# Assessment of the Level of Competency among Proficient Teachers: Basis for Faculty Development Program

Milagros L. Valdez, Ph.D.

Schools Division of Bulacan, Bulacan, Philippines mellvaldez1210@gmail.com

Abstract: This study aimed at investigating the level of competencies of teachers and to create eventually a proposed faculty development plan for proficient teachers. To achieve this aim, the researcher utilized the assessment type of research wherein it had a sample of 270 proficient teachers in the School Division of Bulacan during the school year 2020-2021. The collected data were analyzed and treated statistically using Statistical Packages for Social Sciences (SPSS). Results revealed that most of proficient teachers were outstanding and very satisfactory. The findings imply that teachers consistently keeping their commitment to hold integrity in teaching and credibility in engaging professional practices. The level of professional competencies of proficient teachers were generally high. For proficient teachers, a higher level of assessment was noted on learning environment and assessment and reporting – indicative of the teachers' ability to bring out desired outcomes for the academic excellence of the learners through proper assessments and providing sound learning atmosphere. The findings imply that the proficient teachers can exhibit and model building of relationship among school stakeholders and partners and keep abreast with advance knowledge for professional growth. It appears important to consider that the proposed development teacher training program based on the findings of this study may be given attention by the top management of Schools Division of Bulacan and eventually implement this for the school year 2022-2023.

# Keywords—Level of competency, proficient teachers, faculty development program

# 1. Introduction

Teachers are challenged day-by-day to become professionally competent to elevate their levels of proficiency. Upgrading their levels of proficiency is an opportunity for the teachers to professionalize themselves and improve their professional practice. This is also another chance for the teachers to enhance their teaching and stimulate the delivery of quality instruction to the learners.

Through quality teachers, the academe can produce the 21st century skills graduates who can drive the country to development and progress.

This is in consonance with the Department of Education vision of producing: Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation, (DepEd Order No. 36, s. 2013). For an author, teachers' professional competence is the teachers' professional knowledge, skills, beliefs and motivation. It is also critical predictor of teachers' professional well-being and success [1]. Another author also underscored that teachers are catalysts of national development and with them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards should be given utmost importance for the long term and sustainable nation building [2].

# 2. RELATED WORKS

To become a competent teacher is so difficult, if you are not committed to the profession. A competent teacher needs to progress holistically to capacitating himsel/herself with skills needed to satify the qualification of the 21st century teachers [3][4]. Needless to say, it is also hard to upograde your position from Teacher 1 to Teacher III as proficient teachers; Master Teacher 1 to Master Teacher 2 or even up to Master Teacher 4, classsified as highly proficient teachers. It takes many years before a Teacher I can elevate to the next ladder, which is Teacher II or Teachr III. In fact, there are teachers, who retired as Teacher 1, without any attempt of joining the ranking or submitting his/her credentials for reclasification to Equivalents Record Form (ERF) in Dep Ed. There upon, obtaining the outstanding level in the Individual Commitment Rating Form (IPCRF-RPMS) is another confronting issue to be resolved. Despite several Means of Verification (MOVs) submitted by the teacher, still the teacher failed to reach the highest level of performance.

Meanwhile, a study mentioned that globally, reforms in teacher education have been oriented towards making the preparation of teachers more functional for the development of their competencies [5]. At the same time, much criticisms about such reforms jeopardizing the fundamental humanist traditions in teaching, based on beliefs about non-instrumental values of education have been aired by the concerned teachers.

Clearly, the global reforms in educational system is implemented all over the world [6][7]. For instance, Australia implements the Australian Professional Standard for Teachers (APST) since 2011. The APST has three domains of teaching, which includes the Professional Knowledge, Professional Teaching and the Professional Engagement. Compare with PPST, the Philippines has seven domains [8][9]. Moreover, the APST has seven Standards, which identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the

learning requirements of the students they teach. It is only then, that teachers are classified based on four career stages: Graduate Teacher, Proficient Teacher, Lead Teacher, and Highly Accomplished Professional Teachers[10][11]. Practically, the career stages of the teachers speak of difficulty in terms of education, training, handworks and commitment [12].

In addition, a scholar studies on classroom management and teachers 'performance and was found out that there was significant relationship between conflict management styles and secondary school teachers' performance [13]. The data also exhibited the positive correlation of integrating, obliging and dominating styles with teachers' performance while avoiding and compromising style had negative effect on teachers' performance.

The study obviously demonstrated conflict between management and teachers' performance and assessment of competencies is part of the educational system, that implemented by the school administrators boiling down to the proficient and highly proficient teachers. While, there must be an interplay between organization structure and culture if teachers are to learn together [14]. Collaboration between teachers produces a number of benefits with significant impacts on their professional lives, thus playing an important role in professional teacher development strategy. The professional lives of teachers are also part of becoming proficient or highly proficient teachers but there are instances, when the teachers are unaware of the complexities of such academic ranks. This only means that proper channeling of communication is very vital in this aspect. In fact, participation and discourse practices can enhance teacher learning by supporting professional critique, reflection, and collaboration [15].

Hence, the Department of Education is continuously monitoring and upgrading all the possible provisions to equip the teachers with capacity to become more competent, competitive and professional, which is prepared for the delivery of quality instruction to the students in the 21st century.

Dep Ed Order No. 42, s. 2017 entitled, The National Adoption and Implementation of the Philippine Professional Standards for Teachers; states that, Dep Ed recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. The agency is committed to supporting teachers and takes cognizance of unequivocal evidence that good teachers are vital to rising student achievement. As embedded in the Order, quality learning is contingent upon quality teaching and enhancing teachers' quality becomes of utmost importance for long term and sustainable nation building.

# 3. STATEMENT OF THE PROBLEM

This study aimed to assess the level of professional competency of proficient secondary teachers and their performance through the Individual Performance Commitment Review Form or IPCRF and eventually craft a Faculty Development Program for School Year 2022-2023.

Specifically, this study sought answers to the following questions:

- 1. What is the level of competency of proficient teachers and highly proficient teachers be assessed in terms of:
  - 1.1. content knowledge and pedagogy;
  - 1.2. learning environment;
  - 1.3. diversity of learners;
  - 1.4. curriculum and planning
  - 1.5. assessment and reporting;
  - 1.6. community linkages and professional engagement; and
  - 1.7. personal growth and professional development?
- 2. On the basis of the result of the study, what Faculty Development Plan may be proposed to further improve the professional competency levels of teachers?

# 4. METHODOLOGY

The study utilized an assessment type of research. This refers to the collection of data to describe or better understand an issue and to use the data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration, and evaluation refers to the comparison of data to a standard for the purpose of judging worth or quality. This type of research design is the most appropriate design for this study because it aimed to assess the level of professional competency and performance of proficient secondary teachers and eventually craft a Faculty Development Program for School Year 2022-2023.

The public secondary school teachers were respondents of the study. The techers were selected since the researcher is a major and a former teacher. Definitely, it would be easier for her to request and/or approach the teachers thru their head teachers as regard data collection. To date, there are nine hundred (900) secondary teachers in the Schools Division of Bulacan. These teachers come from the four educational districts (EDDIS) in the province of Bulacan. EDDIS I; has 24 schools, EDDIS II has 28 schools; EDDIS III: has 30 schools, and EDDIS IV has 11 schools. These teacher-respondents provided the copy of the accomplished standard tool on the competency level of teachers. The respondents are all teachers employed in the School Year 2020-2021.

Utilizing the Raosoft sample size calculation, a total of 270 proficient - respondents participated in the study. Raosoft sample size calculation is used to obtain the sample size of the study with the following standards: the margin of error of 5% and confidence level of 95%. Raosoft sample calculator is essentially a software that mainly calculates or generates the sample size of a research or survey. This online calculator offers sample size confidence interval calculation to lessen

Vol. 7 Issue 1, January - 2023, Pages: 103-107

these frustrations encountered during research. This software considers the margin of error, the confidence level and response distribution. It also offers to show viz-a-viz what the margin of error would be like with various sample sizes.

#### 5. RESULTS AND DISCUSSIONS

# **Level of Competency among Proficient Teachers**

Table 1
Level of Competency among Proficient Teachers

Indicators	Mean	Interpretation
Content Knowledge and Pedagogy	4.25	Competent
Learning Environment	4.36	Competent
Diversity of Learners	4.15	Competent
Curriculum and Planning	4.30	Competent
Assessment and Reporting	4.36	Competent
Community Linkages and Professional Engagement	4.35	Competent
Personal Growth and Professional Development	4.36	Competent
Total	4.30	Competent

As can be noticed in the Table 1, the level of competency of proficient teachers got a Competent rating as shown by the mean percentage score of 4.30. Specifically, this was displayed by the following KRA: content knowledge and pedagogy (4.25), learning environment (4.36), diversity of learners (4.15), curriculum and planning (4.30), assessment and reporting (4.36), community linkages and professional engagement (4.35), and personal growth and professional development (4.36).

# **Proposed Development Program for Proficient Teachers**

Based on the findings of the study, Table 2 presents the proposed development program to further improve the performance of proficient teachers:

Table 2
Proposed Development Program

KRA	Strategies	Objectives	Person	Resourc	Timeli	Expect
			/s	es	ne	ed
			Involv			Outco
			ed			me
Conten	Research-	Use	Profici	MOOE	Septe	Weekly
t	Based	research-	ent	Fund,	mber	Learnin

Knowl	Weekly	based	Teache	Google	2022	g
edge	Learning	knowledge	rs,	Scholar,	to	Plans/
and	Plan/	and	Mentor	Electron	Octobe	WLPs
Pedago	WLPs	principles	s and	ic	r 2022	with
gy	Workshop	of teaching	Coach	Librarie		Resear
		and	es	S		ch
		learning to				Suppor
		enhance				t
		profession				
		al practice.				
	Action	Apply a	Profici	MOOE	Year	Action
	Research	range of	ent	Fund,	Round	Resear
	Write	successful	Teache	Electron		ch
	Shop	strategies	rs,	ic		Output
		that	Mentor	Librarie		S
		maintain	s and	S		
		learning	Coach			
		environme	es,			
		nts that	School			
			Heads,			
		learners to	Divisio			
		work	n			
		productive	Resear			
		ly by	ch			
		assuming				
Learni		responsibil	ittee			
ng		ity for				
Enviro		their own				
nment		learning.				
	Seminar-	Adapt and	Profici			
	Orientatio	use	ent	Fund	ber	lly
	n on	-	Teache		2022	Sensiti
	Handling	appropriat		Internet		ve
	Learners	e teaching				Lesson
	from	strategies	s and	nce		Plans –
	_	to address				Validat
	s Groups	the needs	es,			ed by
		of learners				the
			Heads,			CID
		indigenous				Supervi
		groups.	ulum			sors
			Imple			
			mentat			
Divore:			ion Divisio			
Diversi			Divisio			
ty of			n Suparv			
Learne			Superv			
rs	Comactual	Dortioinat-	isors	Doolier	Doggar	Lacross
		Participate		_		
		in collegial discussion		ed Rest and		Evaluat ion and
Curricu		s that use		and Recreati	2022	Teache
lum	Students	teacher	rs,			
and		teacher and learner	Subjec	on Fund/		r Evaluat
and Plannin			ι Teache			ions
		to enrich		Fund		10118
g	l	to enrich	rs	1 unu		

teaching practice.  Utilizing Least assessment rs, Advise and Most Learned and Most Learned cies teaching and ment and Reporti ng Profession al Profession and the responsibil tities until tities and the responsibil tities and teach rs ional Profession Engage ment  Utilizing Utilize Teache N/A Januar y 2023 Driven Supple mentar rs, Advise assessment rs, Subjec Competen on of t to Learning Subjec Supple mentar rs, Master y Learning g Materia Is Teache rs programs.  Reminder All Internet Februa Teache rs profession and regularly on Code personal of Ethics teaching practice using and existing Teachers (Fund of Ethics for profession and the responsibil aities specified in the teaching profession and the responsibil ities sional Profession Engage ment Teachers Develop a Teache N/A August Filled	_						
Utilizing Least assessment Learned and Most Learned and Most Learned Competen cies Assess ment and Reporti ng Profession al Erachers Subjec Code of Profess ional Engage ment Teachers  Utilizing Least assessment assessment rs, Advise assessment rs, Advise modificati rs, Subjec Competen cies teaching and cies teaching practices and programs.  Reminder Review All Internet Februa Teache rs practice ion on on nel MOOE Fund of Ethics for profession and the responsibil ities ional Engage ment Teachers.			_				
Learned and Most Learned and Most Learned cies teaching ron of cies and ment and men			-				
Learned and Most Learned cies Learned competen cies Assessme ment and motificati ng ment and motificati ng ment and learning practices and programs.  Reminder -Webinar on Code of Ethics for profession and the responsibil community Learning profession and the responsibil community unity specified Linkag es and Code of Profess ional Engage ment Teachers.		Utilizing	Utilize	Teache	N/A		
and Most Learned competen on of cies teaching and ment and programs.  Reporti ng Profession and the responsibil community  Comm unity  Comm unity  Learned modificati modificati and modificati and programs.  Reminder Review regularly on Code personal of Ethics teaching all existing Teachers laws and regulations that apply to the teaching profession and the responsibil  Comm unity  Learnin Teache rs, Master Teache rs programs.  Reminder Review regularly on Code personal of Ethics teaching for practice Profession using all existing Teachers laws and regulations that apply to the teaching profession and the responsibil  Comm unity specified Linkag in the es and Code of Profess ional Professional Engage ment  Teachers.				,		y 2023	
Learned Competen on of cies teaching and ment and programs.  Reporti ng Profession and the responsibil Comm unity Learned all speech and regular to the teaching profession and the responsibil Comm unity Linkag es and Code of Profess ional Engage ment Teachers Rassess Massessme and regular to the cies teach on the cies on of the cies teaching all all times teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions tities and conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibil conditions that apply to the teaching profession and the responsibility to the teaching the respo			data to	Advise			Supple
Competen cies teaching Teache ment nt learning mand nd programs.  Reporti ng Profession all existing Teaches for regulations that apply to the teaching profession and the responsibil Comm unity Linkag es and Profess ional Engage ment Teachers  Competen on of teaching teaching Teache rs and regulations teaching teaching profession and the responsibil Engage ment Teachers  Competen teaching Teache rs, Master Is Master Teache rs, Master Teache rs, Master Teache rs, Master Is Master Is Master Teache rs, Master Teache rs, Master Teache rs, Master Teache rs, Master Is Master Is Master Is Master Is Master Teache rs, Master Is Is Master Is Is Master Is Master Is Is Is Master Is Is Master Is Is Is Master Is Is Is Is Internet Februa Teache ry Person from nec 2023 Reflect ion on Code of Profession Is Is Is Is Internet Is Is Is Is Internet Is Is Is Internet Is Is Is Is Is I		and Most					mentar
Assess Assessme and rs, ment and Reporti and Reporti ng Programs.  Reminder -Webinar regularly on Code personal of Ethics teaching for practice Profession al regulations that apply to the teaching profession and the responsibil Comm unity Linkag es and Profession Engage ment Code Reporti ng nthe design of Profession and the responsion Engage ment Teachers Teache rs, Master practice rs, Master nthe rs, Master nt		Learned	modificati	Subjec			У
Assess Assessme and rs, ment and Reporti ng programs.  Reminder Programs.  Reminder Review All Internet Februa Teache of Ethics teaching for practice profession all existing profession and the responsibil community unity Linkag es and Professi ional Engage ment Code profession all existing the following to the teaching profession all existing that apply all to the teaching profession all existing that apply and the responsibil to the teaching profession and the responsibil to the teaching all the responsibil that apply to the teaching profession and the responsibil that apply to the teaching profession and the responsibil that apply to the teaching all the responsibil that apply to the teaching profession and the responsibil that apply to the teaching and the responsibil that apply the total that apply the total that apply the teaching and the responsibil that apply the total that apply the total that apply the teaching are the teaching and the responsibil that apply the total that apply the teaching are the teaching and the responsibilities and the teaching are the teaching and the teaching a		Competen		t			Learnin
ment and Reporti ng practices and programs.  Reminder -Webinar on Code of Ethics teaching all all all all all all all all all al		cies	teaching	Teache			g
and Reporti ng practices and programs.  Reminder Review -Webinar on Code of Ethics for practice all aws and regulations that apply to the teaching profession and the responsibil Comm unity Specified Linkag es and Profess ional Engage ment Code Profession and the responsion and the responsion and Engage ment Teachers and programs.  Reminder Review All Internet Februa Teache and regularly no nce personal ng nce person nel MOOE and profession nel MOOE and profession nel mregulations that apply to the teaching profession and the responsibil and profession and the responsibil and profession and the profession and profession and Teache and profession and the responsibil that apply to the teaching profession and the responsibil that apply to the teaching profession and the responsibil titles and profession and Teache and profession all profession all profession all Teachers.	Assess	Assessme	and	rs,			Materia
Reporti ng programs.  Reminder -Webinar on Code of Ethics for practice all existing Teachers that apply to the teaching profession and the responsibil community  Community  Community  Linkag es and Profession and the responsion lengage ment  Reminder Review regularly regularly Teaching programs.  All Internet Februa Teache ry regularly nnd nce 2023 Reflect ion on Code from nel MOOE Fund of Ethics from nel MOOE Fund of Ethics for ion on Profess ion and Teache rs  Reminder Review All Internet Februa Teache ry regularions that allowa ry r-Reflect ion on Code of Ethics for ion on MOOE Fund of Ethics for ion on Profess ion and the responsibil ities specified in the es and Code of Profess ional Profession all Teachers.	ment	nt	learning	Master			ls
Reminder -Webinar regularly on Code of Ethics for practice using Teachers laws and regulations that apply to the teaching profession and the responsibil Comm unity Linkag es and Profess ional Engage ment Code of Code profession and the responsion all treachers laws and regulations that apply to the teaching profession and the responsibil to the teaching the teaching that the teaching the teach in the teach	and		practices	Teache			
Reminder -Webinar regularly on Code personal of Ethics teaching for practice using all existing Teachers laws and regulations that apply to the teaching profession and the responsibil tities sand Profess ional Engage ment Code personal ng ng nce 2023 Reflect ion on Code profession and the responsibil teaching profession all Teachers laws and regulations that apply to the teaching profession and the responsibil ities specified laws and regulations that apply to the teaching profession and the responsibil ities specified laws and regulations and the responsibil in the laws and regulations all treachers laws and laws and regulations that apply to the teaching profession and the responsibil laws and laws are laws and laws are laws and laws are	Reporti		and	rs			
-Webinar on Code of Ethics of Ethics teaching for practice all existing Teachers that apply to the teaching profession and the responsibil tities sand Profess ional Engage ment Teachers of Ethics regulations regulations and the responsion all treachers that apply all to the teaching profession all treachers that apply to the teaching profession and the responsibil titles specified all treachers that apply to the teaching profession and the responsibil titles all treachers that apply to the teaching profession and the responsibil titles all treachers that apply to the teaching profession and the responsibil titles and the responsibility to the teaching profession	ng		programs.				
on Code of Ethics teaching for practice Profession all existing to the teaching profession and the responsibil titles and unity Linkag es and Profession and the responsion and the responsibil to the teaching profession and the responsibil it ites and Profess ional Profess ional Engage ment Teachers.		Reminder	Review	All	Internet	Februa	Teache
of Ethics for practice using all existing Teachers laws and regulations that apply to the teaching profession and the responsibil ities specified Linkag es and Profess ional Engage ment Code Profession to the teachers laws and regulations that apply to the teaching profession and the responsibil ities specified lain the teachers. It is a considerable to the teacher the teache		-Webinar	regularly	Teachi	Allowa	ry	r-
for Profession all existing Teachers laws and regulations that apply to the teaching profession and the responsibil ities specified Linkag es and Profess ional Engage ment Teachers laws and regulations that apply to the teaching profession and the responsibil ities specified Linkag es and Code of Profess ional Engage ment Teachers.		on Code	personal	ng	nce	2023	Reflect
Profession al existing laws and regulations that apply to the teaching profession and the responsibil  Comm unity specified Linkag es and Profess ional Profession al Engage ment Teachers.		of Ethics	teaching	Person	from		ion on
al existing Teachers laws and regulations that apply to the teaching profession and the responsibil  Comm unity specified Linkag es and Code of Profess ional Professional Engage ment Teachers.		-		nel	MOOE		Code
Teachers laws and regulations that apply to the teaching profession and the responsibil  Comm ities specified Linkag es and Code of Profess ional Professional Engage ment Teachers.		Profession	using		Fund		of
regulations that apply to the teaching profession and the responsibil  Comm unity specified Linkag es and Code of Profess ional Profession Engage ment Teachers.		al	existing				Ethics
that apply to the teaching profession and the responsibil  Comm unity specified Linkag es and Code of Profess ional Engage ment Teachers ional Iteache rs  ional Teache rs		Teachers	laws and				for
to the teaching profession and the responsibil  Comm ities specified Linkag in the es and Code of Profess Ethics for ional Profession Engage ment Teachers.			regulations				Profess
teaching profession and the responsibil  Comm ities specified Linkag in the es and Code of Profess Ethics for ional Profession Engage ment Teachers.			that apply				ional
profession and the responsibil  Comm ities unity specified Linkag in the es and Code of Profess Ethics for ional Engage ment Profess.			to the				Teache
and the responsibil  Comm ities unity specified  Linkag in the es and Code of  Profess Ethics for ional Profession  Engage al Teachers.			teaching				rs
responsibil Comm unity specified Linkag es and Code of Profess ional Engage ment responsibil ities specified Linkag in the Espansible specified Profess and Code of Profession Ethics for al Teachers.			profession				
Comm unity specified Linkag in the es and Code of Profess Ethics for ional Profession Engage al ment Teachers.			and the				
unity specified Linkag in the es and Code of Profess Ethics for ional Profession Engage al ment Teachers.			responsibil				
Linkag in the es and Code of Profess Ethics for ional Profession Engage al Teachers.	Comm		ities				
Linkag in the es and Code of Profess Ethics for ional Profession Engage al Teachers.	unity		specified				
es and Code of Profess Ethics for ional Profession Engage al Teachers.			in the				
ional Profession Engage al Teachers.			Code of				
Engage al Teachers.	Profess		Ethics for				
ment Teachers.	ional		Profession				
	Engage		al				
Teachers' Develop a Teache N/A August Filled	ment		Teachers.				
		Teachers'	Develop a	Teache	N/A	August	Filled
Individual personal rs, 2023 up		Individual	personal	rs,			
Plan for profession School Teache				School			
Profession al Heads rs'		Profession	al	Heads			rs'
al improvem Individ		al	improvem				Individ
Developm ent plan ual		Developm	ent plan				ual
Person ent based on Plan	Person	ent	based on				Plan
al reflection for	al						for
Growth of one's Profess	Growth		of one's				Profess
and practice ional	and		practice				
Profess and Develo							Develo
ional ongoing pment	ional		ongoing				
Develo profession Form	Develo		profession				Form
pment al learning.	pment		al learning.				

# 6. CONCLUSIONS

Based on the results of the study, the following conclusions were drawn:

1. The level of professional competencies of both proficient and highly proficient teachers were generally high. For proficient teachers, a higher level of assessment was noted on learning environment and assessment and reporting – indicative of the teachers' ability to bring out desired outcomes for the academic excellence of the learners through proper assessments and providing sound learning atmosphere.

#### 7. RECOMMENDATIONS

Based on the results and conclusions of the study, the following recommendations are offered:

- 1. Proficient teachers may be more sensitive on evaluating oneself on the KRA that needs to be improved. Future research may explore on the correlation between the results of the Individual Plan for Professional Development (IPPD) and the results of their Individual Performance Commitment Review (IPCR).
- 2. It appears important to consider that the proposed development teacher training program based on the findings of this study may be given attention by the top management of Schools Division of Bulacan and eventually implement this for the school year 2022-2023.

#### REFERENCES

- [1] Amalia B., & Pilarta, E. (2015). Job satisfaction and teachers performance in Abra state institute of and technology. Global Journal of Management and Business Research, 15(4-A), 81-85.
- [2] Arslan, Gokmen. (2016). The relationship between paternalist leadership levels of school administrators and teachers' perception of organizational cynicism. Australian Professional Standards for Techers (2011). https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-forteachers.pdf.
- [3] Abubakar, A., Hilman, H., & Kaliappen, N. (2018). New Tools for Measuring Global Academic Performance. SAGE Open. https://doi.org/10.1177/215824401879078.
- [4] Agustina, E., & Kristiawan, M. (2020). Developing a Module of Academic Supervision for Headmaster of Madrasah Ibtidaiyah. Education Journal 3(1), 26-36. http://www.itspoa.com/?thread-1089-111.htm
- [5] Alam, M. J., Haque, A. K. M. M., & Banu, A. (2021). Academic Supervision for Improving Quality Education in Primary Schools of Bangladesh: Concept, Issues and Implications. Asian Journal of Education and Social Studies, 14(4), 1–12. https://doi.org/10.9734/ajess/2021/v14i330359
- [6] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work

Motivation on Teachers Performance. International Journal of Scientific & Technology Research, 7(7).

- [7] Agus, R., & Samuri, S. M. (2018). Learning Analytics Contribution in Education and Child Development: A Review on Learning Analytics. Asian Journal of Assessment in Teaching and Learning, 8, 36-47. https://doi.org/10.37134/ajatel.vol8.4.2018.
- [8] Anub, C. D. (2020). Instructional Leadership Practices, Teachers' Satisfaction and School Performance Indicators. Journal of World Englishes and Educational Practices, 2(4), 50-64. https://doi.org/10.32996/jweep.2020.2.4.6
- [9] Baier, F., Decker, A-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter M. (2019). What makes a good teacher? the relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. British Journal of Educational Psychology, 89(4), 767-786. https://doi.org/10.1111/bjep.12256.
- [10] Blackwell, C. (2013). Teacher Practices with Mobile Technology Integrating Tablet Computers into the Early Childhood Classroom. Journal Education Research.
- [11] Blazar, D. (2015) Effective Teaching in Elementary Mathematics: Identifying Classroom Practices that Support Student Achievement. Elsevier, 48, 16Leader-29
- [12] Blazar, David, Kraft, Matther. (2017, March 1). Teacher and Teaching Effects on Students' Attitudes and Behaviors. SAGE Journal, 39(1).