

Exploring the Role of Content Knowledge and Pedagogy in Enhancing Teacher Performance within the RPMS Framework

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Abstract: This study explored the role of Content Knowledge and Pedagogy in enhancing teacher performance within the Results-Based Performance Management System (RPMS) framework of the Department of Education. Employing a qualitative research design using Moustakas' transcendental phenomenological approach, the study involved ten purposively selected public school teachers from the Cabanglasan II District, Division of Bukidnon, during the school year 2023–2024. Data were collected through in-depth interviews using validated semi-structured guides and were analyzed using Braun and Clarke's thematic analysis. Three key themes emerged: alignment of learning competencies and lesson objectives, feedback mechanisms for effective lesson delivery, and fostering collaboration and peer mentorship. The findings revealed that these practices promote focused instruction, continuous professional growth, and a collaborative teaching environment. The study recommends strengthening school-based mechanisms for lesson alignment, feedback provision, and peer support to sustain high teacher performance under the RPMS framework.

Keywords—content knowledge and pedagogy; teacher performance; RPMS Framework

1. INTRODUCTION

The effectiveness of teaching hinges not only on the possession of content knowledge but also on the application of sound pedagogical practices. In the Philippine education system, the Results-Based Performance Management System (RPMS) has become a key framework for evaluating teacher performance, emphasizing core teaching standards such as Content Knowledge and Pedagogy. This key result area ensures that teachers not only master subject matter but also effectively deliver it in a way that supports student learning. According to Magno (2021), effective teaching is a synergy between what teachers know and how they communicate it to students, making the alignment of RPMS indicators with classroom practices crucial for instructional success.

Recent educational reforms have underscored the importance of aligning learning competencies with clearly defined lesson objectives, ensuring that teaching is purposeful and directed. The Department of Education (2020) emphasized this alignment in its guidelines, recognizing that clearly articulated objectives lead to better student outcomes and more focused teaching strategies. Teachers must demonstrate the ability to plan and deliver instruction that reflects curriculum standards, an area closely monitored under RPMS. This planning not only reflects content mastery but also the capacity to scaffold instruction in a logical and meaningful way (Reyes & Tolentino, 2022).

Beyond planning, feedback mechanisms have emerged as essential components of effective pedagogy. The integration of formative and summative feedback from students, peers, and supervisors allows teachers to reflect on and adjust their instructional approaches. Research by Dela Cruz and Santos (2021) found that structured feedback significantly contributes to improved instructional delivery and student engagement.

Under the RPMS framework, feedback practices are not merely evaluative but formative, guiding continuous improvement in teaching performance and instructional decision-making.

Collaboration and peer mentorship also play a pivotal role in professional growth and instructional quality. The RPMS recognizes the value of professional learning communities where teachers can share strategies, observe best practices, and mentor each other to strengthen pedagogical approaches. According to Lim and Mercado (2023), schools that cultivate collaborative cultures see marked improvements in teacher efficacy and learner achievement. Peer mentoring allows for the sharing of expertise, fostering a reflective teaching culture aligned with the goals of RPMS.

Given these interconnected dimensions—content mastery, planning alignment, feedback integration, and peer collaboration—this study seeks to explore how Content Knowledge and Pedagogy as a key area within the RPMS framework contribute to enhanced teacher performance. By investigating how teachers navigate and implement this domain in their professional roles, this research aims to provide insights into best practices and challenges, ultimately contributing to the broader discourse on teacher development and educational quality improvement in the Philippine context.

2. FRAMEWORK OF THE STUDY

The study is anchored on Shulman's (1986) Pedagogical Content Knowledge (PCK) Theory, which posits that effective teaching requires an integration of content expertise and pedagogical skills. PCK emphasizes that it is not enough for teachers to know the subject matter; they must also understand how to make it comprehensible to learners through appropriate instructional strategies, examples, and representations. In this framework, a teacher must be adept at

transforming content knowledge into forms that are pedagogically powerful and adapted to the learners' diverse abilities and backgrounds.

Recent applications of this theory, such as those by El Sayary et al. (2021), reaffirm that PCK remains a cornerstone of teacher quality, especially in systems where performance-based evaluation is emphasized. The RPMS in the Philippine education system mirrors this theoretical foundation by evaluating how teachers apply their subject matter knowledge through pedagogical approaches that promote student learning.

Complementing PCK, Constructivist Learning Theory, especially as advanced by Vygotsky (1978) and more recent scholars like Hammond and Jackson (2021), also supports the premise that teachers should facilitate knowledge construction rather than simple transmission. In this context, teachers are seen as guides who use their pedagogical skills to create meaningful, collaborative, and scaffolded learning experiences. This theory underscores the importance of aligning learning competencies with lesson objectives, utilizing feedback to adjust instruction, and engaging in peer collaboration and mentoring as part of a reflective teaching practice. These components are embedded in the RPMS Key Result Area on Content Knowledge and Pedagogy, where teacher performance is judged not only on their ability to deliver content but also on how they adapt instruction to meet learners' needs. The integration of PCK and Constructivism provides a strong theoretical basis for evaluating and improving teacher effectiveness within a performance management framework.

The study is supported by DepEd Order No. 2, s. 2015 (Guidelines on the Establishment and Implementation of the Results-Based Performance Management System), which institutionalized the RPMS as a systematic approach to performance evaluation among teachers and school heads. The RPMS adopts the Philippine Professional Standards for Teachers (PPST) as its basis for assessing teacher quality, with Content Knowledge and Pedagogy as a critical domain. According to this order, teachers are expected to demonstrate mastery of subject content and the use of appropriate teaching strategies aligned with learning competencies and curriculum standards. Moreover, the RPMS encourages the use of peer review, coaching, and mentoring to continuously improve teaching practices, echoing the principles of both PCK and Constructivist theory. The order provides a practical framework through which the theoretical concepts are operationalized, thus ensuring that the development of teacher competencies is aligned with national educational goals and international standards of teaching effectiveness.

3. OBJECTIVES OF THE STUDY

The study investigated how the alignment of learning competencies and lesson objectives, as well as the use of feedback mechanisms, influence the effectiveness of lesson

delivery within the RPMS framework and explore the role of collaboration and peer mentorship in enhancing teacher performance in the Content Knowledge and Pedagogy key result area of the RPMS.

4. METHODOLOGY

This qualitative study employed Moustakas' (1994) transcendental phenomenological approach to explore the experiences of ten purposively selected public-school teachers in Cabanglasan II District, Division of Bukidnon, during the 2023–2024 school year. Participants were drawn from various school types, including Indigenous People's schools, small, medium, and large schools. Data were collected through in-depth face-to-face interviews using validated semi-structured interview guides and focus group questions, and were analyzed using Braun and Clarke's (2006) thematic analysis.

5. RESULTS AND DISCUSSION

The Content Knowledge and Pedagogy key area in the Results-Based Performance Management System (RPMS) focuses on the teacher's mastery of subject matter and the effectiveness of their instructional methods. This key area evaluates how well teachers understand the content they teach and their ability to deliver it in ways that engage and meet the diverse needs of students. It encompasses the planning and implementation of lessons that are not only accurate and comprehensive but also pedagogically sound, employing strategies that facilitate critical thinking, problem-solving, and active learning. Through excelling in this area, teachers ensure that their instructional practices contribute significantly to student achievement and the overall educational goals of the institution. In this key area, fostering lesson alignment, targeted feedback and intensified support emerged.

In the Department of Education (DepEd), fostering lesson alignment, targeted feedback, and intensified support are crucial for the successful implementation of the Results-based Performance Management System (RPMS). Lesson alignment ensures that teaching objectives and educational content are consistently mapped to curriculum standards, enhancing coherence and relevance across various learning activities. Targeted feedback, meanwhile, allows educators to receive specific, actionable insights on their performance, enabling continuous professional growth and improved instructional practices.

Intensified support, including professional development programs and resource provision, equips teachers with the necessary tools and skills to meet performance expectations. Together, these elements create a robust framework that not only promotes accountability and excellence but also cultivates a supportive and dynamic educational environment conducive to both teacher and student success.

5.1 ALIGNMENT OF LEARNING COMPETENCIES AND LESSON OBJECTIVES

The alignment of learning competencies and lesson objectives is a fundamental aspect of effective teaching and

curriculum development. This alignment ensures that the specific skills and knowledge students are expected to acquire are clearly defined and consistently integrated into daily instructional activities. With the alignment of lesson objectives with broader learning competencies, educators can create focused and coherent lesson plans that directly contribute to the overall educational goals.

The consistent integration of learning competencies with lesson objectives also promotes a cohesive educational experience that builds on prior knowledge and prepares students for future learning challenges. This not only enhances the relevance and clarity of each lesson but also facilitates more accurate assessment of student progress, allowing for targeted interventions and support where needed. Ultimately, this alignment fosters a more structured and purposeful learning environment, where both teachers and students are clearly aware of their goals and the steps required to achieve them.

During the interview, Participant 9 said that the school administrator regularly checks the lesson plan to see its alignment to the competencies. It was expressed:

Tan-awon gyud ni ma'am ang lesson plan then, haom ba ang lesson didto sa expected nga competency. Kay basin 3rd quarter na then ang imong lesson is pang 2nd quarter pa. So, maayo gyud nga ma-sure nga naa mi sa saktong pace (P9).

There is a need to check the alignment of lesson objectives with the learning competency which is crucial for effective teaching and learning. Participant 9 explained that the school head regularly reviews lesson plans to ensure they align with the prescribed learning competencies. This practice involves systematic checks where the school head meticulously examines the lesson plans submitted by teachers to verify that the content and instructional strategies are designed to meet the specific educational standards and learning goals. In doing so, the school head ensures that the lessons not only adhere to the curriculum but also effectively contribute to the students' mastery of the competencies. This ongoing oversight fosters a culture of accountability and continuous improvement among teachers, promoting high-quality instruction and ultimately enhancing student learning outcomes.

The statement of Participant 9 highlights the critical role of the school head in monitoring the alignment and pacing of lesson plans with the curriculum's expected competencies. The school head's regular reviews ensure that teachers are on track with the curriculum, preventing situations where the content being taught is not appropriate for the current academic period.

For instance, in some schools in the district, their school administrators really check the lesson plan to see if the lesson matches the expected competency. As what Participant 9 mentioned, it might be the 3rd quarter already, but the lesson is still for the 2nd quarter. So, it's really good to ensure that teachers are on the right pace. Through verifying that lessons are timely and relevant, the school head helps maintain a consistent and effective learning trajectory, ensuring that

students achieve the required competencies within the designated timeframe. This oversight not only supports teachers in their instructional planning but also safeguards the quality and continuity of education.

In addition, Participant 6 shared that:

Sa among classroom observation, ang una gyud buhaton sa among school head is iyang i-check ang among lesson plan if na-align ba ni sa competencies nga angay itudlo pinaagi sa pagtan-aw sa curriculum guide. After, iya dayon tan-awon ang mga instructional materials and activities nga among gamiton. Iya dayon mi medyo ipa-demo gamay sa pre-conference to check if kabalo ba mi mo deliver sa among lessons and eventually provide technical assistance (P6).

As experienced by the teachers, particularly Participant 6 during the classroom observation, the first thing that their school administrator do is check their lesson plan to see if it is aligned with the competencies that need to be taught by looking at the curriculum guide. After that, the school administrator then reviews the instructional materials and activities the teachers will use. Their administrator will then do a small demonstration during the pre-conference to check if they know how to deliver their lessons and eventually provides technical assistance.

This illustrates a thorough and supportive approach to classroom observation by the school head. The process begins with verifying that the lesson plans are aligned with the required competencies as outlined in the curriculum guide, ensuring that the content being taught meets the educational standards. Following this, the school head examines the instructional materials and planned activities to confirm they are appropriate and effective for the lesson.

The pre-conference mini-demonstration serves as a practical assessment of the teacher's ability to deliver the lesson, allowing the school head to observe teaching methods and identify any areas that may need improvement. With the provision of immediate technical assistance based on this demonstration, the school head actively supports teachers in refining their instructional strategies, fostering professional growth, and enhancing the overall quality of education provided to students. This comprehensive approach ensures that teachers are well-prepared and aligned with curriculum requirements, ultimately benefiting student learning outcomes.

Furthermore, Participant 8 underscores the alignment of lesson objectives with learning competencies improves accountability for both teachers and students. It was expressed that:

"Iyang ginabuhay is mag schedule siya ug classroom observation. Prior sa classroom observation, magpatagay iyang gina check kung haom ba ang akong lesson objectives didto sa evaluation ug mga corresponding activities" (P8).

As experienced by the participant, the school administrator set a schedule for a classroom observation. As practiced, before the classroom observation, a meeting was called to

check if the lesson objectives are aligned with the evaluation and corresponding activities. This statement describes a proactive and structured approach to classroom observation.

This step is crucial because it verifies that the objectives are clear, measurable, and directly connected to the learning outcomes and assessment methods. The alignment of lesson objectives with evaluations and activities as practiced by the school head helps ensure that the instruction is coherent and focused, facilitating effective teaching and learning. This process not only supports the teacher in delivering well-structured lessons but also promotes accountability and continuous improvement in instructional practices, ultimately enhancing student performance and achievement.

The findings reinforce Gunaldo et al.'s (2017) assertion that aligning sub-competencies with behavioral expectations streamlines the creation of interprofessional education experiences tailored to specific learning levels. This alignment ensures that educational activities are precisely targeted, making the learning process more efficient and effective. At the course level, using structured tools like the course plan and course report, as noted by Shallal (2018), can significantly enhance this alignment. These tools facilitate meticulous planning and assessment, ensuring that every element of the curriculum contributes to the desired learning outcomes. In an outcome-based education environment, such alignment is crucial for maintaining consistency and coherence in instruction, thereby improving the likelihood that students will achieve the defined competencies and educational objectives.

5.2 FEEDBACK MECHANISMS FOR EFFECTIVE LESSON

DELIVERY

Feedback mechanisms are vital for effective lesson delivery as these help educators gauge student understanding and adapt their teaching strategies accordingly. These mechanisms can include formal methods such as quizzes and exams, as well as informal ones like classroom discussions and one-on-one conversations. By regularly assessing students' grasp of the material, teachers can identify areas where students struggle and adjust their lessons to address these gaps.

Incorporating student feedback is also essential for improving lesson delivery. This can be achieved through anonymous surveys, suggestion boxes, or direct feedback sessions where students can share their thoughts on what works well and what doesn't. Understanding student perspectives allows teachers to refine their teaching methods, making lessons more engaging and effective.

During the interview, Participant 5 said that the school administrators provided feedback. It was expressed: *"Constructive feedback man akong nadawat based sa akong mga experiences so far"* (P5).

Receiving constructive feedback based on the experiences of Participant 5 has significantly contributed to

the participant's personal and professional growth. School administrators provide constructive feedback to highlights areas where teachers excel and point out aspects where they need improvement, providing them with clear ideas on how to advance. The feedback teachers' received offer concrete and practical suggestions that they can apply in their future endeavors. Teachers should learn about and recognize their strengths and weaknesses, to become better prepared and more effective in any field.

In many schools in the especially in the frontiers, school administrators provide constructive feedback based on experiences and offer teachers the opportunities to adapt and grow. Positive observations boost teachers' confidence, while suggestions for improvement give them direction on how to tackle challenges and refine their skills. This measure fosters continuous development and resilience in teachers' personal and professional life, as they gain valuable insights into how they can improve themselves.

In addition, Participant 6 pointed that: *"Didto ni usually mahitabo sa post-conference agfter sa classroom observation. Mag hatag among school head ug feedback. So far, nakawadawat ko ug mga feedback nga constructive in a sense nga naa pay room for improvement sa akong pagtudlo"* (P6).

Participant 6 pointed out their school administrators provides feedback during the post-conference after the classroom observation. The teachers have received feedback that is constructive in the sense that there is still room for improvement in their teaching.

Classroom observations followed by post-conferences are integral to professional development for teachers. During these post-conferences, the school administrators or principal typically provides detailed feedback on the teacher's performance. This feedback process is crucial as it highlights the strengths and areas for improvement in the teacher's instructional methods. Receiving constructive feedback means that the observations are not just evaluative but also developmental.

It underscores the areas where the teacher excels while also identifying specific aspects of their teaching that can be enhanced. This type of feedback is beneficial because it offers actionable insights and encourages continuous professional growth. In the context of receiving such feedback, it is important for teachers to approach it with a positive and open mindset.

It implies that while the teacher is performing well, there is always potential for further refinement and excellence. This kind of feedback is an opportunity for teachers to reflect on their practices, embrace new strategies, and ultimately improve their effectiveness in the classroom. Acknowledging that there is room for improvement is a sign of a growth

mindset, which is essential for lifelong learning and professional development.

Furthermore, Participant 1 underscores the feedback aims to build up rather than tear down teachers. It was expressed that: *“Ang feedback nga akong nadawat kay mayo. Ang tinuod ug effective nga feedback is dapat specific ug kaya buhaton” (P1).*

As experienced by the participant, the feedback given by the school administrator was good and indeed was truly an effective, specific, and actionable kind of feedback. Receiving good feedback is an encouraging sign, indicating that teachers' efforts and performance are recognized and appreciated. Feedback must go beyond general praise or criticism. Specific feedback provides clear and detailed information about what exactly is being done well or what needs improvement.

Feedback that is actionable transforms constructive criticism into a practical guide for development. When teachers receive feedback that outlines clear, achievable steps, it empowers them to make meaningful changes. If feedback highlights that a teacher should incorporate more group work to foster collaboration among students, it provides a direct, manageable action plan. This type of feedback not only clarifies what needs to be done but also motivates teachers to implement these changes, knowing that they have a roadmap to follow. This approach ensures that feedback leads to tangible improvements and continuous professional growth.

The research findings align with Jurs et al. (2020), highlighting that effective feedback significantly enhances student and teachers' involvement and metacognitive skills, leading to more active engagement in the learning process. When feedback is clear, specific, and actionable, it helps students understand their learning progress and areas for improvement, fostering a deeper engagement with the material. Rakisheva et al. (2020) further supported this by demonstrating that effective feedback methods and tools are crucial in primary education, positively influencing student motivation and facilitating optimal changes for students, teachers, and parents.

This multi-faceted impact underscores the importance of well-crafted feedback not only as a tool for academic improvement but also as a catalyst for creating a more dynamic and interactive educational environment. Consequently, effective feedback serves as a pivotal element in the educational process, driving continuous improvement and collaboration among all stakeholders.

5.3 FOSTERING COLLABORATION AND PEER MENTORSHIP

Fostering collaboration and peer mentorship among teachers is crucial for creating a dynamic and supportive professional environment. When teachers collaborate, they share ideas, resources, and strategies, enhancing their

instructional practices and fostering a unified approach to education. Collaborative efforts enable teachers to address challenges collectively and innovate in their teaching methods.

Peer mentorship further supports this by pairing experienced educators with novice teachers, providing guidance, support, and confidence to those new to the profession. This mentorship helps mentees develop effective teaching practices and classroom management skills, while mentors enhance their leadership abilities and gain satisfaction from contributing to their colleagues' growth. Overall, collaboration and peer mentorship among teachers lead to continuous professional development, improved teaching quality, and a more cohesive educational community.

During the conduct of the interview, Participant 3 emphasized the importance of teachers' attendance in workshops, seminars, and training sessions. It was expressed:

Educators can start by reflecting on their own content knowledge and pedagogical practices. They can assess their strengths and areas for improvement, considering how they align with established standards and objectives. Teachers can participate in workshops, seminars and training sessions focused on content knowledge and pedagogy. These opportunities allow them to stay updated on best practices, new research findings, and innovative teaching strategies (P1).

As one of the Participant 1 significant experiences, their school administrator asked them to act on their professional development by reflecting on their own content knowledge and pedagogical practices. This reflective process involves a critical self-evaluation where teachers assess their strengths and identify areas needing improvement. With this, teachers can pinpoint specific aspects of their instruction that may require enhancement. This kind of introspection not only highlights personal and professional growth areas but also ensures that their teaching methods remain relevant and effective in meeting curriculum goals and student needs.

In addition, teachers were asked by their school administrator to participate in workshops, seminars, and training sessions focused on both content knowledge and pedagogy. These professional development opportunities provide educators with access to the latest best practices, innovative teaching strategies, and recent research findings in education. The interview of Participant 3 clearly explains that teachers can incorporate cutting-edge methods and insights into their classrooms, enhancing their teaching effectiveness. The school administrator also encouraged all the teachers facilitate networking with other educators, enabling the exchange of ideas and collaborative learning. Ultimately, continuous professional development through targeted learning experiences ensures that teachers remain dynamic

and capable of providing high-quality education that meets the evolving needs of their students.

This claim was affirmed by Participant 2 who elaborated the responsibility of school administrators to facilitate mentorship programs or coaching opportunities. It was expressed:

Administrators can facilitate mentorship programs or coaching opportunities where experienced educators support new teachers in developing their content knowledge and pedagogical skills. Mentors can provide guidance, feedback, and encouragement tailored to individual needs. Administrators can establish formal feedback mechanisms, such as classroom observations, evaluations, and surveys, to assess teachers' content knowledge and pedagogical effectiveness. This feedback should be constructive, actionable, and focused on supporting teachers' professional growth (P2).

Participant 2 clearly expounds that school administrators can play a pivotal role in enhancing teacher development by facilitating mentorship programs or coaching opportunities. By pairing experienced educators with new teachers, administrators create a supportive environment where neophyte teachers can gain valuable insights and practical knowledge. This was also explained by the participant that teacher-mentors can offer personalized guidance, provide constructive feedback, and encourage new teachers, helping them to build both their content knowledge and pedagogical skills.

Moreover, by fostering a collaborative environment, mentorship programs encourage experienced educators to share their expertise and best practices with their mentees, creating a culture of knowledge-sharing and mutual support. As a result, not only do new teachers benefit from the guidance of their mentors, but the entire school community is enriched by the exchange of ideas and the cultivation of a supportive professional network.

In addition, participant 2 mentioned that school administrator can establish formal feedback mechanisms to evaluate and enhance teachers' effectiveness. As a matter of fact, their school administrator regularly conducts classroom observations, evaluations, and surveys are essential tools for assessing teachers' content knowledge and pedagogical practices. These feedback methods should be designed to be constructive and actionable, offering specific insights that teachers can use to improve their instructional strategies.

By focusing feedback on professional growth, administrators ensure that teachers are not only aware of their areas for improvement but also equipped with practical steps to enhance their skills. This structured approach to feedback helps create a culture of ongoing professional development, where teachers are continually supported in their efforts to deliver high-quality education.

Furthermore, Participant 1 mentioned that: *“Teacher can collaborate with colleagues to plan lessons, share resources, and provide feedback. These are essential for the delivery of content of the subject matter to the students” (P1).*

According to the statement of Participant 1, teachers can enhance their instructional effectiveness by collaborating with colleagues to plan lessons, share resources, and provide feedback. Collaborative lesson planning allows teachers to pool their expertise and creativity, resulting in more comprehensive and engaging lesson plans. By working together, teachers can develop a diverse range of instructional strategies and activities that cater to different learning styles and needs, ensuring that all students are able to grasp the subject matter.

Sharing resources, such as teaching materials, digital tools, and educational content, further enriches the learning experience by providing varied and high-quality materials that individual teachers might not have access to on their own. By providing feedback within a collaborative framework is essential for refining teaching practices and improving the delivery of content.

When teachers give and receive feedback on lesson plans and instructional methods, they gain valuable insights into what works well and what can be improved. This continuous cycle of feedback promotes professional growth and helps teachers to stay aligned with best practices and educational standards. Collaborative efforts also foster a supportive professional community where teachers feel valued and motivated to innovate and excel in their teaching.

Duran et al. (2019) emphasized that teacher training centered on experiential learning is essential for effectively implementing peer collaboration and co-teaching in classrooms, which not only enhances personalized attention for students but also fosters professional development for teachers. Flores (2019) underscored the importance of mentoring, collaboration, and professional practice in teacher education, highlighting that these elements significantly enhance student teachers' practical knowledge and the depth of their argumentation during appraisals.

Additionally, Mullen et al. (2020) revealed that peer mentoring groups within educational leadership and administration play a crucial role in promoting justice, driving change, and redistributing power, thereby challenging and dismantling traditional hierarchical structures. Together, these studies illustrate that experiential learning, collaborative practices, and peer mentoring are fundamental in creating a more effective, equitable, and dynamic educational environment.

6. CONCLUSION AND RECOMMENDATIONS

The study underscores the importance of aligning lesson objectives with learning competencies, using effective feedback, and fostering collaboration to enhance teacher performance under the RPMS framework. These practices help ensure focused instruction, professional growth, and a supportive teaching environment. School administrators play a key role by monitoring lesson planning, providing constructive feedback, and encouraging mentorship and collaboration. Together, these elements contribute to better teaching quality and improved student outcomes.

The school leaders may regularly check lesson plans for alignment with competencies and provide timely, specific feedback to teachers. DepEd may offer more training on effective feedback and instructional supervision. Schools are also encouraged to establish peer mentoring and collaborative planning sessions to strengthen teaching practices and build a culture of continuous improvement aligned with RPMS goals.

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