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Instructional Practices and Work Performance of Teachers

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Abstract: ***The study aimed to determine the extent of instructional practices and work performance of teachers in the island schools of Binangonan Sub-Office, Division of Rizal during the School Year 2024-2025. These schools include Banaba Barrio School, Bombong Elementary School, Buhangin Elementary School, Janosa Elementary School, Kalinawan Elementary School, Kaytome-Gulod Elementary School, Kasile Elementary School, Kinaboogan Elementary School Kinagatan Elementary School, Malakaban Elementary School, Pinagdilawan Elementary School, Pipindan Elementary School, Sapang Elementary School, Tabon Elementary School, and Talim Elmentary School.***

The respondents of the study were the population of teachers in the said schools. These consist of one hundred forty-one (141) teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist to determine the extent of instructional practices with respect to motivational strategies, teaching approaches, learning resources, and assessment. Likewise, the documentary analysis was also used to determine the performance of teachers based on their latest rating in their Individual Performance Commitment and Review (IPCRF) during the School Year 2023-2024.

The study found out that : Most of the respondents are 40 – 49 years old, female, married, Master's Degree holders, with below 5 years teaching experience, Teacher I and attended in-service trainings in division level. Teachers often employ motivational strategies, teaching approaches, learning resources and assessment as part of their instructional practices. There is no significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment in terms of their age, sex, civil status, and in-service trainings attended. However, when they are grouped according to their educational attainment, length of service and position title with respect to motivational strategies, teaching approaches, learning resources, significant difference exists. Teachers are performing very satisfactorily at a mean of 4.31. There is a significant relationship between the extent of instructional practices and the level of work performance of teachers.

The study concluded that : Teachers' age, sex, civil status, and in-service trainings attended are not predictors on their instructional practices. However, educational attainment, length of service and position title are predictors on their motivational strategies, teaching approaches, learning resources. Instructional practices such as motivational strategies, teaching approaches, learning resources are related to teachers' work performance.

The study recommended that : School administrators may offer training programs that cater to different lengths of service, recognizing that novice and veteran teachers may have different instructional needs and capacities. School administrators may provide differentiated professional development programs that align with teachers' educational attainment. School administrators may promote regular self-assessment and peer observation sessions to help teachers reflect on and improve their use of motivational strategies, teaching approaches, resources, and assessments, thus supporting continuous growth in instructional practices. Teachers may be provided with evaluation tools that link instructional practices directly with work performance indicators, ensuring that they understand how their daily methods impact pupil achievement and their own professional success. Teachers may be provided with easy access to up-to-date, diverse teaching and learning materials, both digital and traditional, to support the effective implementation of instructional strategies tailored to pupils' needs. Teachers may focus on merit-based evaluation and instructional performance rather than demographic profiles when assessing or assigning responsibilities. The training program is recommended for implementation. Conduct of similar studies along this area using other variables may be done.

Keywords: Instructional practices, motivational strategies, teaching approaches, learning resources, and assessment.

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I. THE PROBLEM AND ITS BACKGORUND

A. Introduction

Education stands as a cornerstone of societal development, shaping individuals into productive, responsible, and engaged members of society. It not only equips learners with intellectual knowledge but also fosters essential life skills—such as critical thinking, communication, adaptability, and collaboration—that are crucial for personal growth and long-term success in both professional and personal realms. High-quality education, therefore, plays a transformative role in enhancing individual potential and advancing social, economic, and cultural progress.

Over the past few decades, there has been an increasing focus on the need for high quality education. The rapid advancement of technology has introduced new opportunities to improve the system of education. Through the help of different innovative teaching methods, learning becomes more engaging and effective.

According to Article XIV, Section 2 (1) of the 1087 Philippine Constitution: "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society."

The cited provision emphasizes that there is a need for continuous improvement and reform within the Philippine educational system, particularly in ensuring that the curriculum, teaching methodologies, and access to educational resources remain relevant to the evolving demands of society. Additionally, this provision implied the government's responsibility to provide a system of education that is accessible and equitable to all and will help the learners to develop skills to economic growth and development, high quality education is a must.

The Department of Education (DepEd) has implemented substantial measures to guarantee the provision of quality education nationwide. This encompasses the execution of the K to 12 program, which focuses on skills development and holistic learning. The educational thrusts of the DepEd today are designed to update schools, curricula, teaching-force and incorporate the values that would adopt, in the light of the on-going changes, the present needs and demands involving personal and professional advancement of the teachers to have quality education.

Additionally, governments allocate the highest budgetary priority to education, which aims to ensure that every child has access to quality education. However, there are still current issues about the poor performance of the pupils due to the poor performance of the teachers in the teaching and learning process.

One of the most critical factors in ensuring quality education is the role of teachers as well as their instructional practices and work performance. The growing demand for technical and managerial skills in today's fast-paced age of technology requires educators to acquire proper knowledge to survive and get hold of new educational breakthroughs.

Likewise, according to the Likewise, according to the DepEd Memo No. 010, series of 2024 which states that: ""The performance of teachers is critical in delivering quality basic education and in ensuring improved learning outcomes for all learners."

This clearly underlines the importance of a teacher's capacity to successfully deliver instruction in relation to the quality of education delivered and student achievement. Instructional practices are at the heart of teacher performance, serving as the means by which the curriculum is translated into actual learning experiences.

Moreover, instructional practices that are learner-centered, inclusive, and responsive to students' needs foster deeper understanding and active participation. When teachers employed a range of pedagogical strategies—such as tailored instruction, technological integration, cooperative learning, and formative assessment—enhances the likelihood of accommodating the unique learning styles of students. This enhances academic performance while simultaneously fostering kids' confidence and willingness to learn.

Within the realm of professional advancement and accountability, the instructional practices of teachers are also a key factor in evaluating their work performance. Through the execution of the Results-Based Performance Management System (RPMS) in accordance with the Philippine Professional Standards for Teachers (PPST), instructional quality is now a measurable component of teacher appraisal. This further reinforces the importance of continuously improving instructional practices as part of a teacher's professional responsibility.

In light of this perspective, the researcher firmly believes that it is imperative to investigate the instructional practices and work performance of teachers in the island elementary schools of District of Binangonan. Considering that today's students will influence the nation's future

B. Setting of the Study

The study was conducted in public elementary schools located in the island of District of Binangonan, Division of Rizal. Elementary schools in District of Binangonan is composed of 16 schools which are located on the island of Talim.

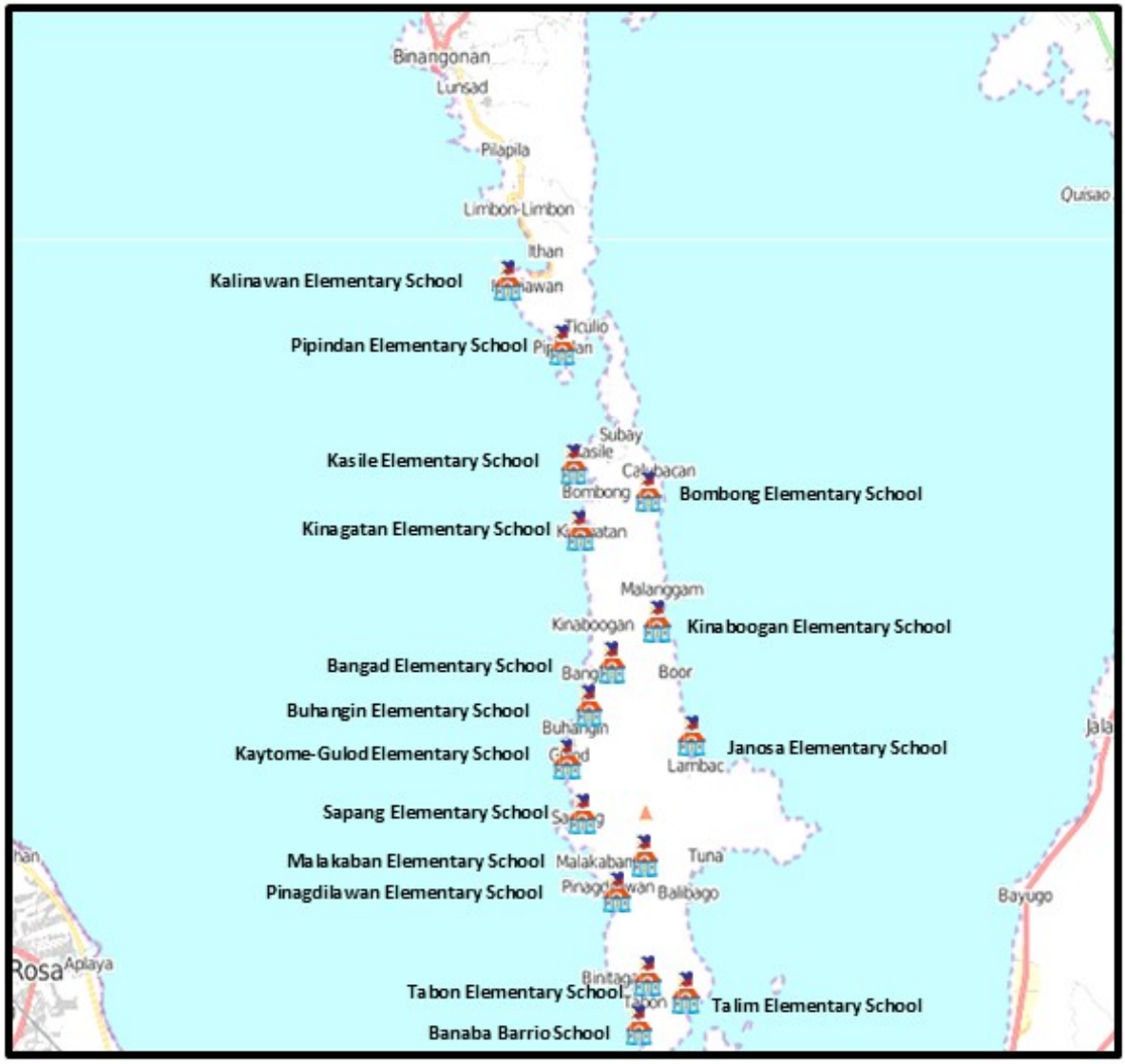
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These schools include Banaba Barrio School, Bangad Elementary School, Bombong Elementary School, Buhangin Elementary School, Janosa Elementary School, Kalinawan Elementary School, Kaytome-Gulod Elementary School, Kasile Elementary School, Kinaboogan Elementary School Kinagatan Elementary School, Malakaban Elementary School, Pinagdilawan Elementary School, Pipindan Elementary School, Sapang Elementary School, Tabon Elementary School, and Talim Elmentary School. Figure 1 shows the location map of the island schools in District of Binangonan.

These schools are guided by the DepEd vision of dreaming of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, it continuously improves itself to better serve its stakeholders. Moreover, it follows the DepEd mission to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where pupils learn in a child-friendly, gender-sensitive, safe and motivating environment; teachers facilitate learning and constantly nurture every learner; administrators and staff, as stewards of the institution, ensure an enabling

and supportive environment for effective learning to happen; and Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

The schools conduct different activities to uplift the essential skills and competencies of teachers. These include in-service trainings, seminars and trainings from district, division, regional and national levels. Likewise, teachers attend seminars and trainings to strengthen their potentials in their field of specialization. These activities would really help in the enhancement of important skills in teaching the school children.



C. Theoretical Framework

This study was anchored on Elger's Theory of Performance (ToP) (2020) as cited by Maleon and Jieed (2022). Six fundamental principles are developed and related by the Theory of Performance (ToP) to create a framework that can be used to explain performance as well as performance enhancements. To perform is to yield worthwhile outcomes. An individual or a group of people working together might be considered a performer. A performance's level indicates where it is on the route toward developing performance. The six aspects that make up the current performance level are as follows: personal factors, fixed factors, identity, knowledge, skills, and context.

According to the study, a theory of performance (ToP) is helpful in many learning contexts since commendable achievements result from high-level performances. This influences education in settings that are not typically thought of as learning environments, such as classrooms, workshops.

In relation to the study, teachers are considered performers, and their work performance is the measurable outcome influenced by their instructional practices. These practices, encompassing motivational strategies, teaching approaches, learning resources, and assessment, are directly tied to the knowledge, skills, and contextual awareness emphasized in the ToP framework. Furthermore, the ToP's acknowledgment of both internal and external factors reflects the reality that teachers' performance is shaped not only by what they know and do, but also other factore.

Thus, anchoring the study on Elger's ToP allows for a holistic analysis of how various instructional practices contribute to the overall performance of teachers. It supports the idea that improving teacher performance is not solely about one factor (e.g., training or resources), but a complex interplay of all six aspects identified by the theory. This provides a strong conceptual basis for exploring differences in work performance based on teachers' use of instructional strategies and their professional characteristics.

D. Conceptual Framework

The study is guided by a conceptual model utilizing the IV-DV-Output model represented by three frames. The first frame refers to the independent variable (IV)

which includes the teachers as respondents of the study and their personal data such as age, sex, civil status, educational attainment, length of service, position title, and in- service trainings attended. This also includes the extent of instructional practices of teachers with respect to motivational strategies, teaching approaches, learning resources, and assessment. The second frame refers to the dependent variable includes the level of work performance of the respondent as revealed to their latest Individual Performance Commitment and Review. The outer frame includes the training program to enhance the instructional practices and work performance of teachers in the island schools.

E. Statement of the Problem

This study aimed to determine the extent of instructional practices and work performance of teachers in the island schools in District of Binangonan, Division of Rizal during the School Year 2024-2025.

Specifically, this study sought answers to the following problems:

1) What is the profile of the respondents in terms of:

- age;
- sex;
- civil status;
- educational attainment;
- length of service;
- position title; and
- in-service trainings attended?

2) What is the extent of instructional practices of teachers as perceived by themselves with respect to:

- motivational strategies;
- teaching approaches;
- learning resources; and
- assessment?

3) Is there a significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to the cited aspects in terms of their profile?

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4) What is the level of work performance of teachers as revealed in the results of their Individual Performance Commitment and Review?
5) Is there a significant relationship between the perceived extent of instructional practices of teachers and their level of work performance?
6) What training program may be proposed to enhance the instructional practices and improve the level of work performance of teachers?

F. Hypotheses of the Study

The study tested the following null hypotheses stating that:

- There is no significant difference on the extent of instructional practices of teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources, and assessment in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.
- There is no significant relationship between the perceived extent of instructional practices and the level of work performance of teachers.

G. Significance of the Study

The importance of conducting the study can be described by referring to the various stakeholders who are going to benefit from it because of the situation. It is anticipated that the following will benefit from the study:

- DepEd Officials. The findings of the study can provide some baseline data and information on the instructional practices and work performance of teachers in the public school as well as the impact of it to the pupils towards learning.
- Curriculum Planners. This study can be a support to establish a curriculum change and improvement that focuses on the teacher's instructional practices. The study provides empirical evidence on which instructional practices are most closely associated with high levels of teacher performance.
- School Administrators. The findings of the study could be a good source of information for planning and implementing programs for the welfare of the faculty members to improve their work performance.
- Teachers. The study encourages teachers to assess how their educational attainment, experience, and position may influence their teaching performance. This can lead to more intentional career planning and a deeper understanding of how to leverage their strengths and address areas for improvement.
- Pupils. They will profit from all welfare programs and initiatives that call for instructors to possess the skills necessary to support their instruction.
- Future Researchers. This will serve as baseline information for determining the extent of instructional practices and work performance of teachers in island schools using other variables.

H. Scope and Limitation of the Study

The study aimed to determine the extent of instructional practices and work performance of teachers in the island schools of District of Binangonan, Division of Rizal during the School Year 2024-2025. These schools include Banaba Barrio School, Bombong Elementary School, Buhangin Elementary School, Janosa Elementary School, Kalinawan Elementary School, Kaytome-Gulod Elementary School, Kasile Elementary School, Kinaboogan Elementary School Kinagatan Elementary School, Malakaban Elementary School, Pinagdilawan Elementary School, Pipindan Elementary School, Sapang Elementary School, Tabon Elementary School, and Talim Elmentary School.

The respondents of the study were the total population of teachers in the said schools. These consist of one hundred forty-one (141) teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Descriptive survey research design was applied utilizing a researcher-made questionnaire-checklist to determine the extent of instructional practices with respect to motivational strategies, teaching approaches, learning resources, and assessment.

Likewise, the documentary analysis was also used to determine the performance of teachers based on their latest rating in their Individual Performance Commitment and Review (IPCR) during the School Year 2023-2024.

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I. Definition of Terms

For better understanding of the study, the following terms are defined operationally:

Assessment. This refers to the evaluation techniques of teachers to evaluate pupils' performance.

Civil Status. The term refers to the marital status of the respondents such as single, married, separated, widow/widower, etc.

Educational Attainment. This refers to the highest educational degree attained by the teachers.

Instructional Practices. refer to the structured methods, strategies, and techniques that a teacher uses to facilitate learning, engage students, and achieve instructional goals. These include how a teacher motivates learners, delivers content, and assesses student understanding.

In-service Trainings Attended. These refer to the different seminars/conferences attended to by the teachers.

Learning Resources. These refer to the instructional devices used by the teachers.

Length of Service. This refers to the number of years of teaching experience of the teachers.

Motivational Strategies. These refer to one of the instructional practices used by the teachers to arouse the interest of the learners

Position Title. This refers to the faculty rank of the respondents such as Teacher I, II, and III and Master Teacher I and II.

Teaching Approaches. The term refers to the instructional strategies utilized by the teachers so that the pupils could develop their cognitive, affective, and psychomotor domains.

Work Performance. ance, as measured through the Individual Performance Commitment and Review Form (IPCRF), refers to how well a teacher fulfills their professional duties and responsibilities based on set objectives and performance indicators aligned with the Philippine Professional Standards for Teachers (PPST).

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the various literature and studies of both foreign and local settings. These readings have been found to be pertinent in the study being investigated.

A. Foreign Literature

Teacher, teaching performance is operationalized by Bafadal, et al. (2020) into a series of teacher activities in: compiling learning plans; implementing learning; evaluating the process and learning outcomes; and organizing a follow-up learning program. Teacher performance does not arise automatically, but needs to be identified, facilitated, and developed and maintained in order to achieve school goals. One of the primary responsibilities of a teacher in a school is to teach, a task that is far from simple or easy. Quality teaching, when viewed from a systemic perspective, involves several interconnected components that are carefully planned in advance.

As a result, teaching carries significant ethical responsibilities and becomes a duty that teachers must fulfill as part of their professional obligations. Teachers are required to plan lessons, execute effective learning processes, and assess and evaluate student outcomes. Teacher performance refers to how well a teacher carries out their duties, roles, and responsibilities, based on their skills, experience, and dedication. In this context, a teacher's performance is directly related to their teaching responsibilities. Ideally, teachers should possess the ability to deliver performance that allows them to fulfill their roles and functions to the fullest potential.

Teaching performance encompasses the work a teacher does in fulfilling their duties and responsibilities, imparting knowledge and skills that contribute to improving student achievement. Strong teaching performance is a crucial factor in the success of the teaching and learning process. Therefore, to meet the established educational goals, teachers must consistently perform well.

According to Hefferman (2020), competence becomes the basis for a person in running an activity. Without competence, achieving high performance in any activity becomes challenging. A person's competence or abilities directly influence how they handle tasks and interact with others. Competence is a key factor shaping individual behavior and ultimately impacting performance. While performance is influenced by several factors, competence stands out as one of the strongest contributors to enhancing it.

Competence refers to an individual's capacity to complete tasks effectively. It is also understood as a combination of knowledge, skills, and professional identity, all of which have a significant impact on performance. Competencies are specific, inherent qualities essential for educators to create an effective and student-friendly environment. They focus on three key areas of student behavior, which are vital for fulfilling primary responsibilities.

Meanwhile, Sanders (2021) stated that the abilities and know-how that make a teacher successful are known as competences.

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Teachers must possess expertise in a broad range of competencies within a complex environment where numerous critical factors are required daily to improve student learning. Teaching is a unique profession that combines expert judgment with the proficient application of evidence-based skills. Many have observed the profound impact of a great teacher.

The four key competency areas that yield the best results are formative assessment, classroom management, instructional delivery, and personal abilities. These specialized skills and knowledge can be organized into these competency categories to develop effective teacher training programs. In an active classroom where teachers provide clear, direct instruction, students tend to learn more effectively than in situations where teachers simply allow students to control the curriculum and pace of learning.

According to Spencer (2020) competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Competency refers to a fundamental characteristic of an individual that influences their effectiveness in performing a job, or the inherent traits of individuals that are causally linked to high, effective, or superior performance in the workplace or specific situations. The concept of competence in the context of learning management is called pedagogical competence. Pedagogical competence is always connected to a teacher's ability to understand learners, manage the learning process, and support self-actualization. It involves the ability to manage students' learning, which includes understanding the students, designing and implementing instruction, assessing learning outcomes, and fostering students' development to realize their potential.

Pedagogical competency includes several components: understanding the physical, moral, social, cultural, emotional, and intellectual characteristics of students; mastering learning theories and principles; developing curricula related to subject matter; conducting effective teaching; utilizing information and communication technology for educational purposes; facilitating students' potential development; communicating effectively and empathetically with students; conducting assessments and evaluations; using assessments to enhance learning; and engaging in reflective practices to improve the quality of learning. To analyze pedagogical concepts, measurement indicators such as understanding of learners, instructional design, teaching implementation, diagnosis, evaluation of learning, and development for self-actualization are used.

Suharsaputra (2020) suggested that teaching is a professional job that requires special skills as educators. This type of work can only be performed by individuals within the education field. The tasks involve educating teachers as a profession, as well as teaching and training. Teaching is about advancing and expanding knowledge in science and technology, while training focuses on developing the skills needed by the community to address various challenges. Teachers engage directly with students, imparting knowledge and technology while also teaching positive values. The role of teachers in education is essential, as their responsibilities extend beyond transferring knowledge to also instilling values in students. Instructional competence refers to the ability to master comprehensive and detailed learning material, including concepts, structures, and methods from fields such as science, technology, and the arts, aligned with the teaching material. It also involves understanding the curriculum, the relationships between related subjects, the application of scientific principles in daily life, and maintaining professional standards in a global context while respecting national values and culture. This competence is essential for teachers when planning and implementing the learning process. Teachers are responsible for guiding student learning activities to meet learning objectives, requiring them to effectively deliver lesson content.

Professional teachers also possess personal competence, which is necessary for effective teaching. Teachers play a critical role in providing continuous learning materials and managing the learning process. Teaching must be seen by students as an art form, one that is refined through practice, experience, and a continuous willingness to learn. Throughout the learning process, student engagement should be maintained through the use of appropriate teaching methods and strategies.

Rahmatullah (2021) investigated the efficacy of learning and the competency of teachers in raising teacher performance. The study was carried out on the teachers at Serang Banten, Indonesia's Madrasah Tsanawiyah. Using basic random sampling, a sample of 150 people was employed for this investigation. The descriptive and inferential analyses show the outcomes. The findings demonstrated a significant correlation between teacher performance and competence and the descriptive variable of learning effectiveness. The research findings from the inferential analysis indicated that there is no significant positive correlation between the learning effectiveness and teacher competence in the teacher performance.

This suggests that an increase in these variables will be accompanied by an improvement in teacher performance. Stated differently, the efficacy of learning and the competency of the teacher may have an impact on the performance level of the teacher. A competent teacher will give the highest performance; competence is a qualitative trait that contributes to meaningful teaching behavior. Competence plays a part in helping teachers perform better. It is anticipated that the teacher would be competent and have an efficient learning process; a strong teacher performance serves as a guide for an efficient learning process.

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It explains why there is insufficient good effectiveness learning, why high-performance teachers cannot be attained, and why teachers are competent. Competence refers to the fundamental abilities that educators need to possess in order to carry out their obligations; without competence, educators are unable to enhance their teaching. High-competence educators devote themselves to improving the caliber of achievement results, producing in high student achievement, as well as the goal to be achieved. The cited research and the present both dealt with the teachers' performance though the current researcher used the term work performance, however the present study made use of descriptive survey while Rahmatullah made use a random sampling.

B. Local Literature

Majadas (2020) explains that teacher performance refers to the actions and behaviors demonstrated during the teaching process. This performance is assessed based on the teacher's subject expertise and ability to organize and deliver content effectively. The quality of education is increasingly evaluated by examining student performance, focusing on what students learn and how well they learn it, particularly during the early stages of education when teacher quality is critical. Student test results are commonly used to measure educational outcomes, which are closely tied to teacher competence and classroom performance. While subject matter expertise is an important factor in teacher effectiveness, pedagogical knowledge—encompassing learning methodologies, teaching strategies, and curriculum design—often has a more significant impact on teaching performance.

Although some policymakers and researchers advocate for a unified metric to evaluate teaching effectiveness, this approach risks oversimplifying the complexities of teaching. Teacher effectiveness can be assessed across three primary areas: subject knowledge, instructional strategies, and time management. However, teacher performance extends beyond these measures and involves both what teachers do and the outcomes they achieve. Judging a teacher solely by student performance is inappropriate, as teaching effectiveness relies on various factors. It is also essential to differentiate between pedagogical knowledge and subject matter expertise, as both contribute differently to a teacher's overall performance.

Padayogdog et al. (2021) emphasize that teachers, as central figures in education, must possess the necessary qualifications and knowledge to effectively impart learning to their students. Successful teaching is highly personalized, requiring educators to address the individual needs and overall development of each student. Teachers must recognize and adapt to the unique characteristics of their learners, tailoring lesson plans to suit the group's requirements. In the classroom, teachers are often regarded as guiding lights, tasked with responsibilities that range from straightforward to highly complex and demanding.

To engage students in learning, educators must employ a variety of teaching strategies and philosophies. A deep understanding of curriculum objectives, teaching methodologies, values, and student interests is essential for fostering a meaningful and enriching educational experience. Teachers must exert effort to guide students toward a fulfilling and well-rounded life. While some students naturally exhibit enthusiasm for learning, others rely on their teachers to motivate, challenge, and inspire them. Furthermore, educators must navigate the diverse and complex characteristics of their classrooms, including factors such as ethnicity, gender, cultural background, language proficiency, and individual interests. These elements significantly influence how students engage with learning and work collaboratively within the classroom environment.

Antok et al. (2020) conducted a study to evaluate the teaching performance of instructors across seven domains of the competency-based performance appraisal system for teachers and to explore its relationship with job satisfaction among educators in DepEd Region XII. The research also examined teachers' satisfaction across eleven areas related to job fulfillment and investigated the relationship between job satisfaction and personal demographics. The research engaged 200 public elementary school educators and using a descriptive-correlational design to examine the correlations among factors. Survey questionnaires were disseminated to participants from twelve chosen primary schools in Region XII. The results indicated that the majority of participants were female, married, possessed a college degree with master's coursework, and had 11 to 15 years of experience in teaching. , and were aged between 31 and 40 years. Teachers' performance ratings were evaluated as highly satisfactory. The seven competency-based assessment domains demonstrated that teachers possessed strong skills, abilities, initiative, and productivity, often exceeding expectations in various aspects of teaching performance.

Additionally, the majority of teachers reported varying levels of satisfaction concerning school policies, supervision, relationships, professional development opportunities, working conditions, task fulfillment, recognition, and responsibility. The results suggest that satisfied teachers are generally more effective, with job contentment directly contributing to sustained high performance.

Lucero (2022) examined the instructional abilities of teachers as a basis for developing learning action cell (LAC) sessions. The study, conducted at Digos City Central Elementary School at the Digos City Division of the Department of Education in the Philippines engaged 85 teachers.

This non-experimental quantitative research employed a descriptive research approach and was carried out. The findings, derived from mean scores, highlighted areas such as curriculum quality, planning and assessment processes, strong family and community engagement, and a robust professional culture. To address concerns about instructional competence, Lucero suggested creating LAC sessions that would focus on areas showing lower performance. The study revealed that teachers displayed a high level of instructional competence, leading to recommendations for school administrators to increase professional development efforts and maintain consistent monitoring to improve these skills further.

The strand that assessed the clarity of lesson delivery and effective response to questions showed the most promising results, indicating a need for LAC sessions focused on improving teaching methods and inquiry skills. The use of real-world examples in lessons, however, was ranked the lowest, prompting a suggestion for LAC sessions that emphasize contextualizing lessons. Similarly, the study found that family and community involvement in regular follow-up with parents was a weak area, suggesting that teachers need mentoring on building school-community partnerships. Finally, the strand related to pursuing a master's degree for personal growth had the lowest rating in terms of professional culture, leading the researcher to recommend that teachers pursue lifelong learning opportunities such as graduate studies and scholarships.

Miranda et al. (2020) argue that in today's educational landscape, teachers should focus on pedagogical practices. It is essential for educators to examine actual teaching practices to fully understand the pedagogical processes involved in teaching and learning. Teachers, guided by their choices, knowledge, and dispositions, act within a specific educational framework. As a result, many researchers have explored the impact of teachers' beliefs on teaching and learning. They highlighted that beliefs are often deeply embedded in an individual's past, making them difficult to change. Moreover, the beliefs of a teacher impact their actions in practical environments and guide their instructional choices. The research found four principal belief-action combinations, corresponding to theoretical, technical, practical, and critical pedagogical approaches. The correlation between a teacher's convictions and behavior is crucial, particularly in understanding how early childhood educators' pedagogical convictions shape their approach to teaching language and literacy. To effectively apply their knowledge, teachers must understand how to prioritize it in their practice.

According to the study, out of all the strands used as indicators for educating all the kids, the one that explained the lessons by using real-world examples from the students' teachers ranked lowest. The study suggests offering teachers a contextualization-focused learning action cell session. According to the study, the strand that focused on getting parents to follow up with their children's schools on a regular basis performed the worst when it came to the family and community participation metric. The instructor suggests that teachers receive mentoring on school-community partnerships. According to the study, the strand on pursuing a master's degree for personal growth had the lowest ranking under the professional culture criteria. The researcher suggests that the teacher pursue lifelong learning by enrolling in graduate school and applying for scholarships.

Asis (2020) explored the instructional competence of public secondary school teachers in Naic, aiming to create an instructional enhancement program. The study also examined teachers' profiles as part of the investigation. The researcher focused on assessing instructional competence in areas such as instructional delivery, assessment, classroom management, and personal competencies (skills) among teachers in Naic, Cavite. A non-experimental descriptive method was used to measure the teachers' levels of competence, complemented by a qualitative approach to identify the challenges faced by the respondents. The study involved 100 teachers from public secondary schools in Naic, chosen via purposive sampling. A meticulously crafted and dependable researcher-developed questionnaire was employed to collect data. The results indicated that the teachers demonstrated high levels of instructional competence. However, there were no significant differences in instructional competence based on teachers' profile variables.

It emphasized that instructional enhancement program aimed at addressing the challenges faced by the teachers. Most participants were aged between 26 and 35 years, held MA academic units, and held the position of Teacher I. It has found that teachers were highly competent in instructional delivery, classroom management, personal competencies, and assessment. They utilized various teaching aids such as models, diagrams, and PowerPoint presentations.

However, there was a need to improve mastery of curriculum-relevant competencies. Teachers also developed classroom rules that promoted respect and discipline but faced challenges with managing their regular daily schedules. Although they recognized the results of assessments to track student progress, they needed to focus more on supporting students' self-regulation. Despite showing very high levels of competence, teachers still struggled with instructional delivery, a crucial aspect of teaching.

Unos (2022) discussed how each individual approaches their job with a unique mindset and set of expectations. Their values and the experience they bring to their profession shape their attitude toward work.

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A person's work attitude can significantly influence how quickly and willingly they adapt to their role, as well as how satisfied they are with it. For secondary teachers, a deeper understanding of work values can help address academic challenges linked to operational values. The study involved 325 secondary school teachers from Central Mindanao, of which 258 worked in public schools and 67 in private schools. Most were married females, with an average age of 36.38 years. Most had bachelor's degrees, were permanently employed, and had an average of 9.65 years of teaching experience.

This found that teachers valued work principles like achievement, competence, recognition, security, community, interpersonal relationships, creativity, supervision, prestige, aesthetic stimulation, and excitement. However, the most important work values were competence, passion, relationships with others, aesthetics, supervisory relations, and status. Significant correlations were found between work values and variables such as length of service, type of school, and educational attainment. For example, length of service was positively associated with recognition, while educational achievement had an indirect relationship with interpersonal connections.

C. Foreign Studies

Herwin (2020) examined the performance of certified elementary school teachers and the impact of teacher certification on their effectiveness in Gorontalo Province. The study employed a quantitative approach using a comparative design with two groups: one consisting of teachers with educator certificates and the other of teachers without. A total of 179 teachers were selected using simple random sampling. Data was collected through observation, and the analysis was conducted using descriptive and inferential statistics, including a t-test. The findings revealed that teacher certification significantly influenced the performance of elementary school teachers in Gorontalo.

Teachers with educator certificates demonstrated higher performance levels compared to those without. This study shares similarities with the current one, as it also investigates the performance of certified elementary teachers.

However, while Herwin used a quantitative approach with a comparative design, the present study also explores how certified teachers possess the necessary competencies to provide quality education. Moreover, the reviewed study is relevant to the present study since it focused on the pedagogical methods employed by educators to deliver exemplary classroom instruction. Nonetheless, the aforementioned study concentrated on enhancing 21st-century skills, whereas the current study aims to ascertain instructional techniques and work performance of teachers.

Tobi's (2022) study sought to evaluate the pedagogical competencies and job satisfaction of basic education teachers. To achieve this, the researcher used two tools: a teaching competencies questionnaire and a job satisfaction scale. The study followed a descriptive methodology and involved a sample of 65 male and female teachers from public schools in the Al-Jam'a Directorate of Education in Amman, chosen randomly for the spring semester. Statistical analysis included calculating means and standard deviations. Validity and reliability tests were performed on the study tools, with Cronbach's alpha coefficients of 0.869 for the teaching competencies tool and 0.857 for the job satisfaction scale, indicating good reliability.

The findings revealed that teachers demonstrated a high level of teaching competencies overall, while their job satisfaction was at a moderate level. Additionally, no statistically significant differences were found in the three domains of teaching competencies. Based on these results, the study made several recommendations, including integrating teaching competencies into teacher preparation programs and addressing the moral, economic, and social needs of teachers. The similarities between this study and the present one include the focus on teaching competencies among basic education teachers and the use of respondents from public schools. Both studies also employed a descriptive methodology.

The reviewed study is related to the present since it focused on teachers' performance. Both studies dealt with the work performance of teachers. However, they used different variables in their studies.

Hakim (2021) emphasized the significant role that teaching competence plays in shaping the quality of the learning process for students, as well as in reflecting the professionalism of teachers in their respective fields. These competencies, which include pedagogical, personal, professional, and social competencies, contribute to enhancing learning performance. Motivated by the importance of these factors, the study aimed to examine and analyze the impact of these competencies on teacher performance in the learning process.

The research used a correlation approach with proportional sampling. Through multiple regression analysis, the results revealed that each competency—pedagogical, personal, professional, and social—individually had a significant effect on improving learning performance. When considered together, these competencies were found to significantly influence the overall quality of performance in the learning process.

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The reviewed study and the present study are related since both focused on perception on the respondents on the instructional practices and work performance of teachers. Both studies considered teachers as respondents of the study.

Napil et al. (2022) conducted a study to identify the factors influencing teaching performance in schools. They employed a descriptive predictive method to assess various variables and predict their impact. The research, which was carried out at Madridejos National High School, involved a random sample of 50 teachers of Junior High School. A survey questionnaire, encompassing details on the teachers' profiles, was employed to gather data. The research employed educators' evaluations derived from Classroom Observations. Data were evaluated utilizing descriptive statistics, including mean, percentage formula, and standard deviation, in conjunction with Multiple Linear Regression to ascertain relevant characteristics.

The results indicated that the predominant portion of respondents were Teacher 1 with 1 to 5 years of teaching experience, lacked master's degree units, and had not participated in relevant training. Despite these factors, their teaching performance, with a computed mean of 5.50, was rated as Very Satisfactory. This study shares similarities with the current one in that both aim to examine the factors influencing teachers' performance in school. Teacher competencies, which are essential for good performance, can be affected by various challenges. Like the present study, the researchers aim to propose an action plan for developing teacher programs to enhance performance.

The cited study is parallel to the present study since they both focused on teachers. The reviewed study considered two groups, the principals and teachers while the present study utilized teachers only.

Poro (2020) explored the impact of teacher competencies on improving teachers' performance in primary schools in Uganda. A sample of 217 participants was selected, and the results revealed a correlation coefficient of ($r = -0.5$). Based on these findings, the study recommended that teachers be encouraged to enhance their pedagogical skills for more effective classroom delivery. It also suggested that performance appraisals should emphasize the development of these skills to boost overall teacher performance.

Teachers were urged to focus on aspects such as classroom organization, time management, and avoiding distractions like phone usage during class. Those who work to strengthen the relationship between the school and the community should be acknowledged and rewarded for their efforts. Additionally, teachers were encouraged to address issues of absenteeism and work collaboratively in teams to improve both their performance and that of their students.

This study is related to the current one since it examined on how teacher competencies influence student learning, particularly in public school settings. Similar to the Ugandan context, where many students come from underprivileged backgrounds, the present study focused on the instructional practices and work performance of teachers.

Furthermore, the comparison underscores the universal need for continuous professional development and supportive school environments to enhance teacher effectiveness.

D. Local Studies

In the study of Odivilas and Odivilas (2020), they evaluated the personal qualities, work values and job performance of graduates using the descriptive correlation method employing self-structured questionnaires. The results of the study revealed that the personal qualities of graduates in terms of personal character, initiative and personality were found to be very good.

The work values of the graduates such as work ethics, diligence, teamwork and creativity were rated "practiced" by the respondents. However, motivation, self-confidence and professionalism were rated "moderately practiced" by the spervisors but graded "practiced" by the graduates themselves. The difference in work values of diligence, self-motivation, creativity, self-confidence and professionalism were rated significant except for work ethics and creativity. The graduate respondents' performance rating reached a mean of 4.19 or very satisfactory. The relationship between personal qualities in terms of personal character, initiative and personality and job performance were not significant. Similarly, the relationship between work values in terms of work ethics, diligence, teamwork, self-motivation, creativity and professionalism and job performance were not significant, except for self-confidence.

The reviewed study is parallel to the present study since both studies focused on teachers' competencies and work performance. Moreover, they both used teachers as the main respondents of the study.

In the study conducted by Espanola (2020), that education is a process of transferring knowledge to the learners. This transfer of knowledge takes place in the classroom. The teachers are human resources in the academe who deal with different personalities inside the classroom. Aside from doing usual tasks in school, they are also considered as the key implementers of educational trends. The investigation aimed to provide information on the extent of job satisfaction among the teachers of the extramural studies centers of Palawan State University.

A descriptive research method was utilized to gather information related to the job satisfaction of the teachers. This method describes the characteristics of people or the community. Results of the study showed that the respondents are satisfied in their work environment in terms of preparation factors, physical working condition, faculty salary, security of tenure, benefits and privileges but undecided in the case "faculty development opportunity". They are satisfied in the written and verbal feedback. In the social influences, the respondents rated "very satisfied" in relationship with peers, supervisor and students. Test of association shows the significant relationship in status and benefits and privileges, a highest degree earned and salary and security of tenure, faculty development opportunity, tenure and written/verbal feedback. This study concluded that social influences is given more weight than work situation in determining job satisfaction, and some form is associated with job satisfaction of the teachers.

The reviewed study is related to the present study since it dealt with the practices of teachers which is a big factor in the outcome of their work performance. Moreover, they used different variables in the conduct of the investigation.

In the study of Abulon (2020) it found out that conceptual understanding about effective teaching was explored among basic education teachers from public schools situated in the City of Manila. Teacher-respondents from kindergarten, elementary and high school levels (N=355) were asked to respond to a questionnaire with open-ended items from which qualitative research data were gathered. Thematic analysis served as the springboard for the identification of underlying themes and core related ideas as guided by four 'a priori' major categories embodied in the study's conceptual framework. Five major themes ultimately emerged to characterize the conglomeration of conceptions of effective teaching from personality-based dispositions, teaching competence traits, content mastery and expertise, pedagogical knowledge and extension of the self.

The study concluded that there was no single, predominant factor or heuristic that was identified upon which effective teaching is largely and/or solely contingent. Instead, effective teaching was viewed as a confluence of various dispositions, traits, knowledge, and skill sets. A new framework was crystallized to depict the five critical factors of effective teaching in the basic education. The resulting typical and variant core ideas of what effective teaching is, served as useful benchmarks in curriculum planning and re-designing of pre-service teacher education programs administered in teacher education institutions in the Philippines. Some implications of the findings to in-service teacher education were also established in the study

The study of Abulon is parallel to the present study since both studies focused on teachers' instructional practices. However, the former study focused on the job stressors while the present study is on instructional practices and work performance of teachers.

Bauyon (2020) aimed to assess the instructional efficacy of teacher education faculty members at a State University in the Philippines as perceived by themselves and CTE students during the Academic Year 2012-2013 with the end view of formulating an action plan to enhance the aforementioned situation. The study utilized the descriptive method of research. This method attempted to ascertain the prevailing conditions and sought to answer questions to the real facts relating to the existing conditions.

Results found that instructors/professors perceived their instructional performance as very good. Faculty respondents believed that they are qualified to teach the subjects they are handling. This was manifested by having good interaction between them and the students inside the classroom, by way of assessing their performance tasks and by way of assessing through pencil-paper test. However, student respondents perceived that the instructor/professors' instructional performance were only satisfactory. They perceived that CTE faculty members are all in better position to handle the subjects assigned to them. Interaction between them was effective. Relative to the findings, it is recommended that instructors/professors should exercise their full potential in teaching so as to become excellent.

The reviewed study is parallel to the present study since both dealt with the teaching practices of teachers. Moreover, it also focused on the work performance of teachers. Moreover, both studies used descriptive research design.

Talagtag (2025) found out that most of the respondents are 10 years old, female, second born, they are 2 - 3 children in their family, belonging to income of Php 20,000 – Php 24,999 and whose parents are college undergraduates working as private employees. Motivational tools, such as graphic organizers, video clips, word puzzle, and educational games, are always utilized by teachers for intermediate pupils. The perception of the pupils on the extent of effects of utilized motivational tools with respect to graphic organizers, video clips, word puzzles, and educational games varies with age, sibling position, and number of children in the family. It also differs with respect to all the other profile characteristics but not with respect to the utilization of all motivational tools. The academic performance level of intermediate pupils, as indicated by their average grades in the second quarter, is exceptional, with a mean of 90. A notable correlation exists between the perceived impact of motivational tools employed by educators, such as graphic organizers, video clips, word puzzles, and educational games, and the academic performance levels of intermediate students.

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The findings indicated that pupils' age, sibling position, and number of children in the family are predictors on their perceptions about the extent of effects motivational tools utilized by teachers with respect to graphic organizers, video clips, word puzzle and educational games. Pupil's sex, monthly family income, parents' educational attainment and parents' occupation are predictors as well for some aspects. Motivational tools utilized by teachers correlate with the academic performance of intermediate pupils.

The reviewed study is in connection to the present study since both studies considered the different motivational strategies employed by teachers in teaching pupils.

Marquez (2021) revealed that skills and competencies of teachers in selected public elementary schools, the respondents indicated a strong perception of their skills and competence in teaching. Similarly, there is no notable difference in the level of teachers' skills and competencies based on gender. Conversely, regarding age, educational attainment, length of service, position title, and participation in webinars and trainings, the null hypothesis is rejected. The overall performance of the teachers is measured at a mean of 4.411, which is interpreted as very satisfactory. The hypothesis regarding the significant relationship is rejected; thus, a significant relationship exists between the perceived skills and competencies of teachers and their level of performance.

The conclusion drawn indicates that teachers' skills and competencies significantly contribute to various aspects; however, gender does not serve as a determining factor, as both male and female educators demonstrate a commitment to professional growth. The skills and competencies of teachers significantly contribute to their teaching performance.

In light of the findings and conclusions reached, the subsequent recommendations: School administrators may implement strictly the idea of departmentalization that is, teachers to be assigned in their area of specialization; Teachers may be sent to more webinars and trainings and be encouraged to become members of professional organizations according to their specialization to continuous provide quality teaching; Facilities and instructional materials may be purchased for instructional purposes; The researcher -made action plan may be considered for implementation; and parallel studies along this area may be conducted using other variables.

The cited study of Marquez has relationship to the present study since both studies utilized teachers as respondents and focused on their competencies and work performance. Likewise, both studies used descriptive research design.

The reviewed literature and studies are deemed significant to the present study because the focal point which is in relation to instructional practices and work performance of teachers in public elementary schools gave light and directions on the conceptualization of the present study.

III. METHODOLOGY AND SOURCES OF DATA

This chapter dealt with the research design, respondents of the study, instrumentation and validation of the instrument, procedure of the study and statistical treatment of data gathered.

A. Research Design

The study used the descriptive method of research specifically, the survey design. A questionnaire-checklist was used as a tool for gathering data and information for the study. According to Calmorin (2020). The descriptive method is designed to gather information about the evaluation of present/existing conditions. It is helpful to express the cause of the phenomena. It involved collection of data to test hypothesis or answer questions concerning the current status of the study. Since the nature of the study involves the gathering and interpreting of detailed information to be used as a basis to assess the instructional practices and work performance of teachers.

Furthermore, this method was the most appropriate method to describe the extent of instructional practices and work performance of teachers in selected public elementary schools in Talim island. Since teachers need a wide range of competencies in order to face the complex challenges of today's educational landscape.

Moreover, documentary analysis was also used since the performance of teachers was taken from their lastest Individual Performance Commitment and Review (IPCR)

B. Respondents of the Study

The respondents of this study were the total population of teachers in island public elementary schools in District of Binangonan, Division of Rizal. These consist of one hundred forty-one (141) teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

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Table 1 shows the distribution of respondents by school.

Table 1
Distribution of Respondents by School

Schools	Population
Banaba Barrio School	7
Bangad Elementary School	10
Bombong Elementary School	14
Buhangin Elementary School	11
Janosa Elementary School	12
Kalinawan Elementary School	7
Kasile Elementary School	4
Kaytome-Gulod Elementary School	11
Kinaboogan Elementary School	4
Kinagatan Elementary School	7
Malakaban Elementary School	8
Pinagdilawan Elementary School	10
Pipindan Elementary School	7
Sapang Elementary School	10
Tabon Elementary School	7
Talim Elementary School	12
Total	141

C. Instrumentation

The researcher used a researcher-made questionnaire-checklist in gathering the needed data. This consists of two parts. The first part of the questionnaire-checklist consists of the profile of the respondents such as age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

The second part dealt with the extent of instructional practices of the respondents as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources, and assessment. Each aspect consists of 10 items with a total of 40 items

To strengthen the study, the researcher used a 5-point Likert scale with the corresponding verbal interpretation.

Scale	Range	Interpretation
5	4.50– 5.00	Always (Very Much Practiced)
4	3.50 – 4.49	Often (Much Practiced)
3	2.50– 3.49	Sometimes (Moderately Practiced)
2	1.50– 2.49	Seldom (Less Practiced)
1	1.00 – 1.49	Never (Least Practiced)

Documentary was also used to determine the work performance of teachers based on their latest rating on their Individual Performance and Commitment Review (IPCR) is a 5 point Likert scale with the corresponding verbal interpretation.

Range	Verbal Interpretation
4.50– 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50– 3.49	Satisfactory
1.50– 2.49	Unsatisfactory
1.00 – 1.49	Poor

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D. Validation of the Instrument

The objective of this study was to describe the content validation, through expert judgment of a questionnaire for determining the instructional practices and work performance of teachers in selected elementary schools in Talim Island District of Binangonan Division of Rizal. Content validation of the instrument was done by the thesis adviser, professorial lecturers, statistician , master teacher, coordinator, school head and dean of the Graduate Studies Program. Their valuable comments and suggestions were considered in the finalization of the questionnaire checklist.

E. Procedure of the Study

The Gantt Chart of Activities was followed in the conduct of this study. The researcher came up with the conceptualization of the research title. This was followed by the reading and scanning of several researches in order to derive the development of Chapters 1, 2, and 3 of the study.Corrections were considered according to the suggestions of the validators After the proposal defense, and guided by the approved statement of the problem, the researcher proceeded to the crafting and validation of the questionnaire-checklist. After the validation of the instrument, permission from the concerned authorities was secured by the researcher from the Schools Division Superintendent. Then, the researcher administered the questionnaire-checklist to the respondents through the Google survey form. With all due respect to the respondents, their data were secured under the guidance of the Data Privacy Act of 2012.

After the retrieval, the data were tallied, tabulated, analyzed, and interpreted using the Statistical Package for Social Sciences (SPSS). Based on the interpreted data, the summary of findings, conclusions, and recommendations were formulated. After the final oral defense, the manuscript was revised incorporating all the comments and suggestions of the oral examination committee. The manuscript was subjected to an anti-plagiarism test. Finally, hardbound copies were submitted to the office of the Graduate Studies Program and other offices concerned.

F. Statistical Treatment of Data

For the analysis and interpretation of data, the following statistical tools were applied: To determine the profile of the respondents, in terms of selected variables, frequency, percentage, and rank distribution were utilized. To determine the extent of instructional practices of the respondents with respect to, weighted mean was used To determine the significant difference on the extent of instructional practices of the respondents with respect to the mentioned aspects in terms of their profile, One Way Analysis of Variance (ANOVA) was used. To determine the level of work performance of the teachers, mean and standard deviation were employed. To determine the significant relationship between the extent of instructional practices of teachers and their level of work performance, correlation analysis was utilized.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, analysis and interpretation of data based on the subproblems of the study.

A. Profile of the Respondents in Terms of the Selected Variables

Table 2 presents the profile of the respondents in terms of the selected variables.

As shown in the table, out of 141 teacher respondents, 36.2% are 40-49 years old, 29.1% are 30-39 years old, 23.4% are 50-59 years old , while 10.6% are 20-29 years old. Only while 0.7% is 60 years old and above. In terms of sex, 70.2% are female while 29.8% of them are male.

With regards to their civil status, the majority of them are married with 81.6% while 1.4% are widow/widower or separated/annulled.

As to their educational attainment, 34.8% have finished their master's degree, 32.6% are still pursuing their master's degree, 29.1% have their bachelor's degree, 2.8% are pursuing their Doctorate degree while 0.7% has finished Doctoral degree.

As regards their length of service, 25.5% have been in the service for below 5 years, 23.4% have been in the service for 6-10 years, 22.0% are 21 years and above in service, 18.4% are in service for 11-15 years, and the rest have been in the service 16-20 years

Table 2
Frequency, Percentage and Rank Distribution of the Respondents
in Terms of the Selected Variables

Age	Frequency	Percent	Rank
60 years old and above	1	0.7	5

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50 – 59 years old	33	23.4	3
40 – 49 years old	51	36.2	1
30 – 39 years old	41	29.1	2
20 – 29 years old	15	10.6	4
Total	141	100.0	
Sex			
Male	42	29.8	2
Female	99	70.2	1
Total	141	100.0	
Civil Status			
Single	22	15.6	2
Married	115	81.6	1
Widow/Widower	2	1.4	3.5
Separated/Annulled	2	1.4	3.5
Total	141	100.0	
Educational Attainment			
Doctorate Degree	1	0.7	5
With units (EdD/PhD)	4	2.8	4
Master's Degree	49	34.8	1
With MA units	46	32.6	2
Bachelor's Degree	41	29.1	3
Total	141	100.0	
Length of Service			
21 years and above	31	22.0	3
16 – 20 years	15	0.6	5
11 – 15 years	26	18.4	4
6 – 10 years	33	23.4	2
Below 5 years	36	25.5	1
Total	141	100.0	
Position Title			
Master Teacher II	1	0.7	5
Master Teacher I	3	2.1	4
Teacher III	46	32.6	2
Teacher II	18	12.8	3
Teacher I	73	51.8	1
Total	141	100.0	
In-Service Trainings Attended			
International	-	-	-
National	20	14.2	4
Regional	28	19.9	2
Division	61	43.3	1
District	21	14.9	3
School	11	7.8	5
Total	141	100.0	

In terms of position title, most of them are Teacher I with 51.8% while 0.7% is a Master Teacher II. Meanwhile, in terms of in-service trainings attended, majority of them have attended at the division level with 43.3 % while 7.8% of them attended at the school level.

B. Extent of Instructional Practices of Teachers as Perceived by Themselves With Respect to the Different Aspects

Table 3 presents the extent of instructional practices of teachers as perceived by themselves with respect to motivational strategies.

As presented in the table, with respect to motivational strategies, the overall weighted mean obtained is 4.34, interpreted as Often (Much Practiced). First in rank is "As a teacher, I encourage respect, inclusivity, and kindness among pupils." with a weighted mean of 4.44, interpreted as Often and last in rank is the item "As a teacher, I implement systems like point charts or "pupil of the week" programs." interpreted as Often with a weighted mean of 4.18.

This means that teachers often employ motivational strategies as part of their instructional practices. Teachers play an important role in shaping a positive learning environment by promoting respect, inclusivity, and kindness among pupils, which helps create a safe and supportive classroom where all pupils feel accepted. Through setting clear and measurable goals for each lesson, teachers provide structure and clarity, helping pupils understand expectations and stay focused. Focusing on pupils' strengths builds their confidence and self-esteem, encouraging active participation and a positive attitude toward learning.

Table 3
Extent of Instructional Practices of Teachers as Perceived by Themselves
With Respect to Motivational Strategies

Motivational Strategies As a teacher, I…	$W\bar{X}$	Verbal Interpretation	Rank
encourage respect, inclusivity, and kindness among pupils.	4.44	Often (Much Practiced)	1
share clear, measurable goals for each lesson.	4.40	Often (Much Practiced)	3
offer specific, constructive praise for effort, improvement, and success.	4.37	Often (Much Practiced)	5.5
use certificates, classroom celebrations, or simple verbal recognition.	4.31	Often (Much Practiced)	7
focus on what pupils do well to build confidence and self-esteem.	4.39	Often (Much Practiced)	4
provide tangible rewards like stickers, certificates, or small prizes.	4.21	Often (Much Practiced)	9
implement systems like point charts or "pupil of the week" programs.	4.18	Often (Much Practiced)	10
pictures and other colorful instructional devices.	4.43	Often (Much Practiced)	2
educational games.	4.30	Often (Much Practiced)	8
provide immediate feedback that helps pupils identify areas for improvement.	4.37	Often (Much Practiced)	5.5
Overall $W\bar{X}$	4.34	Often (Much Practiced)	

Additionally, using pictures and colorful instructional materials makes lessons more engaging and accessible, especially for visual learners, enhancing both understanding and retention.

This implies that teachers recognize the importance of motivation in enhancing pupil learning and engagement. Through the integration of different motivational strategies, such as creating a respectful and inclusive environment, setting clear goals, offering praise and rewards, utilizing engaging materials like pictures and games, and delivering immediate feedback, teachers actively support pupils' emotional, social, and academic development.

Moreover, these practices not only help sustain pupil interest and participation but also build a sense of achievement and self-worth, which can lead to improved academic outcomes and a more positive attitude toward learning.

This is in connection with the citation of Padayogdog et al. (2021) which emphasize that teachers, as central figures in education, must possess the necessary qualifications and knowledge to effectively impart learning to their students.

Table 4 presents the extent of instructional practices of teachers as perceived by themselves with respect to teaching approaches.

As presented in the table, with respect to teaching approaches, the overall weighted mean obtained is 4.33, interpreted as Often (Much Practiced). First in rank is "As a teacher, I try to focus shifts to the learners, encouraging active participation, collaboration, and independent thinking." with a weighted mean of 4.44, interpreted as Often and last in rank is the item "As a teacher, I use experiments or activities to discover concepts" with a weighted mean of 4.16 interpreted as Often

Table 4
Extent of Instructional Practices of Teachers as Perceived by Themselves
With Respect to Teaching Approaches

Teaching Approaches As a teacher, I…	**$\bar{W}$**	**Verbal Interpretation**	**Rank**
try to focus shifts to the learners, encouraging active participation, collaboration, and independent thinking.	4.44	Often (Much Practiced)	1
encourage pupils to ask questions and seek answers through exploration.	4.35	Often (Much Practiced)	4
promote critical thinking, creativity, and independence.	4.37	Often (Much Practiced)	3
provide activity where pupils work in groups to achieve shared goals.	4.28	Often (Much Practiced)	8.5
tailor my teaching to diverse pupils' needs and learning styles	4.33	Often (Much Practiced)	5.5
use experiments or activities to discover concepts.	4.16	Often (Much Practiced)	10
make pupls work on projects that integrate multiple disciplines.	4.28	Often (Much Practiced)	8.5
encourage deeper understanding of the pupils.	4.32	Often (Much Practiced)	7
develop pupils' problem-solving and analytical skills.	4.33	Often (Much Practiced)	5.5
use role-playing or using simulations to mimic real-world scenarios.	4.40	Often (Much Practiced)	2
Overall $\bar{W}$	**4.33**	**Often (Much Practiced)**	

This means that teachers often employ teaching approaches as part of their instructional practices. Teachers aim to create learner-centered classrooms where the focus shifts from teacher-led instruction to active pupil engagement. Through encouraging participation, collaboration, and independent thinking, they empower pupils to take ownership of their learning. Promoting inquiry through questioning and exploration helps pupils develop critical thinking and problem-solving skills.

Moreover, teachers also nurture creativity and independence by designing activities that challenge pupils to think deeply and work collaboratively. Techniques such as role-playing and simulations allow pupils to experience real-world scenarios, making learning more meaningful, practical, and engaging.

This implies that teachers are increasingly adopting learner-centered teaching approaches to make instruction more engaging, relevant, and effective. Through shifting the focus to the pupils and encouraging active participation, collaboration, and critical thinking, teachers help develop essential 21st-century skills such as creativity, problem-solving, and independence.

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These approaches, such as group work, inquiry-based activities, differentiated instruction, interdisciplinary projects, and real-world simulations, recognize the diverse needs and learning styles of pupils. As a result, pupils are more likely to take ownership of their learning, develop deeper understanding, and apply knowledge in meaningful contexts beyond the classroom.

This is in connection with the literature of Suharsaputra (2020) that teachers engage directly with students, imparting knowledge and technology while also teaching positive values and also the role of teachers in education is essential, as their responsibilities extend beyond transferring knowledge to also instilling values in students.

Table 5 presents the extent of instructional practices of teachers as perceived by themselves with respect to learning resources.

As presented in the table, with respect to learning resources, the overall weighted mean obtained is 4.14, interpreted as Often (Much Practiced). First in rank is "As a teacher, I use powerpoint presentations" with a weighted mean of 4.31, interpreted as Often and last in rank is the item "As a teacher, I use platforms like Google Classroom or Moodle that organize and deliver content online" with a weighted mean of 3.77 interpreted as Often.

Table 5
Extent of Instructional Practices of Teachers as Perceived by Themselves
With Respect to Learning Resources

Learning Resources As a teacher, I use…	$W\bar{X}$	Verbal Interpretation	Rank
visual aids to explain processes, concepts, or ideas (e.g., diagrams, timelines) written in manila paper or cartolina in teaching.	4.15	Often (Much Practiced)	5.5
digital versions of textbooks or interactive web resources for in-depth exploration.	4.23	Often (Much Practiced)	4
platforms like Google Classroom or Moodle that organize and deliver content online.	3.77	Often (Much Practiced)	10
manipulative tools like tools like counters, blocks, or geometric shapes for hands-on problem solving.	3.94	Often (Much Practiced)	9
audio visuals materials like recorded lectures, audiobooks, or songs for language learning and storytelling.	4.15	Often (Much Practiced)	5.5
actual items like tools, food, or artifacts to make learning concrete.	4.14	Often (Much Practiced)	7
powerpoint presentations.	4.31	Often (Much Practiced)	1
downloaded videos.	4.30	Often (Much Practiced)	2
digital storytelling.	4.13	Often (Much Practiced)	8
real objects.	4.28	Often (Much Practiced)	3
Overall $W\bar{X}$	4.14	Often (Much Practiced)	

This means that teachers often eloy learning resources as part of their instructional practices. Teachers often use digital versions of textbooks and interactive web resources to enhance the depth and engagement of their lessons. These tools allow for more dynamic and flexible instruction, offering pupils access to up-to-date information and a variety of multimedia formats. PowerPoint presentations help organize and visually present content in a structured way, while downloaded videos can illustrate complex concepts and bring lessons to life. Additionally, the use of real objects, or manipulatives, provides hands-on learning experiences that support better understanding and retention, especially for tactile and visual learners.

Findings imply that teachers recognize the importance of using a wide range of learning resources to enhance the effectiveness of their instructional practices.

Through integrating both traditional and digital materials, such as visual aids, manipulatives, real objects, and online platforms, teachers are able to cater to diverse learning styles and make abstract concepts more concrete and understandable. These resources support active, multisensory learning, promote deeper engagement, and help pupils connect lessons to real-life experiences. Moreover, the use of technology, such as digital textbooks, videos, and educational platforms, allows for more flexible, interactive, and accessible instruction, ultimately improving pupil comprehension and achievement.

This highlights the continuous evolution of instructional practices and underscores the necessity for ongoing professional development to keep teachers equipped with relevant and effective resource-integration strategies. As educational demands and learner needs continue to shift, teachers must stay updated on emerging tools, pedagogical innovations, and evidence-based approaches.

This is in connection with the study of Talagtag (2025) that different learning materials such as graphic organizers, video clips, word puzzle, and educational games, are always utilized by teachers for intermediate pupils.

Table 6 presents the extent of instructional practices of teachers as perceived by themselves with respect to assessment.

Table 6

Extent of Instructional Practices of Teachers as Perceived by Themselves With Respect to Assessment

Assessment I…	WX	Verbal Interpretation	Rank
evaluate pupils' performance too achieve higher standards of learning.	4.41	Often (Much Practiced)	3
assess learner's progress through meaningful objectives and criteria.	4.43	Often (Much Practiced)	1
use holistic rubrics in assessing learner's performance.	4.38	Often (Much Practiced)	4.5
ensure all assessment tasks are connected with the learning objectives.	4.36	Often (Much Practiced)	6
involve pupils' reflection and participation.	4.31	Often (Much Practiced)	7.5
give formative evaluation at the end of every lesson to assess learner's mastery.	4.42	Often (Much Practiced)	2
give portfolio assessment to my pupils.	4.30	Often (Much Practiced)	9
give my pupils performance–based activities.	4.29	Often (Much Practiced)	10
provide clear feedback to help learners perform well	4.31	Often (Much Practiced)	7.5
encourage my pupils to reflect on the effectiveness of strategies and approaches used in teaching.	4.38	Often (Much Practiced)	4.5
Overall WX	4.36	Often (Much Practiced)	

As presented in the table, with respect to assessment, the overall weighted mean obtained is 4.36, interpreted as Often (Much Practiced). First in rank is "I assess learner's progress through meaningful objectives and criteria." with a weighted mean of 4.43, interpreted as Often and last in rank is the item "I give my pupils performance–based activities." with a weighted mean of 4.29 interpreted as Often.

This means that teachers often employ assessment as part of their instructional practices. Teachers ensure quality education by consistently evaluating pupils' performance to help them achieve higher standards of learning. They assess learners' progress based on clear, meaningful objectives and criteria, allowing for a more focused and purposeful evaluation. Through using holistic rubrics, teachers are able to assess overall performance in a fair and comprehensive manner. Formative evaluations given at the end of each lesson help determine the extent of learners' mastery and identify areas that need improvement.

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Additionally, teachers encourage pupils to evaluate the efficacy of pedagogical tactics and methodologies, promoting self-awareness, critical thinking, and a more engaged participation in the learning process..

This indicates that educators acknowledge the significance of utilizing diverse learning resources to improve the efficacy of their teaching methods. By amalgamating traditional and digital resources, including visual aids, manipulatives, tangible items, and online platforms, educators may accommodate various learning styles and make abstract concepts more concrete and understandable. These resources support active, multisensory learning, promote deeper engagement, and help pupils connect lessons to real-life experiences. Moreover, the use of technology, such as digital textbooks, videos, and educational platforms, allows for more flexible, interactive, and accessible instruction, ultimately improving pupil comprehension and achievement.

This is in connection with the citation of Asis (2020) that teachers were highly competent in instructional delivery, classroom management, personal competencies, and assessment.

Table 7 presents the extent of instructional practices of teachers as perceived by themselves with respect to the different aspects.

Table 7

Summary of Instructional Practices of Teachers as Perceived by Themselves with Respect to Motivational Strategies, Teaching Approaches, Learning Resources and Assessment

Aspects	Overall $W\bar{X}$	Verbal Interpretation	Rank
Motivational Strategies	4.34	Often (Much Practiced)	2
Teaching Approaches	4.33	Often (Much Practiced)	3
Learning Resources	4.14	Often (Much Practiced)	4
Assessment	4.36	Often (Much Practiced)	1
Composite $W\bar{X}$	4.29	Often (Much Practiced)	

As shown in the composite table, the composite weighted mean obtained is 4.29 verbally interpreted as Often (Much Practiced). First in rank is assessment at 4.36, second in rank is motivational strategies at 4.34, third in rank at 4.33 is the teaching approaches and last in rank is learning resources at 4.14. All the aspects are found to be Often.

This means that teachers often employ motivational strategies, teaching approaches, learning resources and assessment as part of their instructional practices. Motivational strategies such as praise, rewards, and recognition help create a positive learning environment and boost pupils' confidence and engagement. Teaching approaches that promote active participation, critical thinking, and collaboration ensure that lessons are pupil-centered and interactive. Additionally, the use of both traditional and digital utilization of learning materials, including visual aides, manipulatives, and multimedia technologies, augments comprehension and accommodates diverse learning styles.

Assessment practices, including formative evaluation and the use of holistic rubrics, allow teachers to track pupil progress, adjust instruction as needed, and ensure that learning goals are being met.

Findings imply that instructional practices require a deliberate and balanced use of motivational strategies, teaching approaches, learning resources, and assessment methods to support pupil success. Instructional practices are not limited to delivering content; rather, they involve planning and implementing strategies that actively engage learners, address their individual needs, and promote meaningful learning experiences. When teachers thoughtfully integrate these elements, they create a more inclusive and dynamic classroom environment where pupils are encouraged to participate, think critically, and take ownership of their learning. These instructional practices, when aligned with clear objectives and pupil-centered goals, help ensure that teaching is purposeful, adaptable, and impactful in fostering both academic growth and personal development.

This is in connection with the citation of Sanders (2021) that the four key competency areas that yield the best results are formative assessment, classroom management, instructional delivery, and personal abilities.

C. Significant Difference on the Extent of Instructional Practices of the Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Table 8 presents the result of the t-test in the significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to the different aspects in terms of their profile.

The table illustrates that with respect to the different aspects for teachers' instructional practices, the probability values in terms of age, sex, civil status, and in-service trainings attended, are greater than .05 level of significance. This fails to reject the null hypothesis stating that there is no significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment in terms of the cited profile. However, when it comes to educational attainment, length of service and position title with respect to motivational strategies, teaching approaches, learning resources, the p-values are lower than .05 level of significance, thus the null hypothesis is rejected.

Table 8

Result of the F-test in the Significant Difference on the Extent of Instructional Practices as Perceived by Themselves With Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Motivational Strategies	.196	.940	Accepted	Not Significant
Teaching Approaches	.265	.900	Accepted	Not Significant
Learning Resources	.680	.607	Accepted	Not Significant
Assessment	.183	.947	Accepted	Not Significant
Sex				
Motivational Strategies	.290	.749	Accepted	Not Significant
Teaching Approaches	.500	.608	Accepted	Not Significant
Learning Resources	.599	.551	Accepted	Not Significant
Assessment	.554	.576	Accepted	Not Significant
Civil Status				
Motivational Strategies	1.243	.297	Accepted	Not Significant
Teaching Approaches	.737	.532	Accepted	Not Significant
Learning Resources	1.020	.386	Accepted	Not Significant
Assessment	1.072	.363	Accepted	Not Significant
Educational Attainment				
Motivational Strategies	4.511	.002	Rejected	Significant
Teaching Approaches	3.791	.006	Rejected	Significant
Learning Resources	6.273	.000	Rejected	Significant
Assessment	1.343	.257	Accepted	Not Significant
Length of Service				
Motivational Strategies	2.784	.029	Rejected	Significant
Teaching Approaches	3.058	.019	Rejected	Significant
Learning Resources	2.485	.047	Rejected	Significant
Assessment	.939	.443	Accepted	Not Significant
Position Title				
Motivational Strategies	4.275	.003	Rejected	Significant
Teaching Approaches	3.308	.013	Rejected	Significant
Learning Resources	2.758	.030	Rejected	Significant
Assessment	.849	.497	Accepted	Not Significant
In-Service Trainings Attended				
Motivational Strategies	.755	.556	Accepted	Not Significant

Teaching Approaches	1.646	.166	Accepted	Not Significant
Learning Resources	1.657	.164	Accepted	Not Significant
Assessment	1.313	.268	Accepted	Not Significant

Findings indicate that there is no significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment in terms of their age, sex, civil status, and in-service trainings attended. However, when they are grouped according to their educational attainment, length of service and position title with respect to motivational strategies, teaching approaches, learning resources, significant difference exists.

This implies that teachers' age, sex, civil status, and in-service trainings attended are not predictors on their instructional practices. This may not strongly influence how teachers perceive and apply motivational strategies, teaching approaches, learning resources, and assessment methods. This may be because instructional practices are generally guided by professional standards, curriculum requirements, and institutional policies that all teachers, regardless of age or gender, are expected to follow. Additionally, civil status is a personal characteristic that does not typically affect professional competence or teaching behavior in the classroom. As for in-service trainings, while they are intended to improve instructional practices, their effectiveness may vary depending on the quality, relevance, and frequency of the training. If training is too general, infrequent, or not directly aligned with classroom realities, they may have limited impact on how teachers actually implement what they learn. On the other hand, teachers with higher educational attainment are likely exposed to more advanced pedagogical theories, research-based strategies, and innovative instructional methods. Similarly, length of service contributes to a teacher's practical experience in handling different classroom situations, refining techniques over time, and adapting strategies to meet student needs. The longer a teacher has been in service, the more opportunities they have had to experiment with and master various approaches, tools, and resources. In terms of position title, those in higher or leadership roles (often have more training, mentoring responsibilities, and access to professional development opportunities. These roles require a higher level of competence and innovation in teaching practices, which may result in more effective or varied use of instructional strategies.

This is somewhat in relation with the study conducted by Marquez (2021) that teachers' skills and competencies are contributory on most aspects, however sex is not a determinant because both male and female teachers are willing to grow professionally.

D. Level of Work Performance of Teachers as Revealed on their Latest Rating on their Individual Performance Commitment and Review Form (IPCRF)

Table 9 shows the level of work performance of teachers as revealed on their latest rating on their Individual Performance Commitment and Review Form (IPCRF).

The table reveals that most of the teachers have Very Satisfactory performance at 67.1%, followed by 30.0% who have Outstanding performance while 2.9% with Outstanding performance. Majority of the teachers have attained very satisfactory performance ratings in their latest faculty appraisal evaluation. The mean rating obtained is 4.31 with a standard deviation of .318. This reflects how much the ratings vary from the average.

Table 9
Level of Work Performance of the Respondents as Revealed by their
Individual Performance Commitment and Review Form (IPCRF)

Rating	Verbal Interpretation	Frequency	Percentage	Rank
4.51 – 5.00	Outstanding	42	30.0	2
3.51 – 4.50	Very Satisfactory	94	67.1	1
2.51 - 3.50	Satisfactory	4	2.9	3
1.51 - 2.50	Unsatisfactory	-	-	-
1.50 and below	Poor	-	-	-
Total		140	100.0	
Mean		4.31 (Very Satisfactory)		
Std. Deviation		.318		

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A lower standard deviation means the ratings are more consistently close to the average, indicating minimal variation in responses. This result indicates that teachers are performing very satisfactorily. These elements work together to create an engaging, inclusive, and learner-centered environment that supports pupils' academic growth and personal development. Motivational strategies encourage pupil participation and boost confidence, while diverse teaching approaches accommodate different learning styles and promote critical thinking. The use of relevant learning resources, both traditional and digital, enriches the learning experience, and meaningful assessments help track progress and guide instruction. This comprehensive approach reflects a high level of teaching competence and commitment to student success.

Findings imply that when teachers effectively integrate these instructional components, they contribute significantly to the overall quality of education. Their ability to motivate pupils, adapt to diverse needs, utilize available resources, and assess learning outcomes accurately leads to better pupil engagement and achievement. This also highlights the importance of supporting teachers through continuous professional development, access to quality materials, and recognition of their efforts. Sustaining this level of performance requires an environment that values and invests in instructional excellence, ensuring that all learners benefit from high-quality teaching practices.

Findings are in relation to the literature of Antok et al. (2020) that teachers' performance ratings were evaluated as highly satisfactory. The seven competency-based assessment domains demonstrated that teachers possessed strong skills, abilities, initiative, and productivity, often exceeding expectations in various aspects of teaching performance. Moreover, according to the study of Napil et al. (2022) that the obtained teaching performance, with a computed mean of 5.50, was rated as Very Satisfactory.

E. Significant Relationship Between the Perceived Extent of Instructional Practices of Teachers and their level of Work Performance

Table 10 shows the computed t-value on the extent of instructional practices of teachers and their level of work performance. It is reflected on the table that the p-values for the relation of the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment and their level of work performance are all lower than 0.05, thus the null hypothesis is rejected.

Table 10
Computed r-values on the Extent of Instructional Practices and the Level of Work Performance of Teachers

Aspects	r-values	p-value	Ho	VI
Motivational Strategies	.610	.000	Rejected	Significant
Teaching Approaches	.543	.000	Rejected	Significant
Learning Resources	.481	.000	Rejected	Significant
Assessment	.613	.000	Rejected	Significant

It can be concluded that there is a significant relationship between the extent of instructional practices and the level of work performance of teachers.

Findings reveal that teachers' perception on the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment is related to their work performance. When teachers view themselves as consistently applying these practices, it reflects a strong sense of professional responsibility and confidence in their teaching methods. This self-awareness often translates into more effective classroom management, deeper student engagement, and better learning outcomes. Teachers who actively incorporate a variety of instructional strategies are more likely to be responsive to pupils' needs, set clear learning goals, and create a positive learning environment, all of which are key indicators of strong work performance.

Findings imply teachers' self-perception regarding their instructional practices can serve as a valuable measure of their actual teaching effectiveness and professional growth. When teachers recognize and believe in the quality of their methods, they are more motivated to maintain or even improve their performance. This suggests that creating reflective teaching practices and encouraging self-assessment can help teachers align their instructional behaviors with best practices, enhancing both their work performance and pupil outcomes. Therefore, there should be support initiatives that build teachers' confidence, provide meaningful feedback, and promote professional development to instructional improvement.

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This is in relation to the finding of Herwin (2020) that teacher certification significantly influenced the performance of elementary school teachers in Gorontalo.

F. Training Program to Enhance the Instructional Practices and Improve the Level of Work Performance of Teachers

Based on the findings, a training program is hereby proposed to enhance the instructional practices and improve the level of work performance of teachers.

G. Program Title: Enhancing Learning and Educator Value through Advanced Teaching Excellence (ELEVATE)

Inclusive Dates : September 25 – 27, 2025

Venue: Buhangin Elementary School

1) RATIONALE

In today's rapidly evolving educational landscape, the demands placed upon public elementary school teachers extend far beyond traditional instruction. To foster high-impact learning, teachers must continually refine their instructional strategies, adopt inclusive practices, and stay current with pedagogical advancements.

The ELEVATE Training Program is designed to respond to these needs by equipping educators with research-based instructional strategies, effective classroom management techniques, and innovative methods to address diverse student learning needs. Through focused workshops, collaborative learning sessions, and mentoring opportunities, the program aims to directly enhance both instructional quality and work performance.

Furthermore, this program fosters a culture of shared growth by building a professional learning community. Teachers will engage in peer collaboration, mentoring, and reflection, promoting both personal and collective excellence. By investing in teacher development, schools ensure better student outcomes and contribute to the continuous improvement of the education system as a whole.

2) OBJECTIVE

To enhance instructional practices and improve the level of work performance of public elementary school teachers by:

- Introducing innovative, evidence-based teaching strategies
- Strengthening classroom management and student engagement techniques
- Promoting reflective teaching and continuous professional growth
- Building a collaborative and supportive professional learning environment.

3) METHODOLOGY

The mode of delivery on this program is through

- Pre-Implementation

Schedule/Date	Activity	Person-In-Charge
August 11, 2025	Initial Planning Meeting (Facilitators & Class Managers)	District Supervisor Facilitators Class Managers
August 22 – 25, 2025	Review of SLEs and Slide Presentations	District Supervisor Facilitators Class Managers
September 1, 2025	Final Coordination Meeting	District Supervisor Facilitators Class Managers

- Shortlist of Training Resource Speakers

Name of Resource Speakers / Qualifications	Specific Topic Title	Session Number

Dr. Ruben E. Faltado III	Orientation & Program Overview	1
Mr./Mrs. Lorelyn Bolante	Research-Based Pedagogical Approaches	2
Mr./Mrs. Janel M. Carapatan	Designing Inclusive and Creative Instruction	3
Mr./Mrs. Jimmy S. Pajarillo	Strategies for Effective Classroom Management	4
Mr./Mrs.Roxan Faculdar	Demonstration Teaching and Application	5
Dr. Mark Airon Bolante	Assessment Practices and Feedback Strategies	6
Mr./Mrs. Rene N. Concepcion	Capstone Reflection and Project Presentation	7
Mr./Mrs. Abigail T. Arada	Program Closing and Support Systems	8
Dr. Lilibeth Quiquino	One-on-One Mentoring Sessions	9

- Implementation

*Please see attached Training Matrix

- Post-Implementation

Schedule/Date	Activity	Person-In-Charge
After In-service Training	Monitoring and Assessment of Outputs	District Supervisor Facilitators Class Managers

4) MONITORING AND EVALUATION

Monitoring and Evaluation will be done through Google Form.

5) TRAINING TEAM / COMMITTEES

a) Program Management Team

Mr./Mrs. Ruben E. Faltado III- PSDS / Planning Chairman
Mr./Mrs. Tirso M, Arambulo - PSDS / Planning Co-Chairman
Mrs. Issa Thea A. Bolante/ Proponent

b) Technical Working Group

Committee / In-Charge	Terms of Reference
Registration Committee Chairperson: Dolores A. Dela Cruz Members: Bombong Elementary School Teachers	Prepares attendance and acknowledgement forms Ensures that all participants are registered daily
Program Committee Chairperson: Rene N. Concepcion Members: Janosa Elementary School Teachers	Prepares simple Opening and Closing programs with audio-visual presentations Assigns tasks and sees to it that everything is prepared before the program starts Overseas the over-all flow of the program
Narrative and Documentation Chairperson: Catherine C. Discutido Members:Kalinawan Elementary School Teachers	Document the activities and the proceedings of the training Prepares narrative report of the proceedings with

	picture
QATAME Chairperson: Apollo A. Reyes Members:Kaytome-Gulod Teachers	Administers, receives, and consolidates M & E Tool Provides M & E results to facilitators Provides summary of results to the PMT

Certificates Chairperson: Jimmy S. Pajariilo Members:Malakaban Elementary School Teachers	Prepares certificates of participation and recognition for participants, speakers, and committees
Food and Snacks Chairperson: Pepito V. Cequuena Members: Bangad Elementary School Teachers	In-charge of food for the participants and speakers
Physical Arrangement Chairperson: Minnie O. Doblada Members: Buhangin Elementary School Teachers	In-charge of the preparation of the venue/sound system

Enclosures:

6) Budgetary Requirements

Source of Fund : Human Resource Training and Development Fund

a) Materials

Item Description	Number of Items	Price per unit	Total	Source of Fund
Parchment paper for certificate	120	4.00	480	MOOE
OVERALL TOTAL		Php. 480.00		

b) Food: 100/head per day

c) *Equipment*

Equipment Description	Number of Equipment	Person-in-Charge
Epson Printer	5,000.00	15,000.00

7) Training Matrix

TRAINING MATRIX

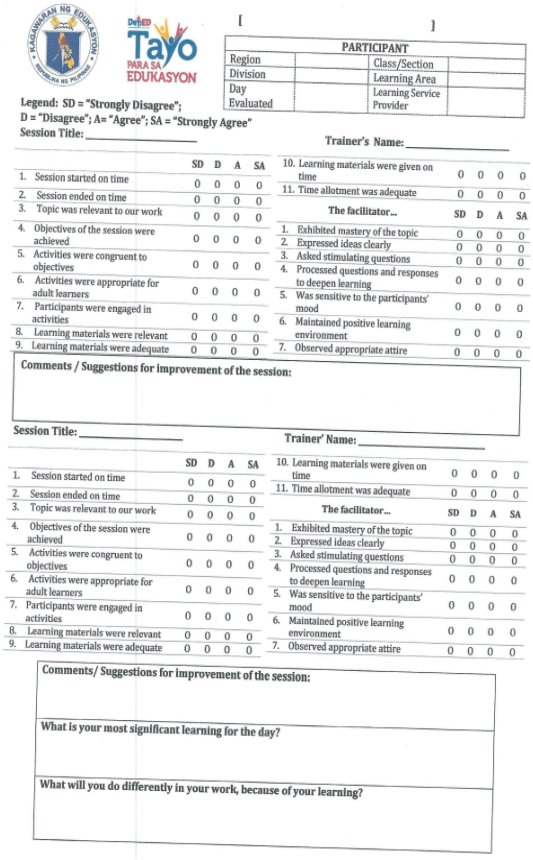
September 27 – 29, 2025

Day	Time	Session Topics / Activities
Day 1 Foundations of Effective Teaching	Morning 9:00 AM – 12:00 PM	• Program orientation and goals • Addressing 21st-century classroom challenges • Icebreaker activities
	Afternoon 1:00 PM – 4:00 PM	• Overview of research-based pedagogical strategies • Workshops: Technology Integration

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		• Sharing of classroom best practices
Day 2 Managing Inclusive and Engaging Classrooms	Morning 9:00 AM – 12:00 PM	• Promoting inclusive learning environments • Behavioral strategies and classroom routines • Simulation and role-play exercises
	Afternoon 1:00 PM – 4:00 PM	• Peer teaching and demonstration lessons • Reflection groups and coaching circles
Day 3 Assessing Growth and Sustaining Impact	Morning 9:00 AM – 12:00 PM	• Capstone project presentations • Self-assessment and peer feedback
	Afternoon 1:00 PM – 4:00 PM	• Program wrap-up workshop • Closing program and certificate awarding • Sharing of commitment and action plans

8) Program Session Evaluation



PARTICIPANT

Region		Class/Section	
Division		Learning Area	
Day Evaluated		Learning Service Provider	

Legend: SD = "Strongly Disagree"; D = "Disagree"; A= "Agree"; SA = "Strongly Agree"

Session Title: _____ **Trainer's Name:** _____

	SD	D	A	SA
1. Session started on time	0	0	0	0
2. Session ended on time	0	0	0	0
3. Topic was relevant to our work	0	0	0	0
4. Objectives of the session were achieved	0	0	0	0
5. Activities were congruent to objectives	0	0	0	0
6. Activities were appropriate for adult learners	0	0	0	0
7. Participants were engaged in activities	0	0	0	0
8. Learning materials were relevant	0	0	0	0
9. Learning materials were adequate	0	0	0	0
10. Learning materials were given on time	0	0	0	0
11. Time allotment was adequate	0	0	0	0
The facilitator...	**SD**	**D**	**A**	**SA**
1. Exhibited mastery of the topic	0	0	0	0
2. Expressed ideas clearly	0	0	0	0
3. Asked stimulating questions	0	0	0	0
4. Processed questions and responses to deepen learning	0	0	0	0
5. Was sensitive to the participants' mood	0	0	0	0
6. Maintained positive learning environment	0	0	0	0
7. Observed appropriate attire	0	0	0	0

Comments / Suggestions for improvement of the session:

Session Title: _____ **Trainer' Name:** _____

	SD	D	A	SA
1. Session started on time	0	0	0	0
2. Session ended on time	0	0	0	0
3. Topic was relevant to our work	0	0	0	0
4. Objectives of the session were achieved	0	0	0	0
5. Activities were congruent to objectives	0	0	0	0
6. Activities were appropriate for adult learners	0	0	0	0
7. Participants were engaged in activities	0	0	0	0
8. Learning materials were relevant	0	0	0	0
9. Learning materials were adequate	0	0	0	0
10. Learning materials were given on time	0	0	0	0
11. Time allotment was adequate	0	0	0	0
The facilitator...	**SD**	**D**	**A**	**SA**
1. Exhibited mastery of the topic	0	0	0	0
2. Expressed ideas clearly	0	0	0	0
3. Asked stimulating questions	0	0	0	0
4. Processed questions and responses to deepen learning	0	0	0	0
5. Was sensitive to the participants' mood	0	0	0	0
6. Maintained positive learning environment	0	0	0	0
7. Observed appropriate attire	0	0	0	0

Comments/ Suggestions for improvement of the session:

What is your most significant learning for the day?

What will you do differently in your work, because of your learning?

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***QAME Form F:** End of Program Evaluation (Adopted from STRIVE-developed T and D System)*

PROGRAM EVALUATION

Name (Optional): _____ **Sex: Male** ☐ **Female** ☐

Program Title: _____ **Start Date:** _____ **End Date:** _____

Region ____ **Division** _____ **Learning Service Provider** _____

***Directions:** Please assess the effectiveness of the training program according to the indicators below. Put a tick/check (/) under the appropriate column.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Program Management				
▪ Training program was delivered as planned				
▪ Training program was managed efficiently				
▪ Training program was well-structured				
B. Attainment of Objectives				
▪ Program objectives were clearly presented				
▪ Program objectives were attained				
C. Delivery of Content				
▪ Program content was appropriate to trainees' roles and responsibilities				
▪ Content delivered was based on authoritative and reliable sources				
▪ Session activities were effective in generating learning				
▪ Adult learning methodologies were used				
▪ Program followed a logical order/structure				
▪ Contribution of all trainees were encouraged				
D. Provision of Support Materials				
▪ Appropriate to trainees' needs				
▪ Adequate				
▪ Given on time				
E. Program Management Team				
▪ Members were present when needed				
▪ Members were courteous				
▪ Members were efficient				
▪ Members were responsive to the needs of trainees				
F. Training Venue				
▪ Well lighted				
▪ Well-ventilated				
▪ Sufficient space for program activities				
▪ Adequate soundproofing				
▪ Availability of equipment				
▪ Serviceability of equipment				
▪ Internet access was usable				

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ON-SITE MONITORING AND EVALUATION

(This form is to be accomplished by Program Management monitors on a daily basis. Evaluations are to be validated with the session-facilitator evaluation of participants. The results will be the basis for the debriefing sessions for action by the management team.)

GENERAL INFORMATION		CLUSTER	
PROGRAM/ACTIVITY MONITORED		LEARNING AREA	
REGION		CLASS SECTION/s Monitored	
DIVISION		NUMBER OF PARTICIPANTS	
LEARNING SERVICE PROVIDER		NUMBER OF TRAINERS	
VENUE		DATE MONITORED	
INCLUSIVE DATES			

Please rate the conduct of the program delivery along the following areas:

Standards	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Schedule and Participant Management				
▪ Maximum of 60 participants per class				
▪ Program started according to schedule				
▪ Program ended according to schedule				
▪ Attendance is systematically monitored				
▪ Ground rules were clear				
▪ Compliance of ground rules was monitored				
▪ Modifications in activities and schedule are consulted with the participants				
▪ Modifications in activities and schedule are given ahead of time				
2. Training Site /Venue				
▪ Adequately lit				
▪ Well ventilated				
▪ Adequate soundproofing				
▪ Comfortable temperature				
▪ With sufficient space				
▪ Clean				
▪ Clean comfort rooms				
▪ Equipment were serviceable				
▪ Internet access was usable				
▪ Medical care was available e.g. common medicines, first aid				
3. Accommodations				
▪ With sufficient space				
▪ Clean				
▪ Clean comfort rooms				
▪ Facilities were in good working order				
4. Meals				
▪ Good Quality				

9) Certificate



V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn and recommendations offered.

A. Summary of Findings

Based on the analysis and interpretation of data, the following findings are hereby summarized:

1) Profile of the Respondents in Terms of the Selected Variables

Most of the respondents are 40 – 49 years old, female, married, Master's Degree holders, with below 5 years teaching experience, Teacher I and attended in-service trainings in the division level.

2) Extent of Instructional Practices of Teachers as Perceived by Themselves with Respect to the Different Aspects

Teachers often employ motivational strategies, teaching approaches, learning resources and assessment as part of their instructional practices.

3) Significant Difference on the Extent of Instructional Practices of the Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

There is no significant difference on the extent of instructional practices employed by the teachers as perceived by themselves with respect to motivational strategies, teaching approaches, learning resources and assessment in terms of their age, sex, civil status, and in-service trainings attended. However, when they are grouped according to their educational attainment, length of service and position title with respect to motivational strategies, teaching approaches, learning resources, significant difference exists.

4) Level of Work Performance of Teachers as Revealed on their Latest Rating on their Individual Performance Commitment and Review Form (IPCRF)

Teachers are performing very satisfactorily at a mean of 4.31.

5) *Significant Relationship between the Perceived Extent of Instructional Practices of Teachers and their level of Work Performance*

There is a significant relationship between the extent of instructional practices and the level of work performance of teachers.

B. *Conclusions*

The study concluded that:

1) Teachers' age, sex, civil status, and in-service trainings attended are not predictors on their instructional practices. However, educational attainment, length of service and position title are predictors on their motivational strategies, teaching approaches, and learning resources.
2) Instructional practices such as motivational strategies, teaching approaches, and learning resources are related to teachers' work performance.

C. *Recommendations*

In the light of the findings, the following recommendations are hereby offered:

1) School administrators may offer training programs that cater to different lengths of service, recognizing that novice and veteran teachers may have different instructional needs and capacities.
2) School administrators may provide differentiated professional development programs that align with teachers' educational attainment.
3) School administrators may promote regular self-assessment and peer observation sessions to help teachers reflect on and improve their use of motivational strategies, teaching approaches, resources, and assessments, thus supporting continuous growth in instructional practices.
4) Teachers may be provided with evaluation tools that link instructional practices directly with work performance indicators, ensuring that they understand how their daily methods impact pupil achievement and their own professional success.
5) Teachers may be provided with easy access to up-to-date, diverse teaching and learning materials, both digital and traditional, to support the effective implementation of instructional strategies tailored to pupils' needs.
6) Teachers may focus on merit-based evaluation and instructional performance rather than demographic profiles when assessing or assigning responsibilities.
7) The training program is recommended for implementation.
8) Conduct of similar studies along this area using other variables may be don

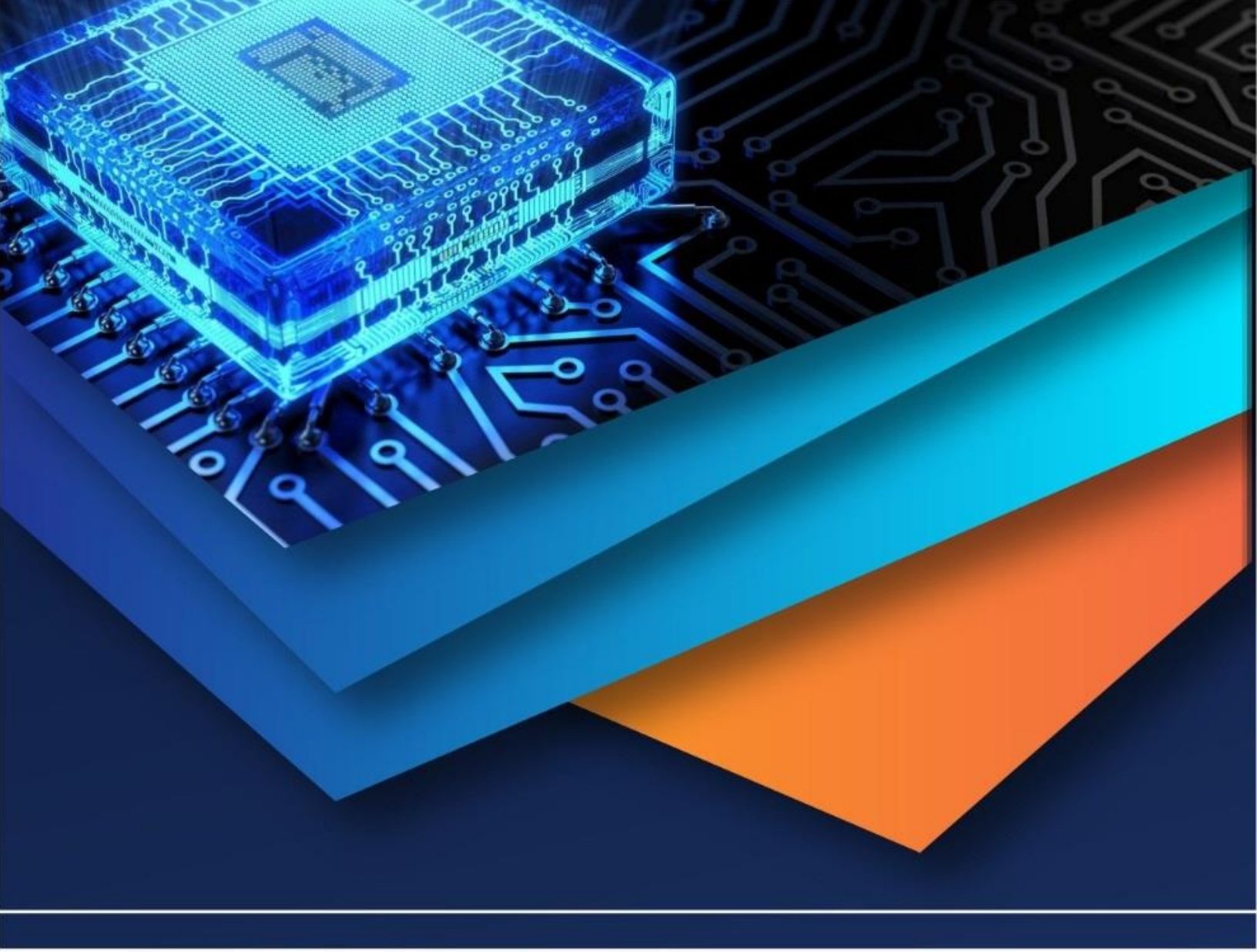
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