards and development planning are not related to respondents' IPCRF rating. This implies that the result of the IPCRF rating is not affected by their performance, planning, and commitment; performance review evaluation; and rewards and development planning. Self-assessment is not a new thing to educators; tools have also been used in the past as proof of their measured ability. This is a framework that identifies the competency standards for teacher performance so that teachers, learners, and stakeholders can appreciate the complex set of behaviors, attitudes, and skills that each teacher must possess to carry out the satisfactory performance of their roles and responsibilities. For the school year 2014 – 2015, the Department of Education set the guidelines on the establishment and implementation of the Results-based Performance Management System (RPMS) in the department as stated in DepEd Order No. 2, s. 2015, stipulating the strategies, methods, tools, and rewards for assessing the accomplishment vis-à-vis the commitments as a tool of the project is being accomplished by the educators in the cycle from the time of planning, review, and evaluation. Providing the objectives made by each teacher in IPCRF, RPMS provides the verifiable basis for rating and ranking the performance. With the process, four phases will run: Phase I: Performance Planning and Commitment; Phase II: Performance Monitoring and Coaching; Phase III: Performance Review and Evaluation; and Phase IV: Performance Rewarding and Development Planning.

CONCLUSIONS

The majority of the participants are mature and new in the service, commonly a teacher III and with an M.A. degree. In the instructional skills and competencies of teachers, the following are performed: Performance, planning, and commitment. Teachers implement different skills and competencies in teaching to meet the learner's higher-order thinking skills and communicate with co-workers and parents to manage learning effectively. Monitoring and Coaching Teachers employed different motivational activities to enliven the class and accepted all the recommendations of observers for improvement. Performance review and evaluation summative and performance assessment were applied to determine the effectiveness of their teaching, share the outcome with their co-workers, and support them technically for their improvement. Rewards and development planning The teachers extend support to co-workers and enroll in much higher educational improvement like Masteral and Ph.D. degrees.

The teachers have outstanding and very satisfactory ratings in their Individual Performance Commitment and Review Form (IPCRF). Preliminary assumption testing to check for normality and homogeneity of variance among others was conducted, and no serious violation was noted. ANOVA found NO significant difference in demographic profiles such as age, years of experience, teaching position, and educational attainment. Performance, planning, and commitment; performance and review evaluation; and rewards and development planning are not related to respondents' IPCRF



rating. Age, longer years of service, and teaching positions' IPCRF rating have a highly significant correlation.

Conflict of Interest

I, Melanie M. Macayanan, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.

I hereby declare that I do not have any personal conflict of interest that may arise from the application and submission of my research proposal.

I understand that I may be held accountable by the Wesleyan University – Philippines, Graduate School for any conflict of interest that I have intentionally concealed.

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