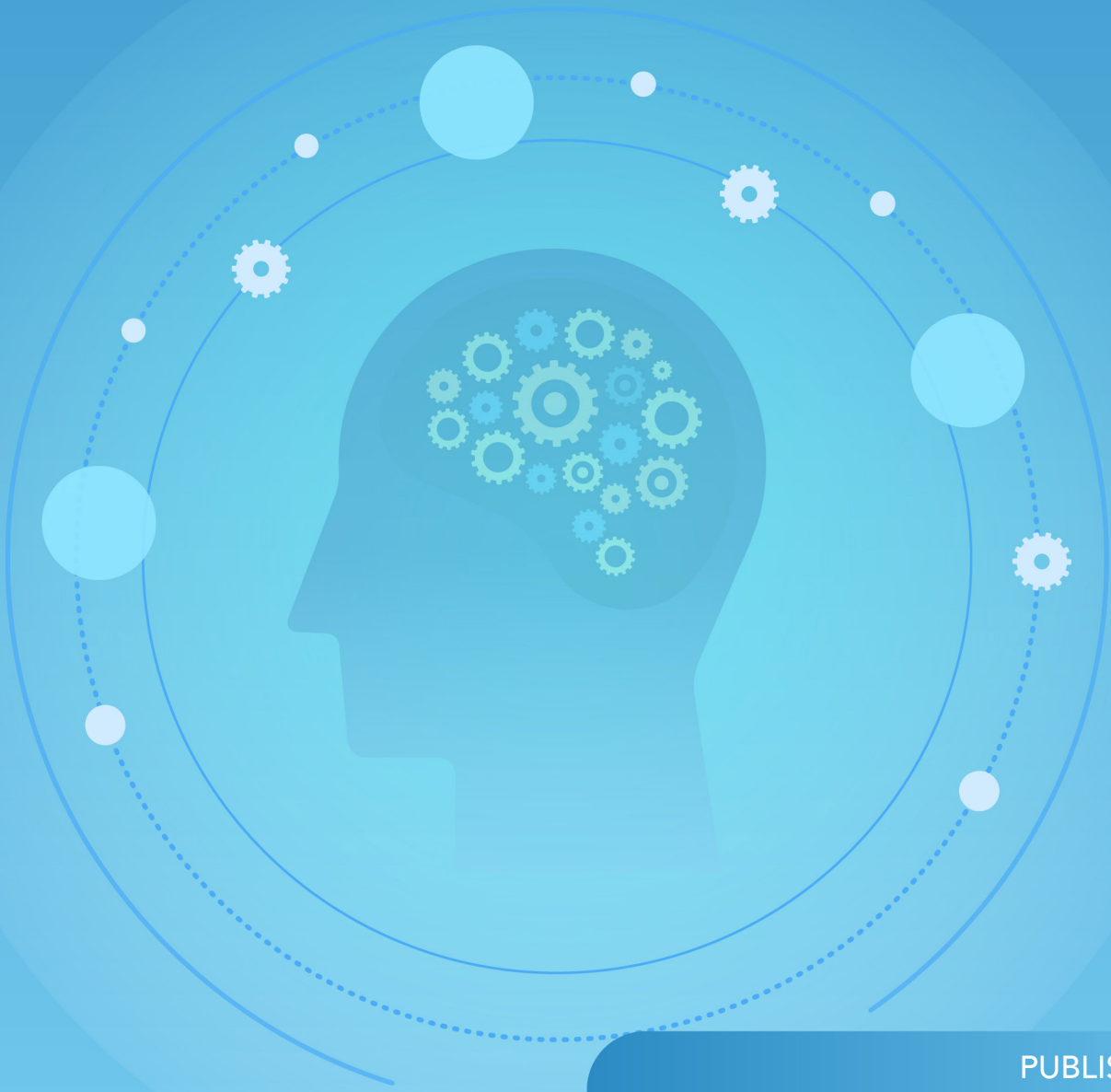
American Journal of Arts and Human Science (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 4 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

American Journal of
Arts and Human Science (AJAHS)

Volume 4 Issue 2, Year 2025
ISSN: 2832-451X (Online)
DOI: https://doi.org/10.54536/ajahs.v4i2.4231
https://journals.e-palli.com/home/index.php/ajahs

Teaching-Learning Skills on Teachers' Performance: Basis for Learning Action Cell Training Design

Carla D. Satur[1*], Cely B. Labadan[1], Carmelita O. Elbanbuena[1], Jovit D. Comon[1]

Article Information

Received: December 15, 2024
Accepted: January 18, 2025
Published: March 28, 2025

Keywords

Teaching-Learning Skills, Teachers' Performance

ABSTRACT

This study examines the teaching-learning skills and performance of Junior and Senior High School teachers in Bukidnon Division for School Year 2023-2024, with the aim of informing Learning Action Cell (LAC) training designs. Using a descriptive correlation method, data were collected from 316 teachers through instruments based on SEAMEO-InnoTech, the Philippine Professional Standards for Teachers (PPST), and the Individual Performance Commitment and Review Form (IPCRF). Universal sampling was employed, and the analysis utilized descriptive and inferential statistics, including Pearson's Correlation Coefficient and one-way ANOVA. Findings indicate that teachers' teaching-learning skills were rated very high, particularly in ICT integration and collaboration. Teachers' performance was assessed as highly proficient, especially in professional development. Notably, no significant correlation was found between teaching-learning skills and performance. The study underscores the importance of enhancing content knowledge, pedagogical skills, and assessment methods to improve teaching effectiveness. Training in diverse assessment techniques and robust feedback mechanisms is essential to support student growth and foster a culture of continuous learning. The research forms the basis for designing LAC training plans aimed at professional development, equipping teachers with necessary skills and resources to enhance teaching-learning outcomes and overall performance.

INTRODUCTION

The Philippine education landscape is undergoing a significant transformation, driven by a compelling vision to foster a generation of skilled individuals equipped with academic knowledge and critical thinking abilities, creativity, and a deep commitment to societal progress. Educators' crucial role in shaping students' intellectual and personal growth is at the core of this vision. This transformation highlights educators' need to go beyond traditional teaching approaches and focus on fostering students' ability to engage in higher-order thinking, adapt to changes, and contribute meaningfully to society. To address these evolving demands, the Department of Education (DepEd) remains steadfast in its commitment to enhancing the competencies of educators through comprehensive professional growth and development initiatives. By providing educators with the needed tools, information, and abilities to negotiate the challenges of contemporary education successfully, the programs seek to empower educators.

However, amidst these aspirations and efforts, several challenges persist, impacting the attainment of educational excellence in the country. Teachers are under more and more pressure to adjust to dynamic and changing teaching approaches that meet the various learning demands of their students. Teachers are now expected to engage with different learning styles and address individual student needs in a way that fosters personalized and meaningful learning experiences. This underscores the pressing need for continuous improvement in teaching performance, which is essential in ensuring that students are well-equipped to thrive in a rapidly changing world (Rahadian & Budiningsih, 2023).

Additionally, the struggle to bridge the gap between theoretical knowledge and effective application within the classroom setting remains an ongoing concern. While educators may possess a wealth of theoretical knowledge from their training and educational backgrounds, the ability to translate that knowledge into effective classroom practice is often fraught with challenges. Teachers are tasked with transforming abstract concepts into relatable and engaging lessons that resonate with students from diverse backgrounds. This requires pedagogical expertise, creativity, adaptability, and an in-depth understanding of students' needs and experiences. As a result, many educators face the challenge of continually refining their teaching methods to ensure that they are relevant, impactful, and aligned with the evolving demands of modern education (Nauman, 2023).

Their teaching and learning abilities mostly determine teachers' effectiveness in the classroom. Teaching effectively involves more than just imparting knowledge; it also involves establishing an atmosphere that encourages inquiry, critical thinking, and active participation. Teachers with strong teaching skills can better navigate the complexities of classroom dynamics, manage diverse student behaviors, and implement instructional strategies that promote deep learning. Moreover, developing strong teaching skills makes educators more employable, allowing them to thrive in their roles and experience a

[1] PHINMA Cagayan de Oro College, Philippines
[*] Corresponding author's email: carla.satur001@deped.gov.ph

greater sense of job satisfaction. Teachers who are competent and confident are more likely to foster supportive environment for learning where students become motivated to analyze, seek clarification and interact with the subject matter (Steinhardt School of Culture, Education, and Human Development, 2019).

The concept of Learning Action Cell (LAC) embodies the DepEd's vision to create dynamic learning communities among educators. LAC represent a paradigm shift from isolated pedagogical practices toward collaborative learning models that emphasize shared knowledge, dialogue, and collective problem-solving. DepEd Order No. 35, s. of 2016, the Philippine educational system recognized the LAC model as an essential strategy for improving teaching and learning practices. This model encourages regular cooperation among teachers, allowing them to assess their instructional techniques, share insights and experiences, and collaborate on strategies to improve student outcomes. This collaborative approach fosters a culture of continuous learning and professional growth, where teachers are encouraged to support one another in their development.

As educators actively engage in LAC, they immerse themselves in a holistic process that spans from self-assessment and reflection to collaborative inquiry and action planning. This process helps teachers assess on their instructional techniques, determine areas needing refinement, and design strategies to strengthen their instructional techniques. Reflective practice is essential for professional progress because it allows educators to obtain a better understanding of their abilities and shortcomings, empowering professionals to take responsibility for their development (DepEd, 2016).

Moreover, the collaborative nature of LAC provides teachers with opportunities to learn from their peers, share best practices, and engage in meaningful discussions about the challenges and opportunities they face in the classroom. The inherent dynamics of peer-to-peer learning unfold as educators engage in LAC. The synergy of shared experiences, the cross-pollination of teaching strategies, and the constructive critique of practices contribute to an enriched teaching toolkit. Teachers can learn from one another's successes and challenges, enhancing their ability to implement effective teaching strategies in their classrooms. Additionally, the collaborative environment fosters a sense of community among educators, where they feel supported and motivated to improve continuously. The central premise is that the amalgamation of personal growth, collaborative learning, and enhanced teaching performance establishes a foundation for the holistic development of both educators and students.

LITERATURE REVIEW

Respondents Characteristics

The study of Casian, Mugo, and Claire (2021) about students' academic performance is significantly improved by secondary school instructors' qualifications. A teacher's educational background contributes to their effectiveness in mastering the material since it ultimately raises students' grades. In the development of the educational system, where schools observe a high degree of student completion, the job experience of instructors is also seen as a crucial indicator. In addition, higher teacher qualifications may also result in better academic achievement for students in particular public secondary schools, whilst lower teacher qualifications may result in lower academic achievement for students. Hambre *et al.* (2020) found that 50% of the teachers who participated were between the ages of 27 and 32. This finding implies that considering that the average age of admission into the teaching profession is around 21 years after graduation, these educators were in the early stages of their professional paths.

In addition, the highest educational qualification in teaching learning skills is a complex and multifaceted concept. It involves the development of professional and informational competencies, as well as the acquisition of specific teaching skills. Pozdnyakova (2020) emphasizes the need to develop higher education teachers' informational competence, which is required for the efficient use of information and communication technology. For instance, pedagogical practice, including mentorship and practical training, is essential in preparing future teachers for this role (Oproescu, 2018). Gultom (2020) recognize the importance of defined instructional skills, such as questioning, reinforcement, and explanation, in increasing student interest and achieving learning objectives. Also, the position and rank of teachers in school in relation to teaching and learning skills reveal various factors at play. Restuningrum (2018) discusses the impact of a teacher's physical position in the classroom on student behavior and learning.

Teaching-Learning Skills

According to Papilaya and Rijal (2019), job performance is the outcome of individual or group activity that demonstrates the degree of achievement of job qualifications in organizations that attempt to meet organizational goals. Employee behavior at work is referred to as performance. Each employee's performance is unique because every employee has varying levels of competence to carry out their job. If employees can achieve the company's success standards, their performance can be observed and evaluated (Fogaça *et al.*, 2018; Siagian, 2018). It is also believed that organizational culture has an impact on performance. According to earlier studies, employee performance is impacted by company culture (Hafidhah, 2019; Saad & Abbas, 2018). Social knowledge inside the organization includes organizational culture.

Content and Pedagogical Skills

The integration of content and pedagogy is crucial in teacher education, as it leads to the development of pedagogical content knowledge (PCK) (Evens, 2018). In higher education, the concept of threshold concepts

and student engagement can further enhance the quality of learning by bringing content and pedagogy together (Zepke, 2018). Echevarria *et al.* (2019) provided educators with practical strategies, techniques, and principles for diverse classroom settings. Developing a nurturing learning environment is significant because it meets students' linguistic and academic requirements. For teachers to deliver the contents and pedagogies with explicit instruction that could help dispel learners' confusion and foster accurate comprehension, instructional design, establishing context, understandable material, techniques, engagement, skill development, practical use, instructional delivery, recap, and evaluation. They were taught to provide examples relevant to the lesson content, incorporating visual aids and graphic organizers and promoting active student engagement to enhance comprehension and language acquisition (Rust Language Team, 2019). The profound conflicts and achievements were articulated when faculty members addressed challenges situated at the confluence of technological, content, and pedagogical knowledge despite the fact that they had a wide range of judgments about content, pedagogy, and technology. These results also demonstrate that views regarding instruction and learning are comparable in every field.

21st Century Skills

Improving 21st-century teaching skills is essential for providing adequate education (Belyaeva, 2022). Creative thinking is highlighted as a key skill in both teaching and learning, particularly in problem-solving methods (Yuliana, 2022). However, teachers face challenges in implementing these skills, including students' difficulty in understanding the material and teachers' lack of understanding about the application of these skills (Fitria, 2023). Educational institutions have started to place more emphasis on teaching methods that incorporate components of 21st-century skills in order to satisfy market expectations from the workforce. Business organizations' demands and grievances on whether graduates from educational institutions lack the technical or soft skills necessary to compete in the global market are the root causes of this phenomenon. Accessible work prospects are not guaranteed by a degree or exceptional academic performance. A diverse set of 21st-century competencies, including critical thinking, interpersonal skills, the capacity to use the newest systems and technology, and personal attributes, are required by organizations. An employee needs additional qualities in a business, such as initiative, drive, ethics, flexibility, and teamwork. Schools and other educational institutions are the greatest at helping students acquire new skills that will help them fulfill the expectations of the market. Thus, through a more methodical teaching procedure, teachers' competencies are highly stressed in assisting students to acquire 21st-century skills (Sulaiman, 2020).

The incorporation of Information and Communication Technologies (ICT) in education is recognized as essential for enhancing teaching and learning methodologies (Akram, 2022). Teachers generally have positive attitudes toward ICT and recognize its potential to improve teaching techniques and learner participation (Akram, 2022). These issues become worse by institutional barriers such as inadequate access to ICT resources and overcrowded classrooms. In order to address these challenges, educational institutions must make sure that ICT tools are accessible and that teachers receive adequate training and assistance (Akram, 2022). Teachers must integrate technology into their teaching strategies because students are becoming digital learners because of the advancement of information and communication technologies (ICTs). In this integration, teacher attitudes, technological proficiency, and abilities are essential. Many teachers have positive opinions about using technology in their lessons because they think it improves their efficacy as teachers, makes learning more dynamic and engaging, and keeps students interested. Effective ICT integration is hampered by a few issues, such as slow internet speeds, power outages, inefficient infrastructure, Insufficient knowledge in online teaching, and inadequate training (Akram *et al.*, 2022).

Students Assessment

The effect of evaluation on students' learning and teaching abilities has been the subject of numerous research. It has been found that formative assessment can enhance students' independence and awareness of their learning process. It is reported that students perceive teachers' ability to explain lessons and guide discussions as key teaching skills. It was demonstrated that video-based modeling examples can help students develop self-assessment and task-selection skills. Further supported the use of self-assessment in teacher education, showing that it can enhance students' reflective thinking and improve their teaching practice (Bestiara, 2021). Further, an examination of the history of assessment's use and analysis from the earliest records to the 20th century and into the present is necessary to understand the future of educational assessment. Since paper-and-pencil tests were used, the integrity and legitimacy of candidates' accomplishments were important. On-screen and online assessments are provided via personal computers, and scores are adjusted according to student achievement. Tests provide a growing amount of verisimilitude of real-world processes, and analysts are developing knowledge about the procedures that test-takers employ (Brown, 2022).

Collaborative Skills

Utilizing a design-for-learning approach can allow teachers to support student learning through purposeful classroom practices, such as collaborative learning. Recent studies emphasize the value of incorporating metacognitive reflection into collaborative learning settings, as these approaches support not only academic skills but also essential teamwork competencies and can improve teamwork satisfaction and learning outcomes by

promoting planning, monitoring, and evaluating processes among students (BMC Medical Education, 2024). This aligns with findings in digital learning environments, where group metacognitive processes have been shown to enhance collaborative problem-solving and deepen metacognitive awareness, particularly when students have opportunities to use collaborative tools and actively engage with peer feedback (Springer, 2022)

Moreover, teachers can scaffold students' learning and abilities while choosing suitable chances for intentional collaborative learning with the help of design for learning. Educators need to employ design-for-learning strategies. to establish settings that support students' collaborative learning as a means of learning as well as for learning. These suggestions are based only on the research that is currently available on design for learning and collaborative learning in K to 12 contexts from academics and practitioners. Therefore, more empirical study on the successful implementation of these two strategies in K to 12 schools is required. To encourage the development of this novel strategy, we invite other educators to use design for learning in this settings to investigate the most effective times and methods for implementing collaborative learning (Smucker, 2022).

In addition, the "Colabora" teaching-learning model encourages teamwork. Studying for soon-to-be engineering graduates. An innovation management course at a private institution in Mexico's main campus investigated an industrial engineer program's collaboration capability, which is essential for future professionals. According to this talent, industrial engineers should be able to organize themselves, work well in teams, demonstrate leadership, and define, plan, and execute goals. This was assessed using all of its elements (Rodriguez-Salvador & Castillo-Valdez, 2023).

Teachers' Performance

The implementation of a student-centered pedagogy underscores the pivotal role of educators. In a constructivist classroom, teachers take on a more facilitative and guiding role. Their primary duty is to create a cooperative problem-solving environment where students actively construct their understanding (Bada, 2019). In this context, the pedagogical strategies emerging from constructivist principles are strategically designed to enhance students' classroom experiences. Consequently, teachers play a pivotal role in this process, focusing on defining desired learning outcomes, shaping instructional designs, facilitating student activities, and designing relevant assessment strategies. Hence, according to Bada (2019), educators using constructivism need to introspect on their instructional approaches and apply these conceptual frameworks to their teaching practices.

Moreover, the Framework for 21st Century Learning, which describes the essential abilities, competencies, and information that students must possess to thrive in both their professional and private lives, is an ideal match with this approach to learning. It amalgamates subject matter knowledge, specific competencies, specialized expertise, and various literacies. Additionally, it sets the groundwork for fostering professional learning communities among educators, exemplifying classroom practices that optimally cultivate 21st-century skills, highlighting how important teachers are in directing students' academic pursuits. Additionally, the Philippine Professional Standards for Teachers (PPST) serve as a guide for the direction of this study. These standards function as a yardstick for assessing teachers' proficiency in accordance with national educational standards in the Department of Education's K to 12 programs. This framework empowers teachers to recognize and cater to students' unique learning styles, intelligence, strengths, and weaknesses, ultimately nurturing an environment conducive to holistic learning (Framework for 21st Century Learning, 2021).

Looking at how good teachers are based on what they believe and value is another way to evaluate them. This connects to the idea of what makes a capable teacher. The study found that people don't always agree with this idea. Also, the study looked closely at three connected ideas that are really important for teachers: being good, acting professionally, and being capable. So, making teachers better at their jobs should match what they need and find the differences in how they're evaluated. This research helps by collecting what people think to show the problems that teachers often deal with.

Communication Skills

Teachers found that using conversation and presenting techniques was an effective way to help pupils improve their communication abilities. The evaluation of pupils' communicative abilities is concurrently incorporated into cognitive, emotional, and psychomotor evaluations in terms of the tools used and the time allotted for them. This came from a number of teacher-related limitations as well as the availability and completeness of school facilities and infrastructure that facilitate the use of different types of assessment (Rosdianti *et al.*, 2020). In addition, the importance of communication skills in teaching and how they enhance student engagement and academic performance (Ibrahim, 2021). This study emphasizes that clear and encouraging language can significantly improve classroom learning experiences. Berber *et al.* (2019) highlight the crucial role of communication skills in classroom management, stating that effective communication helps maintain student attention and fosters a positive learning environment.

Classroom Management

Students are more likely to feel at ease and relaxed when teachers put a value on the classroom's physical layout, which can enhance their academic performance. Teachers' ability to effectively manage their time is also linked to students' achievement in educational activities, and students generally perform better when they receive positive reinforcement for their responses (Afalla *et al.*, 2020). Additionally, teachers' cultural

background knowledge contributes significantly to their classroom management, and they exhibit a high degree of cultural sensitivity (Garcia & Pantao, 2021). In addition, successful classroom behavior management requires strong communication abilities. Teachers can establish a constructive and fruitful learning environment if they react proactively and with a student-centered approach. Good communication techniques in behavior management and offer insightful information to help teachers advance their craft. These student-centered communication techniques help teachers manage the classroom efficiently. Students will be able to achieve better learning results with this method, which will also create a more positive and effective learning atmosphere. The use of student-centered strategies for interaction in the classroom leads to fewer behavioral issues and more engagement, in addition to improving student motivation, academic performance, accountability, self-regulation, and a positive interpersonal atmosphere (Karasova & Nehyba, 2023). It is in line with the viewpoint presented by Fogelgarn (2020), who stress that good communication between teachers and students is an essential classroom management ability that has a significant impact on student conduct, autonomy, and the general atmosphere of the classroom.

Technology Integration

In terms of technology integration, new teachers' self-assessment of their skills is highly competent. The qualitative data revealed the various challenges in teaching approaches and teacher preparation. Thus, novice teachers need more professional development on using technology to manage online learning environments, assess students, and plan lessons. Institutions that provide teacher education must increase their efforts to teach educators how to use technology in their lesson plans. The government must provide teachers with resources, including ICT rooms, technical support staff, computers, and internet access so they can produce instructional materials. With enough time, teachers will be able to produce superior instructional materials for their classes. The country's educational system needs a bigger push and a more optimistic view that we can bring about positive change. Teachers should exhibit personal initiative, seize every chance to enhance the current system and take part in reforms in order to assist our country in overcoming challenges and pursuing its objectives (De Vera, 2020).

Professional Development

Teachers' cognitive, emotional, and practical abilities are the three areas that require examination. These elements offer a comprehensive perspective on the qualities of educators. Cognitive abilities include understanding the teaching-learning process, learners' cognition, and the teacher's self-cognition. Conversely, emotional skills are founded on values, attitudes, and interests that have improved instructors' efficacy. Practical competency describes a teacher's proficiency in real-world, academic, and cooperative interactions with students, classrooms, schools, and society (Gepila Jr., 2019).

Feedback and Guidance

The feedback and guidance consist of summative assessment outcomes comparisons with previously taught courses, formative assessment error analysis, and mastery charts of class progress on formative exams (Brion, 2022). In summary, the study of teaching-learning skills encompasses the explicit instruction of effective study strategies to improve academic outcomes. Additionally, it involves recognizing and accommodating diverse learning styles to enhance teaching effectiveness within higher education settings.

Statement of the Problem

This study aimed to determine the level of teaching-learning skill on Teachers' Performance in Northern Bukidnon, School Year 2023-2024, as a basis for Learning Action Cell (LAC) training design. Particularly, this paper sought to answer the following questions:

1. What are the respondents' characteristics in terms of highest educational attainment, position, teaching experience, and trainings and seminars attended on teaching learning skills?
2. How do the respondents assess their teaching learning skills based on content and pedagogical skills, 21st-century skills, ICT integration in instruction, student assessment, and collaborative skills?
3. What is the level of teachers' performance as regards communication skills, classroom management, technology and integration, professional development, feedback and guidance?
4. Is there a significant relationship between the teachers' teaching learning skill and their performance?
5. Is there a significant difference in the respondents teaching -learning skills and their performance when grouped according to their characteristics?
6. Based on the findings of the study, what LAC Training design on Teaching-Learning Skills can be designed?

Theoretical Framework

This study is anchored on Piaget and Vygotsky's Constructivist Theory. In the context of teaching-learning skills, Constructivist Learning Theory emphasizes the importance of teachers engaging in continuous professional development that mirrors the active learning processes teachers facilitate in their students. This approach not only enhances teachers' instructional strategies but also their overall performance. Constructivist principles such as scaffolding, active learning, and collaborative reflection can seamlessly integrate into the Learning Action Cell training design. By creating interactive and reflective professional development opportunities, teachers can collaboratively explore effective teaching practices, receive peer feedback, and refine their instructional techniques. Consequently, this theoretical framework supports the notion that enhancing teachers' professional competencies through constructivist-based LAC training will lead to significant improvements in their teaching performance and student outcomes.

In order to understand the impact of LACs on teachers' performance, this research will examine the theoretical framework that provides the basis for designing LACs for teachers' development and training. In a recent study, Mohamed and Arulprasam (2024) examined how teacher professional development programs affected the performance of Malaysian secondary school students. The results showed a strong positive correlation between increases in students' academic performance and classroom engagement, as well as teachers' involvement in professional development. This underscores the importance of formal training programs and support structures in enhancing teachers' professional competence and performance.

Amidst the dynamic educational landscape characterized by rapid changes, the teaching profession's quest for evolution is illuminated by Silva's (2021) insights into cultivating a continuous improvement mindset. Enter the Learning Action Cell, a strategic framework that catalyzes achievement alignment with institutional vision, as highlighted by Javier (2021), fostering adaptability, resilience, and readiness for educational transformations. Thus, extending the discussion to the intricacies of effective teaching, Culajara *et al.* (2022) advocate for a profound understanding of the art of interaction between teachers and students. Their assertion hinges on effective and efficient instruction, which, in a world demanding contextual application, obliges teachers not only to impart knowledge but also to stimulate engagement, critical thinking, and meaningful comprehension among students.

Scope and Limitations

This study focused on the Teaching-learning Skills on Teachers' Performance in Northern Bukidnon, School Year 2023-2924. The independent variables were limited to teaching-learning skills such as content and pedagogy, 21st-century skills, ICT Integration, student assessment and collaborative skills. The dependent variables were limited to communication skills, classroom management, technology integration, professional development and feedback and guidance. Further, the moderating variables are respondents' characteristics, namely, highest educational qualification, position, teaching experience and related trainings/seminars attended on teaching-learning skills. The respondents were two hundred fifty (316) teachers from the five (5) large Secondary Junior High Schools of Northern Bukidnon.

MATERIALS AND METHODS

Research Design

This study used a descriptive correlational method of research design to determine the relationship between teaching-learning skills and teachers' performance as the basis of the Learning Action Cell design. Descriptives were also used for the profile of the teachers in five (5) large secondary schools in Northern Bukidnon, Division of Bukidnon was described in this study. Moreover, this study also described the assessment of the teachers regarding the application of the Learning Action Cell in terms of the content and pedagogical skills, 21st-century skills, ICT integration in instruction, students' assessment and the collaborative skills of the teachers as well as teachers' performance on the following domains in terms of communication skills, classroom management, technology integration, professional development, and feedback and guidance.

Study Setting

The study was conducted within the educational landscape of the large secondary schools in Northern Bukidnon, situated in the northern region of Mindanao, Bukidnon Division, Philippines, surrounded by diverse educational institutions ranging from elementary to secondary levels. Northern Bukidnon encompasses a diverse array of municipalities, each contributing to the district's unique socio-economic and cultural landscape. Manolo Fortich, Talakag, Impasug-ong, and Libona are known for their rich culture, which composes different tribes that settled in the place to sustain each heritage and prowess; scenic beauty, especially its mountains terrain and lich forest, a bustling port town, are essential means of the area's economic activities, agricultural richness with their fertile lands, natural attractions and scenic landscapes. The municipalities of the Northern part of Bukidnon showcase a blend of economic vitality, cultural diversity, and natural beauty.

The research setting was strategically significant since it was selected from inside the division to which the researcher was assigned. This thoughtful selection guarantees useful advantages, enabling improved accessibility to collect required data effectively. The closeness of the setting facilitates a more focused examination by decreasing logistical constraints and streamlining the research process. Further, the study also seeks to provide insights that are representative of the Bukidnon Division's larger educational context. The research design, which spans several districts in the division, aims to thoroughly analyze how computer upskilling programs affect technological literacy. The study's purposeful inclusion of varied districts allows for gathering a variety of educator viewpoints and experiences, enhancing the findings and advancing a more nuanced understanding of the efficacy of these kinds of initiatives. This method improves the study's relevance and application to the local educational environment while also being in line with the researcher's practical considerations.

This study was conducted in five (5) large public secondary schools in Northern Bukidnon, Division of Bukidnon. DepEd Order No. 35 s. 2016 institutionalizing Learning Action Cell in all elementary and secondary levels; thus, this study covered select teachers; hence, the school offers the basic education curriculum. It comprises three hundred sixteen (316) Junior High School teachers implementing Learning Action Cell in the five (5) large schools in Northern Bukidnon, Division of Bukidnon, namely Manolo Fortich NHS, Talakag NHS, Libona NHS, Impasug-ong NHS and Alae NHS.

Study Population and Sampling Technique

The respondents of the study were the three hundred sixteen (316) public school teachers in five (5) large Junior and Senior High schools of Northern Bukidnon, Bukidnon Division for the School Year 2023 – 2024. The researcher gathered the data from the entire population of the select Junior National High School. These teachers encompassed all grade levels from Junior High School, ensuring a comprehensive representation of educators.

For this study, Slovin's formula was employed. Out of the three hundred eighty (380) teachers from the five (5) large secondary schools of Northern Bukidnon, Division of Bukidnon, the researcher selected three hundred sixteen (316) respondents who have undergone the teaching-learning skills activities as stated in the independent variables. By adopting this approach, the researcher aims to gather focused and detailed insights on teachers' performance in different domains. Further, this study used stratified sampling, a technique for selecting samples from a population that can be divided into smaller groups. Researchers separate the population into discrete subgroups, or strata, that have comparable traits when employing stratified sampling. By guaranteeing that every subgroup is fairly represented in the total sample, this method raises the accuracy and dependability of the findings. Five (5) teachers from large secondary schools were chosen as respondents and given the chance to take part in the study.

Table 1: Distribution of Respondents per School

School	Population	Junior HS	Senior HS	Respondents
Manolo Fortich National High School	116	71	15	86
Libona National High School	81	64	11	75
Talakag National High School	75	51	9	60
Impasug-ong National High School	53	40	7	47
Alae National High School	55	41	7	48
Total	**380**	**276**	**49**	**316**

Research Instruments

To gather the data and information needed, the study used an adapted instrument. The first part of the survey questionnaire was the respondents' characteristics in terms of highest educational attainment, position, teaching experience, and training/seminars attended on teaching-learning skills. The second part was the questionnaire for the teachers to assess the teaching-learning skills of the respondents. This part of the questionnaire was adapted from the study of SEAMEO INNOTECH (2009) on Online Training Courses as Professional Development in Enhancing 21st Century Skills. The third part of the questionnaire was the assessment of the teacher's teaching performance based on The Philippine Professional Standard for Teachers (PPST), which was used as a performance management tool for both teachers. The items in The Philippine Professional Standard for Teachers (PPST) include communication skills, classroom management, technology and integration, professional development, and feedback and guidance.

Statistical Treatment of Data

In Problem 1, frequency and percentage distribution were used in the distribution of the respondents' characteristics; Problem 2, weighted mean and standard deviation were employed to determine the assessment of teaching-learning skills based on content and pedagogical skills, 21st-century skills, ICT integration in instruction, student assessment, and collaborative skills; Problem 3, F-test were utilized in determining the difference in the teaching performance when grouped according to profile; and Problem 4, Pearson r was used to determine the relationship between the teaching-learning skills and teachers' performance.

Ethical Consideration

Protecting the privacy of the teachers who are taking part in this study project is crucial. By offering this guarantee, educators may be more inclined to participate honestly. The following moral principles were put into practice: Each participating teacher explained the goal of the study, the procedure for gathering data, and how their information would be handled before they were asked for their informed consent. This step assured individuals that they could leave the study at any time without facing any negative repercussions. When it came to reporting and analyzing the data, teachers were also instructed to exclude any personally identifying information, including names, school names, or contact details. Participants' aliases may also be assigned by thought to help protect their identities even more. Further, the collected data was safely stored, with only authorized people having access, and encryption was used when necessary. This safeguard is in place to stop any unintentional data disclosure to unapproved parties. In order to obtain permission from an institutional review board (IRB) or ethics committee, the research design and data management protocols underwent an ethical evaluation. This stage was essential to guaranteeing that the investigation followed established ethical norms and principles.

RESULTS AND DISCUSSIONS

Problem 1. What is the Respondents' Profile in Terms of Highest Educational Attainment, Position, Teaching Experience, and Trainings and Seminars Attended on Teaching Learning Skills?

Table 2: Distribution of Respondents' characteristics in terms of Highest Educational Qualification

Category	Frequency	Percentage
Doctorate Degree	4	1.27
Master's Degree with Doctorate Units	11	3.48
Master's Degree	56	17.72
Bachelor's Degree with Masters units	149	47.15
Bachelor's Degree	96	30.38
Total	**316**	**100.00**

Table 2 shows the distribution of respondents' profiles in terms of highest educational attainment. Results reveal the highest mean rating of 149 (47.15%) belongs to Bachelor's Degree units. This means that the majority of the respondents take units in their Master's Degree. This implies that a high percentage of the teacher respondents had Master's Degrees with units for professional development and promotion purposes. This indicates that a significant portion of the population has reached Bachelor's Degree with Master's degree units, which suggests a need for continued investment in education and training programs to be more effective in the chosen field. Noticeably, teachers with higher degree served better than those who have not achieved a master's degree. They were observed as effective and efficient in their field of teaching. Learners could benefit a lot from them as they can proficiently teach lessons and possess desirable classroom leaders' strategies.

Casian *et al.* (2021) study on secondary school instructors' qualifications have a big impact on raising pupils' academic achievement. The teacher's level of education results in the efficacy of teachers' material comprehension since it ultimately aids in raising students' grades. As stated in Arroyo Research Services (2024), teachers who earn master's degrees demonstrate greater teaching effectiveness than those who have not completed their Master's Degree program. More so, the students of those teachers who held a master's degree performed better. The knowledge gained in a master's program, in fact, leads to improved student outcomes. Fortunately, teachers with advanced degrees would have better opportunities for leadership than those who did not complete the course.

On the other hand, the lowest frequency of 4 (1.27%) has completed a Doctorate Degree. This means that a lesser number of teacher respondents were full-fledged Academic Doctors. This implies that a small percentage of teacher respondents have achieved the highest level of educational qualification. This indicates further that in terms of doctoral studies, very few have attained among the respondents of this study. Teachers in the field were observed to have several workloads, not having enough time to attend graduate studies education, and having other priorities. As observed, those who gained full-fledged academic doctors engaged in administrative work while others chose to stay as classroom advisers to impart the learned skills they earned in the professional development program they attended. Teachers believe that being a full-fledged doctor could help them achieve the position they aim to attain.

Rungduin and Miranda (2020) pointed out that the provision of administrative assignments and additional tasks to teachers as coaches and club advisers affects their rate of completion in the Graduate Studies program, which includes a doctorate degree, while finances, health considerations, and family-related concerns were the life factors that hindered their capacity to complete their degrees. As such, a PhD in education is designed to prepare teachers for leadership careers in education. This will open opportunities for promotion and personal growth and development. Padillo *et al.* (2021) opined that there was no significant relationship between the teaching competencies and professional development activities. This suggests that a PhD alone may not be sufficient to improve teaching skills, and further training is necessary for effective teaching and learning. The highest educational qualification in teaching learning skills is a complex and multifaceted concept. It involves the development of professional and informational competencies, as well as the acquisition of specific teaching skills. Pozdnyakova (2020) emphasizes the importance of building informational competence in higher school teachers, which is crucial for the effective use of information and communication technologies.

Table 3: Distribution of Respondents in terms of Teaching Experience

Category	Frequency	Percentage
25 Years and above	54	17.08
20-24 Years	15	4.75
15-19 Years	28	8.86
10-14 Years	52	16.5
5-9 Years	117	37.03
1-4 Years	50	15.82
Total	**316**	**100.00**

Table 3 presents the distribution of teacher respondents' teaching experience. Results reveal the highest mean rating of 117 (37.03%) belongs to 5 to 9 years of work experience. This means that the majority of the teacher respondents reached 5 to 9 years of teaching experience. This implies that they have been teaching for a minimal number of years in the department. This indicates further that the degree of resiliency and satisfaction with their chosen career path was evident. Noticeably, serving for a minimal number of years in the teaching field defines the efficacy of a shared substantial amount of knowledge and expertise in pedagogy, curriculum development, and classroom management. The level of satisfaction, pleasure, and commitment contributed to their minimal stay in the academe. However, teachers with this length

of teaching experience still lack teaching strategies and approaches towards effective teaching-learning in the classroom, and they need more experience with the help of experienced teachers in the field.

The study conducted by Hambre *et al.* (2020) revealed that 50% of the participating teachers fell within the age range of 27 to 32 years. This finding implies that considering the typical entry age into the teaching profession after graduation is around 21 years, the teachers in this subset were in the developmental stages of their teaching careers. In addition, the study of Coñado (2023) found that teacher's length of service has a significant relationship with performance. The degree of satisfaction and resiliency through the years of teaching improved as the teachers kept on imparting the learned skills. This level of experience indicates a significant investment in professional development and a commitment to the field of education. Educators are likely to have honed their instructional skills and developed strategies to engage students effectively. Thus, the decreasing teaching performance due to the increasing years of experience was due to the loss of initial support structure and the increasing workloads, responsibilities, and emotional problems (Pranoto *et al.*, 2021).

Meanwhile, the lowest frequency of 15 (4.7%) belongs to 20 to 24 years in service. This means that a lesser number of teachers had served for 20 to 24 years. This greater teaching experience could be an implication of a more desirable performance. This further indicates that these inspiring colleagues have enough techniques to develop a healthier working environment. They have adjusted to the system and are knowledgeable in terms of classroom management and teaching strategies application, which could significantly impact learners' performance. In fact, teachers with long exposure to teaching have better performance, and more learners can learn from them.

According to Susan (2019), students' performance is greatly influenced by the teacher's teaching experience. Age and the workplace are two more variables that attenuate this effect. It is a powerful predictor of students' academic accomplishments. It is expected that children will do better under an experienced teacher. To boost their morale and improve their performance in the classroom, it was suggested that high-performing experienced teachers be promoted to higher positions, that teacher exchange programs and skill-development trainings be used to expand teaching experience, and that the terms of service of high-performing experienced teachers be improved, such as compensation and prompt promotion of deserving teachers.

Table 4: Distribution of Respondents in terms of Position

Category	Frequency	Percentage
Master Teacher III	3	0.95
Master Teacher II	7	2.22
Master Teacher I	19	6.01
Teacher III	52	16.45
Teacher II	96	30.38
Teacher I	139	43.99
Total	**316**	**100.00**

Table 4 depicts the distribution of respondents in terms of position. Results show the highest frequency of 139 (43.99%) held the position of Teacher I. This means that the majority of the respondents were at the first level position or novice teachers. Further, the implication of the survey leads to career progression, in which the majority of respondents are early-career educators. This indicates a healthy influx of new teachers into the profession. The predominance of respondents holding positions at the Teacher I level indicates a considerable proportion of novice educators within the surveyed sample. This suggests a steady influx of fresh talent into the teaching profession, pivotal for maintaining a diverse and dynamic workforce in education. It reflects a robust recruitment process within the education sector, with educational institutions effectively attracting new teachers to the field and retaining them, thus ensuring the sustainability of the teaching workforce. However, the field needs to equip Teacher 1 teachers to become more effective in teaching-learning to improve teachers' performance for the learners. The position and rank of teachers in the school in relation to teaching and learning skills reveal a variety of factors at play. Restuningrum (2018) discusses the impact of a teacher's physical position in the classroom on student behavior and learning.

According to Sablad (2019), the Department of Education (2020) suggested adding new teaching positions, such as Teacher IV, Teacher V, Teacher VI, and Teacher VII, with correspondingly higher salary grades after the current items of Teacher I, Teacher II, and Teacher III. This proposal was made by former Education Secretary Leonor Briones. Therefore, in an effort to recognize the need for teachers to have improved opportunities for professional advancement, DepEd has proposed establishing four new teaching positions. As a result, there were many Teachers I at DepEd but few items in the next higher ranks. This is consistent with the result of this research that the majority of the teachers in the Department of Education are handling a Teacher I position.

On the other hand, the lowest frequency of 3 (.95%) is Master Teacher III. This means that very few attained the Master Teacher III position. This implies a select group of highly experienced and accomplished educators who likely serve as leaders and mentors within their educational institutions. This indicates that the Master Teacher III position denotes an advanced level of expertise and achievement within the education field. Evidently, Master Teachers III are likely to exert a significant influence on student learning outcomes. Their expertise and leadership can inspire and motivate both students and fellow educators, resulting in enhanced academic performance and overall educational excellence. In addition, Master Teachers are the mentors of Teacher 1 to become more effective in the classroom for the betterment of the learners.

As reiterated by Llego (2019), positions for Master

Teachers shall be allotted proportionally based on the number of teachers. The division's number must also be distributed proportionally among all districts. At the secondary level, at least five to seven teachers should be assigned to one job per subject area (DECS Order No. 70, s. 1998). If there are insufficiently qualified teachers in the district, they may fill the number of MT roles assigned to it by hiring suitable teachers from other districts; however, they must work in the district where the MT positions are located.

Positions for master teachers are scarce since they demonstrate a high degree of proficiency and accomplishment in the field of education, which enables them to undertake research, mentor students, and serve as instructional leaders in delivering high-quality instruction.

Table 5: Distribution of Respondents in terms of Training/Seminars Attended on Teaching-Learning

Category	**1 – 5 Times**	**6 – 10 Times**	**Overall**
District Level	18 (4.50)	2 (0.50)	20 (5.00)
Division Level	30 (7.50)	25 (6.25)	55 (13.75)
National Level	48 (12.00)	39 (9.75)	87 (21.75)
Regional Level	65 (16.25)	45 (11.25)	110 (27.50)
School	83 (20.75)	45 (11.25)	128 (32.00)
Overall	**244 (61%)**	**156 (39%)**	**400 (100%)**

Table 5 presents the distribution of respondents' in terms of training and seminars attended on teaching -learning. The highest attendance is seen at the school level, where 32% of respondents have participated, with 20.75% attending 1-5 times and 11.25% attending 6-10 times. This high participation rate at the school level means that schools play a crucial role in providing accessible and frequent professional development opportunities. It implies that teachers are likely to integrate new learning into their classroom practices, as school-level training tends to focus on immediate and practical teaching strategies. In addition, the result in Tables 2 and 3 provides an indication that those teachers who have less teaching experience and a low position in the school are those with training that is only accessible in school and do not have opportunities in the higher training and seminar attended. According to Lee *et al.* (2020), the distribution of respondents' profiles based on the training and seminars attended, specifically focusing on school training, provides critical insights into the professional development landscape of novice teachers. Their study on the challenges and performance of novice teachers highlights that participation in school training programs significantly impacts educators' instructional practices, classroom management skills, and overall job satisfaction. The research underscores the importance of ongoing and targeted professional development opportunities to support novice teachers in adapting to the demands of modern educational environments.

On the other hand, the data revealed that 20 (5.00%) of the respondents were District Level 18 (4.50%) from 1-5 times and 2 (0.50%) from 6-10 times which was the lowest frequency. The relatively low attendance at these levels might suggest that either training opportunities are less frequent or that teachers prioritize training at the school, regional, or national levels, which may offer more comprehensive or impactful learning experiences. It implies a need to strengthen the district-level programs by reassessing their quality, relevance, and frequency, ensuring that district-level training aligns with current educational needs, and providing high-quality content that addresses local challenges, which could increase teacher engagement.

According to Sayed (2019), there are challenges and opportunities for teacher professional development in developing countries, including the Philippines. It highlights how accessibility, relevance, and the perceived impact of training affect teacher attendance at various levels. The findings align with the observed trend in the Philippines, where district-level seminars may be seen as less impactful compared to national or regional programs. Pardillo *et al.* (2021) found that while teachers achieved mastery in instructional planning and classroom management through professional development, the perceived benefits varied due to personal and contextual factors. The study highlights the need for better strategic planning and evaluation of professional development activities to enhance their effectiveness. The study focuses on the factors that influence teacher participation in professional development programs. It finds that teachers are more likely to attend training that is aligned with their immediate teaching needs and offers opportunities for practical application. It also emphasizes that the perceived quality and relevance of the training content play a critical role in attendance rates, which may explain the lower engagement at the district level in the Philippines.

Problem 2. How Do the Respondents Assess Their Teaching Learning Skills Based on Content and Pedagogical Skills, 21st-Century Skills, ICT Integration in Instruction, Student Assessment, and Collaborative Skills?

Table 6: Summary of Respondents' Assessment of their Teaching Learning Skills

Variables	Mean	Standard Deviation	Interpretation
Content and Pedagogy	3.36	0.54	Very High
21St Century Skills	3.54	0.97	Very High
ICT Integration Skills	3.65	0.53	Very High
Students Assessment	3.36	0.54	Very High
Collaborative Skills	3.65	0.53	Very High
Overall	**3.51**	**0.62**	**Very High**

Legend:
3.26-4:00 At all Times / Vey high
2.51-3.25 Most of the Time/ High
1.76-2.50 Sometimes/ Low
1.00-1.75 Never / Very low

Table 6 reveals the summary of respondents' perception of their level of teaching and learning skills with an overall mean rating of 3.51 (SD=0.62), interpreted as Very High. This means that the respondents had a very high level of assessment of their teaching and learning skills. This implies that they have been performing at all times with integrity in all areas relevant to the teaching and learning process. This indicates further that their skills in the delivery of content and pedagogy, 21st-century skills, ICT integration, student assessment and collaboration were consistently at the highest level of application. As observed, teachers used problem-based learning to improve 21st-century skills with ICT integration and collaboration.

Martinez (2021) states that problem-based learning is an integrated teaching and learning approach that equips educators with the self-efficacy required to fulfill the curriculum requirements of education in the twenty-first century. To build the teaching abilities needed in today's classrooms, pedagogy, curriculum, and skill development must be continuously prioritized. In today's educational climate, teachers are urged to engage their students with pedagogy and material in a cooperative, technologically enhanced setting that fosters successful learning.

Meanwhile, the indicators ICT Integration Skills and Collaborative Skills obtained the highest mean rating of 3.65(SD=0.53), described as At All Times and interpreted as Very High. This means that the teachers evaluated their ICT and collaborative skills at the very high level. This implies that ICT integration and collaborative skills demonstrate a dedication to updating instructional strategies and equipping pupils for success in a world that is changing quickly. This suggests that teachers can establish dynamic and productive learning environments that enable students to succeed both academically and professionally by utilizing technology and encouraging teamwork. Noticeably, ICT integration and collaboration were practiced by educators, paving the way to more productive undertakings and outcomes.

Furthermore, the focus on collaborative skills suggests a shift towards interactive, team-based learning, preparing students for environments that prioritize teamwork and collective problem-solving. Such practices promote active learning, where students are more engaged and involved in their education, fostering critical thinking, creativity, and adaptability. These skills are invaluable in a world where cross-disciplinary collaboration and adaptability are increasingly critical. Lastly, ICT and collaborative skills indicate that educators are setting a strong foundation for student success, with outcomes that are likely to extend beyond academics, cultivating skills that are vital in professional and personal realms. The evidence of high engagement with ICT and collaboration underscores a forward-looking approach in education that emphasizes preparing students for lifelong learning and success in a globalized, interconnected society.

According to Suchita *et al.* (2023), it is important for teacher training programs to include technology in order to give educators the skills and knowledge they need to use it in the classroom. The significance of offering practical instruction, cultivating a cooperative learning atmosphere, and encouraging continuous professional growth were investigated. Teachers must gain practical experience and hands-on training in order to foster teamwork and technological proficiency. Programs for teacher education should provide cooperative opportunities for educators to interact with a range of technologies and investigate how they could be used in classroom settings.

Furthermore, the indicator Content and Pedagogy attained the lowest mean rating of 3.36 (SD=0.54), described as At All Times and interpreted as Very High. This means that teachers rated the content knowledge and pedagogy as very high despite being assessed as the lowest among other indicators. This implies that educators may need to review and refine their instructional materials to ensure they effectively cover the required content and meet learning standards. This indicates further that incorporating more active learning techniques or differentiated instruction must be applied to cover up all the contents and pedagogies. As observed, in terms of student's assessment skills, there is a need to evaluate and revise assessment practices to ensure they align with learning objectives. The assessments should accurately measure student understanding and skills development in relation to the curriculum.

Teachers can effectively use technology to impart content knowledge and pedagogy and integrate it into classroom instruction, according to Drugova *et al.* (2021). Utilizing mobile devices to produce the greatest results, it was urged that students have appropriate learning experiences.

In order to advance teaching and learning to a higher level, educators are urged to incorporate low-level technology into their lessons first before progressively incorporating high-level technology. Nonetheless, a more thorough analysis of the situation can significantly improve instruction. Teachers can interact with a wide range of teachers and students in different contexts by concentrating on context. In addition to providing helpful support and direction in areas where experience may be lacking, this engagement enhances knowledge about teaching with technology in many contexts (Lee *et al.*, 2020).

Problem 3. What is the Level of Teaching Performance of the Teachers as Regards Communication Skills, Classroom Management, Technology and Integration, Professional Development, Feedback and Guidance?

Table 7: Summary of the Level of Teachers' Performance

Variables	Mean	Standard Deviation	Description/Interpretation
Communication Skills	3.04	0.77	Highly Proficient
Classroom Management	2.90	0.80	Highly Proficient
Technology Integration	3.00	0.77	Highly Proficient
Professional Development	3.80	0.79	Distinguish
Feedback and Guidance	2.20	0.86	Proficient
Overall	**2.98**	**0.79**	**Highly Proficient**

Legend:
3.26-4:00 Distinguished
2.51-3.25 Highly Proficient
1.76-2.50 Proficient
1.00-1.75 Beginning

Table 7 explains the summary of respondents' perception on the level of teachers' performance in terms of communication skills, classroom management, technological integration, professional development, and feedback and guidance with an overall mean rating of 2.98 (SD=0.61) interpreted as Highly Proficient. This means there was a positive impression of the teacher respondents' performance. This implies a consistent, highly proficient perception of the respondents regarding communication skills, classroom management, technological integration, professional development, and feedback and guidance. It indicates that teacher performance was positively influenced by their communication skills, use of technology, and the training they have gained in pursuit of knowledge. Noticeably, there were many factors associated with teachers' outstanding performance to mention a few, their excellent performance in coaching their learners, effective communication skills, and their instructional or motivating resources like the use of appropriate technology integration.

According to Ventista and Brown (2023), regular, continuous professional development over an extended period of time seems to be the most advantageous, and training, continuous coaching, and collaborative CPD all foster student abilities and learning. As a result, how professors respond to the use of technology in higher education is crucial to students' performance, including their self-confidence and participation in class. Additionally, students' academic adjustment and academic well-being are positively and significantly correlated with teachers' communication skills. Students' academic achievement eventually rises when teachers apply their classroom management abilities appropriately (Khan *et al.*, 2021).

On the other hand, the variable Professional Development obtained the highest mean rating of 3.80 (SD=0.79) interpreted as Distinguished. This means that teachers were very positive on the idea of obtaining professional development trainings and workshops. This implies that they were observed as having distinguished achievement when it comes to attending professional development activities. It indicates that teachers have positive perceptions of teachers' professional development performance that can signal potential positive impacts on student learning outcomes. Noticeably, teachers were engaged in graduate studies education as part of their personal and professional growth. They believed that these effective professional development undertakings could enhance student engagement, academic achievement, and overall school performance.

According to Sevim and Akin (2021), the main reason teachers go to graduate school is to advance their academic careers and grow professionally and personally. They pointed out that graduate school gives them fundamental information in their field and career, along with abilities in communication, teaching and evaluation, scientific thinking and research, and the capacity to link theory to practice. They also mentioned that they had more optimistic views about their line of work, students, learning, and life in general. A sizable portion of the instructors reported that their performance, self-confidence, and contentment all improved as a result of their graduate study and that they also altered the way they evaluated events and recognized the value of professional growth. Nearly all of the educators stated that after completing graduate school, their methods for dealing with pupils improved. Many of the educators reported that their graduate training directly aided in their acquisition and use of new approaches and strategies, as well as bringing about some noticeable adjustments to their assessment and measuring procedures. Conversely,

educators also cited significant issues such the absence of a career framework that promoted postsecondary study and the inability to use previously acquired knowledge for a variety of reasons. The results demonstrated that graduate education on its own was insufficient and that steps needed to be taken to improve the working conditions for teachers as well as the design of graduate programs.

However, the variable Feedback and Guidance obtained the lowest mean rating of 2.20 (SD=0.86), interpreted as Proficient. This means that the teachers were not consistently providing feedback and guidance, and they rated it as negative. This implies that they must spend time in feedback giving and guidance to improve their communication process within the school setting and beyond. It indicates being proficient in providing guidance ensures desirable academic standing. As observed, constructive feedback motivated teachers and even learners to perform better both in their personal and professional undertakings; thus, guidance enhances direction in the job description and academic goals.

Further, feedback and guidance in the context of academia, according to Dolnicar (2021), constitute a critical and organized evaluation intended to improve the caliber, rigor, and effect of scholarly work. This type of evaluation, known as "peer review feedback," is a constructive conversation in which the giver and the recipient both participate in a learning process. It goes beyond simple criticism. In order to guarantee the precision and applicability of research, feedback is essential. Feedback stimulates critical thinking, promotes a culture of excellence, and serves as a tool for ongoing improvement and intellectual progress.

Problem 4. Is There a Significant Relationship between the Teachers' Teaching Learning Skills and Teachers' Performance in Terms of Communication Skills, Classroom Management, Technology Integration Professional Development and Feedback and Guidance?

Table 8: Result of the Test of Relationship Between the Teachers' Teaching Learning Skills and Performance

Teaching Learning skills		Teachers Performance					
		Communication Skills	Classroom Management	Technology Integration	Professional Development	Feedback and Guidance	Overall
Content and Pedagogy	r-value	0.474	0.47	0.99	0.26	0.30	0.50
	p-value	0.0001**	0.0001**	0.0001**	0.0013**	0.0106**	0.0122
		S	S	S	S	S	S
21st Century skills	r-value	0.57	0.63	0.23	0.14	0.22	0.36
	p-value	0.0001**	0.0001**	0.0001**	0.1951	0.0158**	0.2112
		NS	S	S	NS	S	NS
ICT Integration	r-value	0.11	0.20	0.87	0.26	0.13	0.31
	p-value	0.0001**	0.0386*	0.0001**	0.0047**	0.089**	0.0264
		S	S	S	S	NS	S
Student Assessments	r-value	0.12	0.38	0.52	0.11	0.20	0.27
	p-value	0.0001**	0.0001**	0.0001**	0.4043	0.089	0.0987
		S	S	S	NS	NS	NS
Collaboration Skills	r-value	0.70	0.75	0.14	0.16	0.47	0.45
	p-value	0.0001***	0.7241	0.0001**	0.0726	0.0001**	0.1594
		NS	NS	S	NS	S	NS

Legend: S- Significant; NS-Not Significant

Table 8 shows the relationship between the teaching and learning skills and teachers' performance in terms of communication skills, classroom management, technology integration, professional development and feedback and guidance. Results reveal that teachers' skills in terms content and pedagogy with an overall r-value of 0.50 and p-value of 1.0122, are Significant to teacher performance in the areas of communication skills, classroom management, technology integration, professional development, and feedback and guidance as indicated by the r-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that the respondents teaching and learning skills were essential to improve their performance. This implies that their skills influenced their performance. It indicates further a significant effect of their teaching

and learning skills on their improved performance. As noticed, teachers who were skilled or proficient in teaching showed desirable performance.

Meanwhile, ICT Integration with an overall r-value of 0.31 and p-value of 0.0264 is Significant to teachers' performance in the areas of communication skills, classroom management, technology integration, and professional development as indicated by the r-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that ICT Integration is significantly associated with teachers' performance. This implies that the teachers must utilize technology as it influences their performance. It indicates further that their performance will be affected by how they will integrate the ICT. In fact, during classroom observation, teachers were observed as constant utilizers of ICT.

Furthermore, student assessment is Significant to teachers' performance in the areas of communication skills, classroom management, and technology integration. This means that student assessments influence teachers' performance, as revealed by their communication skills, classroom management, and technology integration. This implies that assessment in any form significantly affects teachers' performance. It indicates that an essential relationship was observed on teachers' teaching and learning skills and their performance. This is most probably because student assessment results reflected on how their teachers disseminated essential matters, managed the class, and how technology was being utilized during the lesson presentation.

Also, collaboration skills were found to be Significant in teachers' performance in terms of technology integration and feedback and guidance. This means that the performance of the teachers could be affected of their skills in collaborating with colleagues. This implies that their collaboration essentially contributed to integrating technology in teaching and providing feedback for improvement. It indicates that collaboration skills have a significant relationship with teachers' performance. In fact, to achieve excellent performance, teachers collaboratively work with colleagues to attain desirable output.

Teachers had a very high degree of pedagogical ability, as claimed by Dumaguing and Yango (2023). They demonstrated outstanding classroom management abilities. Unlike the current study, however, there was not a significant connection between the classroom management skills of teachers and their pedagogical proficiency. However, there is a strong link between teachers' pedagogical competence and students' academic achievement. Furthermore, there is no relationship between the educational attainment of students and the teachers' abilities to manage the classroom. Teachers' difficulties in managing the classroom, which have little effect on students' academic performance, may be exacerbated by the diverse demands of their pupils.

Varona (2020) found that the majority of the participants performed well academically and showed extraordinary 21st-century abilities. Academic achievement and 21st-century skills, in general, however, did not significantly correlate. Communication was the only one of the four 21st-century talents that was found to have a meaningful correlation with academic performance; the other three did not. Moreover, the most accurate indicator of educational achievement was found to be communication abilities. On the other hand, Padillo *et al.* (2021) did not discover any meaningful connection between professional development activities and teaching competencies. Contextual elements and individual perceptions were connected to the perceived advantages of these professional development exercises.

Problem 5. Is There a Significant Difference between the Respondents' Teaching-Learning Skills and Their Performance When Grouped According to Their Characteristics?

Table 9: Difference in the Teachers' Teaching-Learning Skills when Grouped according to their Characteristics

Characteristics		Content and Pedagogy	21st Century Skills	ICT integration skills	Students assessment	Collaborative Skills	Overall
Highest Educational Attainment	t-value	0.135	0.098	0.528	0.695	0.985	0.487
	p-value	0.0012*	0.0004*	0.0201*	0.0152*	0.0052*	0.0084*
		S	S	S	S	S	S
Teaching Experience	t-value	0.253	0.365	0.895	0.632	0.795	0.588
	p-value	0.0044*	0.0002*	0.0001*	0.0001*	0.0002*	0.0001*
		S	S	S	S	S	S
Positions	t-value	0.052	0.156	0.598	0.785	0.112	0.341
	p-value	0.105	0.0520	0.0560	0.0650	0.0512	0.260
		NS	NS	NS	NS	NS	NS
Trainings Attended	t-value	0.089	0.012	0.178	0.056	0.89	0.242
	p-value	0.0002*	0.0002*	0.0001*	0.0023*	0.0001*	0.0006*
		S	S	S	S	S	S

*Legend: *significant at p<0.05 alpha level S- significant; NS-not significant*

Table 9 presents the results of an analysis investigating the potential significant difference between demographic profiles and teachers' learning skills, using a significance level of 0.05. Results show that teachers' highest educational attainment is Significant to teaching and learning skills in terms of content and pedagogy, 21st Century Skills, ICT integration skills, student assessment, and collaborative skills with an overall t-value of 0.487 and p-value of 0.0084 as indicated by the t-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that teachers' highest educational qualification has significance on their teaching and learning skills. This implies that the highest degree attained by teachers is a possible predictor of their teaching and learning skills. It indicates further that educational attainment has a real association with their teaching and learning skills. It was observed that more advanced education and teachers who have joined professional advancement or are keeping abreast of contemporary trends and methodologies in education tend to have better teaching and learning skills.

According to Cabahug *et al.* (2024), to achieve outstanding results, it is crucial to continuously evaluate and improve the performance levels of teachers within the Department of Education. This can be accomplished by teachers signing up for postgraduate education programs that promote professional development, which include attending additional seminars and training to stay up to date with new approaches and trends. Teachers' performance was most significantly impacted by collaboration and 21st-century abilities, while digital literacy received the lowest grade. The degree of education had a moderate impact on how teachers evaluated 21st-century competencies. The degree of ICT integration in classroom instruction and instructors' preparedness to use it were also found to be significantly correlated (Estigoy, 2021).

Meanwhile, teaching experience is also Significant to teaching and learning skills in all areas like content and pedagogy, 21st-Century skills, ICT integration skills, student assessment, and collaborative skills with an overall t-value of 0.588 and p-value of 0.0001 as indicated by the t-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that teachers with deeper experience have a correlation with their teaching and learning skills. This implies that their teaching and learning skills significantly affected by the length of service they have extended in the department. This indicates that having been employed for so long would influence the effective delivery of learning. Noticeably, those teachers who have been teaching for several years are found to be excellent educators who have implemented methodologies suited to the diverse students.

Dingal (2023) asserts that educators' teaching techniques are significantly impacted by the talents of seasoned master teachers. The professors' methods of instruction were incredibly successful. As a result, master teachers' mentoring abilities have a big and important impact on how teachers educate. Highly trained master teachers will improve their teaching methods to make them even more effective. As supported by Cabahug *et al.* (2023), teaching experience moderately affected performance. However, Manigbas *et al.* (2024) cited that teachers' competency along content knowledge application within and across the curriculum areas were significant in their demographic characteristics like length of service. Consequently, trainings attended is Significant to teaching and learning skills in all areas like content and pedagogy, 21st century- skills, ICT integration skills, student assessment, and collaborative skills with an overall t-value of 0.242 and p-value of 0.0006 as indicated by the t-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that the teaching and learning skills of teachers were significantly influenced by their trainings attended. This implies that the training concepts they have learned could possibly affect their skills in the delivery of content and pedagogy, ICT integration, assessment to be conducted, and how they will collaborate with one another. In fact, during the trainings, there were strategies and/or methodologies being introduced that could be utilized in enhancing the content and the assessment that will be conducted, thus empowering teachers to excel as facilitators of knowledge, skill enhancement, and lifelong learning were done during professional development training or workshops.

According to Reambonanza (2022), Teachers may make it possible for themselves to thrive as facilitators of information, skills, and lifelong learning by adopting a growth mindset, staying receptive to new concepts and approaches, and placing a high priority on professional development. Teachers can create an atmosphere of continuous improvement and provide excellent instruction that prepares students for success in a society that is always changing by participating in self-reflection, pursuing opportunities for growth, and continuing professional development. According to Tallman (2020), collaboration is a beneficial professional development exercise that can help educators expand their subject-matter expertise, experiment with various teaching philosophies, and learn new ideas to implement in the classroom.

Table 10: Difference in Teachers' Performance when Grouped according to their Characteristics-Teachers Performance

Characteristics		**Communication Skills**	**Classroom Management**	**Technology Integration**	**Professional Development**	**Feedback and Guidance**	**Overall**
Highest Educational Attainment	t-value	0.0327	0.0315	0.0309	0.0368	0.0491	0.0362
	p-value	0. 0003**	0.0029**	0.0209**	0.0043**	0.0335**	0.0123
		S	S	S	S	S	S
Teaching Experience	t-value	0.0451	0.0450	0.0426	0.0455	0.0590	0.4744
	p-value	0.9481	0.0538	0.0233**	0.0782	0.1039	0.2416
		NS	NS	S	NS	NS	NS
Position	t-value	0.0495	0.0398	0.0404	0.0385	0.0304	0.0397
	p-value	0.0001**	0.0001**	0.0773	0.0001**	0.0001**	0.0777
		S	S	NS	S	S	S
Trainings Attended	t-value	0.0450	0.0312	0.0343	0.0437	0.0455	0.0399
	p-value	0.0001**	0.0001**	0.0011**	0.0001**	0.0001**	0.0003
		S	S	S	S	S	S

*Legend: *significant at p<0.05 alpha level S- significant; NS-not significant*

Table 10 presents the results of an analysis investigating potential significant differences between demographic profiles and teachers' performance, using a significance level of 0.05. Results reveal that teachers' characteristics in the areas of highest educational qualification with an overall t-value of 0.0362 and p-value of 0.0123, position with an overall t-value of 0.0397 and p-value of 0.0777, and trainings attended with an overall r-value of 0.0399 and p-value of 0.0003, are Significant to their performance as indicated by the t-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that teachers' educational qualification, position, and trainings attended significantly affect their performance. This implies that their characteristics could influence their performance in terms of communication, management, ICT integration, trainings, and providing feedback and guidance.

It indicates that their profiles have a bearing on how they performed their job as educators. Evidently, those who have attended trainings, have enrolled in the graduate studies can fortunately be part of the higher position which eventually could extend their experience, learning, and thoughts to their colleagues and learners.

As suggested by Dela Fuente and Biñas (2020), teachers' highest level of education and teaching position does not significantly impact their ICT competence. However, a substantial percentage of teachers have participated in ICT-related seminars and training covering topics such as spreadsheets, computer ethics, security, and ICT fundamentals. Batuigas *et al.* (2022) discovered that while teaching position and experience were negligible factors influencing teaching performance, instructors' educational level and the number of trainings they attended were important determinants. Based on the results, The study concludes that teachers who have received more appropriate training and have completed higher education levels perform better in the classroom. Additionally, taking trainings and obtaining higher education enhance teaching quality performance.

Problem 6. Based on the Findings of the Study, What LAC Training Design on Teaching-Learning Skills Can be Designed?

Table 11: Three-year faculty learning action cell design for secondary school of northern bukidnon, teachers (2024-2026)

Year 1 (2024) . Teaching-Learning Skills							
Areas of Concern	**Specific Objectives**	**Strategies / Activities**	**Time Frame**	**Person Involved**	**Source of Fund**	**Estimated Budget**	**Expected Output**
(Content and Pedagogical Skills)	* Assess existing teaching strategies to determine their effectiveness in addressing diverse learning styles. * Provide targeted workshops that equip teachers with inclusive teaching techniques tailored to varied learning needs. * Encourage collaboration among educators to develop and share resources that promote differentiated instruction for enhanced student engagement.	Conduct workshops in revisiting and enhancement of the effective strategies aligned with the content and pedagogical approaches. Establish peer learning circles to share and revisit best practices in reviewing and enhancement effective strategies aligned with the content and pedagogical approaches.	July and November 2024 5 days	Faculty Development Coordinators Teachers School Heads	Institutional Budget allocation for faculty development	45, 000	Enhanced and developed assessment strategies demonstrated by participating teachers. Collaboration and knowledge-sharing networks established among faculty members.
Student Assessment Skills	*Facilitate training workshops to enhance teachers' understanding of assessment principles, enabling them to design and interpret assessments effectively. * Conduct regular peer evaluations and feedback sessions, allowing teachers to reflect on their assessment practices and identify specific areas for growth. * Introduce evidence-based assessment strategies through collaborative planning sessions, ensuring teachers can integrate these methods into their classroom practices to enhance student learning outcomes.	Establish a platform for evaluation and sharing innovative assessment practices. Collect resources and support for experimenting with new assessment techniques	July and November 2024 5 days	School coordinator Teachers	Educational Budget	30, 000	Increased adoption of innovative assessment practices among Teachers

Student Assessment Skills	Content and Pedagogical Skills	Year 2 (2025) Teaching Performance	Feedback and Guidance
* Equip teachers with the knowledge and skills needed to understand and apply key concepts of assessment in educational contexts. * Help teachers recognize and analyze gaps in their current assessment practices to enhance their effectiveness. * Support teachers in applying practical and effective assessment methods to improve student outcomes in the classroom.	* Develop strategies that align with diverse content and pedagogical approaches to support teachers. * Implement teaching methods that cater to varied learning styles for improved classroom engagement. * Enhance teachers' teaching-learning skills through tailored, effective instructional strategies.		* Develop and introduce standardized feedback forms and protocols to provide teachers with constructive and actionable insights on their teaching practices. * Organize regular workshops and training sessions focused on innovative teaching strategies and assessment methods, enabling teachers to refine their skills based on feedback received. * Establish peer observation and mentoring programs that encourage teachers to share best practices and engage in reflective discussions about teaching-learning strategies, promoting continuous professional growth.
Provide training on incorporating the new and improved student assessment skills for the teachers. Establish mentorship programs for educators to receive guidance on enhancing teaching-learning skills of the teachers Encourage participation in professional development opportunities focused on teaching-learning skills.	Conduct workshops in developing and implementing the effective strategies aligned with the content and pedagogical approaches. Establish peer learning circles to share and revisit best practices in developing and implementing effective strategies aligned with the content and pedagogical approaches.		Revisit feedback and guidance programs as implemented by the department to provide effective teaching-learning skill and teachers' performance. Facilitate hands-on sessions to demonstrate effective feedback and guidance program of the school. Peer observations and mentoring programs.
July and November 2025 4 days	July and November 2025 5 days		July and November 2024 5 days
Teachers Master Teachers School Head	Team-building Facilitators Administrative Staff Teachers School Heads		Master Teachers Teachers School Heads
School budget	School budget		School budget allocation for professional development
35, 000	40,000		30, 000
Created improved teachers' learning skills on students assessment skills	Improved teamwork skills in the development of new strategies in teaching-learning skills Enhanced problem-solving abilities through collaborative projects.		Active participation of teachers in enhancing programs related to feedback and guidance.

Student Assessment Skills	Content and Pedagogy	Year 3 (2026) Teaching Performance	Feedback and Guidance
*Create and implement well-defined assessment rubrics that align with learning outcomes to evaluate both student progress and the effectiveness of teaching strategies. *Regularly review and adjust student assessment methods to ensure they accurately reflect student learning and provide actionable feedback for teachers to improve instructional practices. * Implement a structured approach for evaluating teaching effectiveness, focusing on clarity, measurable teaching outcomes, and alignment with student assessment results.	To prepare educators with the implementation and monitoring of the created, developed and enhanced strategies in terms of content and pedagogy teaching-learning skills of the teachers. Integrate effectively the teaching-learning skills in terms of content and pedagogy to address learning goals and enhance student engagement.		* Develop strategies for using feedback tools to assess and improve teacher performance. * Enhance the effectiveness of guidance tools to support teachers' professional growth and development. * Integrate feedback and guidance tools into regular performance evaluations to promote continuous improvement among teachers.
Organize workshops on the implementation and monitoring sessions on students' assessment Establish collaborative forums for educators to share constructive assessment, feedback and guidance. Facilitate discussions and constructive criticism that are applicable to teaching.	Implementation and conduct monitoring on effectiveness, selection and organization of teaching-learning skills, with a focus on content and pedagogy Provide constructive feedback and guidance during the implementation and monitoring during the training.		Offer guidance on implementing positive reinforcement techniques to encourage teachers on developing and enhancing the teachers' performance Provide resources and support for developing tools and strategies in the implementation of feedback and guidance to teachers' school year outstanding performance.
July 2026 6 days	July and November 2026 5 days		July and November 2025 5 days
Educators School Administrators School Heads	Educators Master Teachers School Administrators School Heads		Master Teachers Teachers School Administrators School Heads
School Budget	School Budget		School Budget
45,000	30, 000		25,000
Increased awareness and understanding among educators regarding codes, laws, and regulations relevant to the teaching profession. Enhanced compliance with legal and ethical obligations, leading to improved professional conduct and student outcomes.	Improved outcomes resulting from the effective use of constructive feedbacks for teachers' outcomes for future use. Integration of strategies into lesson planning and delivery to address learning goals and enhance student engagement in terms of content and pedagogy.		Increased proficiency among educators during the school year.

(Feedback and Guidance) Alignment of assessment strategies with curriculum requirement	
To ensure alignment of assessment strategies with curriculum requirements To develop teachers' capacity to design and implement effective diagnostic, formative, and summative assessment strategies.	
Develop resources and tools to support teachers in designing and implementing effective assessment strategies. Establish peer observation and feedback system for teachers to receive constructive input on their assessment strategies.	
July and November 2026 3 days	
Educators Master Teachers School Administrators School Heads	
School budget	
25, 000	
Enhanced capacity of teachers to design and implement effective assessment strategies. Improved alignment of assessment practices with curriculum requirements	

CONCLUSION

Based on the findings of the study, it can be deduced that teachers' teaching and learning skills are vital in achieving excellent performance. With their skills in delivering comprehensive content and pedagogy, application of 21st Century skills, ICT integration, and collaboration skills, and conducting authentic students' assessments, they can attain outstanding performance. Similarly, teachers' collaboration skills and ICT competencies contribute to quality ICT-based learning opportunities for learners, impacting teachers' performance. Consequently, professional development that fosters a culture of continuous development that encourages collaboration, reflection, and innovation among educators, leading to a more dynamic and responsive teaching community. It follows, then, that feedback giving and guidance, which was concluded least among other indicators, must be undertaken to further improve the delivery of the content and pedagogy and the assessment process to enhance teachers' performance in the Division of Bukidnon.

Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. The Department of Education Officials should be consistent in providing ongoing professional development opportunities for teachers, as well as incorporating the latest research and best practices into the curriculum.
2. The School Administrators should prioritize the development of content and pedagogy skills and student assessment skills by providing professional development opportunities for teachers.
3. The teachers must submit themselves sincerely to continuous professional development through training and workshops to enhance their performance related to feedback and guidance.
4. Future researchers can utilize or make possible research relevant to teaching-learning skills and teachers' performance in the areas of content and pedagogy, students' assessment and feedback and guidance, and or similar variables.

REFERENCES

Afalla, B. T., & Fabelico, F. L. (2020). Sustaining academic success through effective classroom management. *Humanities and Social Sciences Reviews, 8*(4), 213-221. https://doi.org/10.18510/hssr.2020.8422

Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices. *Frontiers in Psychology, 13,* Article 920317. https://doi.org/10.3389/fpsyg.2022.920317

Bada, S. O. (2019). Constructivism learning theory: A paradigm for teaching and learning. *In the proceedings of the Sixth International Conference on Computational Science and Technology (ICCST2019),* Kota Kinabalu.

Batuigas, F., Leyson, F., Fernandez, L., Napil, J., & Sumanga, C. (2022). Factors affecting teaching performance of junior high school teachers of Madridejos National High School. *Asia Research Network Journal of Education, 2*(1), 40-47.

Belyaeva, O. (2022). The Role of Technology Integration in the Development of 21st Century Skills and Competencies in Life Sciences Teaching and Learning. *International Journal of Higher Education, 11*(5), 9-17. https://doi.org/10.5430/ijhe.v11n5p9

Berber, L. C., Kuusisto, E., & Tirri, K. (2019). The role of communication in classroom management: Enhancing student attention and creating a positive learning environment. *International Journal of Learning, Teaching and Educational Research, 20*(5), 18-32. Retrieved from https://www.ijlter.org/index.php/ijlter/article/view/453

Bestiara, A. (2021). Educational assessment knowledge and skills for teachers revisited. *Educational Sciences: Theory and Practice, 14*(7), 751.

BMC Medical Education. (2024). Identifying group metacognition associated with medical students' teamwork satisfaction in an online small group tutorial context. *BMC Medical Education.* Retrieved from https://bmcmededuc.biomedcentral.com :contentReference[oaicite:0]{index=0}.

Brion, C. (2022). *AASA Journal of Scholarship and Practice.* AASA. Retrieved from https://www.aasa.org/publications/publication/2022-fall-jsp

Brown, G. (2022). Making sense of educational assessment. *Regional Educational Laboratory Northeast & Islands Fact Sheet.*

Cabahug, I., Osias, N. C., Ongcachuy, B. L., & Corpuz, G. G. (2024). 21st Century Skills and Teachers' Performance: Basis for Instructional Development Plan. *American Journal of Arts and Human Science, 3*(2), 82–105. https://doi.org/10.54536/ajahs.v3i2.2860.

Casian, M., Mugo, L., & Claire, M. M. (2021). Impact of teachers' qualification on students' academic performance in public secondary schools in Rwanda. *Journal of Education, 4*(2). Retrieved from https://stratfordjournals.org/journals/index.php/journal-of-education/article/view/786

Coñado, S., Ventura, R., & Arnado, A. (2023). The influence of workload and work motivation on the performance of teachers. *International Journal of Multidisciplinary: Applied Business and Education Research, 4*(4), 1270–1277. https://doi.org/10.11594/ijmaber.04.04.22.

Culajara, C. J., Culajara, J. P. M., Portos, O., & Villapando, M. K. (2022). Technological capabilities of teachers in using digital modality. *ASEAN Journal of Education, 8*(2), 1-8. https://rb.gy/19syo

Dela Fuente, J. A. & Biñas, L. C. (2020). Teachers' competence in information and communications technology (ICT) as an educational tool in teaching: An empirical analysis for program intervention. *Journal of Research in Education, Science and Technology, 5*(2), 61-76.

Department of Education. (2016). DO 35, s. 2016 – *The*

learning action cell as a K to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning.

Department of Education. (2017). *DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST).* Pasig City, Philippines: Department of Education.

Department of Education. (2015). *DepEd Order No. 2, s. 2015: Guidelines on the establishment and implementation of the results-based performance management system (RPMS) in the Department of Education.* Republic of the Philippines.

Department of Education. (2016). *DepEd Order No. 35, s. 2016: Guidelines on the establishment and implementation of learning action cells (LACs) as a K to 12 basic education program regular in-service training (INSET) strategy.* Department of Education, Republic of the Philippines.

Department of Education. (2017). *DepEd Order No. 42, s. 2017: Philippine Professional Standards for Teachers (PPST).* Retrieved July 4, 2024, from https://www.teacherph.com/philippine-professional-standards-for-teachers

De Vera, M. G. (2020). Teachers' competencies in educational technology integration on instructional methodologies in the new normal. *SSRN.*

Dingal, E. (2023). Effect of mentoring skills of master teachers on instructional practices of teachers and pupils' academic performance. *International Journal of Advanced Multidisciplinary Studies, 3*(2).

Dolnicar, S. (2021). Feedback and guidance in academia: Enhancing scholarly work through peer review. *Journal of Academic Research and Practice, 15*(3), 45–60.

Drugova, E., Zhuravleva, I., Aiusheeva, M., & Grits, D. (2021). Toward a model of learning innovation integration: TPACK-SAMR based analysis of the introduction of a digital learning environment in three Russian universities. *Education and Information Technologies, 26,* 4925–4942. https://doi.org/10.1007/s10639-021-10514-2

Dumaguing, A., & Yango, M. (2023). Teachers' pedagogical competence and classroom management skills. *Journal of Educational Research, 45*(2),

Estigoy, E. (2021). Information and communication technology (ICT) readiness and its integration to teaching and learning process among private high schools. *Advance.* https://doi.org/10.31124/advance.13669814.v1

Evens, M. (2018). Promoting the development of teacher professional knowledge: Integrating content and pedagogy in teacher education. *ResearchGate.* Retrieved from https://www.researchgate.net

Fogaça, N., *et al.* (2018). Employee performance: A study on the influence of work environment and job satisfaction. *International Research Journal of Management, IT and Social Sciences, 9*(6), 777–787.

Fogelgarn, R. K. (2020). Sustaining passionate pedagogy. *Theory and resistance in education: Towards a pedagogy for the opposition. PhilPapers.* https://philpapers.org/rec/FOGSPP

Fitria, I. (2023). Challenges in implementing 21st-century skills in classrooms. *Education and Learning Journal.*

Garcia, K. A., & Pantao, J. G. (2021). Cultural sensitivity and classroom management of teachers. *International Journal of Professional Development, Learners and Learning, 3*(1), ep2108. https://doi.org/10.30935/ijpdll/11093

Gepila Jr., E. C. (2019). *Assessing teachers using Philippine standards for teachers.* College of Education, Polytechnic University of the Philippines.

Gultom, R. (2020). Teaching skills and student engagement: The importance of questioning, reinforcement, and explanation. *Lisania: Journal of Arabic Education and Literature, 4*(1), 1–15. https://ejournal.uinsalatiga.ac.id/index.php/lisania/article/download/738/239/4884

Hafidhah, R. N. (2019). The effect of perceived organizational support, job stress, and organizational culture on job performance. *Journal of Management and Business Research, 8*(2).

Hambre, A., Salvan, J., & Salgado, R. (2020). Teachers' demographic profile and its effects on learners' academic performance. *Journal of Education and Social Policy, 7*(4), 110–120. https://www.jespnet.com/journals/Vol_7_No_4_December_2020/14.pdf

Ibrahim, M. Y. (2021). The importance of communication skills in teaching: Enhancing student engagement and academic performance. *International Journal of Learning, Teaching and Educational Research, 20*(5), 1–17. Retrieved from https://www.ijlter.org/index.php/ijlter/article/view/453

Javier, B. F. (2021). Impact of school learning action cell program on teachers' instructional competence in Misamis Oriental: Basis for professional development plan. *Asia Journal of Arts, Humanities, and Social Sciences, 3*(3). https://doi.org/10.54536/ajahs.v3i3.3021

Karasova, J., & Nehyba, J. (2023). Student-centered teacher responses to student behavior in the classroom: A systematic review. *Frontiers in Education, 8,* 1156530.

Khan, G., Shah, R., & Ullah, H. (2021). Impact of teachers' classroom management skills on students' academic achievement at secondary level. *Pakistan Journal of Educational Research, 4*(4).

Lee, H., Chung, C., & Wei, G. (2020). Research on technological pedagogical and content knowledge: A bibliometric analysis from 2011 to 2020. *Frontiers in Education, 7,* 765233. https://doi.org/10.3389/feduc.2022.765233

Llego, M. (2019). 2019 DepEd guidelines for master teacher promotion. Retrieved July 2, 2024, from https://www.teacherph.com/guidelines-master-teacher-promotion/

Manigbas, J., Abay, A., & Morallo, F. (2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines. *SSRN Electronic Journal.* https://doi.org/10.2139/ssrn.4686581

Martinez, C. (2021). Developing 21st-century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education,*

9(1), 2024936. https://doi.org/10.1080/2331186X.2021.2024936

Mohamed, H., & Arulprasam, J. (2024). Impact of teacher's professional development programme on students' performance in secondary schools. *International Journal of Academic Research in Progressive Education and Development, 13*(3).

Nauman, S. (2023). *The theory-practice gap in teaching. The Fahem.* Retrieved from https://thefahem.com/the-theory-practice-gap-in-teaching

Oproescu, A. (2018). The role of alternative assessment methods on school performance. In *10th International Conference on Electronics, Computers and Artificial Intelligence (ECAI)* (pp. 1–4). IEEE. https://www.researchgate.net/scientific-contributions/Ana-Oproescu-2128294776

Padillo, G., Manguilimotan, R., Capuno, R., & Espina, R. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice, 9*(3), 497–506. https://doi.org/10.18488/journal61.2021.93.497.506

Pozdnyakova, E. V. (2020). Informational mathematical competence as a predictor of critical thinking of students of pedagogical directions. *Journal of Physics: Conference Series, 1691*(1), 012141. https://doi.org/10.1088/1742-6596/1691/1/012141

Pranoto, Y. K., Utami, D. R., & Latiana, L. (2021). Do teachers' experiences and ages contribute to their teaching performance? *Early Childhood Education Graduate School, Universitas Negeri Semarang, Indonesia.* Retrieved from http://www.ieomsociety.org/singapore2021/papers/629.pdf

Rahadian, R. B., & Budiningsih, C. A. (2023). Development of classroom management based on student learning style database. *arXiv Preprint arXiv:2302.04057*. https://doi.org/10.48550/arXiv.2302.04057

Reambonanza, R. (2022). Professional development, instructional supervision, and competencies on teacher's performance.

Republic Act No. 10533. (2013). *An act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes.* Approved on May 15, 2013.

Restuningrum, N. R. (2018). Teachers' strategy of positioning in teaching young learners. *International Journal of Educational Best Practices, 2*(1), 1–13. https://doi.org/10.31258/ijebp.v2n1.p1-13

Rodriguez-Salvador, M., & Castillo-Valdez, P. F. (2023). Promoting collaborative learning in students soon to graduate through a teaching–learning model. *Education Sciences, 13*(10), 995. https://doi.org/10.3390/educsci13100995

Rosdianti, H., Wuryandani, W., & Retnawati, H. (2020). Teachers' strategies in developing and measuring students' communication skills. *Al Ibtida: Jurnal Pendidikan Guru MI, 7*(2), 1–10.

Rungduin, T., & Miranda, P. (2020). An exploration of the factors affecting graduate degree completion in a teacher education institution (TEI): Inputs for graduate program management and pedagogy. Retrieved July 2, 2024, from https://www.researchgate.net/publication/344493431_An_Exploration_of_the_Factors_Affecting_Graduate_Degree_Completion_in_a_Teacher_Education_Institution_TEI_Inputs_for_Graduate_Program_Management_and_Pedagogy

Rust Language Team. (2019). The reference in 2019. Retrieved from https://internals.rust-lang.org/t/the-reference-in-2019/11222

Saad, M., & Abbas, M. (2018). Influence of organizational culture on employee performance mediated by job satisfaction and employee commitment. *ResearchGate.*

Sablad, J. (2019). Additional teacher positions pushed. Retrieved July 2, 2024, from https://www.sunstar.com.ph/cagayan-de-oro/local-news/additional-teacher-positions-pushed

Sayed, Y., & Dunne, M. (2019). *Teacher professional development in developing countries: Lessons from the Global South.* Routledge.

Sevim, O., & Akin, U. (2021). The role of graduate education in professional development of teachers: Is graduation enough? *Education and Science, 46*(207), 483–510. https://doi.org/10.15390/EB.2021.9593

Siagian, H. (2018). The impact of individual performance on organizational effectiveness. *Journal of Business and Management, 20*(1), 15–22.

Silva, V. (2021). School learning action cell as a key for teacher's continuous learning and development. *International Journal of Research in Engineering, Science and Management, 4*(8). https://www.ijresm.com | ISSN (Online): 2581-5792

Smucker, A. D., & Nuss, S. M. (2022). Enhancing collaborative learning through design for learning. *The William & Mary Educational Review, 8,* Article 1. Available at: https://scholarworks.wm.edu/wmer/vol8/iss1/1

Springer, T. (2022). Fostering group metacognition for enhanced collaborative learning. *Journal of Learning and Teaching in Digital Age, 9*(2), 64–84. Retrieved from https://www.jltjournal.com

Steinhardt School of Culture, Education, and Human Development. (2019). *The effect of the teacher's teaching style on students' motivation.* New York University. Retrieved from https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching

Sulaiman, N. L. (2020). Reforming technical and vocational education and training (TVET) on workplace learning and skills development. In K. M. Salleh & N. L. Sulaiman (Eds.), *Reforming technical and vocational education and training (TVET) on workplace learning and skills development* (pp. 1-10). Scientific Research Publishing. https://www.scirp.org/reference/referencespapers.aspx?referenceid=2871327

Susan, A. (2019). Teacher teaching experience and its

influence on pupil performance: The moderating roles of age and work environment. *Journal of Educational Research, 55*(3), 234–240.

Gupta, S., Devi, L., & Pal, S. (2023). Exploring effective strategies for integrating technology in teacher education. *European Chemical Bulletin, 12*(12), 746–755. https://doi.org/10.48047/ecb/2023.12.si12.065

Tallman, M. (2020). How teachers experience collaboration. *SAGE Journals*. https://journals.sagepub.com/doi/abs/10.1177/0022057420908063

Varona, P. (2020). 21st century skills: Influence on students' academic performance. *SMCC Teacher Education Journal, 2,* 1–10. https://doi.org/10.18868/cte.02.060120.03

Ventista, O., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open, 8*(1), 100565. https://doi.org/10.1016/j.ssaho.2023.100565

Yuliana, R. (2022). Creative thinking as a key skill in education. *Journal of Educational Research.*

Zepke, N. (2018). Learning with peers, active citizenship, and student engagement in higher education. *Student Success, 9*(1), 66–77.