



Personnel Management Practices in Relation to Teachers' Teaching and School Performance

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Abstract— *The purpose of this study was to determine the personnel management practices and its relation to teachers' teaching and school performance of the public elementary and secondary school teachers in Garcia-Hernandez district. School administrator's personnel management practices affects teachers' performance and school performance. The study was conducted in Garcia-Hernandez district, particularly to the two hundred fifty (250) respondents who were the school heads/principals, teaching, and non-teaching personnel for 2022-2023 academic year. This study utilized the descriptive-survey design employing the total population sampling technique with the use of a modified standard research tool from the IEA Teaching and Learning International Survey (TALIS) (2001) for the Personnel Management Practices, Teacher's Self-Assessment Rubrics (TSAR)" by Hrushikesh Senapaty (2019) for the Teachers' Teaching Performance, and Achievement Integration Program-School Staff Survey Questionnaire by the Minnesota Department of Education (2009) for the School Performance. The results showed that personnel management practices of the school administrators in Garcia-Hernandez district were very satisfactory. Teachers' level of performance in terms of designing learning experiences, knowledge and understanding of the subject matter, strategies for facilitating learning, interpersonal relationship, professional and school development were very satisfactory. Likewise, the respondents' perception on school performance in terms of climate and environment, leadership and government, professional learning, data-based decision-making, improvement initiatives, family and community partnership were also very satisfactory. There is a significant relationship between personnel management practices to teachers' level of performance and school performance. This study concludes that effective personnel management practices positively influence the performance of both teachers and schools. The study showed that when school leaders engage in discussions with teachers to establish educational goals, provide opportunities for professional development, and encourage participation in school decision-making processes, it results in better teacher performance and contributes to a more positive school environment. Furthermore, it indicated that when teachers design learning experiences that incorporate the knowledge and experiences of their students, foster interpersonal relationships, and engage in ongoing professional development, these lead to better student outcomes and contribute to school improvement. It was recommended that school heads/principals may assign available teaching staff ahead of time in the absence of the regular teacher. The available teacher shall provide modules for the student's activity in order for them to learn, and to make sure that teaching-learning process continues. Teachers are highly encouraged to pursue graduate and post-graduate studies. Further, schools should have quarterly monitoring and evaluation on their programs, activities and projects for school development.*

Keywords— *Personnel Management, Practices, School Performance, Teachers' Level of Performance, Teachers' Self-Assessment*



I. INTRODUCTION

A systematic personnel management is an indication of an effective and efficient employee and a productive learning environment. Personnel management practice is a way on how school leaders organize and develop its subordinates in a learning institution. A teacher that can influence the learners holistically is a teacher that is performing his responsibility in a best possible way. And thus, a good personnel management practice by the school managers leads to a high teaching performance in the teaching-learning process, and most commonly be the result of a good school performance in general.

According to the study of Olaivar, and Loayon (2022) it was shown that, despite their school leaders' assistance, instructors had carried out their tasks and obligations on their own in the new usual setup. The management of human resources by school administrators has not been linked to the performance and school involvement of teachers. Therefore, the researcher advises the Board of Directors (BODs), owners, and school heads of private elementary schools to maintain the high practice of the human resource management policies and procedures with more emphasis on the compensation and reward management and conduct of professional development activities for teachers regarding modular distance learning delivery modality.

Based on the noted observations, some administrators had been into conflicts for some reasons that affected the teachers. This conflict has made teachers to feel uncomfortable because the ambiance of the school is really not into its usual mode. The conflict is not that serious; however, it creates unanswered questions to teachers on what had really happened.

The aforementioned scenario is one of the issues and problems faced by the education department at present. It is indeed evident that personnel management practices are very important in order for teachers in the learning institution will feel comfortable and at ease amidst the working loads they have in the academe.

In connection to, this study aims to determine the personnel management practices and its relation to teachers' teaching and school performance of the public elementary and secondary school teachers in Garcia-Hernandez district. Furthermore, this study will be of great help to determine the best management practices of a school manager and how it will affect to its subordinates and its learning environment. Hence, the result of this study will be best applied to the public schools of the aforementioned district, to the division, and to the Department of Education as a learning entity.

Literature Background

A good leader is a responsible manager. Managing a group of people requires the fullest potential to lead and knows the dynamics of leadership. A successful organization is a good implication of a good leadership.

Consequently, in order to improve organizational productivity through the efficient use of all people within the organization, personnel management is a systematic process that makes sure that all human-related variables are properly recruited, selected, compensated, and given other working conditions that can facilitate their work performance and goal attainment. The main goal of personnel management is to help employees maintain a healthy work-life balance. The school must meticulously organize its approach to staff management. (Agunwa, Owan, & Ekpe, 2019)

In relevance to, higher management standards in private schools are a result of significantly better personnel management. Both independent metrics of teaching practice and school production as determined by student value added are connected with people management quality. Both better managed private schools and more effective teachers are more likely to be retained, a relationship that is evident in private schools but not in public ones. Private school teacher salary is positively connected with teacher effectiveness. (Lemos, Murahlidharan, and Scur, 2021) Thus, it is really important for our teachers especially working in private sectors to be well compensated in order for them to have a fair share of the efforts contributed to the system.

It is indeed evident that teachers are the most underpaid professionals amongst others. In this new governance spearheaded by our Honorable Vice-President, and the Education Secretary Sarah Duterte, it is with great respect that teachers really wanted the salary increase that would compensate fairly the efforts they provide to mold the young minds of our learners.

As stated by Osgenel, Mustafa & Oskan, Pinar (2019) the success of a school is directly influenced by the performance of its teachers in attaining its educational goals. The efficacy of schools was positively influenced and predicted by teachers' performance. Teachers are required to be engaged and perform at a high level in order to overcome these difficulties and meet the school's fundamental goals at the desired level, given that creating effective schools is a challenging process.

It is merely one of several elements influencing the bigger picture idea of teaching effectiveness other elements, such as the coordination of incentives and performance, responsibility and accountability ought to be

if real progress is to be made, they must be addressed. Up until now, in-service has mostly received attention. Initial Teacher Training (ITT) and training have been generally disregarded and uncared for, time to act is now, to shift the emphasis to ITT reform. The overall finding is that the efficiency of teachers, as determined by students' better understanding of children - only if all areas are improved issues that are hurting that performance. (Martin, 2018)

Any evidence-based method of evaluating instruction that involves teachers' self-evaluation is fundamental. Self-assessment contextualizes peer reviews and student evaluations in addition to offering the teachers' viewpoint on and analysis of their own teaching and other types of data given to the committee. Additionally, self-assessment techniques can offer academics a methodical and continuous means of reflecting on their own teaching.

Teachers' self-assessment allows them to reflect upon and describe their teaching and learning goals, challenges, and accomplishments. The format of self-assessments varies and can include reflective statements, activity reports, annual goal setting and tracking.

Moreover, the tangible effects of this training and development or lack thereof in the classroom refers to teacher performance. Simply put, what a teacher does, or does not do, in the classroom has a significant impact on how effectively students advance in their learning process. This is because the actions, attitudes, and behaviors of teachers and students in the teaching-learning environment determine whether or not students achieve their educational goals. Therefore, it must emphasize how much a teacher's effectiveness affects pupils' academic success or failure (Merlo, 2022).

In the classroom setting, how teachers do well in the teaching-learning process is called the teaching performance. The achievements of the learners in the academic and co-curricular activities are the implications of a teacher having that quality performance in the teaching-learning process. The goal of attaining the outcome smoothly also reflects the good strategies that will affect the teachers' performance in general.

It agrees the study of Taubert (2020) that self-evaluation and self-reflection are important tools for teacher's continued professional development. Self-assessment and reflection refer to the process of critically assessing one's own knowledge, performance, beliefs, or output in order to enhance or improve it. With a career as complex as teaching, self-reflection gives teachers a chance to consider their own work, what works and what doesn't, and the motivations behind their decisions.

In relation to such, principals use a variety of leadership philosophies that either directly or indirectly affect academic success. The best leadership style for academic achievement, however, is a topic of constant discussion among academics. (Tedla, & Redda, 2021)

When it comes to achieving the objectives relating to the academic success and personal growth of students, school performance is a positive consequence of the institution and its actors.

Thus, school leaders should be the standards of all the good and effective leadership, this means that they should be the one that would create the learning institution purposeful and meaningful environment for teachers and learners.

As stated in the study of Villanueva, Magsayo, Villanueva, & Cabanit (2022) on "Management Efficacy in the Delivery of Quality Education in DepEd Secondary Schools", it showed that only external and internal factors had a significant relationship involving the implementation of management practices of the respondents in which the p-value was 0.008, which was lesser than the .05 level of significance. After the conduct of this study, an indicated conclusion, most notably on the external and internal management practices, the formulated continuous development programs must be strictly implemented. Therefore, this study also offered recommendations that could contribute significantly to their success as an educator, administrators, and an individual.

Also, the study of Bello, and Oredein (2022) on their thesis entitled "School Climate, Principal Managerial Styles and Organizational Commitment among Junior Secondary School Teachers in Oyo, State Nigeria", found that principals tend to follow the transformational managerial style. Additionally, although there is little relationship between principal managerial styles and school atmosphere, both are important to organizational commitment. Based on the data, the study draws the conclusion that organizational commitment among public junior secondary school teachers in Oyo State might be influenced by school climate and principal managerial styles. However, based on the findings, suggestions were given to enhance organizational commitment domain among public junior secondary school teachers in Oyo State by improving school climate and administrators' managerial methods.

Along with, the study of Butar, Bross, and Kanto (2020) on their thesis entitled "What Drives Teaching Performance at School? The Determinants of School Teacher Performance", it has been determined that the issue is that the school's neglect affects how well teachers

perform. According to the study's findings, teacher performance is influenced by organizational commitment, job satisfaction, and organizational commitment. Organizational commitment is impacted by professional commitment, and teacher performance is impacted by professional commitment. Through organizational commitment, job satisfaction indirectly influences teacher performance, and through organizational commitment, professional commitment indirectly influences teacher performance.

Another study of Isao (2021) on his thesis entitled "A Path Analysis of Teaching Performance as Estimated by Self-Efficacy, School-Based Management and School Climate", self-efficacy and school atmosphere were found to be strong, whereas school-based management was found to be moderate. Additionally, it was discovered that both self-efficacy and school climate had a significant positive relationship with teaching performance, which in turn significantly influenced the teaching performance of teachers in Davao Oriental.

Accordingly, by the study of Mapute, Torreón, Igot, Tiempo, and Castil, (2020) on their study entitled "Continuous Improvement Program (CIP) Implementation in Relation to School Performance", the results showed that there was no significant association between the implementation of the continuous improvement program and the success rate of the schools, but there was a significant relationship between the adoption of the CIP and respondents' highest level of education. Therefore, it was determined that the level of the school's continuous improvement program was influenced by the instructors' highest educational attainment. Additionally, the application of the assessment, plan, and act categories was consistently tracked in relation to academic performance. The teachers should seek further education goals and go to suitable workshops and seminars for professional development.

Similarly, the study of Mulyani, Meirawan, and Rahmadani (2020) on their thesis entitled "Increasing School Effectiveness Through Principals' Leadership and Teachers' Teaching Performance, Is It Possible?", the findings suggested that the presence of an effective principal's leadership and high teacher teaching performance directly predicted school effectiveness. The results also indicated that principal leadership and teacher teaching performance had a positive and significant impact on school effectiveness. It has been demonstrated that the principal's leadership can motivate teachers to deliver better instruction, boosting school effectiveness. The highly effective teacher's teaching style was key to this school's high effectiveness. To increase school effectiveness, teachers' teaching performance must be

consistently enhanced. The principal's leadership position can help to improve this teaching performance.

Conforming to the study of Munadzir, Fakhruddin, Sugito, and Yanto (2020) on their thesis entitled "Determinants of School Performance", the findings demonstrated how a high-quality culture improved academic performance in schools through administrative competence, interpersonal communication, and leadership competence. Interpersonal communication has a positive and significant association with quality culture, with a 46% effect, 40% increase in quality culture due to management skill. Managerial competence to school performance through quality culture is 8%, while leadership competence to quality culture is 14%. Interpersonal communication has a 46% impact on academic success, and leadership skills have a 24% impact. 40% of academic success is influenced by quality culture.

The study of Miguel, Prudente, and Aguja (2021) on "Teachers Initiative and Perceived Parental Involvement Practices among Filipino Junior High School Students" proves that the most crucial element for parents to carry out their roles was communication with the school through teachers for updates. Teachers engaged stakeholders, initiated, and reciprocated the communication established by parents through messaging and a social media platform, but they were met with parents and students who rarely go online.

In addition, the study of Mawajdeh (2021) on "The Impact of Teachers Involvement on Decision-Making for School Improvement: A Study Among Teachers and School Leaders in Selected Private Schools in Dubai", it showed that teachers' participation has an impact on student performance favorably, and the outcomes show that inclusion of teachers in decision-making processes at schools positively affects academic achievement. As a result, leaders ought to communicate, consult, and share concepts with instructors to enhance academic results.

Moreover, as stated in the study of Arop, Owan, and Agunwa (2019) on their thesis entitled "Teaching Personnel Management and Attitude to Work in Secondary Schools of Calabar Education Zone of Cross River State, Nigeria", it demonstrated how teachers' work attitudes are significantly influenced by their training, environment, and supervision taken together. Training was the strongest indicator of teachers' attitudes toward their professions, followed by placement and supervision. It was suggested, among other things, that before and during service, instructors should receive sufficient

training in the concepts, principles, and techniques of instruction.

In consonance with the Contingency Management Theory of Fiedler (2022), it claims that a leader's personality attributes had a direct impact on how well he led. According to Fiedler's view, there are a variety of leadership qualities useful in various circumstances. It implies that a leader ought to be adaptable enough to change with the environment.

The Theory of Performance by Elger (1962) states that humans are capable of extraordinary accomplishments. It develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. An individual or a group of people working together in a performance is referred to as a performer. Level of performance reflects where you are on the road of developing performance. The six elements context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors all play a role in the current level of performance. Three axioms are proposed for effective performance improvements. They entail adopting a performer's mindset, immersing oneself in a stimulating setting, and engaging in reflective practice.

The Goal Setting Theory by Locke (1968) suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is a result of the workers' continued pursuit of their objectives.

The Scientific Management Theory by Taylor (2022) was underlined that getting individuals to work hard wasn't the greatest strategy to improve outcomes. Instead, Taylor advised making jobs simpler to boost efficiency.

To completely give significance of this study, the legal bases are integrated to bind strong its consideration. This will help the study be more respectable and concrete to its consummation. Herewith is the Batas Pambansa Blg. 232 also known as Education Act of 1982 "An act furnishing for the establishment and conservation of an intertwined system of education"

Section 11. Special Rights and/or Privileges of Teaching or Academic Staff The right to be free from mandatory assignments not related to their duties as defined in their movables or employment contracts, unless compensated therefore, conformably to being law.

Section 12. Special Rights of School Administration School directors shall be supposed persons in authority while in the discharge of legal duties

and liabilities, and shall thus be accorded due respect and protection.

Section 13. Rights of Schools The right of their governing boards or legal authorities to give for the proper governance of the academy and to borrow and apply executive or operation systems.

Section 16. Teacher's Obligations Be responsible for the effective and efficient attainment of specified literacy objects in performance of public development pretensions within the limits of available academy coffers.

Section 17. School Administrators' Obligations Be responsible for the effective and efficient administration and operation of the academy. Develop and maintain a healthy academy atmosphere conducive to the creation and preservation of academic freedom and effective tutoring and literacy, and to harmonious and progressive academy- labor force relationship.

In applicability to, Executive Order 292 of the Administrative Code of 1987, Chapter 5 Personnel Policies and Standards, Section 33 Performance Evaluation System states that there shall be established a performance evaluation system, which shall be administered in agreement with rules, regulations and norms, announced by the Commission for all officers and workers in the career service. Similar performance evaluation system shall be administered in similar manner as to continually foster the enhancement of individual hand effectiveness and organizational effectiveness.

Each department or agency may, after discussion with the Commission, establish and use one or further performance evaluation plans applicable to the colorful groups of positions in the department or agency concerned. No performance evaluation shall be given, or used as a base for labor force action, except under an approved performance evaluation plan handed, that each hand shall be informed periodically by his administrator of his performance evaluation.

This legal base is indeed apparent to tutoring labor force of Department of Education wherein they will be estimated by the academy heads, headliners, master preceptors or indeed the administrators. This will be done in order to sustain the quality education in the tutoring-literacy process.

Another strong emphasis on Republic Act No. 2260 also known as "Civil Service Act of 1959" in Article VI Personnel Policies and Standards Section 25 Career and Employee Development it states that the development and conservation of a high position of hand performance is a primary concern of the Government. It

shall be the policy of the government that a continuing program of hand training, administrative, career and superintendent development be established under the leadership of the Civil Service Commission for all government labor force at all situations.

Statement of the Problem

The main thrust of this study was to determine the relationship of personnel management practices to teachers' teaching and school performance of elementary and secondary schools in Garcia-Hernandez district for the school year 2022-2023.

Specifically, it aimed to determine the following:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 employment status;
 - 1.3 highest educational attainment;
 - 1.4 sex; and
 - 1.5 teaching experience?
2. What is the assessment of the respondents on the personnel management practices of their administrators in elementary and secondary schools of Garcia-Hernandez district?
3. What is the level of performance of the respondents based on the self-assessment of teachers in terms of:
 - 3.1 designing learning experiences;
 - 3.2 knowledge and understanding of the subject matter;
 - 3.3 strategies for facilitating learning
 - 3.4 interpersonal relationship;
 - 3.5 professional development; and
 - 3.6 school development?
4. What is the perception of the respondents on the school performance of elementary and secondary schools of Garcia-Hernandez district in terms of:
 - 4.1 climate and environment;
 - 4.2 leadership and government;
 - 4.3 continuous improvement and collaborative inquiry- professional learning;
 - 4.4 continuous improvement and collaborative inquiry-data- based decision making;
 - 4.5 continuous improvement and collaborative inquiry- improvement initiatives; and
 - 4.6 family and community partnerships?
5. Is there a significant relationship between personnel management practices and the following:

5.1. teachers' level of performance; and

5.2. school performance?

6. Based on the findings, what action plan may be proposed?

II. METHODS

Design

The researcher used descriptive-survey method. This was used in gathering information to determine the relationship of personnel management practices to teachers' teaching and school performance.

Environment and Participants

The researcher conducted the study at public elementary and secondary schools of Garcia-Hernandez district.

The participants of the study were the total population of the teachers, school heads, and non-teaching personnel of the aforementioned institutions.

Instrument

The researcher adapted the standardized instruments on "Teaching and Learning International Survey (TALIS) Teacher Questionnaire" by the International Association for the Evaluation of Educational Achievement (IEA) (2001) for the personnel management practices, "Teacher's Self-Assessment Rubrics (TSAR)" by Hrushikesh Senapaty (2019) for the teachers' teaching performance, and "Achievement Integration Program-School Staff Survey Questionnaire" by the Minnesota Department of Education (2009) for the school performance. These standardized questionnaires were modified to align the purpose of this study and to gather the relevant data and information on personnel management practices, teacher's teaching and school performance.

The instrument is composed of four parts: the first part is all about the profiling of the respondents, second is the personnel management practices, it has a scaling of 1 to 4 with a descriptive rating of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA) with a corresponding interpretation as Occasionally, Often, Usually, and Always Practice. Further, the third one is all about the teachers' teaching performance, it has a scaling of 1 to 4 with a descriptive rating of Occasionally (Oc), Often (O), Usually (U), and Always (A) interpreted as Poor, Fair, Satisfactory, and Very Satisfactory. Finally, the school performances having the scale of 1 to 4, with descriptive rating of Strongly Disagree (SD), Disagree (D), Agree (A), and

Strongly Agree (SA) interpreted as Poor, Fair, Satisfactory, and Very Satisfactory.

III. RESULTS AND DISCUSSION

Table 1
Profile of the Respondents
N = 250

1.1 Age	Frequency	Percentage (%)	Rank
23-29 years old	36	14.4	4
30-36 years old	63	25.2	2
37-43 years old	68	27.2	1
44-50 years old	46	18.4	3
51-57 years old	25	10	5
58-64 years old	12	4.8	6
Total	250	100%	
1.2 Employment Status			
Permanent	250	100%	
1.3 Highest Educational Attainment			
Bachelor's Degree	74	29.6	2
Bachelor's Degree with MA Units	157	62.8	1
Master's Degree	10	4	3
Master's Degree with Doctorate Units	7	2.8	4
Doctorate Degree	2	0.8	5
Total	250	100%	
1.4 Sex			
Male	29	11.6	2
Female	221	88.4	1
Total	250	100%	
1.5 Teaching Experience			

1-7 years	86	34.4	1
8-14 years	63	25.2	2
15-21 years	61	24.4	3
22-28 years	26	10.4	4
29-35 years	12	4.8	5
36-42 years	2	0.8	6
Total	250	100%	

The table 1 presents the profile of the respondents in terms of age, employment status, highest educational attainment, sex, and teaching experience. The result reveals that the age bracket 37-43 years old with a frequency of 68 or 27.2 % obtains the highest rank. Meanwhile, the age bracket 58-64 years old with a frequency of 12 or 4.8% obtained the lowest rank. This implies that the respondents are relatively in a middle-aged group.

Consequently, the employment status of respondents of this study is all in permanent status. This means that they are all enjoying the benefits of the government as rewards for all the excellent services rendered in the academe.

In addition, the highest educational attainment of the respondents shows that they are in the Bachelor's Degree with MA units which obtained the highest rank with a frequency of 157 or 62.8%. Meanwhile, the respondents with a Doctoral Degree obtained the lowest rank with a frequency of 2 or 0.8%. This implies that most of the teachers continue to pursue advanced studies.

Moreover, as to sex, majority of the respondents are females with the highest frequency of 221 or 88.4% while only 29 or 11.6% were males. This denotes that most of the teachers are females.

Further, as it was shown in the table, more than 30% of the respondents are beginners who spent 1-7 years of teaching, on the other hand only 0.8% are distinguished teachers who spent 36-42 years in the academe.

The Goal Setting Theory by Locke (1968) suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is a result of the workers' continued pursuit of their objectives. This simply means that the school administrators should motivate their subordinates to pursue enrolling in the graduate studies for professional growth and development.

This affirms the study of Mapute, Torreon, Igot, Tiempo, and Castil, (2020) that the teachers should seek further education goals and go to suitable workshops and seminars for professional development.

Table 2

Assessment of the Respondents on the School Heads' Personnel Management Practices

N =250

Statements	SD	Mean	DI	Rank
<i>The principal/school head...</i>				
1. discusses educational goals with teachers in meetings.	0.5	3.62	SA	1
2. ensures that teachers work according to the school's educational goals.	0.52	3.6	SA	2
3. observes teaching in classes.	0.55	3.58	SA	3.5
4. gives teachers suggestions as to how they can improve their teaching.	0.55	3.57	SA	5
5. takes the initiative to discuss the matter, when a teacher has problems in his/her classroom.	0.58	3.48	SA	13.5
6. ensures that teachers are informed about possibilities for updating their knowledge and skills.	0.55	3.56	SA	6
7. compliments teachers for special effort or accomplishments.	0.58	3.52	SA	11
8. works with teachers on a school development plan.	0.56	3.58	SA	3.5
9. defines goals to be accomplished by the staff of this school.	0.55	3.54	SA	7.5
10. ensures that a task-oriented atmosphere is fostered in this school.	0.58	3.49	SA	12
11. acts with teachers to ensure that education quality issues are a collective responsibility.	0.57	3.54	SA	7.5
12. makes sure that the professional development activities of teachers are in	0.58	3.54	SA	7.5

accordance with the teaching goals of the school.				
13. observes instruction in classrooms.	0.6	3.53	SA	10
14. uses student performance results to develop the school's educational goals.	0.63	3.48	SA	13.5
15. checks to see whether classroom activities are in keeping with the school's educational goals.	0.6	3.48	SA	13.5
16. takes exam results into account in decisions regarding curriculum development.	0.65	3.41	SA	19
17. ensures that there is clarity concerning the responsibility for coordinating the curriculum.	0.63	3.46	SA	17
18. takes the initiative to discuss matters when a teacher has problems.	0.64	3.48	SA	13.5
19. pays attention to disruptive behavior of teachers in classrooms.	0.65	3.44	SA	18
20. takes over lessons from teachers who are unexpectedly absent.	0.82	3.18	A	20
Composite Mean	0.59	3.50	SA	(Strongly Agree)

Legend:

	Weighted Mean
(WM)	
Rating Scale	Descriptive Interpretation
3.25 – 4.00	Strongly Agree (SA) - Very Satisfactory
2.50 – 3.24	Agree (A) - Satisfactory
1.75 – 2.49	Disagree (D) - Fair
1.00 – 1.74	Strongly Disagree (SD) - Poor

Table 2 shows the assessment of the respondents on the personnel management practices of their school administrators. It shows that item "the principal/school head discusses educational goals with teachers in meetings" ranked as the highest with a mean score of 3.62 or described as strongly agree which means that this item is very satisfactory. On the other hand, item "the

principal/school head who takes over lessons from teachers who are unexpectedly absent" ranked as the lowest with a mean score of 3.18 or described as agree and interpreted as satisfactory. Overall, the composite mean of 3.5 or strongly agree suggested that these items on personnel management of Garcia-Hernandez district are very satisfactory.

It implies that school administrators really have a clear dissemination of its school's educational goals in terms of its projects, activities, and programs. The principal/school head have a clear understanding to his subordinates of its targets and goals to achieve an excellent performance.

It is indeed evident on the study of Munadzir, Fakhrudin, Sugito, and Yanto (2020) the findings demonstrated how a high-quality culture improved academic performance in schools through interpersonal communication, and leadership competence. Interpersonal communication has a positive and significant association with quality culture, increasing in quality culture due to management skill. Thus, interpersonal communication has an impact on academic success.

Table 3.1

Teachers' Level of Performance in Terms of Designing Learning Experiences

N = 250

Statements	SD	Mean	DI	Rank
<i>As teacher, I...</i>				
1. use existing knowledge and experiences of learners while planning.	0.49	3.70	A	1
2. consider Learning Outcomes (LOs) while planning.	0.49	3.67	A	2
3. plan for engaging all learners in different activities.	0.52	3.66	A	3
4. collect, prepare and integrate the relevant Teaching Learning Materials (TLMs).	0.52	3.59	A	5
5. am planning	0.5	3.63	A	4

assessment strategies.	2		
Composite Mean	0.51	3.65	Always

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Always (A)	- Very Satisfactory
2.50 – 3.24	Usually (U)	- Satisfactory
1.75 – 2.49	Often (O)	- Fair
1.00 – 1.74	Occasionally (Oc)	- Poor

The table 3.1 shows the teachers' level of performance in terms of designing learning experiences. It shows that the "teacher who use existing knowledge and experiences of learners while planning" had the highest rank with a mean score of 3.70 or described as Always and interpreted as Very Satisfactory. This simply implies that teachers have always consider the gained knowledge and experiences of learners in designing learning instructions. Whereas, "teacher who collect, prepare, and integrate the relevant Teaching Learning Materials (TLMs)" had the lowest rank with a mean score of 3.59 or described as Always and interpreted as Very Satisfactory. Thus, the composite mean of 3.65 or described as Always suggested that teachers of Garcia-Hernandez district believed that they are very good in designing learning experiences.

This means that in terms of designing learning experiences, it is best for teachers to use the prior knowledge and experiences of learners in planning. This is because it is best and easy way to integrate and connect the outcome you want to achieve when learner has an existing knowledge and experience on something. Learners could able to adapt the lesson effectively.

It agrees to the study of Taubert (2020) that teachers should use the knowledge, performance, beliefs, or output of learners in order to enhance or improve it. With a career as complex as teaching, self-reflection gives teachers a chance to consider their own work, what works and what doesn't, and the motivations behind their planning.

Table 3.2

Teachers' Level of Performance in Terms of Knowledge and Understanding of Subject Matter

N = 250

Statements	SD	Mean	DI	Rank
<i>As teacher, I...</i>				
1. exhibit content knowledge with conceptual clarity using appropriate examples.	0.52	3.59	A	4
2. address the conceptual errors/difficulties/misconceptions of learners.	0.54	3.56	A	5
3. deliver the lesson in a simple yet impactful way to the learners.	0.48	3.7	A	1
4. provide meaningful and concrete example of the subject matter.	0.49	3.66	A	3
5. share knowledge and information beyond the context of the book.	0.49	3.69	A	2
Composite Mean	0.5	3.64	Always	

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation
3.25 – 4.00	Always (A) - Very Satisfactory
2.50 – 3.24	Usually (U) - Satisfactory
1.75 – 2.49	Often (O) - Fair
1.00 – 1.74	Occasionally (Oc) - Poor

Table 3.2 illustrates the teachers' level of performance in terms of knowledge and understanding of the subject matter. It reveals that the "teacher who deliver the lesson in a simple yet impactful way to the learners" had the highest rank with a mean score of 3.70 or described as Always and interpreted as Very Satisfactory. On the other hand, the "teacher who address the conceptual errors/difficulties/misconceptions of learners" had the lowest rank with a corresponding mean score of 3.56 or described as Always and interpreted as Very Satisfactory. Therefore, the composite mean of 3.64 or described as Always means that respondents are very good enough in their knowledge and understanding of the subject matter.

Concisely, it is indeed meaningful to deliver the lesson in a very simple way wherein learners could able to easily comprehend and understand the lesson to its

deepest way. Teachers should not able to make the delivery of instruction in its complexity, it will result to poor learning towards the learners.

Furthermore, as stated in the study of Arop, Owan, and Agunwa (2019), it was suggested, among other things, that before and during service, instructors should receive sufficient training in the concepts, principles, and techniques of instruction. Through such, teachers could able to deliver lesson efficiently and effectively. Then, it conforms the Scientific Management Theory (2022) wherein Taylor advised to make jobs simpler to boost efficiency.

Table 3.3

Teachers' Level of Performance in Terms of Strategies for Facilitating Learning

N = 250

Statements	SD	Mean	DI	Rank
A. Creating Conducive Learning Environment				
<i>As teacher, I...</i>				
1. use available space in the classroom to organize different activities.	0.59	3.55	A	7
2. ensure cleanliness in classrooms and school.	0.46	3.75	A	2
3. take care of safety of students in the classroom.	0.4	3.83	A	1
4. address the issues of personal health & hygiene.	0.47	3.74	A	3
5. display teaching-learning materials and learners' work in the classrooms.	0.56	3.58	A	6
6. use appropriate strategies for ensuring classroom discipline.	0.52	3.66	A	5
7. am strengthening learners' regularity of attendance in classroom/ school.	0.48	3.72	A	4
Average Weighted Mean	0.5	3.69	A	

B. Learning Strategies and Activities

As teacher, I...

1. use learner centered strategies (engaging students in creative and critical thinking, inquiry, investigation, and problem-based learning; encouraging discussion, dialogue, debate,	0.53	3.57	A	6
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cooperative and collaborative activities, etc.).				
2.provide opportunities to all learners to participate in discovery, exploration and experimentation.	0.5 2	3.59	A	5
3.acknowledge learners' responses and encourage their participation.	0.4 6	3.74	A	1
4.encourage learners to ask questions.	0.4 7	3.72	A	2
5.develop ICT skills amongst learners.	0.6 1	3.41	A	7
6.use different teaching-learning resource materials like textbooks, teachers' sourcebooks, print & digital materials, web resources, etc.	0.4 7	3.70	A	4
7.provide opportunities to learners for development of qualities like care, concern, compassion, sympathy, empathy, and stress management.	0.4 7	3.71	A	3
Average Weighted Mean	0.5 1	3.64	A	

C. Communication Skills
As teacher, I...

1. listen to learners patiently.	0.4 7	3.72	A	2
2.use the home language of learner wherever needed.	0.5 2	3.66	A	4
3.write grammatically correct sentences with proper spacing and punctuation marks.	0.5 4	3.55	A	5
4.deliver the lesson that learners could learn easily.	0.4 4	3.76	A	1
5.easily get the attention of the learners.	0.5	3.67	A	3
Average Weighted Mean	0.5	3.67	A	

D. Assessment and Feedback
As teacher, I...

1. assess students' learning and provide feedback for improving learning.	0.5	3.64	A	3
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2.maintain students' profile of learning and performance (record of different tests, assignments, written work, projects, anecdotes, etc.).	0.5	3.68	A	1.5
3.share learners' progress with parents/guardians.	0.5 3	3.68	A	1.5
4.give remedial lessons to the least performing learners.	0.5 4	3.61	A	4
5.provide peer learning in assessing and providing feedback to the least performing learners.	0.5 5	3.60	A	5
Average Weighted Mean	0.5 2	3.64	A	
Composite Mean	0.5 1	3.66	Always	

Legend:

	Weighted Mean
(WM)	
Rating Scale	Descriptive Interpretation
3.25 – 4.00	Always (A) - Very Satisfactory
2.50 – 3.24	Usually (U) - Satisfactory
1.75 – 2.49	Often (O) - Fair
1.00 – 1.74	Occasionally (Oc) - Poor

Table 3.3 shows the teachers' level of performance in terms of strategies for facilitating learning in creating conducive learning environment, learning strategies and activities, communication skills, and assessment and feedback.

In creating conducive learning environment, the table depicts that item "teacher should take care of the safety of the students" had the highest rank with a mean score of 3.74 or described as Always and interpreted as Very Satisfactory whereas the "teacher who use the available space in the classroom to organize different activities" had the lowest rank with a mean score of 3.55 or described as Always and interpreted as Very Satisfactory. As shown above, the composite mean of 3.69 or described as Always suggested that teachers in the district of Garcia-Hernandez in terms of creating conducive learning environment are very satisfactory. This implies that at all cost, the teachers' utmost consideration in a conducive learning environment is the safety of the learners. Learners learn best when they feel safe and secured.

Consequently, in learning strategies and activities, the "teacher who acknowledge the learners'

responses and encourage their participation” had the highest rank with a mean score of 3.74 or described as Always and interpreted as Very Satisfactory. On the other hand, the “teacher who develop the ICT skills amongst learners” had the lowest rank with a mean score of 3.41 or described as Always and interpreted as Very Satisfactory. Generally, the composite mean of 3.64 or described as Always confirmed that teachers in the district of Garcia-Hernandez in terms of learning strategies and activities are very satisfactory. Hence, active involvement and participation of the learners in the teaching-learning process is meaningful in facilitating learning of the learners. Active involvement of learners develops critical thinking and reasoning.

Moreover, in facilitating learning for communication skills, it demonstrates that the “teachers who deliver the lesson that the learners could learn easily” had the highest rank with a mean score of 3.76 verbally described as Always and interpreted as Very Satisfactory meanwhile, the “teacher who write grammatically correct sentences with proper spacing and punctuation marks” obtained the lowest rank with a mean score of 3.55 or described as Always and interpreted as Very Satisfactory. All in all, the composite mean of 3.67 or described as Always manifested that teachers in the district of Garcia-Hernandez in terms of facilitating learning in communication skills are very satisfactory. Thus, this means that in order for learners to best absorb the learnings during instruction, teachers should deliver the subject matter in its simplest form, yet meaningful.

Furthermore, in facilitating learning for assessment and feedback, the data reveals that the “teacher who maintain students’ profile of learning and performance (record of different tests, assignments, written work, projects, anecdotes, etc.) and share learners’ progress with parents/guardians” obtained the highest rank with a mean score of 3.68 or described as Always and interpreted as Very Satisfactory, whereas, the “teacher who provide peer learning in assessing and providing feedback to the least performing learners” obtained the lowest rank with a mean score of 3.60 or described as Always and interpreted as Very Satisfactory. Therefore, teachers should always keep their records for the track of learners’ improvement. All these document records serve as the bases of providing feedbacks and learning interventions if necessary. And thus, have proper parent-teacher relationship for the awareness of the students’ progress and difficulties.

Overall, the composite mean of 3.64 or described as Always suggested that teachers in the district of Garcia-Hernandez in terms of facilitating learning through assessment and feedback are very satisfactory.

Generally, the teacher’s strategy in facilitating learning was described as very satisfactory. They were able to utilized different strategies in order to give learners a meaningful learning.

The above results agreed to the tangible effects of this training and development or lack thereof in the classroom refers to teacher performance. Simply put, what a teacher does, or does not do, in the classroom has a significant impact on how effectively students advance in their learning process. This is because the actions, attitudes, and behaviors of teachers and students in the teaching-learning environment determine whether or not students achieve their educational goals. Therefore, it must emphasize how much a teacher's effectiveness affects pupils' academic success or failure (Merlo, 2022).

Table 3.4

Teachers’ Level of Performance in Terms of Interpersonal Relationship

N = 250

Statements	SD	Mean	DI	Rank
<i>As teacher, I...</i>				
1. have good relationship with students.	0.41	3.81	A	1
2. have good relationship with colleagues.	0.44	3.76	A	5
3. have good relationship with parents and community.	0.44	3.78	A	2.5
4. have good relationship with the school head/principal.	0.46	3.78	A	2.5
5. have good relationship with the stakeholders.	0.45	3.77	A	4
Composite Mean	0.44	3.78	Always	

Legend:

(WM)

Rating Scale

3.25 – 4.00

2.50 – 3.24

1.75 – 2.49

1.00 – 1.74

Descriptive Interpretation

Always (A) - Very Satisfactory

Usually (U) - Satisfactory

Often (O) - Fair

Occasionally (Oc) - Poor

Weighted Mean

In table 3.4, it shows the teachers' level of performance in terms of interpersonal relationship. It reveals that the "teacher who have a good relationship to students" had the highest rank which obtained the mean score of 3.81 or described as Always and interpreted as Very Satisfactory. Meanwhile, the "teacher who have a good relationship with colleagues" had the lowest rank with a mean score of 3.76 or described as Always and interpreted as Very Satisfactory. Generally, the composite mean of 3.78 or described as Always suggested that teachers in the district of Garcia-Hernandez in terms of interpersonal relationship are very satisfactory. This simply implies that teachers having a good relationship towards their learners create a strong connection in delivering the teaching-learning process. This means that teachers could able to establish a positive result in the transfer of knowledge.

It relates to the study of Munadzir, Fakhrudin, Sugito, and Yanto (2020) demonstrated how a high-quality culture improved academic performance in schools through interpersonal communication. Hence, student-teacher relationship should always be positive to reinforce meaningful learning to learners.

Table 3.5

Teachers' Level of Performance in Terms of Professional Development

N =250

Statements	SD	Mean	DI	Rank
<i>As teacher, I...</i>				
1.update subject knowledge through self-learning.	0.54	3.65	A	2
2.participate in in-service education programs as per need and requirement.	0.49	3.67	A	1
3.participate in in-service education programs for improving ICT skills.	0.53	3.59	A	3
4.engage in innovative and action research activities.	0.66	3.34	A	4
5. participate and present papers in seminars/ journals, newspapers, magazines, etc.	0.8	3.26	A	6
6. contribute to the development of teaching-	0.72	3.29	A	5

learning materials (TLMs) and other resources through ICT.			
Composite Mean	0.62	3.47	Always

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Always (A)	- Very Satisfactory
2.50 – 3.24	Usually (U)	- Satisfactory
1.75 – 2.49	Often (O)	- Fair
1.00 – 1.74	Occasionally (Oc)	- Poor

The table 3.5 shows the teachers' level of performance in terms of professional development. Based on the table above, it shows that the "teacher who participate in in-service education programs as per need and requirement" obtained the highest rank with a mean score of 3.67 or described as Always and interpreted as Very Satisfactory. whereas, the "teacher who participate and present papers in seminars/ conferences/ workshops and publish articles/papers in various journals, newspapers, magazines, etc" obtained the lowest rank with a mean score of 3.26 or described as Always and interpreted as Very Satisfactory. In fact, the composite mean of 3.47 or described as Always means that teachers in the district of Garcia-Hernandez in terms of professional development are very satisfactory.

The result implies that teachers in DepEd in the district of Garcia-Hernandez has always been participative in the in-service trainings conducted by the department. This training is a must in order for the teachers to learn new teaching pedagogies, strategies and methodologies of teaching and etc.

The result of the study relates to the study of Arop, Owan, and Agunwa (2019) demonstrated that among other things, that before and during service, instructors should receive sufficient training in the concepts, principles, and techniques of instruction.

In addition, it agrees to the study of Mapute, Torreon, Igot, Tiempo, and Castil, (2020) the results showed that the teachers should seek further education goals and go to suitable workshops and seminars for professional development.

Table 3.6
 Teachers' Level of Performance in Terms of School
 Development
 N = 250

Statements	SD	Mean	DI	Rank
<i>As teacher, I...</i>				
1. organize/participate and contribute in School Management Committee (SMC)/ Parent Teacher Meeting (PTM)/Parent Teacher Association (PTA) activities.	0.52	3.66	A	1
2. discharge duties of various committees responsibly and take initiative for organizing activities for those committees (such as morning assembly, time-table, examination, sports, cultural day celebration, public relations, excursions, etc.).	0.66	3.38	A	4
3. take responsibilities for organizing activities- Guidance & Counseling, Scouts, Red Cross, various club activities, resource mobilization, and school budgeting.	0.69	3.37	A	5
4. discharge all kinds of duties as assigned by the authority.	0.63	3.40	A	3
5. share my expertise in the field that needs more enhancement.	0.54	3.54	A	2
Composite Mean	0.61	3.47	Always	

Legend:

Weighted Mean

(WM)

Rating Scale

Descriptive Interpretation

3.25 – 4.00

Always (A)

- Very Satisfactory

2.50 – 3.24

Usually (U)

- Satisfactory

1.75 – 2.49

Often (O)

- Fair

1.00 – 1.74

Occasionally (Oc)

- Poor

In table 3.6, it shows the teachers' level of performance in terms of school development. The table depicts that the "teacher who organize/participate and contribute in School Management Committee (SMC)/ Parent Teacher Meeting (PTM)/Parent Teacher Association (PTA) activities" obtained the highest rank with a mean score of 3.66 or described as Always and interpreted as Very Satisfactory. On the other hand, the "teacher who take responsibilities for organizing activities-Guidance & Counseling, Scouts, Red Cross, various club activities, resource mobilization, and school budgeting" had the lowest rank with a mean score of 3.37 or described as Always and interpreted as Very Satisfactory. Briefly, the composite mean of 3.47 or described as Always suggested that the respondents perform very satisfactorily in terms of school development.

The result implies that teachers value the parent-teacher relationship. This means that through Parents-Teachers association, this will lead to a good common goal which is to establish a good result that will benefit the learners and the school in general.

The study of Miguel, Prudente, and Aguja (2021) proves that the most crucial element for parents to carry out their roles was communication with the school through teachers for updates. Teachers engaged stakeholders, initiated, and reciprocated the communication established by parents through messaging and a social media platform, but they were met with parents and students who rarely go online. Thus, this relates to how school teachers and administrators have a good relationship towards its stakeholders in order for them to implement their programs, activities, and projects in school for development.

Table A

Summary of the Respondents' Perception on Teachers' Level of Performance

N = 250

Indicators	SD	Average Weighted Mean	DI	Rank
1. designing learning experiences	0.51	3.65	A	3
2. knowledge and understanding of the subject matter	0.50	3.64	A	4

3. strategies for facilitating learning	0.51	3.66	A	2
4. interpersonal relationship	0.44	3.78	A	1
5. professional development	0.62	3.47	A	5.5
6. school development	0.61	3.47	A	5.5
Composite Mean	0.53	3.61	Always	

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Always (A)	- Very Satisfactory
2.50 – 3.24	Usually (U)	- Satisfactory
1.75 – 2.49	Often (O)	- Fair
1.00 – 1.74	Occasionally (Oc)	- Poor

Table A presents the summary of the respondents' perception on Teachers' Level of Performance. It reveals that the interpersonal relationship of the teachers is always practiced that obtained the highest rank with a mean score of 3.58. Meanwhile, the professional development of teachers and school development obtained the lowest rank with a mean score of 3.47 or described as Always and interpreted as Very Satisfactory. The composite mean reached to 3.61 or described as Always which means that the respondent's overall assessment as teachers is very satisfactory.

The result signifies that teachers have a good relationship towards their school administrators, as well as with their learners. This will lead to a purposeful and meaningful teaching-learning process and promotes good learning environment.

Table 4.1

Perception of the Respondents on the School Performance in Terms of Climate and Environment

N =250

Statements	SD	Mean	DI	Rank
<i>The school...</i>				
1. makes the teacher feel respected and supports them.	0.48	3.71	SA	2
2. is safe and positive for everyone.	0.49	3.72	SA	1
3. gives the teachers the opportunity to	0.56	3.58	SA	5.5

express their feelings, desires and opinions without fear of retaliation.				
4. valued and treated the voice and perspectives of the teachers with dignity.	0.54	3.62	SA	3
5.provides opportunities of the teachers to contribute to school-wide rules, norms, and expectations.	0.52	3.60	SA	4
6. is organized and set up so that teachers can access all facilities with ease.	0.54	3.58	SA	5.5
Composite Mean	0.52	3.63	Strongly Agree	

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory
1.75 – 2.49	Disagree (D)	- Fair
1.00 – 1.74	Strongly Disagree (SD)	- Poor

In table 4.1, it shows the perception of the respondents on the school performance in terms of climate and environment. The table illustrates that the "school who is safe and positive for everyone" obtained the highest rank with a mean score of 3.72 or described as Strongly Agree and interpreted as Very Satisfactory.

Meanwhile, the "school who gives the teachers the opportunity to express their feelings, desires and opinions without fear of retaliation, and is organized and set up so that teachers can access all facilities with ease" obtained the lowest rank with a mean score of 3.58 or described as Strongly Agree and interpreted as Very Satisfactory.

In fact, the composite mean of 3.63 or described as Strongly Agree suggested that there is a very satisfactory climate and environment in Garcia-Hernandez elementary and secondary schools. This implies that the learning institution having a safe and secure place will result to a conducive learning

environment. This will reflect in the good school performance.

It affirms study of Isao (2021) it was discovered that school climate had a significant positive relationship with teaching performance, which in turn significantly influenced the teaching performance of teachers in Davao Oriental.

Table 4.2

Perception of the Respondents on the School Performance in Terms of Leadership and Government

N =250

Statements	SD	Mean	DI	Rank
<i>The school...</i>				
1. let the teachers participate in meetings related to decision-making and implementing strategic plans.	0.5	3.69	SA	1
2. values and centers perspectives from all members of the learning community in decision making.	0.52	3.62	SA	2
3. has planned time and space for staff and families/community members to collaborate for the purpose of decision-making related to school policies and practices.	0.51	3.57	SA	4
4. let the teachers engage in leadership practices to promote educational equity.	0.56	3.59	SA	3
5. let the teachers engage in partnerships with local civic, business, and service organizations specifically related to educational equity.	0.55	3.52	SA	5
6. has the structures and processes used to implement new	0.58	3.47	SA	8.5

programs and innovations which are helpful and supportive.				
7. has leadership development opportunities which have been made available to teachers.	0.6	3.51	SA	6
8. makes efforts to ensure that historically underrepresented groups benefit from leadership development opportunities.	0.58	3.42	SA	10
9. has performance reviews which are equitable and fair.	0.6	3.50	SA	7
10. has performance reviews and accountability measures which are strategic and aligned with improvement efforts.	0.57	3.47	SA	8.5
Composite Mean	0.56	3.54	Strongly Agree	

Legend:

Weighted Mean

(WM)

Rating Scale **Descriptive Interpretation**

3.25 – 4.00 Strongly Agree (SA) - Very

Satisfactory

2.50 – 3.24 Agree (A) - Satisfactory

1.75 – 2.49 Disagree (D) - Fair

1.00 – 1.74 Strongly Disagree (SD) - Poor

The table 4.2 shows the perception of the respondents on the school performance in terms of leadership and governance. The result reveals that the “school who let the teachers participate in meetings related to decision-making and implementing strategic plans” obtained the highest rank with a mean score of 3.69 or described as Strongly Agree and interpreted as Very Satisfactory. Meanwhile, the “school who makes efforts to ensure that historically underrepresented groups benefit from leadership development opportunities” obtained the lowest rank with a mean score of 3.42

verbally described as Strongly Agree and interpreted as Very Satisfactory. The composite mean reached to 3.54 or described as strongly agree which means that the school's performance in terms of leadership and government is very satisfactory.

This implies that the school administrator really wants his subordinates to have an active involvement in all the programs, activities, and projects in order for them to achieve an excellent performance that will benefit the learning institution in general. It has been said that many ideas are better in achieving its common goal.

The Goal Setting Theory by Locke (1968) suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is a result of the workers' continued pursuit of their objectives. In addition, it has relevance on the study of Mawajdeh (2021) teachers' participation has an impact on student performance favorably, and the outcomes show that inclusion of teachers in decision-making processes at schools positively affects academic achievement.

As a result, leaders ought to communicate, consult, and share concepts with instructors to enhance academic results. This means that in order for the school to have a good and harmonious relationship, there should be a good interpersonal relationship among others and involve teachers in decision-making for progress and development of the learning institution.

Table 4.3

Perception of the Respondents on the School Performance in Terms of Continuous and Collaborative Inquiry – Professional Learning
N= 250

Statements	SD	Mean	DI	Rank
<i>The school...</i>				
1. has ongoing support for professional learning and growth in my school.	0.57	3.53	SA	1
2. provides support for professional learning and growth is available to all staff members at my school.	0.56	3.52	SA	2

3. has professional learning experiences which are aligned with strategic plans and improvement efforts.	0.56	3.50	SA	5
4. has professional learning experiences designed to support collaboration among staff across grades, content areas, and schools.	0.55	3.50	SA	5
5. provides educational equity which is a recurring theme of professional learning experiences.	0.55	3.50	SA	5
6. has job-embedded professional learning experiences which are offered at my school.	0.58	3.43	SA	7
7. implements coaching and mentoring which are integral aspects of professional learning and growth at my school.	0.55	3.51	SA	3
Composite Mean	0.56	3.50	Strongly Agree	

Legend:

(WM) Weighted Mean
 Rating Scale Descriptive Interpretation

3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory
1.75 – 2.49	Disagree (D)	- Fair
1.00 – 1.74	Strongly Disagree (SD)	- Poor

The table 4.3 shows the perception of the respondents on the school performance in terms of continuous and collaborative inquiry in professional learning. It reveals that the “school has ongoing support for professional learning and growth” obtained the highest rank with a mean score of 3.53 or described as Strongly Agree and interpreted as Very Satisfactory, whereas, the “school who has job-embedded professional learning experiences that are offered” obtained the lowest rank with a mean score of 3.43 or described as Strongly Agree and interpreted as Very Satisfactory. The composite mean reached to 3.50 or described as strongly agree which means that the schools’ performance as to continuous and collaborative inquiry in professional learning is very satisfactory.

This simply implies that the school administrators have a strong support for teachers’ professional growth. The school administrator wants his subordinates to grow professionally as career advancement is concerned. This will not just benefit to the professional teachers, but also for the good of the learners.

The result of the study has a relevance to the study of Olaivar, and Loayon (2022) that schools should maintain the high practice of the human resource management policies and procedures with more emphasis on the compensation and reward management and conduct of professional development activities for teachers.

Furthermore, it agrees to the study of Mapute, Torreon, Igot, Tiempo, and Castil, (2020) that the teachers should seek further education goals and go to suitable workshops and seminars for professional development.

Table 4.4

Perception of the Respondents on the School Performance in Terms of Continuous and Collaborative Inquiry – Data-Based Decision-Making

N = 250

Statements	SD	Mean	DI	Rank
The school...				

1. let the teachers examine data disaggregated by student groups independently to inform their own practice.	0.56	3.42	SA	4.5
2. let the teachers examine data disaggregated by student groups in team-level meetings.	0.56	3.39	SA	10.5
3. let the teachers examine data disaggregated by student groups in school-level meetings.	0.56	3.40	SA	6.5
4. let the teachers examine data disaggregated by student groups in district-level meetings.	0.59	3.40	SA	6.5
5. give the teachers the chance to participate in planned meetings to review and discuss data.	0.59	3.55	SA	1
6. maintains data which are routinely reviewed and used to make decisions about my school.	0.6	3.50	SA	2
7. has different perspectives about what counts as data which are valued in my school.	0.6	3.44	SA	3
8. uses multiple forms of data and considered to be valid.	0.58	3.40	SA	6.5
9. has a balance of examining data about systems and adult practices with data about students.	0.6	3.42	SA	4.5
10. has an emphasis on centering data about historically underrepresented groups.	0.6	3.39	SA	10.5
11. has raw data, data summaries, and reports which are accessible to all stakeholders in my school.	0.6	3.40	SA	6.5
12. provides structures and processes in place for stakeholders to ask questions and provide feedback about data and reports.	0.58	3.39	SA	10.5

Composite Mean	0.58	3.43	Strongly Agree
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Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory
1.75 – 2.49	Disagree (D)	- Fair
1.00 – 1.74	Strongly Disagree (SD)	- Poor

In table 4.4, it shows the perception of the respondents on the school performance in terms of continuous and collaborative inquiry in data-based decision-making. The table demonstrates that the “school who give the teachers the chance to participate in planned meetings to review and discuss data” obtained the highest rank with a mean score of 3.55 or described as Strongly Agree and interpreted as Very Satisfactory. On the other hand, the “school who let the teachers examine data disaggregated by student groups in team-level meetings, has an emphasis on centering data about historically underrepresented groups, and provides structures and processes in place for stakeholders to ask questions and provide feedback about data and reports” obtained the lowest rank with a mean score of 3.39 or described as Strongly Agree and interpreted as Very Satisfactory respectively. The composite mean reached to 3.43 or described as strongly agree which means that the respondents confirmed that there is a very satisfactory performance of the schools in terms of continuous and collaborative inquiry in data-based decision-making.

The result implies that the school administrator is very open to teachers for all the projects, activities, and programs of the school for its development. This means that teachers really have a big contribution in the development of the learning institution.

It is related to the Theory of Performance by Elger (1962). An individual or a group of people working together in a performance is referred to as a performer. This simply means that since teachers are given the opportunity to participate in the decision-making, thus they perform for the goal of the learning institution, and that is to have a development for the learning institution and to the learners.

Table 4.5

Perception of the Respondents on the School Performance in Terms of Continuous and Collaborative Inquiry – Improvement Initiatives

N = 250

Statements	SD	Mean	DI	Rank
<i>The school...</i>				
1. has inclusive inquiry cycles and data were informed decisions guide the selection of improvement initiatives.	0.59	3.38	SA	5
2. provides improvement efforts which are coordinated to optimize efficiencies and minimize redundancies.	0.59	3.40	SA	4
3. ensures that the focus of improvement efforts is on changing systems, policies, and adult practices to better support students, rather than 'fixing' students.	0.61	3.44	SA	3
4. ensures that there are standard processes and procedures for monitoring and assessing improvement initiatives.	0.58	3.46	SA	2
5. ensures that results from monitoring and assessment efforts are used to inform and enhance ongoing improvement efforts.	0.58	3.47	SA	1
Composite Mean	0.59	3.43	Strongly Agree	

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory

1.75 – 2.49 Disagree (D) - Fair
 1.00 – 1.74 Strongly Disagree (SD) - Poor

Table 4.5 presents the perception of respondents on the school performance in terms of continuous and collaborative inquiry in improvement initiatives. The table depicts that the “school who ensures that results from monitoring and assessment efforts are used to inform and enhance ongoing improvement efforts” had the highest rank with a mean score of 3.47 verbally described as Strongly Agree and interpreted as Very Satisfactory. Meanwhile, the “school has inclusive inquiry cycles and data were informed decisions guide the selection of improvement initiatives” obtained the lowest rank with a mean score of 3.38 described as Strongly Agree and interpreted as Very Satisfactory. The composite mean reached to 3.43 or described as strongly agree which means that the schools’ performance in terms of continuous and collaborative inquiry in improvement initiatives is very satisfactory.

The result implies that the school uses gathered results of data as basis in making plans and decisions for their on-going and future programs, activities, and projects to be implemented. This action is a big help for them to reinforce new systematic plans that will benefit the learning institution and the learners.

Consequently, in order to improve organizational productivity through the efficient use of all people within the organization, a systematic process that makes sure that all human-related variables are properly recorded, reflected, and monitored and given other working conditions that can facilitate their work performance and goal attainment. The school must meticulously organize its approach to assessment and monitoring for progress and development. (Agunwa, Owan, and Ekpe, 2019.

Table 4.6

Perception of the Respondents on the School Performance in Terms of Family and Community Partnership
 N = 250

Statements	SD	Mean	DI	Rank
<i>The school...</i>				
1. provides locations in the community which are utilized for school and classroom projects, events, and instruction.	0.58	3.49	SA	6.5
2. ensures that information about students, families, and	0.58	3.50	SA	4.5

their communities is routinely gathered to inform and make learning experiences more relevant.				
3. provides events designed to connect families and community members with educators.	0.58	3.49	SA	6.5
4. provides multiple approaches for two-way communication with families and community members.	0.58	3.48	SA	8.5
5. has communication strategies for families and community members focus intentionally on including historically underrepresented groups.	0.6	3.48	SA	8.5
6. provides accurate and complete information about the local community and its history are incorporated into school content.	0.59	3.47	SA	10
7. let the teachers regularly participate in community events and activities as a representative of my school.	0.59	3.54	SA	1
8. ensures school events and activities are designed to support access for those families and community members who face the most significant barriers to active participation.	0.59	3.52	SA	2
9. ensures family and community members from historically underrepresented groups routinely participate in school activities.	0.59	3.51	SA	3
10. provides structures, supports, and systems which are in place to facilitate and sustain the participation of families and community members in school events and activities.	0.59	3.50	SA	4.5

Composite Mean	0.59	3.50	Strongly Agree
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Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory
1.75 – 2.49	Disagree (D)	- Fair
1.00 – 1.74	Strongly Disagree (SD)	- Poor

Table 4.6 shows the perception of the respondents on the school performance in terms of family and community partnership. It reveals that the “school who let the teachers regularly participate in community events and activities as a representative of my school” had the highest rank with a mean score of 3.54 or described as Strongly Agree and interpreted as Very Satisfactory. On the other hand, the “school who provides accurate and complete information about the local community and its history are incorporated into school content” obtained the lowest rank with a mean score of 3.47 or described as Strongly Agree and interpreted as Very Satisfactory. In fact, the composite mean reached to 3.5 or described as strongly agree which means that the very satisfactory school performance in terms of family and community partnership was manifested in Garcia-Hernandez district schools.

Thus, the result is very evident on the school-community partnership in the district of Garcia-Hernandez. In every activity in the community, the school has an active involvement in order to support its stakeholders and the community as partner of the learning institution. This leads to a strong relationship between the school and the community for its linkage.

The result of the study has relevance on the study of Agunwa, Owan, and Ekpe (2019), in order to improve organizational productivity through the efficient use of all people within the organization, the main goal of personnel management is to help employees maintain a healthy work-life balance. Thus, the school must let the teachers to have community involvement as part of school-community partnership.

Table B

Summary of the Respondents' Perception on the School Performance

N = 250

Indicators	SD	Average Weighted Mean	DI	Rank
1. climate and environment	0.52	3.63	SA	1
2. leadership and government	0.56	3.54	SA	2
3. continuous collaborative inquiry- professional learning	0.56	3.50	SA	3.5
4. continuous collaborative inquiry-data- based decision-making	0.58	3.43	SA	5.5
5. continuous collaborative inquiry- Improvement initiatives	0.59	3.43	SA	5.5
6. family and community partnerships	0.59	3.50	SA	3.5
Composite Mean	0.57	3.51	Strongly Agree	

Legend:

Weighted Mean

(WM)

Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Strongly Agree (SA)	- Very Satisfactory
2.50 – 3.24	Agree (A)	- Satisfactory
1.75 – 2.49	Disagree (D)	- Fair
1.00 – 1.74	Strongly Disagree (SD)	- Poor

Table B presents the summary of the respondents' perception on the school performance. It reveals that the teachers strongly agree that climate and environment of the school is very conducive to learning, it obtained the highest rank with a mean score of 3.63 or described as Strongly Agree and interpreted as Very Satisfactory. Meanwhile, the continuous collaborative inquiry on data-based decision-making and improvement

initiatives obtained the lowest rank with a mean score of 3.43 or described as Strongly Agree and interpreted as Very Satisfactory. Generally, the composite mean reached to 3.51 or described as Strongly Agree which means that the respondent's overall perception on school performance is very satisfactory.

This implies that in Garcia-Hernandez district, the school climate and environment is pro-teacher and students. It caters the needs of the teachers and learners to have a conducive learning institution for a meaningful teaching-learning process.

Table 5.1

Significant Relationship between Personnel Management Practices and Teachers' Level of Performance

N=250

Variables	df	α	r	p-value	Interpretation	Decision
Personnel Management Practices & Teachers' Level of Performance	248	.05	.35	<.0001	Significant	Reject H ₀

Table 5.1 unveils the relationship between personnel management practices and teachers' level of performance. The result shows that there is sufficient evidence to conclude that there is a significant relationship between personnel management practices and teachers' level of performance, $r(248)=.35$, $p<.001$, thus rejecting the null hypothesis. This denotes that personnel management practices of the school administrators have impact on teachers' level of performance.

In consonance with the Contingency Management Theory of Fiedler (2022), it claims that a leader's personality attributes had a direct impact on how well he led. According to Fiedler's view, there are variety of leadership qualities useful in various circumstances. It implies that a leader ought to be adaptable enough to change with the environment.

Moreover, as stated by Mulyani, Meirawan, and Rahmadani (2020) principal leadership and teacher teaching performance had a positive and significant impact on school effectiveness. It has been demonstrated that the principal's leadership can motivate teachers to deliver better instruction, boosting school effectiveness.

The highly effective teacher's teaching style was key to this school's high effectiveness. To increase school effectiveness, teachers' teaching performance must be consistently enhanced. The principal's leadership position can help to improve this teaching performance.

Table 5.2

Significant Relationship between Personnel Management Practices and Perception of Respondents' School Performance

N=250

Variables	df	α	r	p-value	Interpretation	Decision
Personnel Management Practices & Perception of Respondents' School Performance	248	.05	.65	<.0001	Significant	Reject H ₀

Table 5.2 discloses the relationship between personnel management practices and perception of respondents on school performance. The result shows that there is concrete evidence to conclude that there is a significant relationship between personnel management practices and perception of respondents on school performance, $r(248)=.65$, $p<.001$, thus rejecting the null hypothesis. This signifies that personnel management practices of the school administrators have positive result on the perception of respondents on school performance.

Conforming to the study of Munadzir, Fakhrudin, Sugito, and Yanto (2020) it demonstrated how a high-quality culture improved academic performance in schools through administrative competence, interpersonal communication, and leadership competence. Interpersonal communication has a positive and significant association with quality culture, with a 46% effect, 40% increase in quality culture due to management skill.

Summary of Findings

The treated data revealed the following findings:

1. Profile of the Respondents

1.1. Age Majority of the teachers were ages from 37 to 43 years old.

1.2. Employment Status All of the respondents were in permanent status.

1.3. Highest Educational Attainment Most of the teachers in Garcia-Hernandez district has Bachelor's Degree with MA units earned with a frequency of 157 or 62.8%.

1.4. Sex Most of the teachers were females with a frequency of 221 or 88.4%.

1.5. Teaching Experience Most of the teachers were beginners who spent 1 to 7 years of teaching.

2. The Assessment of the Respondents on the Personnel Management Practices The teachers strongly agree that personnel management practices of the school administrators in Garcia-Hernandez district were very satisfactory.

3. Teachers' Self-Assessment in terms of the following:

3.1 Designing Learning Experiences The teachers of Garcia-Hernandez district always believed that they are very good in designing learning experiences.

3.2 Knowledge and Understanding of Subject Matter Teachers always makes sure that they are very good enough in their knowledge and understanding of the subject matter.

3.3 Strategies for Facilitating Learning Teachers in the district of Garcia-Hernandez believed that in terms of facilitating learning, they are very satisfactory.

3.4 Interpersonal Relationship The teachers in the district of Garcia-Hernandez believed that in terms of interpersonal relationship they are very satisfactory.

3.5 Professional Development Teachers in the district of Garcia-Hernandez in terms of professional development are very satisfactory.

3.6 School Development The respondents perform very satisfactorily in terms of school development.

4. School Performance in terms of the following:

4.1 Climate and Environment The teachers strongly agree that there is a very satisfactory climate and environment in Garcia-Hernandez elementary and secondary schools.

4.2 Leadership and Government The teachers strongly agree that the school's performance in terms of leadership and government is very satisfactory.

4.3 Continuous and Collaborative Inquiry – Professional Learning The teachers strongly agree that the schools' performance as to continuous and collaborative inquiry in professional learning is very satisfactory.

4.4 Continuous and Collaborative Inquiry – Data-Based Decision-Making The respondents confirmed that there is a very satisfactory performance of the schools in terms of continuous and collaborative inquiry in data-based decision-making.

4.5 Continuous and Collaborative Inquiry – Improvement Initiatives The teachers strongly agree that the schools' performance in terms of continuous and collaborative inquiry in improvement initiatives is very satisfactory.

4.6 Family and Community Partnership The teachers strongly agree that the very satisfactory school performance in terms of family and community partnership was manifested in Garcia-Hernandez district schools.

5. Significant Relationship between Personnel Management Practices and the following:

5.1 Teachers' Level of Performance There is a significant relationship between personnel management practices and teachers' level of performance.

5.2 School Performance There is a significant relationship between personnel management practices and the school performance.

IV. CONCLUSION

Based on the findings presented, it can be concluded that effective personnel management practices positively influence the performance of both teachers and schools. The study showed that when school leaders engage in discussions with teachers to establish educational goals, provide opportunities for professional development, and encourage participation in school decision-making processes, it results in better teacher performance and contributes to a more positive school environment. Furthermore, the study indicated that when teachers design learning experiences that incorporate the knowledge and experiences of their students, foster interpersonal relationships, and engage in ongoing professional development, these lead to better student outcomes and contributes to school improvement.

V. RECCOMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were drawn:

1. School heads/principals may assign available teaching staff ahead of time in the absence of the regular teacher. The available teacher shall provide modules for the student's activity in order for them to learn, and to make sure that teaching-learning process continues. This is also

to avoid additional burden to school administrators that will take over the class instead of the regular teacher, administrators have many tasks to accomplish for the development of teachers and learners in a learning institution.

2. Teachers are highly encouraged to pursue graduate and post-graduate studies. This will help them boost their expertise and develop their teaching strategies that will benefit the learners for a meaningful learning. Further, this will help them to have a higher rank in the field as to qualifications will also take part.

3. The SDO Professional Development Office of the Department of Education (DepEd) should continuously provide effective professional development programs and opportunities to teachers.

4. Schools should have quarterly monitoring and evaluation on their programs, activities, and projects for school development. This will help identify areas that need further improvement and provide feedback to stakeholders on the effectiveness of the improvement efforts.

5. Future researchers in the field of education and management may use the findings as a basis for future research or conduct related studies to personnel management practices that will promote high teaching performance and school performance.

PROPOSED PLAN OF ACTION FOR A HOLISTIC TEACHERS' LEVEL OF PERFORMANCE AND SCHOOL PERFORMANCE

Rationale

Teachers are the implementers of the curriculum. The role of the teacher is very important and essential in shaping the young and innocent mind of our generation. Curriculum is the heart of education; thus, it needs the strong and determined passion of teachers to give a meaningful teaching-learning process to our learners.

Consequently, in delivering the meaningful teaching-learning process the teacher's level of performance in the learning environment should be given big consideration in order for the quality education be sustained. Teachers should be fed up with all the needed resources, combined with a less concentration on paper works to focus on the transfer of learning to learners. The ultimate role of teacher is to teach. Hence, it should be given utmost consideration and action.

Based on the result of this study, it showed that there is a significant relationship between personnel management practices and teachers' level of performance and school performance as well. Moreover, the teachers' level of performance will lead to a high school

performance in general. This will be of great help to the learning environment and to the learners to be more dignified in performance. In conclusion, this plan of action will be beneficial to the program beneficiaries to help them sustain and have a best teaching performance and school performance.

This program aims to:

part provide opportunities to unemployed teachers be
when of the Special Education Fund (SEF) and teach
needed;

grow provide valuable opportunities for teachers to
professionally through career advancement; and

the provide teachers the opportunity to participate in
school-based decision-making that will improve
school development.

Mechanics of Implementation

Upon approval by the Schools Division Superintendent, the researcher will present a copy to the public schools' district supervisor of Garcia-Hernandez district.

The researcher will explain the mechanics of the program at a faculty meeting called for this purpose by the respective school heads in the district concerned, suggestions gathered from this focus group discussion may be incorporated to fit specific situations.

Schedule of Implementation

The proposed plan of action will be implemented effective school year 2023-2024.

Monitoring and Evaluation System

A monitoring and evaluation tool will be developed to measure the effects of the proposed program. The mid-year and year-end assessment will be conducted for possible innovation and enhancement.

PROPOSED PLAN FOR THE IMPLEMENTATION OF THE DISTRICT-BASED PROFESSIONAL AND SCHOOL DEVELOPMENT PROGRAM

A.Y. 2023-2024

Area of Concern	Objectives	Content	Strategies	Persons Involved	Time Frame	Budget	Output
Personnel Management <i>(Teachers Employment Program)</i>	Involve unemployed teachers in Special Education Fund (SEF) where they can teach whenever there is a need of teacher	Substitute teacher	Hire on-call teacher when there is an absent permanent teacher to take over the class	School Heads, Teachers Stakeholders	S.Y. 2023-2024	P100,000.00	Presence of teaching-learning process
Teachers Teaching Performance <i>(Professional Development Programs)</i>	Involve in educational conferences, and seminar-workshops (where teachers and researchers present their research result and discuss educational problems)	Teaching innovation and trends Trainings/ Seminar-Workshops	Using of multimedia instructional materials Application of collaborative learners' tasks and performance Re-echo seminars Link with other schools, SUC Send teachers to relevant trainings	School Heads, Teachers Stakeholders	S.Y. 2023-2024	P100,000.00	Presence of useful multimedia instructional materials Readily made and prepared team tasks and performance
School Performance <i>(School Development Programs)</i>	Involve and implement in making reliable Projects, Activities, and Programs (Integrated with a Project Procurement and Management Plan)	Seminar-Workshop on Crafting Projects, Activities, and Programs (PAPs) Seminar-Workshop on Crafting Project Procurement and Management Plan (PPMP)	Create realistic programs, activities and projects Focus-Group-Discussion Stakeholders Meeting Consultative Forum	School Heads, Teachers, and Stakeholders	SY 2023-2024	P100,000.00	Implemented programs, activities, and projects that promotes satisfaction and high school performance

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