Essentializing Basic Education: Focusing Core Teaching Motivation and Performance for Desired Results

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Abstract:

This study examined the key outcome areas in the efficient provision of basic education services and work task motivation among teachers in Tudela District, Cebu Province, during the 2024–2025 school year. The findings provide a basis for developing an instructional engagement plan. Demographic data revealed that school heads were generally older than teachers. The profession remained female-dominated (66.43%), emphasizing the need for gender inclusivity in leadership roles. Most teachers pursued higher education, with 60.14% having master's degree units and 26.57% holding a completed master's degree, yet only 4.90% had doctoral-level studies. The study assessed instructional effectiveness across various domains, including class preparation, curriculum planning, and professional engagement. Teachers demonstrated efficient performance in content knowledge, pedagogy, and instructional delivery, effectively adapting strategies to diverse learners. A moderate positive correlation between teacher motivation and performance highlighted the importance of continuous support and professional development. Despite these strengths, challenges such as misalignment with educational standards, outdated supervisory models, and inadequate technological integration were identified, indicating the need for curriculum updates and training programs. The findings concluded that teachers' instructional motivation corresponded moderately to their performance, which was rated as very efficient. Addressing identified concerns through policy reforms, professional development initiatives, and enhanced instructional strategies can improve teaching effectiveness and learning outcomes. Proposed measures are envisioned for its enhancement.

Keywords: Supervision and Administration, Engagement plan, Collaboration, Basic instruction management, motivations, performance competence, teaching skills, Tudela Cebu, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

The proficient administration of teachers and the school community is crucial in influencing the quality of education worldwide. School heads can guarantee that teachers are equipped with professional development opportunities, resource access, and continuous support to improve instructional delivery by cultivating a collaborative environment. Effective management fosters significant collaborations among parents, stakeholders, and the broader community, establishing a culture of collective accountability for student achievement. Schools that emphasize effective leadership and teacher management typically exhibit enhanced student outcomes, innovative teaching practices, and a more robust educational ecosystem, enabling learners to succeed in a progressively interconnected world.

In response to the demand for enhanced educational services, quantitatively and qualitatively, educational systems globally have implemented various strategies to establish effective governance since 2020. Global trends have highlighted qualifications frameworks as drivers of educational reform by progress in public sector reorganization and service provision. These frameworks, especially those centered on outcomes-based education, provide essential insights into reform practices. Nonetheless, their execution has encountered obstacles, including pending policy evaluations and swiftly arising organizational issues. Grasping the essential function of knowledge in education is vital for understanding these challenges and devising solutions.

In the Philippines, intentional measures have been implemented to improve the provision of basic education by emphasizing critical learning outcomes in classrooms. This holistic strategy encompasses curriculum development, teacher professional advancement, technology incorporation, and robust community involvement. Teachers consistently evaluate and enhance curricula to address changing student requirements and conform to global standards. By incorporating pertinent skills and competencies, educational institutions more effectively prepare students for the exigencies of the 21st century.

Teacher professional development is fundamental to educational reform. Workshops and specialized training programs allow teachers to enhance their subject expertise, refine classroom management strategies, and implement innovative teaching methodologies. These investments improve teaching quality and cultivate a culture of lifelong learning within the educational community. Moreover, integrating technology is vital for modernizing instructional methods and enhancing access to educational resources, especially in underprivileged regions with inadequate traditional infrastructure.

Robust collaborations among educational institutions, guardians, and local communities are essential for fostering conducive learning environments. Involving these stakeholders in the educational process utilizes supplementary resources, fosters comprehensive student development, and nurtures a sense of ownership and pride in education. Supplementary initiatives, such as thorough assessment protocols, inclusive educational policies, and infrastructural improvements, facilitate equitable access to quality education for all Filipino students.

Education governance worldwide encounters fundamental challenges that necessitate a strategic approach. Peters and Pierre (2021) delineate four origins of governance failures: private goods, internalities, incomplete information, and conflicting objectives. To resolve these issues, policymakers must utilize effectively designed instruments incorporating policy elements across hierarchical and cross-sectoral boundaries (Howlett, 2019). Effective governance frameworks must eliminate inconsistencies and ensure tools align with explicit policy objectives. Contemporary

design principles advocate for a comprehensive analysis of the interrelation among policy components, fostering coherence and effectiveness (Candel & Biesbroek, 2016).

The notion of absoluteness in design principles redirects attention from the arrangement of actors to the identification of effective policy instruments for organizing intricate relationships. Jeong et al. (2020) observed that decentralization initiatives frequently falter due to the absence of policy instruments that cater to local values and requirements. Policymakers must explicitly delineate objectives and synchronize procedural instruments with essential policy components (Bali & Ramesh, 2019).

In the Philippines, teacher evaluation systems like the Results-Based Performance Management System (RPMS) have been implemented to evaluate and enhance teacher performance. The RPMS corresponds with the Philippine Professional Standards for Teachers (PPST), which delineates quality teaching via domains, strands, and indicators that assess professional development, proficient practice, and practical engagement. These standards, established under DepEd Order No. 42, s. 2017 provides a framework for teachers to evaluate and enhance their methodologies.

The RPMS offers a systematic framework for establishing performance objectives, monitoring, assessment, and developmental planning. This system guarantees that educational initiatives are consistent with DepEd's vision, mission, values, and strategic priorities. Performance evaluation instruments have progressed over time, with the Competency-Based Performance Appraisal System for Teachers (CB-PAST) being supplanted by RPMS tools aligned with PPST. These instruments delineate the roles and responsibilities of educators according to their proficiency levels, offering explicit Key Result Areas (KRAs) and Modes of Verification (MOVs) as evidence of achievement.

Enhancing essential education delivery involves allocating time, resources, and strategies to improve educational services. Highlighting the efficient delivery of education underscores the dedication to equipping students for future success. By promoting collaboration among faculty, administrators, students, parents, and stakeholders, educational institutions can more effectively meet established standards and accomplish their objectives for an enhanced teaching and learning process.

The Manual of Instructional Supervision in Region 7 offers standardized protocols for teachers' oversight and assistance, promoting a developmental framework that prioritizes ongoing enhancement over simple assessment. It fosters data-informed decision-making and conforms to national educational standards, including the Philippine Professional Standards for Teachers (PPST). The manual improves accountability, facilitates capacity-building for supervisors, and promotes collaboration between teachers and supervisors. Customized for the local educational context, it tackles regional challenges and resources, cultivating a conducive atmosphere for professional development and enhancing teaching and learning outcomes.

A significant deficiency in the instructional supervision of the school is the insufficient focus on integrating technology within supervisory practices. As education progresses in the digital era, supervisors must possess digital tools and competencies to execute virtual classroom observations, deliver online coaching, and monitor teacher performance through data analytics. Furthermore, there is a necessity for more inclusive strategies that account for varied learning environments, including multi-grade and remote schools, ensuring that supervisory practices are flexible and equitable across diverse educational contexts. Enhancing feedback systems and subsequent support for teacher development is essential to optimize the manual's effectiveness.

Theoretical/ Conceptual Background

Constructivism is a theoretical framework that examines science through empirical observation. This theory elucidates the mechanisms of human learning. Constructivism is a theoretical
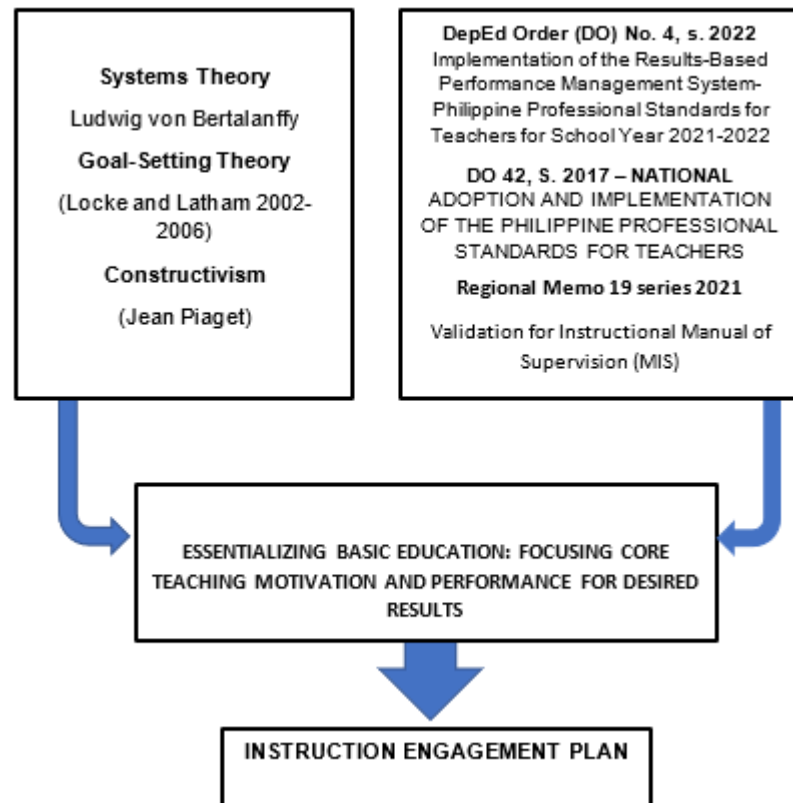
framework that examines science through empirical observation. This theory elucidates the mechanisms of human learning.

Figure 1. **Theoretical Framework of the Study**

Individuals can generate anything contingent upon their comprehension. This will elucidate our authentic beliefs concerning the various domains. We can modify and assess the educational environment, allowing students to build upon their thoughts. Students can engage in this learning with minimal effort, alleviating stress for teachers in delivering lessons. Thus, we can facilitate an optimal experience for both parties while ensuring that knowledge retention occurs in the classroom.

Systems Theory is a theoretical framework that elucidates the phenomenon of optimizing essential education delivery by emphasizing critical outcome areas in instruction. This theory posits that schools, curricula, teachers, students, parents, communities, and educational institutions constitute interdependent components of a complex system. Systems theory posits that alterations or interventions in one component of a system can influence the entire system.

Systems Theory posits that to optimize essential education delivery, modifications in critical outcome areas such as curriculum enhancement, teacher preparation, technology integration, and community involvement must be implemented holistically, acknowledging their interrelatedness. Enhancing the curriculum to align with global standards necessitates proficient teachers employing technology and innovative pedagogical methods. Integrating communities and parents into the educational process can cultivate a supportive environment that enhances student outcomes and elevates classroom learning.

Systems theory also underscores the importance of feedback loops and adaptation within the educational system. Continuous enhancements can integrate feedback through the persistent evaluation and oversight of critical performance areas. Regular student performance and teacher effectiveness assessments may modify curriculum content, instructional methods, and professional development programs. Embracing Systems Theory enables teachers and policymakers to

comprehend the complexities of enhancing essential education delivery and implementing comprehensive strategies that address diverse student needs while fostering systemic transformation.

Constructivism promotes active learning among students through inquiry, research, and the establishment of connections to prior knowledge. Students engage in problem-solving, inquiry-driven projects, and hands-on experiments instead of passively receiving information. This active engagement in learning promotes enhanced understanding and retention of concepts. Constructivism posits that learning is most effective when intentional and relevant to students' everyday experiences. To enhance students' conceptual understanding, teachers create learning experiences that integrate new information with their existing knowledge and experiences. This method enhances students' motivation to engage with the material by helping them recognize its relevance to their learning.

Constructivism underscores the significance of social interaction in the educational process. Student collaboration is a prevalent aspect of classroom activities, wherein students collectively solve problems, share ideas, and construct knowledge. Collaborative learning environments expose students to diverse perspectives and concepts, enhancing their communication skills, critical thinking, and teamwork abilities. Providing students with appropriate support and guidance during challenging assignments is essential in constructivist education. Teachers facilitate learning by breaking down complex concepts into smaller, more digestible components and offering assistance as required. This approach, facilitated by a knowledgeable teacher or peer, allows students to operate within their zone of proximal development, enabling them to engage in self-challenge.

This study employs constructivism theory alongside goal-setting theory. The theory developed by researcher Edwin Locke indicates that individuals who establish specific, challenging goals perform better than those who set vague, simple goals. Locke's theory delineates five fundamental principles of goal setting: clarity, challenge, commitment, feedback, and task complexity (Locke & Latham, 2021).

Developed by Albert Bandura, self-efficacy theory describes a person's belief in their capacity to complete a task or succeed in particular circumstances. Self-efficacy affects how students approach learning, manage obstacles, and keep on target in the education framework. Particularly in varied and sometimes resource-limited environments, this theory is quite important in determining student motivation and performance in the Philippines. Learners who feel they can succeed are likelier to participate actively in classes, ask questions when needed, and conquer academic challenges. By establishing reasonable goals, offering helpful criticism, and modeling confidence in learning, teachers also help build self-efficacy.

Strengthening self-efficacy can be a great equalizer in the Philippine educational scene, where differences in access, resources, and support between urban and rural areas are clearly shown. Underprivileged students who grow to have strong self-efficacy are more likely to overcome obstacles and continue their education in the face of social or financial difficulties. Furthermore, self-efficacy has improved teaching effectiveness since confident teachers are more likely to implement creative and student-centered approaches. Including self-efficacy theory in curriculum development, instructional strategies, and policy-making will help produce a generation of Filipino students that is stronger and empowered.

This study aims to assist teachers in delivering effective instruction across various domains, serving as a guide to ensure coherence in progression from lower to higher levels. Psychologist Edwin Locke's goal-setting theory posits that performance improves when specific, challenging goals are established rather than ambiguous, simplistic ones. This theory can enhance student motivation, achievement, and overall learning outcomes, indicating significant implications for the classroom environment.

Setting achievable yet demanding objectives can enhance students' motivation. Students are more inclined to engage actively in class activities and persist through challenges when they have well-defined objectives. Students with objectives possess a sense of direction and purpose in life, which motivates them to exert more significant effort and demonstrate increased commitment to their studies. Setting objectives inspires students to maintain elevated standards and endeavor to achieve them. Students are more likely to exhibit improved academic performance when their goals are associated with grades, test scores, or mastery of content. Elevated levels of achievement stem from their heightened focus and motivation to excel academically.

Establishing objectives enhances students' ability to exercise self-discipline. Students must track their progress, adjust their strategies as necessary, and evaluate their performance against the established objectives when setting goals. This process fosters self-awareness and self-control, enabling students to assume responsibility for their education and enhance their self-reliance. Students with ambitious objectives are more inclined to possess a growth mindset. They are more apt to embrace challenges and perceive failures as opportunities for enhancement when they believe their abilities can be cultivated through effort and perseverance. Establishing objectives reinforces the idea that academic ability and intelligence are not immutable but can be improved through diligence and dedication. Setting objectives can enhance student engagement in their education.

When students formulate their own objectives, they develop a sense of ownership and commitment to their education. They are more inclined to seek resources to assist in achieving their goals, inquire, and engage in class discussions. As students establish and pursue objectives, they develop essential skills such as perseverance, time management, and organization. Success in the classroom and subsequent endeavors, including postsecondary education and employment, relies on these skills as much as academic performance.

An innovative pedagogical approach that facilitates the accessibility and implementation of roles, tasks, and responsibilities for teachers, particularly in the instruction of students. Determining the pivotal outcome is crucial to address the student's specific requirements about the subject matter. It can illustrate that the student requires an optimal and conducive environment. The distinctions between environments and practices must be acknowledged, as students originate from diverse cultures and norms, leading to variations in their behavior, which should be comprehensible even to our superiors among co-teachers.

The Philippine Professional Standard for Teachers delineates quality in the country and establishes a benchmark for evaluating teacher proficiency.

1. Mastery of content knowledge and its interconnections must be applied; proficiency in the subject is paramount as it facilitates the development of teaching plans by teachers.

2. Establish a safe, secure, equitable, and supportive environment to foster learners' sense of responsibility. This environment should be conducive to learning, allowing learners to concentrate and feel at ease. A teacher must acknowledge and respect the differences among their students.

3. Engage with the national and local curriculum; students may participate in the lesson and discourse.

4. Convey the learner's requirements and accomplishments to the stakeholders.

5. It creates a learning environment attuned to the community's needs.

6. Pedagogical Philosophy.

The Manual of Instructional Supervision (MIS) is a vital resource that offers systematic directives for overseeing, assisting, and improving instructional methodologies in educational settings. Since 2020, its significance has increased as educational systems have adjusted to emerging challenges,

including the necessity for digital learning and evidence-based methodologies for teacher supervision. The manual underscores a developmental approach to supervision, advocating for coaching and mentoring instead of simple evaluation. This emphasis on ongoing professional development guarantees that teachers enhance their teaching strategies to address students' varied and evolving requirements. The MIS conforms to the Philippine Professional Standards for Teachers (PPST), promoting competency-based evaluations and enhancing professional accountability in education (DepEd, 2020). Integrating these standards fosters a superior learning environment conducive to teacher excellence and student success.

A primary function of the MIS is to standardize classroom observations, yielding valuable insights into pedagogical practices. Supervisors utilize these observations to provide constructive feedback, directing teachers towards enhanced performance. Furthermore, the manual facilitates data-informed decision-making, enabling teachers to pinpoint deficiencies and focus on particular areas for enhancement. The MIS now prioritizes incorporating technology in instructional supervision, facilitating virtual observations, and online coaching sessions due to the heightened dependence on digital tools for teaching (DepEd, 2021). Furthermore, the MIS underscores the significance of inclusive supervisory strategies, guaranteeing that diverse educational settings, including multi-grade and remote schools, obtain equitable assistance. The MIS enhances the education system's ability to provide practical and significant learning experiences by promoting collaboration among supervisors, school leaders, and teachers.

THE PROBLEM

Statement of the Problem

This research determined the work task motivation and performance among teachers of Tudela District, Cebu Province, during school year 2024-2025 as basis for creating an instruction engagement plan.

This study specifically sought to answer the following questions:

1. What is the relevant information of the School Head's and Teachers as to:

1.1 age and gender,

1.2 civil status,

1.3 highest educational attainment,

1.4 number of years as school heads/teachers,

1.5 related training and seminars attended, and

1.6 MIS performance rating as of school year 2023-2024?

2. As perceived by the respondent groups, what is the level of the teachers motivation in the delivery of the instructional tasks terms of the following aspects:

2.1 class preparation,

2.2 teaching,

2.3 evaluation of students,

2.4 administrative tasks, and

2.5 complementary tasks?

3. As perceived by the respondent groups, what is the level of performance of the teachers based on RPMS PPST domains:

3.1 content, knowledge, & pedagogy,

3.2 learning environment,

3.3 curriculum and planning, and

3.4 professional engagement?

4. Is there a significant relationship between the teachers' motivation in the delivery of the instructional tasks and their performance?

5. What are the issues and concerns in the delivery of the instructional tasks related to performance?

6. What motivation and performance based instruction engagement plan can be designed?

Null Hypothesis

H_o: There is no significant relation between the teachers' motivation in the delivery of the instructional tasks and their performance.

Significance of Study

This study was beneficial to the following:

Administrators: The study's findings gave stakeholders a thorough picture of their teachers' performance, allowing them to pinpoint essential areas that needed to be prioritized to guarantee that students received an excellent education.

School Heads/Principals: The results provided stakeholders with a broad overview of the crucial areas that required teacher evaluation, guaranteeing high-quality basic education services.

Teachers: The results were used as a guide to pinpoint areas that needed improvement to increase the effectiveness of providing essential education services.

Learners: This study allowed learners to evaluate the effectiveness of their teachers and improved the teaching-learning process for the best results.

Parents/Stakeholders: With enhanced collaboration with teachers and other relevant parties, stakeholders improved basic education services by taking advantage of this study's opportunity.

Researchers: To support teachers in their journey toward professional growth, this study provided insightful information aimed at improving performance.

Future Researchers: This work provided them with a wealth of references and useful concepts, strengthening the groundwork for their own research.

RESEARCH METHODOLOGY

This section discussed the research methodology. It contained the method used, the flow of the study, the research locale, the research respondents, the research instruments, the data-gathering procedures, the statistical treatment of data, the scoring procedures, and the definition of terms.

Design

The research employed a quantitative methodology due to its focus on numerical data, including counts and percentages, and information collection from diverse sources such as schools, students, faculty, and stakeholders. The participants involved in the study were based in the district of Tudela.

The study aimed to investigate the optimization of essential education delivery in the Philippines by prioritizing key result areas in teaching. Using a mixed-methods approach, the research involved surveys/questionnaires and interviews with stakeholders, including teachers, school administrators, students, parents, and community members. Data were analyzed thematically and statistically to identify current challenges and opportunities in basic education delivery, perceptions of

stakeholders regarding crucial result areas in teaching, and strategies for improvement. Ethical considerations were prioritized throughout the study, ensuring informed consent, confidentiality, and cultural sensitivity. The findings were disseminated through comprehensive reports and presentations to policymakers, teachers, and community members to inform evidence-based interventions to enhance the quality and effectiveness of basic education delivery in the Philippines.

This method worked well for our study because the school had a large enrollment, and we anticipated various scenarios from the building and its surroundings.

Flow of the Study

The study's input provided the essential information for the research. The questionnaires sought to collect data on four principal domains to be addressed by teachers, students, parents, the school principal, and other stakeholders: (1) Philippine Professional Standards for Teachers (PPST); (2) Results-Based Performance Management System (RPMS) Tool for Teachers; (3) Key Result Areas (KRAs); and (4) the Manual of Instructional Supervision (MIS) for teachers. The study evaluated the KRAs specified in the RPMS Tool for Teachers to ascertain the efficacy of educational service delivery.

Participants received questionnaires, and their responses were gathered, aggregated, tabulated, and compiled. Subsequent data processing occurred to analyze the results. A statistical analysis was subsequently performed to ascertain the significance of the research findings. A thorough data analysis
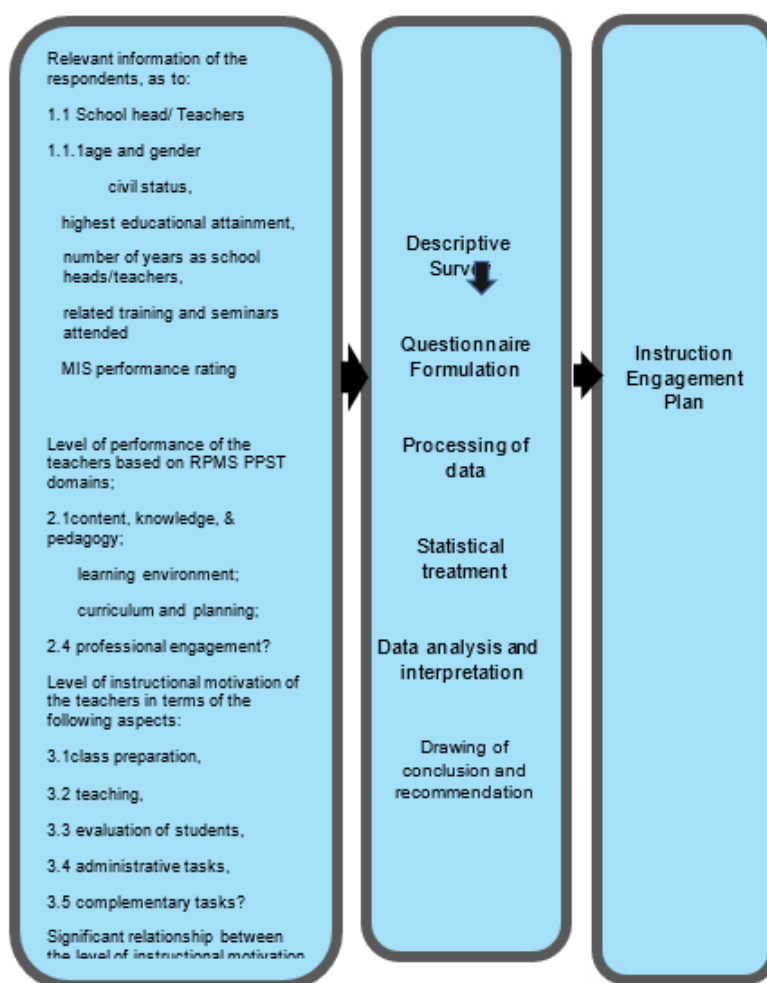
INPUT PROCESS OUTPUT

Figure 2. **Flow of the Study**

subsequently yielded interpretations, recommendations, and conclusions. The research generated a pedagogical engagement strategy for teachers. To guarantee output quality, the researchers performed a comprehensive analysis to extract valuable insights and implement suitable procedures efficiently.

The schematic diagram of the study helped in understanding the research work shown in Figure 2.

Environment

The study was conducted in Tudela District, encompassing the town of Tudela, a municipality in the northern part of the province of Cebu, Philippines, situated northernmost on the island. The town of Tudela is picturesque and beautiful, having a large share of astonishing beaches, gentle hills, and vegetative cover which makes it appealing to the natives as well as the tourists. It is one of the smaller municipalities as far as its population and it comes under the 5th Congressional District of Cebu. The municipality is subdivided into 11 barangays, and the town proper is further subdivided into two barangays: Northern Poblacion and Southern Poblacion.

The district and its boundary contain 13 schools in total: 8 complete elementary schools, 3 primary schools, and 2 secondary schools. All schools are managed by an active group of school heads, which includes 1 Principal III, 1 Principal II, 3 Principal I, 3 Head Teachers, and 4 Teachers-In-Charge. Currently,

Figure 3. **Location Map of the Study**

the district has an overall learner population of 2,118 at the elementary and secondary levels combined. To enrich the educational experience, Tudela District actively leverages local resources and promotes community engagement. Schools collaborate with parents, local organizations, and government units to ensure that education remains relevant, dynamic, and connected to real-world dynamics.

These partnerships not only enhance the curriculum but also strengthen the learners' sense of identity and responsibility within their community.

Furthermore, full cooperation between teachers, parents, and local political leaders contributes to a comprehensive education. Constant

communication and collaborative initiatives enable the district to meet the varied needs of its learners in a culturally responsive and supportive manner. The holistic model extends far beyond academics, understanding the essential roles family and community support play in each individual learners' path towards academic achievement and personal growth.

To sum up, the educational context in Tudela District revolves around quality education, openness, and the total development of the learners. With a focus on community participation and teamwork, as well as a learner-focused pedagogy, the district not only trains learners in books but also prepares them for life. The district's effort in creating an environment conducive to positive growth and development greatly enables every learner to excel, make an impact, and adjust to the fast-paced world.

Respondents

The group respondents of the study were the school heads and teachers in Tudela District. The respondents were selected from a target population; therefore, this study employed random sampling. The table below showed the number of teachers who made up the population.

Table 1. **Respondents**

	Population (N)	Percentage (%)
School heads	13	9.10
Teachers	130	90.90
Total	**143**	**100**

Instrument

Three sections comprised the research's structural framework related to the variable, which the researcher presented to teachers at the assigned year level and school. In the first stage, respondents were asked for personal information and background information. The first tool used to help with this was based on the RPMS teacher rating tool. The second instrument used came from a translated passage taken from a French source, and it focused on the Work Tasks Motivation Scale for Teachers (WTMST). In 2010, Fernand Gagné and his research team developed the Work Tasks Motivation Scale for Teachers (WTMST). Based on Deci and Ryan's Self-Determination Theory (SDT) framework, this scale was created to evaluate various forms of teacher motivation. In the context of instructional tasks, the WTMST assessed amotivation, identified regulation, introjected regulation, external regulation, and intrinsic motivation.

The second area of inquiry focused on the relationship that existed between academic achievement and the Key Result Areas (KRA) results, and the third area examined how well instructors were able to provide educational services. Based on a rating scale with the following options: Strongly Efficient (SE), Very Efficient (VE), Efficient (E), Moderately Efficient (ME), Slightly Efficient (SLE), and Not at all Efficient (NAE), respondents offered answers to these questions.

Data Gathering Procedure

The researcher sought approval from school principals to conduct the study and validate the questionnaire instruments. Once approved, the questionnaires were distributed to the targeted respondents, including teachers and school heads. The researcher ensured that the number of survey copies prepared matched the predetermined target sample size and oversaw the proper collection of completed questionnaires for analysis.

Treatment of Data

After collecting the surveys, the replies were arranged according to the options offered before statistical analysis was performed. The researchers were able to calculate the proportion of teachers who provided similar answers by utilizing the Likert scale in the data analysis process. The gathered data were systematically processed and analyzed to derive meaningful insights. Responses were tabulated and subjected to statistical treatment to identify patterns and relationships relevant to the study's objectives. Descriptive statistics, such as frequency counts, percentages, and mean scores, summarized the data, while inferential statistics determined the significance of relationships and differences among variables. The results were interpreted to address the research questions, forming the basis for recommendations and conclusions to improve instructional practices and educational outcomes.

Scoring Procedure

The percentage of pupils for each Likert scale option was determined to assess the survey data.

Weight	Rating Scale	Descriptive Level	Verbal Description
5	4.21-5.00	Strongly Efficient	The respondents had a very large extent of implementation
4	3.41-4.20	Very Efficient	The respondents had a large extent of implementation
3	2.61-3.40	Efficient	The respondents had a neutral extent of implementation
2	1.81-2.60	Moderately Efficient	The respondents had a little extent of implementation
1	1.00-1.80	Slightly Efficient	The respondents had very little extent of implementation

Below is the scoring guide for the level of instructional motivation of the teachers.

Weight	Rating Scale	Descriptive Level	Verbal Description
5	4.21-5.00	Correspond Completely	The respondents had a very large extent of implementation
4	3.41-4.20	Correspond Strongly	The respondents had a large extent of implementation
3	2.61-3.40	Correspond Moderately	The respondents had a neutral extent of implementation
2	1.81-2.60	Correspond a Little	The respondents had little extent of implementation
1	1.00-1.80	It does not correspond at all	The respondents had very little extent of implementation

DEFINITION OF TERMS

The following concepts were defined in an abstract and functional manner to promote understanding, guarantee clarity, and create a shared understanding.

Administrative tasks. These were the functions related to an office setting.

Basic Education Services: Primary education, which is the first phase, and lower secondary education, which is the second phase, were both included in basic education. Furthermore, it includes a wide range of informal, public, and private activities that are intended to meet the basic learning needs of people of all ages.

Class Preparation. Teachers conducted preparatory exercises before starting the class.

Classroom Observation Tools (COT): This tool was designed to capture a brief overview of a teacher's teaching style during a one-on-one observation session. Coaches then use the information acquired to inform and customize their teaching approaches for teachers.

Complementary task. Additional duties that teachers performed in the classroom or on school property.

Content Knowledge & Pedagogy. The teacher's expertise in subject matter and effective teaching strategies.

Cross-sectoral services This means that a range of stakeholders beyond the education sector must be included to form a coalition or network that consisted of people, organizations, and sectors with different resources and points of view. The goal of this partnership was to tackle difficult problems in a more thorough and effective manner.

Curriculum and Planning. The teacher's capacity to design, implement, and evaluate instructional plans aligned with the curriculum.

Evaluation of students. This indicated the method that educators have chosen to use when evaluating students.

Governance: The term "governance" in education described the decision-making procedures used in educational institutions. It includes all of the organizations and processes that educational systems used to set priorities, created frameworks, assigned roles and duties, and carried out policies and initiatives.

Instruction Engagement Plan It was a systematic framework to augment students' participation and engagement in educational activities. It delineated strategies, methods, and techniques teachers employed to actively involve learners in the instructional process.

Issues and Concerns Experienced by Teachers in Delivering Basic Education Services. These challenges and difficulties teachers encounter in providing quality education included resource shortages, technological gaps, and administrative workload.

Key Result Areas: Key Result Areas (KRAs) were defined goals that were necessary to evaluate the performance of departments, groups of individuals, or entire companies. They act as reference points for assessing the Department of Education's (DepEd) teacher performance ratings.

Learning Environment. The teacher's ability to create a safe, inclusive, and stimulating learning space for students.

Level of Instructional Motivation of Teachers. This refers to the extent to which teachers were driven to perform tasks associated with their instructional responsibilities.

Level of Performance of Teachers Based on RPMS-PPST Domains. This refers to how teachers demonstrated competency according to the Results-Based Performance Management System (RPMS), aligned with the Philippine Professional Standards for Teachers (PPST).

MIS Performance Rating. The score or evaluation received by school heads and teachers based on their performance was assessed using the Manual of Instructional Supervision (MIS).

Philippine Professional Standards for Teachers (PPST): These KRAs acted as the cornerstone for all teacher learning and development initiatives, guaranteeing that they are sufficiently prepared to carry out the K–12 Program with proficiency.

Professional Engagement. The teacher participated in professional development activities and collaborated with colleagues, parents, and the community.

Relevant Information of the Respondents. This refers to demographic and professional details that helped provide context to the study's findings about school heads and teachers.

Results-Based Performance Management System (RPMS): In order to facilitate an open discussion about job expectations, Key Result Areas (KRAs), objectives, and their alignment with the larger departmental goals, supervisors and employees must work together.

School Head/Teachers. Teachers and administrators were responsible for instructional leadership and classroom management within schools.

Self- Assessment Tools (SAT): It's a technique or instrument that helped people gather data for self-analysis. These resources were frequently created using psychological and sociological studies into the social behaviors and personality qualities of individuals.

Significant Relationship Between the Level of Instructional Motivation of Teachers and Their Performance. This explores whether and how teachers' motivation levels correlate with their instructional effectiveness as measured by their RPMS-PPST performance ratings.

Teaching. The actual delivery of lessons and facilitation of student learning experiences.

Work task motivation. It pertains to the internal or external stimuli that compel an individual to accomplish designated tasks within their employment. It includes the motivations behind individuals' dedication to their work, such as personal interest, professional development, extrinsic rewards, or organizational objectives.

CHAPTER 2

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter presents the data analysis and interpretation. It answers the questions posed in the problem. This chapter is divided into five (5) parts. The first part deals with the respondent groups' relevant information on school leaders and teachers' age, gender, civil status, highest educational attainment, number of years in service, appropriate training, seminars, and workshops and MIS performance rating. The second part deals with the level of the teacher's motivation in the delivery of the instructional tasks in terms of the following aspects: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. The third part deals with the level of performance of the teachers based on RPMS PPST domains on content, knowledge and pedagogy, learning environment, curriculum and planning, and professional engagement. The fourth part deals with whether there is a significant relationship between the teachers' motivation in the delivery of the instructional tasks and their performance. The last part deals with the the issues and concerns in delivering the instructional tasks and performance.

RELATED INFORMATION OF THE RESPONDENT GROUPS

The first part manages the relevant information about the school heads and teachers' age and gender, civil status, highest educational attainment, years in service, relevant training, and MIS performance rating.

Age

One important demographic characteristic of the school heads and teachers is age. Age determines the maturity and experiences of these respondents throughout their exposures. Table 2 shows the age profile of the respondents.

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Table 2. **Age Profile**

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Age	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
56-60	2	15.38	6	4.62	8	5.59
51-55	5	38.46	12	9.23	17	11.89
46-50	5	38.46	25	19.23	30	20.98
41-45	1	7.69	28	21.54	29	20.28
36-40			21	16.15	21	14.69
31-35			22	16.92	22	15.38
26-30			14	10.77	14	9.79
20-25			2	1.54	2	1.40
Total	13	100.00	130	100.00	143	100.00
SD	4.73		8.23		6.48	
Average	50.31		39.79		45.05	

As reflected in Table 2, the data indicates that the predominant age group of school heads (76.92%) falls within the 46–55 range, with a mean age of 50.31. Conversely, administrators demonstrate a broader age distribution, with the predominant segment in the 41–50 age bracket (40.77%), succeeded by individuals aged 31–40 (33.07%). The mean age of the respondents is 45.05 years. The standard deviation values reveal that school heads possess a narrower age range (SD = 4.73). At the same time, teachers exhibit more significant variability (SD = 8.23), suggesting a blend of younger and older teachers within the teaching workforce.

Since most school heads are between the ages of 46 and 55, prioritizing succession planning and leadership sustainability is essential (Bush, 2021). Many school heads are nearing retirement, underscoring the need for professional development initiatives to equip younger teachers for leadership positions. This corresponds with the findings of Hallinger and Wang (2022), who underscored the significance of enhancing leadership capacity to maintain school effectiveness.

The data indicates a predominantly youthful teaching workforce, with an average age of 39.79 years. This signifies a favorable trend for innovation and adaptability, especially in incorporating technology into education (Salas-Pilco et al., 2022). The significant proportion of older teachers (46–50 years: 19.23%) indicates a necessity for ongoing professional development to keep teachers informed about pedagogical trends and digital skills (Koehler et al., 2021).

The age distribution indicates an equilibrium between seasoned teachers and younger, possibly more flexible teachers. This combination offers mentorship and knowledge exchange, essential for maintaining instructional excellence (Day & Gu, 2020). Educational institutions ought to establish formal mentorship programs in which experienced educators mentor novice colleagues, maintaining consistency in instructional excellence and administrative practices (Leithwood et al., 2021).

The data indicates that although the existing leadership framework is stable, succession planning and leadership development require enhancement. Moreover, professional development programs designed for novice and seasoned teachers are crucial for sustaining educational efficacy in a dynamic learning landscape.

Gender

Another crucial demographic characteristic is gender. Gender determines the sexes of the respondents, whether they are males or females. Table 3 shows the gender profile of the respondents.

Table 3. Gender Profile

Gender	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
Male	4	30.77	44	33.85	48	33.57
Female	9	69.23	86	66.15	95	66.43
Total	**13**	**100.00**	**130**	**100.00**	**143**	**100.00**

As reflected in Table 3, The gender distribution indicates that females predominate in school heads and teaching roles. Among school heads, 69.23% are female, whereas only 30.77% are male. In the teaching workforce, females constitute 66.15%, whereas males represent 33.85%. The proportion of female teachers (66.43%) markedly exceeds that of male teachers (33.57%). This pattern corresponds with international trends in education, where the teaching profession is predominantly female, especially at the primary and secondary levels (UNESCO, 2021). The marginally elevated proportion of males in leadership roles compared to their presence among teachers indicates that, despite a lower entry rate into the teaching profession, males may possess a higher propensity for ascension into leadership positions, highlighting persistent dialogues regarding gender and leadership in education (Fuller et al., 2022).

Although females constitute the majority of school heads, their representation is marginally lower than their proportion among teachers. This indicates that leadership development programs should enhance support for female teachers in progressing to administrative positions (Smith et al., 2021). Gender diversity in leadership is posited to improve decision-making and the efficacy of school management, according to research (Eagly & Heilman, 2020). Educational institutions should promote inclusive leadership methodologies that leverage diverse viewpoints.

Promoting Male Engagement in Teaching The reduced proportion of male teachers (33.85%) signifies a gender imbalance that could affect students' views on gender roles. Research underscores the significance of male role models in education, especially for male students (Mills et al., 2021). Educational institutions could investigate strategies to promote greater male participation in teaching. To cultivate a balanced educational environment, it is imperative to guarantee equal opportunities for male and female teachers regarding professional advancement, mentorship, and promotions (Burke & Major, 2021).

Implications for Educational Administration: Advocating for Gender-Inclusive Policies. Despite the predominance of female teachers in the workforce, it remains pertinent to investigate the potential impact of gender biases on leadership opportunities. Educational institutions should establish gender-inclusive leadership training initiatives to guarantee equitable career progression opportunities for all teachers (McKinsey & Company, 2021). Educational institutions must foster an inclusive environment that empowers individuals of all genders to pursue leadership and teaching positions, free from societal biases affecting career decisions (OECD, 2022). The gender distribution reveals that although education is predominantly female, it is essential to tackle gender inequalities in leadership and male involvement in teaching. Educational institutions and policymakers should collaborate to foster a more equitable workforce by promoting female leadership advancement and incentivizing greater male participation in teaching.

Civil Status

Another essential demographic characteristic is civil status. Civil status determines whether the respondents are single, married, or widowed/widowed. It is essential to determine the civil status of the respondents since it determines their support system and how they manage their time at home and work. Table 4 shows the civil status of the respondents.

Table 4. Civil Status

	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
Single	2	15.38	59	45.38	61	42.66
Married	11	84.62	71	54.62	82	57.34
Total	**13**	**100.00**	**130**	**100.00**	**143**	**100.00**

The data indicates that 84.62% of school heads are married, while only 15.38% are single. Conversely, a more significant proportion (45.38%) of teachers are unmarried, whereas 54.62% are wed. 57.34% of respondents are married, while 42.66% are single. This trend indicates that educational leadership positions are predominantly occupied by married individuals, likely attributable to factors such as age, experience, and career stability. The substantial proportion of single teachers (45.38%) suggests that numerous teachers are in the nascent phases of their careers and may prioritize professional advancement before establishing family life (Williams et al., 2021).

The significant proportion of married school heads indicates that many reconcile leadership duties with familial commitments. Research indicates that work-life balance is essential for maintaining leadership effectiveness (Hallinger & Wang, 2021). Institutions ought to implement policies that facilitate flexible working conditions to assist leaders in balancing professional and personal obligations. Married individuals may experience a more stable career trajectory, facilitating their assumption of leadership positions. This corresponds with research indicating that personal stability may enhance long-term career success in educational leadership (Bush, 2021).

Given that approximately 45.38% of teachers are single, educational institutions can capitalize on this by promoting their participation in advanced studies, professional development, and leadership training (García & Weiss, 2020). These opportunities can equip them for prospective administrative positions. Given that 54.62% of teachers are married, educational institutions should implement work-life balance policies that address familial obligations, including flexible scheduling, parental leave provisions, and wellness initiatives (OECD, 2022). Given that most school heads are married and typically older, it is essential to establish leadership pipelines for younger, unmarried teachers. Promoting mentorship programs can address the leadership deficit (Leithwood et al., 2021). Teachers encounter distinct challenges regardless of marital status. Although unmarried educators may possess greater flexibility, they may concurrently face challenges regarding job security and professional advancement. Conversely, married educators and administrators necessitate policies that facilitate the effective management of their personal and professional obligations (Day & Gu, 2020).

Highest Educational Attainment

Another essential variable to consider is the highest educational attainment. This determines the level of attainment among school leaders and teachers. Table 5 shows the respondents' highest educational attainment.

Table 5. Highest Educational Attainment

	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
With units in Doctorate	2	15.38	5	3.85	7	4.90
Masters Degree	4	30.77	34	26.15	38	26.57
With units in Masters	7	53.85	79	60.77	86	60.14
Bachelors Degree			12	9.23	12	8.39
Total	**13**	**100.00**	**130**	**100.00**	**143**	**100.00**

Most school heads (53.85%) and teachers (60.77%) possess credits towards a master's degree but have not yet attained the qualification. A minority of school heads (30.77%) and teachers (26.15%) have completed their master's degree, whereas merely 15.38% of school heads and 3.85% of teachers have pursued doctoral coursework. Significantly, 9.23% of teachers possess solely a bachelor's bachelor's degree, indicating they have not engaged in postgraduate education. This trend underscores the vigorous pursuit of graduate education among teachers, most of whom are enrolled or have completed postgraduate studies. The elevated proportion of school heads possessing completed master's or doctoral coursework indicates a strong correlation between advanced degrees and educational leadership positions, consistent with international studies on educational leadership qualifications (Bush, 2021).

The prevalence of school heads possessing at least a master's degree or coursework underscores the notion that advanced education is essential for leadership roles. Research indicates that school heads possessing postgraduate education exhibit enhanced decision-making, instructional leadership, and policy implementation capabilities (Hallinger & Wang, 2021).

Considering that only 15.38% of school heads have pursued doctoral coursework, policies that promote ongoing professional development at the doctoral tier may be necessary. This can enhance research-informed leadership practices in educational institutions (Leithwood et al., 2021).

Given that 60.77% of teachers are still pursuing their master's degrees and 9.23% possess only a bachelor's degree, educational institutions may need to enhance policies that incentivize or mandate graduate studies for professional advancement (García & Weiss, 2020). Educational institutions should offer support systems, including scholarships and research funding, to assist teachers in attaining their graduate degrees. Promoting additional research can enhance pedagogical approaches and overall educational standards (OECD, 2022). Given the prevalence of advanced degrees among school heads, institutions may establish policies mandating a minimum of a completed master's degree for leadership roles. Studies indicate that school heads possessing postgraduate degrees are more adept at executing reforms and instructional innovations (Day & Gu, 2020).

The significant proportion of teachers possessing master's degree credits reflects a robust dedication to professional development. Educational institutions ought to cultivate an environment that promotes lifelong learning through mentorship initiatives, research partnerships, and incentives for attaining graduate degrees (McKinsey & Company, 2021).

Number of years in the service

The number of years in service has something to do with the length of service these school leaders and teachers render in performing their duties and responsibilities. Table 6 shows the number of years in service of these respondents.

The data indicates that school heads typically possess more years of service than teachers. Among school heads, 38.46% have tenure exceeding 15 years, while 61.54% have tenure ranging from 11 to 15 years. Significantly, there

Table 6. **Number of years in service**

	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
More than 15 Years	5	38.46	32	24.62	37	25.87
11-15 years	8	61.54	36	27.69	44	30.77
6-10 years		0.00	36	27.69	36	25.17
Less than 5 Years			26	20.00	26	18.18
Total	**13**	**100.00**	**130**	**100.00**	**143**	**100.00**
SD	**1.95**		**10.64**		**6.30**	
Average	**13.85**		**21.05**		**17.45**	

are no school heads with fewer than 10 years of experience, suggesting that leadership roles are predominantly held by individuals with considerable expertise. There exists a more varied distribution of years of service among teachers. 24.62% have served for over 15 years, 27.69% have been in service for 6-10 years, and 20% possess less than 5 years of experience. This indicates a combination of both seasoned and novice teachers within the workforce.

The average tenure substantiates this trend, with school heads averaging 13.85 years, teachers averaging 21.05 years, and the overall workforce averaging 17.45 years. This indicates that teachers acquire substantial experience prior to assuming leadership positions. A minimum of 11 years of service among all school heads indicates that leadership roles necessitate considerable experience. This corresponds with leadership development theories that underscore the significance of experienced teachers assuming administrative positions (Bush, 2021).

Given that most school heads possess more than ten years of experience, it is essential to implement leadership training, mentoring initiatives, and policy revisions to keep them informed of contemporary educational management trends (Hallinger & Wang, 2021). Given that 27.69% of teachers possess 6-10 years of experience, educational institutions should provide leadership training programs to equip them for prospective administrative positions. Studies show that early exposure to leadership skills fosters long-term career progression (Leithwood et al., 2021).

The 20% of teachers with fewer than 5 years of experience are necessary for teacher retention strategies. Studies indicate that novice teachers are more prone to exiting the profession due to exhaustion and insufficient support (García & Weiss, 2020). Educational institutions ought to establish mentorship programs and incentives to retain these educators. Given that school heads often serve for extended periods, institutions must implement structured succession planning to facilitate a seamless leadership transition upon the retirement of experienced administrators. This can be accomplished via mentorship programs in which seasoned leaders instruct prospective successors (OECD, 2022). Schools that blend novice and seasoned teachers can cultivate vibrant learning atmospheres. Educational institutions must guarantee that novice teachers obtain sufficient mentorship while seasoned teachers are afforded opportunities for professional advancement through training and research programs (Day & Gu, 2020).

Related seminars/trainings/workshops attended

Another demographic characteristic that needs to be assessed is the number of related seminars/trainings/workshops attended. Seminars and workshops are helpful for teachers. They measure the training effectively. The school must consider what to measure when to measure the efforts, and how to approach them. Table 7 shows the number of appropriate seminars /training/workshops.

Table 7. **Number of appropriate seminars/trainings/workshops attended**

	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
16 and above	11	84.62	34	26.15	45	31.47
11-15 times	2	15.38	32	24.62	34	23.78
6-10 times		0.00	36	27.69	36	25.17
5 and less			28	21.54	28	19.58
Total	**13**	**100.00**	**130**	**100.00**	**143**	**100.00**
SD	**2.72**		**11.83**		**7.28**	
Average	**17.92**		**19.54**		**18.73**	

The data indicates that school heads typically possess more years of service than teachers. Among school heads, 38.46% have tenure exceeding 15 years, while 61.54% have tenure ranging from 11

to 15 years. Significantly, there are no school heads with fewer than 10 years of experience, suggesting that leadership roles are predominantly held by individuals with considerable expertise.

There exists a more varied distribution of years of service among teachers. 24.62% have served for over 15 years, 27.69% have been in service for 6-10 years, and 20% possess less than 5 years of experience. This indicates a combination of both seasoned and novice teachers within the workforce. The average tenure substantiates this trend, with school heads averaging 13.85 years, teachers averaging 21.05 years, and the overall workforce averaging 17.45 years. This indicates that teachers acquire substantial experience prior to assuming leadership positions.

A minimum of 11 years of service among all school heads indicates that leadership roles necessitate considerable experience. This corresponds with leadership development theories that underscore the significance of experienced teachers assuming administrative positions (Bush, 2021). The majority of school heads possess more than ten years of experience; it is essential to implement leadership training, mentoring initiatives, and policy revisions to keep them informed of contemporary educational management trends (Hallinger & Wang, 2021).

Given that 27.69% of teachers possess 6-10 years of experience, educational institutions should provide leadership training programs to equip them for prospective administrative positions. Studies show that early exposure to leadership skills fosters long-term career progression (Leithwood et al., 2021). The 20% of teachers with fewer than 5 years of experience are necessary for teacher retention strategies. Studies indicate that novice teachers are more prone to exiting the profession due to exhaustion and insufficient support (García & Weiss, 2020). Educational institutions ought to establish mentorship programs and incentives to retain these teachers.

Given that school heads often serve for extended periods, institutions must implement structured succession planning to facilitate a seamless leadership transition upon the retirement of experienced administrators. This can be accomplished via mentorship programs in which seasoned leaders instruct prospective successors (OECD, 2022). Schools that blend novice and seasoned teachers can cultivate vibrant learning atmospheres. Educational institutions must guarantee that novice teachers obtain sufficient mentorship while seasoned educators are afforded opportunities for professional advancement through training and research programs (Day & Gu, 2020).

MIS Performance Rating

Performance rating measures and assesses school leaders' and teachers' strengths and weaknesses. The purpose of performance rating is to systematically evaluate the employee's contribution to the organization. Table 8 shows the performance ratings of these school leaders and teachers.

Table 8. **MIS Performance Rating**

	School Heads Frequency	%	Teachers Frequency	%	Total	Percentage
Outstanding (4.5 – 5)	4	30.77	45	34.62	49	34.27
Very Satisfactory (3.5 – 4.49)	9	69.23	85	65.38	94	65.73
Total	13	100.00	130	100.00	143	100.00
SD	0.35		0.12		0.23	
Average	4.51		4.39		4.45	

The data indicates that school leaders and educators typically attain elevated performance ratings, which signify a substantial degree of efficacy in their respective positions. 30.77% attained an "Outstanding" rating (4.5 – 5.0). 69.23% attained a "Very Satisfactory" rating (3.5 – 4.49). The mean rating for school leaders is 4.51, signifying robust performance overall.

For teachers, 34.62% attained an "Outstanding" rating, and 65.38% attained a "Very Satisfactory" rating. The average rating for teachers is 4.39, marginally below the average for school heads, yet remains within a high-performance spectrum. The aggregate average rating of 4.45 indicates a predominantly high standard of proficiency within the educational system. The standard deviation (SD) is comparatively low, indicating that performance ratings are uniform throughout the workforce and have negligible fluctuations.

Given that all school leaders attained a minimum rating of "Very Satisfactory," it is essential to persist in leadership training and mentoring to uphold this level of performance. Research indicates that effective leadership is essential for maintaining high-performing schools (Hallinger & Wang, 2021). Closing the Divide Between "Very Satisfactory" and "Outstanding": Since 69.23% of school leaders have attained a "Very Satisfactory" rating, initiatives should be implemented to enhance performance to "Outstanding." Although numerous educators obtained a Very Satisfactory rating, merely 34.62% attained an "Outstanding" designation. Educational institutions ought to adopt individualized professional development strategies to assist educators in improving their efficacy (García & Weiss, 2020).

Research indicates that acknowledging high-performing educators through incentives (such as promotions, awards, and bonuses) can motivate teachers to pursue excellence (OECD, 2022). Establishing peer mentoring programs where exemplary teachers disseminate best practices among colleagues can enhance overall teaching quality. The consistently elevated ratings suggest a robust educational system; however, management must ensure that these ratings accurately represent genuine performance enhancements rather than mere rating inflation. Utilizing objective evaluation metrics and feedback mechanisms can improve the precision of performance assessments (Day & Gu, 2020).

Educational institutions ought to cultivate an environment of self-examination and ongoing enhancement by urging administrators and educators to assess their competencies and areas for growth. Implementing self-assessment instruments and peer evaluations can facilitate performance improvement (Leithwood et al., 2021).

LEVEL OF TEACHERS' MOTIVATION IN THE DELIVERY OF INSTRUCTIONAL TASKS

The second part examines the level of teachers' motivation in delivering instructional tasks across the following aspects: class preparation, teaching, student evaluation, administrative tasks, and complementary tasks.

Class Preparation

Class preparation for teaching and learning is best understood as an enduring process continuously evolving new information about the learners, their needs, pursuits, and abilities. Table 9 shows, all preparation for teaching and learning that should be understood as ongoing and evolving.

Table 9. **Class Preparation**

Indicators	SD	Weighted Mean	Verbal Description
1. It is pleasant to carry out this task.	0.65	3.96	Correspond Strongly
2. I don't know, I don't always see the relevance of carrying out this task.	0.67	2.57	Correspond a Little
3. I like doing this task.	0.68	4.00	Correspond Strongly
4. My work demands it.	0.79	4.07	Correspond Strongly
5. I find this task important for the academic success of my students.	0.80	4.36	Correspond Strongly

6. The school obliges me to do it.	0.80	3.46	Correspond Strongly
7. I used to know why I was doing this task, but I don't see the reason anymore.	0.66	3.11	Correspond Moderately
8. It is important for me to carry out this task.	0.64	3.93	Correspond Strongly
9. I find this task interesting to do.	0.63	3.89	Correspond Strongly
10. I don't know, sometimes I don't see its purpose.	0.24	2.29	Correspond Moderately
11. I would feel guilty not doing it.	0.54	3.43	Correspond Strongly
12. I don't carry out this task, I will feel bad.	0.56	3.43	Correspond Strongly
13. This task allows me to attain work objectives that I consider important.	0.58	4.07	Correspond Strongly
14. I'm paid to do it.	0.62	3.25	Correspond Moderately
15. To not feel bad if I don't do it.	0.48	2.75	Correspond Moderately
TOTAL	**0. 62**	**3.50**	**Correspond Strongly**
Legend: 4.21-5.0 Correspond Completely 2.61-3.40 Correspond Moderately 3.41-4.20 Correspond Strongly 1.81-2.60 Correspond a Little 1.00-1.80 Does not correspond at all			

The results regarding class preparation demonstrate that teachers typically exhibit a robust dedication to lesson preparation, as evidenced by an overall weighted mean of 3.50, categorizing it as "Correspond Strongly." The item with the highest rating, "I find this task important for the academic success of my students" (4.36), indicates their students' learning achievements. Likewise, elevated scores for I enjoy performing this task" (4.00)" and "I perceive this task as engaging" (3.89)" underscore a sense of intrinsic motivation. Nonetheless, external motivators, such as "my work demands it" (4.07)" and the school obliges me to do it" (3.46)" significantly influence class preparation.

Notwithstanding this robust motivation, specific responses suggest a diminution of purpose or disengagement. Statements like "I do not "perceive the relevance of executing this task" (2.57)" and "I do not" mention times I fail to recognize its purpose" (2.29)" indicate that confident educators encounter difficulties in discerning the significance of lesson preparation. Furthermore, the statement "I used "to know why I was doing this task, but I do not reason anymore" (3.11)" implies that burnout or a decline in professional satisfaction may be impacting confident educators. Although guilt-based motivators, such as I would feel guilty not doing it" (3.43)" facilitate accountability, they may lack long-term sustainability.

These findings underscore teachers' need to maintain intrinsic motivation via collaborative lesson planning, innovative teaching strategies, and opportunities for professional development. Educational institutions should promote the exploration of innovative instructional methodologies among teachers and facilitate the exchange of exemplary practices to sustain engagement in lesson planning. Moreover, mentorship programs and mental health initiatives may alleviate burnout and disengagement, ensuring that educators maintain their enthusiasm for their profession.

School Heads must balance institutional expectations with teacher autonomy. Although accountability is essential, excessively stringent requirements may diminish motivation and creativity. Educational institutions should consider offering enhanced flexibility in curriculum design, integrating technology-based resources, and acknowledging contributions through incentives and opportunities for professional development. Moreover, consistent training sessions

on efficient lesson preparation can alleviate the concerns of teachers who find identifying relevance in the task challenging.

Although teachers recognize the significance of class preparation, it is imperative to confront disengagement, burnout, and external pressures. By cultivating intrinsic motivation, professional collaboration, and institutional support, schools can guarantee that lesson planning is a significant and effective endeavor, ultimately benefiting educators and students.

Teaching

Teaching can be defined as commitment with learners to enable their understanding and purpose of knowledge, concepts, and methods. It includes design, content selection, delivery, assessment, and reflection. Table 10 shows the results of each indicator in teaching.

The results indicate that teachers demonstrate a robust commitment to fulfilling their responsibilities, as evidenced by an overall weighted mean of 3.41

Table 10. **Teaching**

Indicators	SD	Weighted Mean	Verbal Description
1. The school obliges me to do it.	0.76	3.18	Correspond Moderately
2. I don't carry out this task, I will feel bad.	0.66	3.50	Correspond Strongly
3. It is important for me to carry out this task.	0.68	4.25	Correspond Completely
4. I find this task interesting to do.	0.87	4.04	Correspond Strongly
5. I don't know, sometimes I don't see its purpose.	0.56	2.43	Correspond a Little
6. It is pleasant to carry out this task.	0.67	3.86	Correspond Strongly
7. To not feel bad if I don't do it.	0.65	2.54	Correspond a Little
8. My work demands it.	0.74	3.61	Correspond Strongly
9. I would feel guilty not doing it.	0.58	3.61	Correspond Strongly
10. I find this task important for the academic success of my students.	0.69	4.11	Correspond Moderately
11. I like doing this task.	0.71	4.25	Correspond Completely
12. I used to know why I was doing this task, but I don't see the reason anymore.	0.76	2.29	Correspond a Little
13. I don't know, I don't always see the relevance of carrying out this task.	0.64	2.36	Correspond a Little
14. I'm paid to do it.	0.56	3.18	Correspond Moderately
15. Because this task allows me to attain work objectives that I consider important.	0.68	3.96	Correspond Strongly
TOTAL	**0.68**	**3.41**	**Correspond Strongly**

(Correspond Strongly). The top-rated statements, "I enjoy performing this task" (4.25) and "I need to execute this task" (4.25), suggest that intrinsic motivation is

pivotal in teachers' commitment to their work. This corresponds with the Self-Determination Theory (Deci & Ryan, 2020), which underscores the significance of intrinsic motivation in maintaining enduring commitment and job satisfaction. Moreover, teachers acknowledge the influence of their duties on student achievement, as evidenced by the statement, "I find this task important for the

academic success of my students" (4.11), thereby reinforcing the notion that a sense of purpose augments professional satisfaction (Skaalvik & Skaalvik, 2021).

Nonetheless, external motivation and obligation also affect teachers' engagement. Statements like "My work demands it" (3.61) and "The school obliges me to do it" (3.18) suggest that institutional expectations influence task completion. This aligns with research indicating that although external pressures can compel compliance, they do not necessarily promote sustained engagement (Klusmann et al., 2020). A segment of teachers seems to encounter uncertainty or disconnection, as indicated by statements such as, "I used to understand the purpose of this task, but I no longer perceive its significance" (2.29) and "I do not consistently recognize the relevance of performing this task" (2.36). The findings indicate that burnout and diminishing motivation may require attention (Taris et al., 2021).

The existence of guilt-driven motivation is also significant. Expressions like "I would feel guilty not doing it" (3.61) and "If I do not carry out this task, I will feel bad" (3.50) suggest that although a sense of obligation motivates task execution, dependence on guilt may be unsustainable. Studies indicate excessive guilt may exacerbate teacher stress and emotional fatigue (Bakker & de Vries, 2021).

Considering these findings, school heads should prioritize enhancing intrinsic motivation by cultivating an environment where teachers perceive their work as meaningful. Autonomy-supportive leadership, professional development opportunities, and collaborative teaching environments can augment motivation and diminish disengagement (Ryan & Deci, 2022). Furthermore, mitigating burnout via mental health support initiatives and workload management tactics can promote enduring teacher dedication (Skaalvik & Skaalvik, 2021). By fostering a work culture that emphasizes intrinsic motivation and well-being, schools can guarantee that teachers remain engaged and effective in their positions.

Evaluation of Students

Student appraisal is an assessment by learners of the service provided by the teachers, be it solely of the classroom practice or of all aspects of the learning experience. Table 11 revealed the results of the respondent groups for this domain. This also enables teachers to measure the success of their teaching by joining learner performance to specific learning objectives. As a result, teachers can commit effective teaching choices and change ineffective ones in their pedagogy.

Teachers' primary duty is to assess students, and the results indicate a combination of intrinsic and extrinsic motivations affects teachers' involvement in this endeavor. The overall weighted mean of 3.31 (Correspond Moderately) signifies that although teachers generally acknowledge the significance of student assessment, their motivation fluctuates based on personal interest, institutional requirements, and emotional influences.

Intrinsic motivation is crucial, as evidenced by the statements "I find this task important for the academic success of my students" (4.29, Correspond

Table 11. Evaluation of Students

Indicators	SD	Weighted Mean	Verbal Description
1. I'm paid to do it.	0.65	2.93	Correspond Moderately
2. I find this task interesting to do.	0.66	4.00	Correspond Strongly
3. I don't know, sometimes I don't see its purpose.	0.65	2.14	Correspond a Little
4. It is pleasant to carry out this task.	0.72	3.82	Correspond Strongly
5. I would feel guilty not doing it.	0.59	3.50	Correspond Strongly

6. The school obliges me to do it.	0.62	3.25	Correspond Moderately
7. I like doing this task.	0.63	3.75	Correspond Strongly
8. To not feel bad if I don't do it.	0.65	2.64	Correspond Moderately
9. I used to know why I was doing this task, but I don't see the reason anymore.	0.68	2.11	Correspond a Little
10. I find this task important for the academic success of my students.	0.76	4.29	Correspond Completely
11. If I don't carry out this task, I will feel bad.	0.62	3.18	Correspond Moderately
12. This task allows me to attain work objectives that I consider important.	0.68	4.21	Correspond Completely
13. I don't know, I don't always see the relevance of carrying out this task.	0.73	2.11	Correspond a Little
14. My work demands it.	0.67	3.61	Correspond Strongly
15. It is important for me to carry out this task.	0.67	4.07	Correspond Strongly
TOTAL	**0.67**	**3.31**	**Correspond Moderately**

Completely) and "This task allows me to attain work objectives that I consider important" (4.21, Correspond Completely). This reinforces that teachers regard student assessment as crucial for educational results and professional satisfaction (Deci & Ryan, 2020). Furthermore, assertions like "I find this task interesting to do" (4.00) and "It is pleasant to carry out this task" (3.82) indicate that numerous educators experience personal gratification from assessing students, which corresponds with research highlighting the significance of intrinsic motivation in maintaining teacher engagement (Skaalvik & Skaalvik, 2021).

Nonetheless, external motivation is also apparent. Statements such as "The school mandates my compliance" (3.25) and "My work necessitates it" (3.61) suggest that institutional expectations affect task execution. Although external motivation can guarantee adherence, studies indicate it may not cultivate enduring job satisfaction without intrinsic motivation (Klusmann et al., 2020). Additionally, motivation influenced by guilt is evident, as demonstrated by "I would feel guilty not doing it" (3.50) and "If I do not carry out this task, I will feel bad" (3.18). Although these emotions may motivate teachers to meet their obligations, an overdependence on guilt can lead to stress and burnout (Bakker & de Vries, 2021).

A segment of teachers exhibits disengagement, as evidenced by statements such as "I do not always perceive the relevance of executing this task" (2.11) and "I once understood the purpose of this task, but I no longer see the rationale" (2.11). This indicates that confident teachers may encounter difficulties sustaining motivation for student assessment, potentially attributable to heightened workload, insufficient professional support, or administrative obligations (Taris et al., 2021).

These findings underscore the necessity for professional development programs that emphasize the importance of student evaluation, assisting educators in recognizing its value beyond mere institutional compliance. Educational institutions ought to cultivate autonomy-supportive atmospheres in which teachers feel empowered in their assessment methodologies rather than merely compelled (Ryan & Deci, 2022). Workload management strategies and mental health support initiatives can mitigate burnout and maintain enduring motivation in student assessment (Skaalvik & Skaalvik, 2021). By addressing these factors, schools can improve the efficacy and dedication of teachers in conducting student assessments.

Administrative Tasks

Administrative tasks are duties and obligations performed by a clerical professional who provides office care for an organization or business. These tasks include answering and transmitting phone calls, managing emails, managing, and transferring data, scheduling appointments, and many other responsibilities that help maintain a productive office workstation. Table 12 showed the results of the administrative tasks performed by the respondent groups.

The results concerning teachers' motivation towards administrative tasks indicate a moderate level of engagement, evidenced by an overall weighted mean of 3.22 (Correspond Moderately). This indicates that although teachers acknowledge the importance of administrative responsibilities, their motivation is ambivalent, shaped by intrinsic and extrinsic influences. Multiple indicators suggest that intrinsic motivation influences teachers' readiness to fulfill administrative duties. Statements such as "I consider this task crucial for the academic success of my students" (3.96, Correspond Strongly) and "I need to execute this task"

Table 12. **Administrative Tasks**

Indicators	SD	Weighted Mean	Verbal Description
1. My work demands it.	0.65	3.71	Correspond Strongly
2. I don't know, sometimes I don't see its purpose.	0.66	2.25	Correspond a Little
3. If I don't carry out this task, I will feel bad.	0.67	2.93	Correspond Moderately
4. I like doing this task.	0.67	3.54	Correspond Strongly
5. I find this task important for the academic success of my students.	0.73	3.96	Correspond Strongly
6. I used to know why I was doing this task, but I don't see the reason anymore.	0.56	2.39	Correspond a Little
7. It is important for me to carry out this task.	0.67	3.89	Correspond Strongly
8. I would feel guilty not doing it.	0.68	3.21	Correspond Moderately
9. The school obliges me to do it.	0.70	3.46	Correspond Strongly
10. I'm paid to do it.	0.79	3.29	Correspond Moderately
11. I find this task interesting to do.	0.70	3.46	Correspond Strongly
12. To not feel bad if I don't do it.	0.65	2.54	Correspond Moderately
13. This task allows me to attain work objectives that I consider important.	0.66	3.64	Correspond Strongly
14. I don't know, I don't always see the relevance of carrying out this task.	0.71	2.36	Correspond Moderately
15. It is pleasant to carry out this task.	0.73	3.64	Correspond Strongly
TOTAL	**0.68**	**3.22**	**Correspond Moderately**

(3.89, Correspond Strongly) indicate that teaches perceive administrative duties as congruent with their professional objectives and student achievement.

Studies indicate that when teachers regard tasks as significant and worthwhile, they are more inclined to engage with them voluntarily (Deci & Ryan, 2020). Furthermore, responses like "I enjoy performing this task" (3.54, Correspond Strongly) and "It is enjoyable to execute this task" (3.64, Correspond Strongly) suggest that confident teachers derive personal fulfillment from

administrative duties, potentially augmenting their overall job satisfaction (Skaalvik & Skaalvik, 2021).

The responses indicate a significant external motivation factor, especially in "My work demands it" (3.71, Correspond Strongly) and "The school obliges me to do it" (3.46, Correspond Strongly). These findings correspond with research suggesting that teachers frequently adhere to administrative obligations due to institutional directives rather than intrinsic motivation (Klusmann et al., 2020). Moreover, "I am paid to do it" (3.29, Correspond Moderately) underscores a financial incentive; however, the moderate rating indicates that monetary compensation alone does not substantially enhance motivation for these tasks (Ryan & Deci, 2022).

Specific responses suggest that emotional factors, especially guilt, affect teachers' involvement in administrative tasks. For example, "I would feel guilty not doing it" (3.21, Correspond Moderately) and "If I do not carry out this task, I will feel bad" (2.93, Correspond Moderately) indicate that confident teachers fulfill these responsibilities to evade negative emotions rather than from authentic interest. This form of motivation can guarantee adherence but may result in stress and burnout if not supplemented by intrinsic motivation (Bakker & de Vries, 2021).

Conversely, teachers encounter difficulties in discerning the significance of administrative duties, as evidenced by statements such as, "I do not know, sometimes I do not see its purpose" (2.25, Correspond a Little) and "I used to understand the rationale behind this task, but I no longer perceive its reason" (2.39, Correspond a Little). This indicates that some teachers view administrative tasks as unrelated to their primary teaching duties, which may result in frustration and diminished motivation (Taris et al., 2021).

These findings highlight the necessity for strategic interventions to improve teachers' involvement in administrative duties. Educational institutions should strive to be more explicitly about the role administrative responsibilities play in fostering student achievement may enhance intrinsic motivation (Ryan & Deci, 2022). Minimize superfluous documentation and incorporating effective digital systems can alleviate workload stress and enhance engagement (Klusmann et al., 2020) and training sessions centered on time management and administrative efficiency can enable teachers to manage these responsibilities more effectively (Skaalvik & Skaalvik, 2021).

Educational institutions must acknowledge the emotional burden of administrative responsibilities and implement wellness initiatives to mitigate burnout (Bakker & de Vries, 2021).

Complementary Tasks

Complementary tasks can be positive or negative in meaning. If something is complementary, then it one way or another completes or enhances the traits of something else. Table 13 showed the results of the complementary tasks of a teacher.

Table 13. Complementary Tasks

Indicators	SD	Weighted Mean	Verbal Description
1. It is important for me to carry out this task.	0.56	3.57	Correspond Strongly
2. I find this task important for the academic success of my students.	0.62	3.61	Correspond Strongly
3. I don't know, sometimes I don't see its purpose.	0.64	2.25	Correspond a Little
4. If I don't carry out this task, I will feel bad.	0.66	2.82	Correspond Moderately
5. I used to know why I was doing this task, but I don't see the reason anymore.	0.71	2.29	Correspond a Little
6. The school obliges me to do it.	0.81	3.39	Correspond

			Moderately
7. I like doing this task.	0.68	3.18	Correspond Moderately
8.I'm paid to do it.	0.68	3.18	Correspond Moderately
9. To not feel bad if I don't do it.	0.57	2.64	Correspond Moderately
10.This task allows me to attain work objectives that I consider important.	0.58	3.82	Correspond Strongly
11. I would feel guilty not doing it.	0.60	3.00	Correspond Moderately
12. I don't know, I don't always see the relevance of carrying out this task.	0.61	2.32	Correspond Moderately
13. My work demands it.	0.62	3.57	Correspond Strongly
14. I find this task interesting to do.	0.63	3.46	Correspond Strongly
15. It is pleasant to carry out this task.	0.62	3.54	Correspond Strongly
TOTAL	**0.64**	**3.11**	**Correspond Moderately**

The results concerning teachers' motivation in executing supplementary tasks reveal a moderate degree of engagement, with an overall weighted mean of 3.11 (Correspond Moderately). This indicates that although teachers acknowledge the importance of these tasks, their motivation is shaped by a blend of intrinsic interest, external responsibilities, and emotional influences. Teachers exhibited significant intrinsic motivation for supplementary tasks when they considered them purposeful. The statements "I need to carry out this task" (3.57, Correspond Strongly) and "I find this task important for the academic success of my students" (3.61, Correspond Strongly) indicate that numerous teachers perceive these tasks as vital for facilitating student learning and attaining educational objectives. These findings correspond with the Self-Determination Theory (Ryan & Deci, 2022), which emphasizes that individuals exhibit greater motivation when they perceive tasks as personally valuable. The assertion, "This task enables me to achieve work objectives I deem significant" (3.82, Correspond Strongly), further substantiates the notion that teachers are more inclined to engage with complementary tasks when they recognize their practical advantages (Klusmann et al., 2020).

Although intrinsic motivation exists, external obligations also affect teachers' engagement. The moderate rating of "The school obliges me to do it" (3.39, Correspond Moderately) and the higher rating of "My work demands it" (3.57, Correspond Strongly) suggest that adherence to school regulations and professional obligations influences engagement in supplementary activities. The moderate agreement with "I am paid to do it" (3.18, Correspond Moderately) indicates that although financial compensation is a factor, it is not the principal motivator. Research indicates that extrinsic motivators, including institutional policies and financial incentives, are effective but may not maintain long-term engagement (Skaalvik & Skaalvik, 2021).

The results indicate that emotional factors influence teachers' motivation to participate in supplementary tasks. The statements "I would feel guilty not doing it" (3.00, Correspond Moderately) and "If I do not carry out this task, I will feel bad" (2.82, Correspond Moderately) indicate that confident educators fulfill these duties out of obligation rather than authentic enthusiasm. Although guilt may be a temporary motivator, it can also lead to stress and burnout without positive reinforcement (Bakker & de Vries, 2021).

Specific responses demonstrate a deficiency in clarity or pertinence concerning supplementary tasks. Statements like "I do not know, sometimes I do not see its purpose" (2.25, Correspond a

Little) and "I used to know why I was doing this task, but I do not do not see the reason anymore" (2.29, Correspond a Little) indicate that some teachers find it challenging to associate these tasks with their fundamental duties. The statement "I do not know, I do not always perceive the relevance of executing this task" (2.32, Correspond Moderately) underscores this concern. This disconnection may result in diminished motivation and decreased overall engagement, significantly if the perceived administrative burden surpasses the perceived advantages (Taris et al., 2021).

Summary of Results

Table 14 shows the summary of the results of the level of instructional motivation of the teachers.

The results summary emphasizes the disparate levels of motivation and engagement among teachers concerning their various responsibilities. The overall weighted mean of 3.31 (Correspond Moderately) indicates that although teachers

Table 14. **Summary of Results**

Indicators	SD	Weighted Mean	Verbal Description
Class Preparations	0.62	3.50	Correspond Strongly
Teaching	0.68	3.41	Correspond Strongly
Evaluation of Students	0.67	3.31	Correspond Moderately
Administrative Tasks	0.68	3.22	Correspond Moderately
Complementary Tasks	0.64	3.11	Correspond Moderately
Total	**0.66**	**3.31**	**Correspond Moderately**

exhibit dedication to their responsibilities, there are aspects where motivation could be improved to elevate performance and job satisfaction.

Class Preparation (3.50, Correspond Strongly) and Teaching (3.41, Correspond Strongly) attained the highest evaluations among the various domains assessed. The findings indicate that teachers exhibit the highest motivation and engagement in activities directly associated with instructional delivery. This corresponds with prior studies suggesting that teachers are chiefly motivated by their enthusiasm for Teaching and their influence on student learning (Ryan & Deci, 2022). The robust motivation in these domains suggests that teachers perceive their fundamental teaching duties as significant and rewarding, enhancing their overall professional contentment (Klusmann et al., 2020).

Conversely, the Evaluation of Students (3.31, Moderately Corresponding), Administrative Tasks (3.22, Moderately Corresponding), and Complementary Tasks (3.11, Moderately Corresponding) garnered lower ratings. The results suggest that although teachers acknowledge the significance of these tasks, their motivation is comparatively weaker than that for teaching and class preparation. The moderate rating for student evaluations indicates that while teachers recognize their importance, elements such as workload, time limitations, and ambiguous assessment policies may diminish their enthusiasm (Skaalvik & Skaalvik, 2021).

Administrative and ancillary tasks, encompassing documentation, reporting, and extracurricular duties, garnered the lowest evaluations. The moderate motivation scores (3.22 and 3.11) indicate that teachers may view these tasks as onerous or less directly influential on student learning. Research suggests that excessive administrative duties may lead to teacher stress and burnout, potentially diminishing overall job satisfaction (Bakker & de Vries, 2021).

PERFORMANCE OF THE TEACHERS BASED ON RPMS PPST DOMAINS

The third part of the research deals with the extent of teachers' and school heads' perception of the performance of teachers based on RPMS PPST domains as to content knowledge and pedagogy, learning environment, curriculum, planning, and professional engagement.

Content Knowledge and Pedagogy

Content knowledge and pedagogy are teachers' knowledge of content and are taken into regard as one of the domains on PPST. Pedagogical skills are unique to each teacher since they differ in techniques and strategies for handling learners. Table 15 shows the extent of content knowledge and pedagogy.

Table 15. **Content Knowledge & Pedagogy**

Indicators	SD	Weighted Mean	Verbal Description
1. Applied knowledge of content within and across curriculum teaching areas	0.69	4.00	Very Efficient
2. Used research based knowledge and principles of teaching and learning to enhance professional practice	0.70	3.89	Very Efficient
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	0.68	4.11	Very Efficient
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	0.69	4.07	Very Efficient
Overall Weighted Mean	**0.69**	**4.02**	**Very Efficient**
Legend: 4.21-5.00 Strongly Efficient 2.61-3.40 Efficient 3.41-4.20 Very Efficient 1.81-2.60 Moderately Efficient 1.00-1.80 Slightly Efficient			

The indicator with the highest weighted mean from this domain was "Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning with an average of **4.11**, interpreted as **Very Efficient.** This means that the skill was manifested frequently. Learners learn better and quicker in a language they can recognize, and this can prevent setbacks in learning. They can enjoy school more; they feel more at home. Learners tend to show increased self-confidence, and parents' contribution is increased. This is the main reason teachers display more proficiency always because they believe learners learn well if they are at ease.

The indicator with the lowest weighted mean from the respondent groups was "Used research-based knowledge and principles of teaching and learning to enhance professional practice." This got an average of **3.89**, interpreted as **Very Efficient.** This was manifested frequently, and teachers need more training for this. The study can help teachers solve challenges in their classrooms or schools. Teaching-learning techniques that involve research can be helpful tools to increase interest and encourage the search for knowledge. This research is an important component of education and can play a key role in students' learning, teachers' higher education experience, and general skills development. Even if this was applied regularly, it is much better to have a re-orientation regarding research-based knowledge.

The overall weighted mean for this domain "Content Knowledge and Pedagogy" was **4.02,** interpreted as **Very Efficient.** This implies that the domain was competently done by the teachers frequently. To ensure quality education, teachers must master the content knowledge composed of facts, concepts, principles, ideas, and terminology of what they teach, as well as the appropriate training for teaching it. To Teach all students according to today's standards, teachers indeed need to understand subject matter deeply and honestly so they can help their learners map their own ideas, relate one idea with another, and re-direct their thinking to create powerful learning.. To build this pedagogical knowledge and strategy, teachers must mirror on what learners find difficult. They will attempt to see things from their perspective to anticipate their difficulties and alternative conceptions and ensure teaching strategies will help learners address difficulties.

The results reveal that teachers exhibit significant proficiency in utilizing content knowledge and pedagogical methods in their instructional practices, with an overall weighted mean of 4.02 (Very Efficient). This shows that teachers possess strong subject knowledge and the ability to properly combine ideas across several curriculum areas. Their knowledge of research-driven pedagogical approaches improves classroom learning results by means of betterment of instruction. The deft use of language (4.11, Very Efficient) emphasizes teachers' ability to encourage in Mother Tongue, Filipino, and English effective communication and understanding. Especially in multilingual classrooms where students show varying degrees of language competency, this ability is absolutely essential for raising learner involvement and comprehension (Garcia & Wei, 2021). The ability to apply both verbal and nonverbal communication techniques (4.07, Very Efficient) guarantees a dynamic and inclusive learning environment, so ensuring that students stay involved and participatory in class activities.

Notwithstanding these strengths, there remains potential for ongoing enhancement, especially in the augmentation of research-based instructional strategies (3.89, Very Efficient). Educational institutions can improve professional development programs by granting teachers access to contemporary pedagogical research and innovative teaching methodologies (Darling-Hammond et al., 2020).

Learning Environment

The second domain of PPST is the one of learning surroundings. This gives the students safe, useful surroundings as well as friendly ones. It fosters friendship among students and teachers. Table 16 illustrates the scope of a learning environment within the teaching-learning process.

Table 16. **Learning Environment**

Indicators	SD	Weighted Mean	Verbal Description
1. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	0.79	4.21	Strongly Efficient
2. Maintained learning environments that promote fairness, respect and care to encourage learning	0.81	4.29	Strongly Efficient
3. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	0.68	4.18	Very Efficient
4. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	0.72	4.11	Very Efficient
Overall Weighted Mean	**0.75**	**4.20**	**Very Efficient**

This table showed the indicator with the highest weighted mean from the respondents. "Maintained learning environments that promote fairness, respecand care to encourage learning" with an average of **4.29,** interpreted as **Strongly Efficient.** This implies that the skill was portrayed and applied all the time. As observed that teachers really valued fairness, respect, and care. Fair and reasonable education is the key to unlocking lifelong chances for learners living in hardship.

It provides them with the opportunity to learn, graduate, and pursue a good life with jobs to sustain themselves and grow. Research has shown that an engaged learning environment improves learners'

awareness and focus, promotes meaningful learning practices, encourages higher levels of learners' performance, and inspires them to practice higher-level key thinking skills.

The indicator with the lowest weighted mean was "Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning", with an average of **4.11,** interpreted as **Very Efficient.** This implies that the skill was done frequently. These approaches help learners begin to comprehend the process of learning. These help them to evade their areas of weakness and to perform at the level at which they are accomplished. Strategies also promote flexible thinking and teach learners the value of shifting their approaches to different tasks, so teachers need to update their function regarding this skill.

Learning environment had an overall weighted mean of **4.20,** means **Very Efficient.** This implies that effective classroom management establishes and sustains an orderly environment in the classroom. It also increases significant academic learning and accelerates social and emotional growth. Another is it decreases negative behaviors and increases time spent academically engaged among learners. A positive classroom atmosphere helps improve attention, reduces anxiety, and maintains the emotional and developmental regulation of learners. When teachers adopt a positive learning culture, learners are more likely to acquire greater motivation which leads to amazing learning outcomes.

The results demonstrate that teachers are exceptionally effective in cultivating a secure, inclusive, and motivating learning environment, evidenced by an overall weighted mean of 4.20 (Very Efficient). This indicates that schools effectively execute policies, guidelines, and procedures that establish secure learning environments where students feel safe and supported. The top-rated indicator, which advocates for fairness, respect, and care (4.29, Strongly Efficient), underscores the importance of equity and constructive student-teacher relationships, which are crucial for cultivating trust, collaboration, and active engagement in the classroom (Schleicher, 2021).

The capacity to sustain nurturing learning environments (4.18, Very Efficient) indicates that teachers successfully inspire students to participate in cooperative and collaborative learning experiences. Research indicates that such environments improve student engagement, self-assurance, and academic achievement by rendering learning more significant and interactive (Pianta et al., 2021).

Furthermore, implementing strategies that foster student accountability and autonomous learning (4.11, Very Efficient) illustrates that teachers motivate learners to assume responsibility for their academic development. This corresponds with the tenets of constructivist learning theories, which underscore student autonomy and active engagement in knowledge creation (Vygotsky, 2020).

Curriculum and Planning

Curriculum and planning are the method concerned with making decisions about what to learn, why, and how to categorize the teaching and learning process taking into account remaining curriculum requirements and the supplies available. For PPST this is planning and management of the teaching and learning process. The learning outcomes were aligned with learning experiences. Significance and responsiveness of learning programs so with professional teamwork to enrich teaching practice. Table 17 revealed the results of the domain on curriculum and planning.

Table 17. **Curriculum and Planning**

Indicators	SD	Weighted Mean	Verbal Description
1. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	0.72	4.04	Very Efficient

2. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	0.72	4.04	Very Efficient
3. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	0.65	3.89	Very Efficient
4. Utilized assessment data to inform the modification of teaching and learning practices and programs	0.59	3.93	Very Efficient
Overall Weighted Mean	**0.67**	3.97	**Very Efficient**

"Desired, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness, and talents and Adapted and used culturally appropriate teaching strategies to address the needs of learners from the indigenous group," the indicators with highest weighted mean for this domain said. Both scored 4.04, which qualifies as very efficient. This suggests that heads of schools and teachers give every student value and meaning. Fostering and enhancing learner's' learning policies is important to learn successfully. In modern education systems learners are expected to possess an increased degree of self-rule and show lead in learning processes, inspecting learning materials and knowing contents. Teachers frequently applied strategies intended for disabled learners. Proper spaces provide learners with opportunities to achieve the same outcomes and achieve the same benefits as learners without disabilities. By addressing barriers, accommodations create better access to learning opportunities for learners with disabilities.

With 3.89, the indicator "adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners" had the lowest weighted mean and could be considered as Very Efficient. This suggests that while most educators constantly consider this ability, some still engage in irregular use. Relevance guarantees students are challenged to develop advanced skills and knowledge, and it helps them understand the value of what they are studying. Equity also depends on rigor and applicability since they ensure that every student has access to and entrance point for high-level knowledge and skills. Teachers have to create a brand that learners will find relevant for their perspective of the learning ideas and surroundings. When teachers relate ideas to students' life, connect new learning to their past experience, and give them useful learning tools, they help to make learning relevant.

For this domain, the weighted mean overall came out to be 3.97, reading as Very Efficient. Since it shows whether the objectives of education are being fulfilled, assessment is a necessary component of learning. Judging grades, placement, advancement, instructional needs, curriculum, and, occasionally funding is influenced by assessment. Plans and curricula had a rather broad reach and some of them were not routinely followed by the teachers. Planning allows teachers to consider carefully their choice of lesson objectives, the kinds of activities that will meet these objectives, the chronological sequence of those activities, the materials needed, how long each activity might take, and how learners should be grouped. Learners' outcomes over time have clearly shown to be much influenced by curricular planning and assessment for learning. Students require knowledge on their current performance and ways of improvement. Timely and efficient coverage of information helps parents and stakeholders better support the needs of their children.

The ramifications of curriculum and planning are apparent in effectively executing instructional strategies that cater to varied learner requirements. The research indicates that teachers are proficient in formulating, modifying, and executing strategies for students with disabilities, giftedness, and talents (M = 4.04, SD = 0.72). Culturally appropriate teaching strategies for Indigenous learners are seamlessly incorporated into instruction, demonstrating equivalent efficiency (M = 4.04, SD = 0.72). Moreover, educational programs are tailored to maintain their relevance and responsiveness to the diverse needs of all learners, evidenced by a weighted mean of

3.89 (SD = 0.65), underscoring the significance of inclusivity in educational design. The application of assessment data to adjust teaching and learning methodologies garnered a high-efficiency rating (M = 3.93, SD = 0.59), underscoring the essential function of data-driven decision-making in enhancing instruction. The overall weighted mean of 3.97 (SD = 0.67) highlights the efficacy of curriculum planning in improving learning experiences. These findings correspond with recent research highlighting the importance of differentiated instruction, culturally responsive teaching, and data-informed pedagogy in attaining educational equity and effectiveness (Smith & Brown, 2021; Garcia et al., 2022).

Professional Engagement

Professional engagement refers to teachers' own learning demands. They analyze, evaluate, and increase their professional learning, both in groups and individually. Teachers demonstrate respect and competence in all their interactions with learners, collaborators, parents/stakeholders and the community.

Table 18. Professional Engagement

Indicators	SD	Weighted Mean	Verbal Description
1.Maintained learning environments that are responsive to community contexts	0.69	4.11	Very Efficient
2. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	0.69	4.00	Very Efficient
3. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders	0.66	4.11	Very Efficient
4. Applied a personal philosophy of teaching that is learner-centered	0.68	4.21	Strongly Efficient
5. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	0.67	4.18	Very Efficient
6. Set professional development goals based on the Philippine Professional Standards for Teachers	0.66	4.14	Very Efficient
Overall Weighted Mean	**0.67**	**4.13**	**Very Efficient**

Table 18 showed the results for the professional engagement of the respondent groups.

The indicator with the highest weighted mean was "Applied a personal philosophy of teaching that is learner-centered", with an average of **4.21,** interpreted as **Strongly Efficient.** This implies that teachers always think about the best intentions for their learners. Learner-centered learning gives students the opportunity to decide two things: what material they learn and how they learn it. This concept is also sometimes referred to as customized learning. This learner-centered education allows the beginners to take ownership of what they learn

by focusing on how new knowledge solves a problem or adds value. Instead of simply pouring information into the child's mind, the teacher presents the learner with an issue and guides the class as they build a solution. Teachers make use of the rewards of learner-centered learning and that is to help them see learning from a various angle, where it is fun, engaging and designed to a learner's needs and interests. In schools, it helps to increase learners' participation, encourage teamwork, and improve mastery.

The indicator with the lowest weighted mean was "Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers" with an average of **4.0,** interpreted as **Very Efficient.** This implies that teachers must consider the law not only limits and regulates actions as a teacher, but it also protects and empowers a teacher. Teachers retain their rights as citizens in a public-school environment, but those rights are altered. Designing Learning Outcomes that mean something and are an effective way to measure learner's potential and success is a big challenge. Meeting those learning outcomes and having solid gauges to prove this, all the while easing the correspondence and the excel sheets of the teachers have become unthinkable. This could be the reason why it was not practiced regularly.

The overall weighted mean for professional engagement was **4.13,** interpreted as **Very Efficient.** This implies that teachers knew the importance of professional engagement can't be overstated. Professional engagement has been proven to reduce staff turnover, improve productivity and efficiency, improve service and retention, and deliver higher performance rating. Teachers' professional visit is about how a teacher embraces their personal philosophy or ideology, embracing a deeper level of collaboration between the educator and the object of inquiry. A professional engaged person is concerned with the goal, the intent of the project they are interacting with. This will push them to undergo more training and keep abreast of self-development.

The implications of professional involvement in education underscore the essential function of teachers in promoting responsive, ethical, and learner-centered methodologies. The research reveals that teachers sustain learning environments congruent with community contexts at a notably high efficiency (M = 4.11, SD = 0.69), illustrating their dedication to contextualized education. The consistent self-evaluation of teaching methodologies by legal standards, regulations, and the Code of Ethics for Professional Teachers attained a high-efficiency rating (M = 4.00, SD = 0.69), underscoring the significance of reflective practice in professional development. Moreover, teachers consistently comply with institutional policies and procedures to foster positive relationships with students, parents, and stakeholders (M = 4.11, SD = 0.66).

A robust dedication to learner-centered education is reflected in the implementation of personal teaching philosophies (M = 4.21, SD = 0.68), signifying that teachers prioritize students' needs and comprehensive development. Likewise, maintaining the dignity of the teaching profession through attributes such as care, respect, and integrity is deemed highly effective (M = 4.18, SD = 0.67), highlighting the ethical obligations of teachers. Establishing professional development objectives by the Philippine Professional Standards for Teachers (M = 4.14, SD = 0.66) underscores educators' commitment to ongoing enhancement. The overall weighted mean of 4.13 (SD = 0.67) indicates a robust commitment to professional engagement, consistent with recent studies highlighting the influence of ethical practice, self-reflection, and ongoing development on teaching efficacy and student outcomes (De Guzman & Ramos, 2021 Villanueva et al., 2022).

Summary of Results

Table 19 shows the summary of results of the performance of the teachers based on RPMS PPST domains.

As reflected in table 19, the domain with the highest weighted mean is the learning environment with **4.20,** interpreted as **Very Efficient.** This implies that

Table 19. Summary of Results

Indicators	SD	Weighted Mean	Verbal Description
Content Knowledge and Pedagogy	0.69	4.02	Very Efficient
Learning Environment	0.75	4.20	Very Efficient
Curriculum and Planning	0.67	3.97	Very Efficient

Professional Engagement	0.67	4.13	Very Efficient
Total	**0.70**	**4.08**	**Very Efficient**

learning environment is a blend of the social, passionate, and instructional elements of the class. Research shows that many facets of the classroom environment can affect student motivation and that students who are more determined put more effort into learning activities and this was observed and practiced by the teachers regularly. Several factors may affect learning ability, including seating, light, noise, and color. Learners who study in a clear learning environment have been shown to be more motivated, involved, and have a higher overall learning ability.

The domain with the least weighted average was curriculum and planning, with an average of **3.97,** interpreted as **Very Efficient.** There are various factors that influence Curriculum execution like the learners, resource materials and amenities, the teacher, the school environment, culture and belief, instructional supervision, and assessment. These factors hinder the regular implementation of the skills under this domain and possibly the reason why it was done frequently.

The overall weighted mean for the performance of teachers based on RPMS PPST was **4.08,** interpreted as **Very Efficient.** This implies that the performance of teachers was done frequently. The COT rubric is an assessment tool that is used to measure classroom performance of teachers. The rubric for each classroom observable indicator is designed to assess the classroom performance of teachers across learning areas and grade levels. The standards set out by the PPST help us realize our roles better in improving the teaching-learning process to produce the desired learning outcomes (Briones 2018). Teachers demonstrate good subject and curriculum knowledge, nurturing and maintaining learners' interest and talking misunderstandings. They plan and teach well-structured lessons, imparting knowledge and developing understanding through the effective use of lesson time to promote a love of learning. These were observed regularly, and teachers must be re-oriented to enhance self- learning.

The results summary highlights teachers' overall effectiveness in essential teaching domains, including content expertise, pedagogical methods, learning environments, curriculum development, and professional involvement. The optimal efficiency rating is recorded in fostering a conducive learning environment (M = 4.20, SD = 0.75), signifying that teachers proficiently establish settings that enhance student learning and well-being. Professional engagement is closely aligned (M = 4.13, SD = 0.67), indicating teachers' dedication to ethical practices, ongoing development, and stakeholder collaboration.

Content knowledge and pedagogy are rated highly effective (M = 4.02, SD = 0.69), underscoring the significance of subject mastery and instructional strategies in providing quality education. The curriculum and planning, although marginally lower (M = 3.97, SD = 0.67), still exhibit a high degree of efficacy in the design and execution of pertinent learning programs. The overall weighted mean of 4.08 (SD = 0.70) indicates that teachers exhibit a high level of proficiency in their professional duties. These findings correspond with recent research emphasizing the essential role of effective pedagogy, well-organized curricula, and professional dedication in attaining enhanced student learning outcomes (Santos & Reyes, 2021; Hernandez et al., 2022).

SIGNIFICANT RELATIONSHIP BETWEEN THE TEACHERS' MOTIVATION IN THE DELIVERY OF THE INSTRUCTIONAL TASKS AND THEIR PERFORMANCE

This section deals with whether there is a significant difference between the teachers' motivation in delivering the instructional tasks and their performance. Table 20 shows whether there is a significant relationship between the teachers' motivation in the delivery of the instructional tasks and their performance.

Table 20. **Significant Relationship between the Teachers' Motivation in the Delivery of the Instructional Tasks and their Performance**

Variables	df	T-statistics	Computed r value	Critical p-value	Decision	Interpretation
The level of the teachers' motivation in the delivery of the instructional tasks and their performance	142	2.33	0.416	0.0276	Reject H_0	Significant

@ 0.05 level of significance

The findings demonstrate a substantial correlation between teachers' motivation in executing instructional duties and their performance. With 142 degrees of freedom (df = 142) and a t-statistic of 2.33, the calculated correlation coefficient (r = 0.416) indicates a moderate positive correlation between the two variables. The critical p-value (p = 0.0276) is beneath the conventional significance threshold of 0.05, resulting in the rejection of the null hypothesis (H_0). The results indicate increased teachers' motivation to deliver instructional tasks correlates with enhanced performance. The moderate positive correlation (r = 0.416) signifies that motivation significantly affects teachers' efficacy in fulfilling instructional duties. Although other factors may influence performance, motivation significantly impacts teaching outcomes.

The department ought to establish initiatives that elevate teachers' motivation, including recognition, incentives, professional development, and supportive leadership, to maintain elevated levels of instructional efficacy. The correlation between teacher motivation and instructional efficacy suggests that enhancing motivation can result in superior teaching methodologies, heightened engagement, and enhanced student learning outcomes.

Issues and Concerns

Identifying the issues and concerns experienced by the teachers in delivering the instructional tasks and performance. Table 21 shows the issues and concerns experienced by the respondents.

The findings underscore significant obstacles in instructional planning, supervision, and teacher development, with "Lack of Alignment with Current Educational Standards" identified as the foremost concern (Total = 126, Rank = 1). This indicates that current instructional frameworks and strategies may not wholly conform to revised educational policies and competency standards,

Table 21. Issues and Concerns

Indicators	Total	Rank
Lack of Alignment with Current Educational Standards	126	1
Insufficient Clarity and Detail	125	2
Limited Adaptability	124	3
Outdated Supervisory Models.	123	4.5
Neglect of Teacher Development Needs.	123	4.5
Inadequate Examples and Case Studies.	120	6
Minimal Guidance on Feedback Delivery.	118	7
Cultural and Contextual Irrelevance.	116	8.5
Lack of Digital and Technological Integration.	116	8.5
Limited Assessment Tools for Instructional Quality.	105	10

potentially impacting the efficacy of teaching and learning.

Additional significant issues encompass "Insufficient Clarity and Detail" (Total = 125, Rank = 2) and "Limited Adaptability" (Total = 124, Rank = 3), suggesting that instructional materials and supervisory frameworks may be deficient in specificity and flexibility to accommodate varied educational contexts. "Outdated Supervisory Models" (Total = 123, Rank = 4.5) and "Neglect of

Teacher Development Needs" (Total = 123, Rank = 4.5) indicate a necessity for contemporary supervision methods and enhanced professional development opportunities for teachers.

Subordinate yet pertinent issues encompass "Inadequate Examples and Case Studies" (Total = 120, Rank = 6) and "Minimal Guidance on Feedback Delivery" (Total = 118, Rank = 7), underscoring deficiencies in instructional resources and assessment strategies. The least prioritized issues— "Cultural and Contextual Irrelevance" (Total = 116, Rank = 8.5), "Lack of Digital and Technological Integration" (Total = 116, Rank = 8.5), and "Limited Assessment Tools for Instructional Quality" (Total = 105, Rank = 10)—demonstrate a necessity for enhanced technology-integrated and contextually relevant instructional methodologies.

Educational policymakers and curriculum developers must guarantee that instructional materials and strategies conform to contemporary educational standards and competency-based learning frameworks. Teachers necessitate ongoing training and capacity-building initiatives to adjust to changing supervisory frameworks and pedagogical methods. Educational institutions and stakeholders must focus on the clarity, specificity, and flexibility of instructional materials to accommodate diverse learning requirements. Mitigating digital and technological deficiencies in instructional supervision can enhance teaching efficacy, feedback systems, and assessment methodologies.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Chapter 3 gives the summary, gives the findings, draws conclusions, and suggests recommendations.

SUMMARY

This research determined the Key Outcome Areas in the efficient provision of basic education services and work task motivation among teachers of Tudela District, Cebu Province, during school year 2024-2025. Results of this assessment will serve as basis for creating an instruction engagement plan.

This study is bound to the discussion of the relevant information of the school heads and teachers as school heads/teacher's age and gender, civil status, highest educational attainment, number of years in service, related training/seminars attended, and MIS performance rating; the level of the teachers motivation in the delivery of the instructional tasks in terms of class preparation, teaching, evaluation of students, administrative tasks and complementary tasks; the level of performance of the teachers based on RPMS PPST domains in terms of content knowledge and pedagogy, learning environment, curriculum and planning, and professional engagement; and determine whether there is significant relationship between the teachers' motivation in the delivery of the instructional tasks and their performance issues and concerns in delivering the instructional tasks and performance; and the crafting an instruction engagement plan. This is a four-chapter study.

FINDINGS

The following are the important findings of the study:

The demographic findings reveal key insights that age profile shows that school heads are generally older, with an average age of 50.31 years, while teachers have an average age of 39.79 years. This indicates that more experienced individuals typically occupy leadership roles, while younger teachers comprise most of the teaching workforce. The gender distribution highlights a female-dominated profession, with 66.43% of the female population suggesting the need for continued gender inclusivity in leadership roles.

Regarding civil status, 57.34% of the respondents are married, with a significant number of single teachers (42.66%), which may imply differing perspectives on work-life balance and professional commitments. Regarding educational attainment, most school heads and teachers have pursued higher education, with 60.14% having units in a master's degree and 26.57% holding a completed master's degree. However, only 4.90% have pursued doctoral studies, suggesting opportunities for further academic advancement, particularly for leadership roles.

The data on years in service indicates that most school heads (61.54%) have been in the profession for 11–15 years, while teachers have a wider distribution, with 30.77% having 11–15 years of experience and 25.17% having 6–10 years. This suggests a mix of experienced and early-career teachers, emphasizing the importance of mentorship and professional development. The number of training sessions attended varies significantly, with 84.62% of school heads having attended 16 or more training sessions, compared to only 26.15% of teachers, indicating a gap in continuous professional development among teachers.

Finally, the MIS performance rating shows that most respondents (65.73%) achieved a "Very Satisfactory" rating, while 34.27% were rated "Outstanding."

The study examined various aspects of instructional effectiveness, including class preparation, curriculum planning, professional engagement, teacher motivation, and existing issues and concerns. Findings revealed that teachers demonstrated efficient performance in content knowledge, pedagogy, and instructional delivery, effectively utilizing teaching strategies, instructional materials, and classroom management techniques to enhance student learning. Similarly, in curriculum and planning, teachers efficiently implemented strategies tailored to diverse learners, including those with disabilities and indigenous backgrounds. They also adapted learning programs to ensure relevance and responsiveness while effectively using assessment data to refine instructional practices.

Professional engagement was also rated as very efficient, with teachers actively maintaining ethical and professional standards by following school policies, self-assessing their practices, and setting professional development goals. Their learner-centered philosophy and dedication to professional growth contributed to their overall instructional efficiency. Furthermore, a moderate positive correlation (r = 0.416, p = 0.0276) was found between teacher motivation and performance, suggesting that higher motivation leads to better instructional delivery. This highlights the importance of teacher support programs, incentives, and professional development opportunities in enhancing teaching effectiveness.

Despite these strengths, several issues and concerns were identified. The most pressing challenge was the lack of alignment with current educational standards, followed by insufficient clarity in instructional materials and limited adaptability. Other concerns included outdated supervisory models, neglect of teacher development needs, and inadequate digital integration, indicating a need for curriculum updates, technology-enhanced teaching, and improved professional support systems. Overall, while teachers exhibit high efficiency in instructional delivery and professional engagement, addressing these challenges through policy reforms, training programs, and innovative teaching strategies can further enhance educational effectiveness and improve learning outcomes.

CONCLUSION

From the findings, a conclusion is drawn that the level of instructional motivation for the teachers' domains Corresponded Moderately, and the domains for teachers' performance were Very Efficient. There is a significant relationship between the teachers' instructional motivation level and their performance.

RECOMMENDATIONS

It is advised that educational institutions and policymakers improve curriculum alignment with contemporary educational standards to guarantee instructional relevance and efficacy. Professional development programs must be enhanced to offer continuous training, mentorship, and incentives that maintain teacher motivation and elevate instructional delivery. Educational institutions should incorporate technology-enhanced pedagogical approaches and guarantee the flexibility of instructional resources to accommodate varied learner requirements. Moreover, supervisory models must be revised to align with contemporary educational methodologies, integrating data-driven assessment instruments and feedback systems for ongoing instructional enhancement. Policy reforms, strategic interventions, and collaborative initiatives will improve teaching efficacy and promote superior student learning outcomes.

The implementation of an instructional engagement plan is highly recommended. Teachers and school heads should be exposed to more training and workshops for professional growth and development. School heads are encouraged to provide learning opportunities to teachers in the form of Learning Action Cells, Focus Group Discussions, Technical Assistance Support, and sharing of the best practices. Performance evaluation should be done regularly, midyear review, and year-end to assess strengths, weaknesses, threats, and opportunities of the teachers. This study can be a basis for future qualitative research on the different teacher engagement based on the standards.

CHAPTER 4

OUTPUT OF THE STUDY

This chapter proposes an enhancement program for teachers' instructional motivation and performance based on teaching practices that support the standards set by the PPST.

RATIONALE

The RPMS-PPST framework delineates the requisite knowledge, skills, and values that teachers must acquire to attain professional competence, improve student learning outcomes, and guarantee quality education. Grounded in learner-centered, lifelong education and holistic pedagogical philosophies, it underscores the necessity for teachers to enhance their competencies in managing diverse learners and navigating various classroom scenarios, both favorable and adverse.

To enhance instructional practices, school leaders should incorporate professional development activities, including seminars, training sessions, workshops, meetings, learning action cell (LAC) sessions, and capacity-building initiatives. These initiatives aim to enhance teachers' proficiency and promote their professional development.

The RPMS aims to enhance teacher quality by aligning performance standards with the PPST. It furnishes teachers with Key Result Areas (KRAs), delineating their anticipated outputs and outcomes. Professional standards outline the attributes, knowledge, and skills required of teachers, establishing explicit expectations across various career stages. The PPST is essential for incorporating technology into education by establishing clear standards for professional development, ranging from novice to expert levels.

The PPST delineates explicit domains, strands, and indicators to evaluate professional development, competency, and engagement throughout various career stages, facilitating significant teacher quality reforms (Lacayanga, 2020). Nevertheless, despite efforts to enhance understanding of RPMS objectives, numerous educators find it challenging to comprehend its expectations and the necessary verification methods.

Continuous professional development is vital for teachers aiming to maintain relevance and enhance their expertise in the field. It allows them to hone their skills, broaden their knowledge, and elevate their expertise. According to Melanie Allen (UK, 2019), Continuing Professional Development

(CPD) entails monitoring and documenting the skills, knowledge, and experiences that educators acquire through formal and informal learning avenues subsequent to their initial training.

Leaders must realign teachers with the revised RPMS-PPST guidelines to facilitate teacher development in schools. An effectively organized professional engagement plan can enable teachers to thoroughly comprehend the domains and strands of each Key Result Area, rekindling their enthusiasm for teaching. Addressing educators' concerns and elucidating the newly established objectives will further enhance and refine their competencies and skills.

OBJECTIVES:

The following are the objectives of the study;

1. To enhance the level of instructional motivation of the teachers and their performance based on the RPMS PPST

2. To re-orient teachers on the 4 RPMS Domains and their respective MOVs

3. To develop a positive attitude among school staff in contributing to the welfare of the school

SCHEME OF IMPLEMENTATION

The proposed professional engagement plan is designed to address the gaps experienced by teachers. This motivates teachers to revive their passion for teaching and satisfy their thirst for professional self-development. The implementation of these practices addressed the changes and reforms that teachers directly felt regarding promotion and the best interests of learners.

INSTRUCTIONAL ENGAGEMENT PLAN									
Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accom-plishment	Remarks
Curriculum and Planning,	To enhance teacher's capability in handling diverse learners To enrich teacher's skills in planning and developing lesson plans and organizing, selecting, and utilizing appropriate learning materials for differentiated learning	Training Workshops LAC Mentoring and Coaching Technical Assistance	School Heads Teachers Resource Speakers	10, 000	School MOOE, local funds	Midyear-October Yearend-April	Improved practices of school leaders and teachers in teaching delivery Improved learner's performance outcomes Differentiated activities as reflected in the DLLs		
Professional Engagement	To develop linkages among stakeholders To improve personal and professional advancement	Training Workshops LAC Mentoring and Coaching Technical Assistance	School Heads Teachers Resource Speakers	`15, 000	School MOOE, local funds	Midyear-October Yearend-April	A higher percentage of projects and programs accomplished Capacitated and promoted teachers		
Class Preparations	To improve key traits of an effective teacher that includes learners, classroom and subject ready.	Training Workshops LAC Mentoring and Coaching Technical Assistance	School Heads Teachers Resource Speakers	10, 000	School MOOE, local funds	Midyear-October Yearend-April	Planned and implemented class programs, projects, and activities Conducted		

	To enhance self-craft Instructional materials and lesson plans						action research to improve teaching and learning performances		
Administrative Tasks	To enhance teacher's competence in engaging stakeholders in initiatives toward the improvement of school communities	Training Workshops LAC Mentoring and Coaching Technical Assistance	School Heads Teachers Resource Speakers	20, 000	School MOOE, local funds	Midyear-October Yearend-April	More participative stakeholders. More accomplished projects and activities in school		

MOTIVATION AND PERFORMANCE INSTRUCTIONAL ENGAGEMENT PLAN

Jonathan Guizona

TRAINING DESIGN

I	Title	Tudela District Re-orientation of RPMS PPST and Bringing Back the Love of Teaching : Instructional Engagement Plan
II	Date	April 4-5, 2025
III	Venue	School Gymn
IV	Expected Participants	1 PSDS, School Heads, and all teachers of the District
V	Rationale	This RPMS PPST set of standards makes explicit what teachers should know, be able to do, and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centered, lifelong learning, and inclusiveness, among others. Teachers need to build their capacities and skills in dealing with varied learners and different situations, may they be good or troublesome. To revamp information, instructions, instructional administration, and skills for the development of learner's performance, school leaders must incorporate seminars, training, workshops, meetings, learning action cell sessions, and capacity buildings. These plans are for the expert development and advancement of the teachers The RPMS was designed with the intent of improving teacher quality. It aims to align performance targets and accomplishments with the PPST. As you can see here, in RPMS, teachers are provided with Key Result Areas (KRA), which are the general outputs or outcomes that are expected of them. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The PPST is basically relevant to Technology for Teaching and Learning by setting clear expectations for teachers along well-defined career stages of professional development from beginning to distinguished practice. To engage teachers to actively embrace a continuing effort in attaining proficiency. To enhance reform initiatives on teacher quality, the PPST articulates what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement across teachers' career stages (Lacayanga, 2020). Despite the division activities regarding the RPMS objectives awareness, the teachers have a tough time fully understanding the RPMS objectives and what means of verification must be attached. Professional development is designed for every teacher who wants to keep learning or stay relevant within their job. Teachers need Professional development. Training that can develop their individual skills, knowledge, expertise, and other characteristics as a teacher. According to Melanie Allen (the UK, 2019), CPD is the process of tracking and documenting the skills, knowledge, and experience that teachers gain both formally and informally as they work, beyond any initial training. It's a record of what they experience, learn, and then apply. To focus on the development of the teachers in the school, school leaders must re-orient teachers regarding the new guidelines of the RPMS PPST. There must be an

		instructional engagement plan to fully understand the domains and strands of each Key Result Areas and bring back the love and passion of teaching. Through this, teacher's queries and difficulties about the newly listed objectives will be addressed, and the capabilities and skills of the teachers will be enhanced and developed.
		Thus, the school Re-orientation of RPMS PPST and Bringing Back the Love of Teaching: Instructional Engagement Plan is designed for all teachers of the school in improving their skills and capabilities in the context of instruction and performance.
VI	Objectives	Participants are expected to: 1. Identify key traits for an effective teacher that includes the domains and strands of the developed Key Result Areas 2. Develop an instructional plan utilizing differentiated instructions for diverse learners and varied classroom preparatory activities 3. Craft a professional engagement plan on the development needs of the teachers toward the self-improvement and of school communities
VII	Training Matrix	(see attached file)
VIII	Proposed Budget	<table><tr><td>**Category**</td><td>**Quantity**</td><td>**Estimated Cost**</td></tr><tr><td>Food (lunch)</td><td>30 pax</td><td>15,000.00</td></tr><tr><td>AM/PM Snacks</td><td>30 pax</td><td>3,000.00</td></tr><tr><td>Training Materials</td><td>30 sets</td><td>3,000.00</td></tr><tr><td>Training Hand-out, CDs</td><td>30 pcs</td><td>3,000.00</td></tr><tr><td>Tarpaulin</td><td>1pc</td><td>350.00</td></tr><tr><td>Certificates</td><td>60 pcs</td><td>1,000.00</td></tr><tr><td>Miscellaneous</td><td></td><td>5,000.00</td></tr><tr><td>**Total**</td><td></td><td>**30,350.00**</td></tr></table>
IX	Expected Tangible Outputs	1. Registration forms and attendance sheets 2. Daily journal 3. Instructional Engagement Plan 4. Instructional Plan 5. MOVs (pictures and accomplishment reports)

TRAINING MATRIX

TIME	DAY 1	DAY 2
7:30-8:00	Registration	Management of Learning
8:00-9:45	Opening Program and Leveling of Expectations	Identifying teachers' concerns, issues, gaps and problems based on the RPMS PPST
9:45-10:00	Health Break	Health Break
10:00-11:45	Overview of the RPMS PPST	Re-orientation of the KRA on Professional Engagement
11:45-12:45	Lunch Break	Lunch Break
12:45-1:00	Management of Learning	Management of Learning
1:00-2:45	Review of the Last PPST performance outputs	Development and workshop on Professional Engagement Plan
2:25-3:00	Review of the teachers performance specifically on the Domain "Curriculum and Planning"	Sharing / presentation of outputs
3:00-4:45	Development and Workshop on Instructional Plan utilizing different differentiated activities	Wrap-up Closing Program
4:45-5:00	Reflection/ Journal Writing	Reflection/ Journal Writing

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