

Determinants of Teachers' Performance Within School Systems: The Roles of Leadership, Curriculum, Community and Policy Structures

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Abstract

This study examined the determinants of teachers' performance within school systems, particularly the roles of school leadership, curriculum design, community involvement, and policy structures, as a basis for developing a Professional Development Enhancement Plan in Sogod District, Cebu. Anchored in Systems Theory and Self-Efficacy Theory, the study employed a mixed-methods design integrating quantitative and phenomenological approaches. The quantitative component involved 164 elementary and secondary teachers selected through random sampling and used an adapted survey questionnaire, while semi-structured interviews were conducted with 10 teachers for the qualitative component. Quantitative data were analyzed using percentage, weighted mean, and Pearson Product Correlation, whereas qualitative data were subjected to thematic analysis. Teachers reported high levels of agreement regarding school leadership (4.09), curriculum design (4.16), community involvement (4.18), and policy structures (4.05). Their self-evaluated performance was extremely high in content knowledge and pedagogy (4.25), diversity of learners and assessment and reporting (4.24), curriculum and planning (4.23), community linkages and professional engagement (4.31), and personal growth and professional development (4.28). Significant positive relationships were found between all school-system factors and self-evaluated professional performance, with correlations ranging from 0.69 to 0.80 and p-values of 0.00. Qualitative findings identified heavy workload and administrative demands, limited resources and technology, learner diversity and classroom-management difficulties, collaboration concerns, and time constraints as major challenges. The study recommends implementing the Professional Development Enhancement Plan and strengthening institutional and stakeholder support for teachers. The research aligns primarily with SDG 4, SDG 8, SDG 9, and SDG 17 through quality education, professional development, educational innovation, and partnerships. Its sustainability contribution centers on strengthening educational, institutional, technological, community, and socio-economic capacity for sustained teacher effectiveness and quality education.

Keywords: Community Involvement, Curriculum Design, Policy Structures, Professional Development, School Leadership, Self-Evaluation, Teacher Performance, Teacher Self-Efficacy

1. Introduction

Teacher performance is fundamental to instructional quality and student achievement. Effective classroom management and student engagement are positively associated with student achievement (Wahid & Sajjad, 2025), while teachers' performance is shaped by internal factors such as work-discipline, self-motivation,

professionalism, and teaching experience (Haratua et al., 2024). External conditions, including school leadership, school climate, organizational support, and compensation, likewise influence teacher development and effectiveness (Haratua et al., 2024). Accordingly, teacher performance must be understood not only through individual competence but also through the school systems in which teachers operate. This study examines determinants of teachers' performance within school systems, particularly the roles of school leadership, curriculum design, community involvement, and policy structures, together with teachers' self-evaluation across professional performance domains. It is situated among elementary and secondary teachers in Sogod District, Sogod, Cebu, where teachers encounter workload, administrative, training, and technological constraints (Gudelos, 2025; David et al., 2019). Guided by Systems Theory and Self-Efficacy Theory and supported by Philippine teacher standards and legal frameworks, the study seeks to provide an empirical basis for a professional development enhancement plan responsive to teachers' identified needs.

Teacher performance involves interconnected individual, organizational, instructional, and environmental factors. Individual determinants include motivation, competencies, personality, professional commitment, emotional stability, and adaptability. Job satisfaction and intrinsic motivation predict teacher performance because motivated teachers tend to demonstrate stronger instructional engagement and preparation (Sudirman et al., 2021). Personality characteristics such as conscientiousness and emotional stability are also associated with effectiveness and reduced burnout (Kim et al. (2019), while adaptability and emotional stability support teachers in responding consistently to classroom challenges (Aulia et al. (2025). Professional competence alone does not determine performance. Teachers operate within organizational environments in which leadership, school culture, supervision, compensation, appraisal systems, professional development, workload, collaboration, and institutional support influence their capacity to perform. Principal leadership, organizational climate, and supervision have significant implications for teacher performance (Muhidin (2019), while school culture, supervision systems, compensation structures, and performance appraisal mechanisms affect motivation and accountability (Ma and Yee (2025). Positive school climates characterized by supportive leadership, manageable workloads, and collaboration are similarly associated with job satisfaction and student outcomes (Lindström (2026). Teacher human capital is strengthened through continuous professional development, constructive feedback, and systematic evaluation. High-quality feedback and evaluation can improve instructional practices and pedagogical decision-making, particularly among early-career teachers (Hunter and Springer (2022). Within the Philippines, the Philippine Professional Standards for Teachers support reflective practice, competency-based development, and lifelong learning (Saro et al. (2024). These processes become increasingly important as technological change, online instruction, socioeconomic conditions, educational regulations, and diverse learning environments create new expectations for teachers. Teacher readiness further connects professional knowledge with actual performance. Strong content knowledge, instructional delivery, and lesson planning are positively associated with performance (Baniqued & Bautista, 2024), while teachers who perceive themselves as capable of addressing classroom challenges tend to demonstrate greater confidence in instruction and student engagement (Suen et al., 2023). Evaluation frameworks increasingly require competencies that depend on preparation, planning, and continuing professional development (Espinosa et al., 2023). Readiness also changes with educational demands. Philippine mathematics teachers' readiness to educate Generation Alpha students demonstrates the need for continuing adaptation to technological and generational changes (Melchor and Parcutilo (2025). In inclusive settings, teacher readiness supports the effective instruction of diverse learners (Moon, 2023), while preparation increasingly encompasses professional behavior, reflective practice, and adaptive capabilities in addition to knowledge and skills (Suen et al. (2023). Self-efficacy can mediate the relationship between readiness and performance because confident teachers are more likely to adopt new instructional approaches (Suen et al., 2023). Motivation further strengthens performance when combined with preparedness (Taweessup et al., 2023), whereas excessive workload may limit the extent to which readiness produces effective performance (Wu et al., 2023). Teachers' beliefs and attitudes also influence readiness and instructional practice (Tang et al., 2025). ICT preparedness is associated with stronger performance-related outcomes (Lucas, 2022), while professional experiential learning and continuing development strengthen teacher commitment and performance (Suen et al., 2023). In inclusive classrooms, readiness to address learner diversity and differentiate instruction contributes to successful classroom performance (Moon, 2023).

School leadership consistently emerges as a major determinant of teacher performance. Transformational and instructional leadership can strengthen motivation, school climate, professional development, and instructional effectiveness (Yungco (2026). Transformational, instructional, and distributed leadership are also associated with teacher engagement, job satisfaction, organizational commitment, and performance (Ahmed (2026). Instructional leadership is particularly important because principals provide academic support, directly supervise instruction, and establish accountability for lesson planning, instructional delivery, and student performance (Firmansyah and Lavigne (2026). Leadership also shapes organizational culture. Trust, collaboration, respect, communication, and shared vision create working conditions that support stronger teacher performance (Punzalan and De Jesus (2024). Principals further influence professional development by identifying teachers' needs and facilitating workshops, mentoring, professional learning, coaching, and reflective practice. Academic supervision, coaching, and professional mentoring can help teachers evaluate and adapt their instructional practices (Hasibuan et al. (2026).

Collaborative and distributed leadership additionally strengthen collective responsibility. Teacher participation in planning, curriculum development, and policy implementation promotes ownership and accountability (Ahmed, 2026), while distributed leadership can strengthen collegiality and professional learning communities (Schott et al., 2020). However, leadership is also responsible for helping teachers respond to resource constraints, policy changes, technological developments, and increasingly diverse learners. Supportive leadership is especially important when schools must balance instructional requirements against operational limitations (Yongco (2026). Servant leadership further emphasizes empowerment, empathy, trust, psychological safety, and teachers' professional well-being, which can support motivation and performance (Ouyang et al. (2025). Curriculum design constitutes another major determinant. A coherent curriculum clarifies content standards, learning competencies, assessments, and instructional sequencing, enabling teachers to translate curriculum requirements into classroom instruction. Conversely, fragmented, complex, or frequently revised curricula can increase cognitive and administrative demands and reduce instructional efficiency (Pak et al., 2020). Curriculum implementation is therefore not merely sequential compliance; teachers continuously interpret and adapt curriculum requirements according to classroom conditions (Pak et al. (2020). Curriculum governance can also expose teachers to competing institutional expectations. Standardized accountability, teacher participation, performance evaluation, and learner-centered adaptation may create conflicting demands that affect curriculum implementation (Cooney and Cohen (2024). Clear communication and leadership mediation are therefore necessary to maintain curriculum coherence and instructional quality. Policy structures provide the legal and institutional framework through which curriculum, teacher accountability, and instructional standards are implemented. Instructional leadership helps translate policy expectations into classroom practice through curriculum alignment, monitoring, and teacher support (Panibon & Bauyot (2026). Conversely, policies introduced without sufficient dissemination, professional development, resources, or implementation capacity can increase role overload and occupational pressure. Insufficient professional development surrounding policy revisions can constrain teachers' ability to implement curricular reforms effectively (Panibon & Bauyot (2026). Leadership and policy consequently operate together. Principal leadership behavior affects instructional practice, school climate, and organizational effectiveness (Liebowitz and Porter (2019), while instructional supervision, curriculum development, and assessment coordination can produce positive teacher outcomes (Capillanes (2025). Distributed leadership alone, however, does not guarantee teacher performance; clear curricular policies, responsibilities, and accountability structures remain necessary (Zolina and Eulatic (2026). Institutional capacity likewise determines whether curriculum reforms can be implemented successfully across different school environments (Cooney and Cohen (2024). Community involvement complements these organizational determinants by providing collaboration and stakeholder support. Philippine evidence identifies stakeholder connections as a determinant of teacher performance ((Saro et al.,2024), while collaboration between school systems and communities contributes to teachers' personal and professional development (Leron and Gono, 2024). Community participation therefore forms part of the broader system within which teaching occurs. Teacher performance evaluation integrates these individual and systemic factors. Contemporary systems increasingly consider content knowledge, pedagogy, instructional technology, student engagement, and multiple sources of evidence. Student feedback can contribute measurable information on teaching quality (Rocha & del Cid Garcia, 2025), while professional commitment, subject knowledge, and facilitation of independent learning influence performance appraisal (Lopez et al., 2023). Appraisal is also associated with teacher professional development and student learning outcomes (Espinosa et al., 2023). The effectiveness of evaluation depends on its design. Clarity, relevance, and fairness influence teachers' perceptions and performance (Mirzabekova, 2024), while technological developments are introducing AI-driven analytics into educator evaluation (Hussain et al., 2024). Peer, self-, and student evaluations can increase the depth and validity of assessment (Miranda Gilces & Bajaña Zajia, 2024), but delayed, unclear, or professionally disconnected feedback limits improvement (Sinaga & Muhammad, 2024). The classroom environment must also be considered. Physical conditions affect teacher-student relationships and well-being (Muñoz-Troncoso & Riquelme, 2025), while supportive interactions, emotional safety, and classroom norms are associated with student academic outcomes (Ramazan, Danielson, & Ardasheva, 2023). Teachers understand classroom climate as involving instructional practices, relationships, and physical conditions (Çelik & Şahin, 2023), and teachers' own perceptions of their environment affect instructional readiness and evaluation (Özyildirim, 2021). Improvements in physical and relational environments can contribute to stronger teaching evaluations (Zhang et al., 2025). Effective routines, reinforcement, and teacher-student relationships similarly contribute to an evaluation-ready classroom (Afriadi & Fitri, 2023). Classroom environment can mediate the relationship between teacher creativity and student resilience (Almonia & Oliva, 2024), while learning-environment dimensions are associated with overall school performance (Martinelli, Muelle-Zúñiga & Alves, 2022).

Globally, teacher performance remains challenged by gaps between content knowledge and practical application (Levitt, 1991), limitations in performance assessment and feedback, including those observed in Chinese colleges (Liu & Fang, 2023), and contextual problems such as student tardiness and absenteeism in East and South African settings (Abakunda et al., 2023). Technological advancement, changing curricula, diverse student populations, workload demands, and evolving evaluation systems further require teachers to adapt continuously. International evidence also demonstrates the importance of teacher preparation. Pre-service preparation may not always

translate into practical readiness (Ramirez (2021), while inadequate preparation, including lesson planning, can affect pupil achievement in resource-constrained environments (Wangechi Kariuki and Njoka (2019). Teacher characteristics may also influence aspects of performance and readiness. Technology readiness can vary according to age and other occupational characteristics (Lucas, 2022), while gender and confidence regarding teaching as a career may affect motivation and conscientiousness (Huang, Sang, & He, 2023). Evidence regarding demographic profiles, however, is mixed. Teachers may perceive themselves as highly prepared without significant differences according to teaching experience or rank (Camo, Uy, & Molina, 2024). Similarly, profile characteristics may not necessarily predict preparedness in inclusive education (Vergara et al., 2025), although age and gender have been associated with readiness in online and hybrid teaching environments (Alcaide-Pulido et al., 2025). Teacher characteristics may predict classroom-management readiness (Suico, 2021), and academic rank and years of service can influence students' evaluations of teaching quality (Pama, Dulla & De Leon, 2024). Consequently, relying exclusively on teacher profiles may overlook mentoring, institutional support, and informal professional development that contribute to evaluation preparedness (Suen et al., 2023). Nationally, Philippine studies reinforce the importance of leadership, curriculum, community, policy, and teacher readiness. Transformational leadership has been associated with teacher morale, professional responsibility, and instructional delivery, whereas laissez-faire leadership may create barriers to classroom effectiveness (De Castro & Jimenez, 2022). School leadership capacity and personal attributes likewise affect communication, support, organizational management, and teacher performance (Imperial, 2025). School heads' self-efficacy and behavior can influence teachers' professional growth, beliefs, and work commitment (Ylanan & Salva, 2025). Curriculum-related evidence indicates that curriculum planning, delivery, innovation, and instructional leadership affect teacher performance (Echavez, et al., 2024). Evidence from Agusan del Sur similarly connects curriculum planning and pedagogical practice with teaching performance (Saro et al., 2024). Policy frameworks and institutional support also influence how school heads and teachers perform their designated functions (Brooks & Brooks, 2024). The transition toward digital instruction has further increased demands on Philippine teachers. ICT readiness has been associated with stronger professional and instructional outcomes (Lucas (2022). Teachers are evaluated through content knowledge, pedagogical competence, and instructional-technology readiness, making these important indicators of instructional effectiveness (Lucas, 2022). At the local level, teachers in Cebu Province, including Sogod District, face stress associated with workload, administrative responsibilities, insufficient content-related training across learning areas, and technological constraints (Gudelos, 2025; David et al., 2019). Although teacher performance has been widely investigated, studies have tended to focus on broader national, urban, or geographically isolated contexts. The interconnected effects of leadership, curriculum, community, and policy structures on elementary and secondary teachers in Sogod District remain insufficiently examined.

The study is anchored in Systems Theory (Khuzwayo, 2022) and Self-Efficacy Theory (Zakariya, 2022), together with the Magna Carta for Public School Teachers (RA 4670, 1986); Implementing the Philippine Professional Standards for Teachers (PPST) (DO 42, series of 2017); and Guidelines on the Performance Evaluation System for Teachers (Pre-service and In-service) (DO 42, 2017). Systems Theory emphasizes the interdependence of components within an educational system and provides a framework for understanding how leadership, curriculum, community involvement, policy, and teacher-related variables interact to affect performance (Khuzwayo, Q.O. 2022 & Uljens 2018). Because changes in one component may influence others, teacher performance cannot be evaluated independently of the broader institutional environment. Inputs such as training and resources, instructional processes such as planning and teaching, and outputs such as learner outcomes and performance evaluation must operate coherently. Feedback generated through evaluation can subsequently inform professional development and system improvement. Within this framework, school leadership, curriculum design, community involvement, and policy structures function as interconnected subsystems affecting teachers. Systems Theory therefore explains why teacher performance evaluation and professional development require collaboration among teachers, administrators, parents, and other stakeholders rather than isolated interventions. Self-Efficacy Theory complements this systemic perspective by emphasizing teachers' beliefs in their capacity to perform successfully. Self-efficacy interacts with environmental conditions and influences performance and adaptation (Mustafa, G. et al., 2019). As conceptualized by Zakariya, Y.F. (2022), confidence in one's ability to execute necessary actions influences motivation and success. Teachers with stronger self-efficacy may establish clearer goals, organize instructional responsibilities effectively, experiment with teaching approaches, evaluate student progress, respond constructively to feedback, and interpret institutional challenges as opportunities for development. Together, the theories indicate that performance is influenced both by the teacher's competence and confidence and by the system within which those capacities are exercised. Strengthening teacher performance therefore requires attention to personal efficacy alongside leadership, curriculum, community, policy, resources, evaluation, and professional support. The study is also situated within Philippine legal and professional frameworks. The Magna Carta for Public School Teachers (RA 4670, 1986) provides a legal basis for teachers' rights, professional development, security of tenure, academic freedom, working conditions, welfare, and protection from arbitrary disciplinary action. These provisions establish conditions that can support professional stability, instructional innovation, reflective participation in evaluation, and sustained professional growth. The Philippine Professional Standards for Teachers under DepEd Order No. 42, s. 2017 define competencies and expectations for effective teaching and provide structured domains and indicators for assessment, self-evaluation,

and professional development. The standards enable performance results to identify development needs and guide targeted professional learning. The framework also encourages collaboration among teachers, administrators, supervisors, and school leaders. The Guidelines on the Performance Evaluation System for Teachers under DepEd Order No. 42, s. 2017 establish a systematic approach to evaluating pre-service and in-service teachers in alignment with the PPST. The evaluation process emphasizes competency, professional growth, accountability, collaboration, and reflection. Connecting evaluation results with professional development allows identified weaknesses to become the basis for targeted improvement. These theoretical and institutional foundations collectively position teacher performance as the outcome of interactions among instructional competence, professional growth, self-evaluation, self-efficacy, institutional support, leadership, curriculum, community, and policy. They consequently provide the basis for identifying performance indicators and developing a data-driven Professional Development Enhancement Plan responsive to teachers' needs.

Existing research provides substantial evidence regarding individual teacher characteristics, leadership, curriculum, professional development, readiness, evaluation, and organizational environments. However, several challenges remain in performance evaluation systems. Inconsistent criteria and standards can affect fairness (Smith et al., 2019, Jones & Blass, 2019), while evaluator subjectivity can reduce reliability and teacher morale (Lopez et al., 2023). Limited observation time can constrain meaningful feedback (Chen et al., 2021), insufficient evaluator training can reduce the reliability of performance data (Nguyen & Patel, 2022), and inadequate digital infrastructure can impede technology-supported evaluation (Garcia, 2019). Evaluation itself can also create teacher stress (Hassan, 2023), while weak supervisor-teacher communication may inhibit constructive feedback and professional growth (Lee & Kumar, 2020). Other difficulties include challenges experienced throughout evaluation (Martinez et al., 2021), inadequate post-evaluation resources (Martinez et al., 2024), geographic disparities in evaluation implementation (Oluwole & Adams, 2018), and insufficient mechanisms for helping teachers adapt their practices to evaluation requirements (Wang & Smith, 2025). Philippine teachers have likewise reported evaluation-related stress and pressure associated with unrealistic expectations (del Rosario & Galang, 2023). Teachers in Palawan experienced difficulties adapting to online instruction because of inadequate technology and skills (Padrones, 2022), while teachers in Tagaytay City encountered difficulties integrating teaching, learning, and evaluation because of inadequate preparation and resources (Enarsao, 2023). Nevertheless, properly structured performance systems can clarify the alignment between instructional goals and performance measures (Johnson & Rivera, 2019). Data-driven measures can strengthen objectivity and comprehensiveness (O'Connor et al., 2020), continuous monitoring can support timely feedback and instructional modification (Miller & Zhang, 2021), stakeholder participation can improve transparency and acceptance (Kim & Lee, 2022), and digital tools can strengthen evaluation documentation and reporting (Patel & Singh, 2023). Implementation capacity, however, differs among schools, potentially creating inconsistencies in performance evaluation where institutional support is limited (Garcia & Lopez, 2018). Capacity-building associated with RPMS and related frameworks can therefore help develop performance plans responsive to local teacher needs, while alignment with national educational standards supports both regulatory compliance and effective teaching and learning (Ahmed & Taylor, 2025). These findings reveal a need to examine teacher performance through an integrated, context-specific approach rather than treating individual and institutional determinants separately. This need is particularly relevant to Sogod District, where the interaction of school leadership, curriculum design, community involvement, policy structures, teacher characteristics, self-evaluation, and locally experienced barriers has received limited attention. Accordingly, the study examines respondents' highest educational attainment, length of teaching experience, and training or seminars attended; their perceptions of school leadership, curriculum design, community involvement, and policy structures; and their self-evaluated performance in content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement, and personal growth and professional development. It further examines the relationship between teachers' perceptions of determinants within the school system and their self-evaluated performance, as well as the challenges and barriers influencing their performance. The resulting evidence is intended to serve as the basis for a Professional Development Enhancement Plan that addresses identified weaknesses, strengthens instructional quality and professional growth, and responds to the actual needs of elementary and secondary teachers in Sogod District.

The study most directly aligns with SDG 4 – Quality Education because its central concern is teacher performance, instructional effectiveness, professional competence, evaluation, and continuous professional development. Improving teachers' content knowledge, pedagogy, curriculum planning, classroom management, assessment practices, professional engagement, and capacity to address diverse learners contributes to sustaining the quality of teaching and learning. The study also relates to SDG 8 – Decent Work and Economic Growth through its attention to teachers' professional conditions, development, workload, institutional support, well-being, evaluation, and opportunities for professional growth. Because the study recognizes teachers as professionals functioning within organizational and policy systems, improving the conditions that support effective performance also contributes to sustaining a capable and professionally supported education workforce. SDG 9 – Industry, Innovation and Infrastructure is relevant to the study's consideration of technological readiness and technological constraints affecting teachers. The literature indicates that contemporary teaching and performance evaluation

increasingly involve ICT, digital instruction, technology-supported assessment, and changing instructional systems. Strengthening teachers' capacity to adapt to these developments supports educational innovation and the effective integration of technology into professional practice. The study further has relevance to SDG 17 – Partnerships for the Goals through its examination of community involvement, school leadership, collaboration, and stakeholder participation. Teachers operate within interconnected systems involving school administrators, supervisors, parents, communities, and other stakeholders. Strengthening these relationships supports collective responsibility for teacher development and educational quality. These alignments are complementary rather than separate from the study's primary purpose. By examining the conditions that facilitate or constrain teacher performance and using the findings to inform professional development, the research connects teacher improvement with broader goals of quality education, sustainable professional work, educational innovation, and institutional and community collaboration.

The study contributes primarily to educational sustainability by examining how teacher performance can be continuously strengthened through evidence-based professional development. Teachers' competencies, self-evaluation, leadership support, curriculum implementation, community relationships, and policy environment collectively affect the continuity and quality of instruction. Identifying strengths and development needs can therefore support professional learning that remains responsive to changing educational demands. The research also contributes to institutional sustainability because it treats teacher performance as part of an interconnected school system. Effective leadership, coherent curricula, supportive policy structures, systematic evaluation, constructive feedback, and professional development can help schools establish mechanisms for continuous improvement rather than relying on isolated interventions. A Professional Development Enhancement Plan grounded in local findings can connect performance evaluation with targeted professional support. Its relevance to technological sustainability arises from the increasing importance of ICT readiness, digital instruction, technology-supported evaluation, and teachers' capacity to adapt to technological change. Identifying technological barriers and development needs can help ensure that technological integration is accompanied by appropriate teacher preparation rather than becoming an additional constraint on instructional performance. The study further supports community sustainability by recognizing community involvement and stakeholder collaboration as components of the school system. Stronger relationships among teachers, school leaders, parents, communities, and other educational stakeholders can provide support for school programs and professional development while reinforcing shared responsibility for educational outcomes. Finally, the study has socio-economic sustainability implications through its focus on maintaining a professionally capable teaching workforce. Teachers' working conditions, workload, institutional support, professional development, and capacity to perform effectively are interconnected with the long-term functioning of schools. By identifying the factors and barriers affecting teachers in Sogod District and translating these findings into a context-responsive professional development plan, the study can support sustained teacher effectiveness, stronger institutional capacity, and the continuing delivery of quality education. Overall, the multidisciplinary sustainability value of the research lies in connecting teacher-level competencies and beliefs with organizational, curricular, technological, community, and policy systems. Rather than viewing teacher performance as an isolated individual outcome, the study positions professional effectiveness as a product of interconnected conditions that must be continuously evaluated and strengthened to sustain educational quality.

2. Material and methods

2.1 Research Design

The study employed a mixed-methods research design integrating quantitative and qualitative approaches. The quantitative component used an adapted questionnaire to assess respondents' level of agreement regarding factors related to teaching performance, specifically school leadership, curriculum design, community involvement, and policy structures. It also assessed teachers' self-evaluated performance in content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement, and personal growth and professional development. The quantitative component further examined the relationship between respondents' perceptions of these school-system factors and their self-evaluated performance. The qualitative component used a descriptive research design with a phenomenological approach to examine the barriers and challenges influencing teachers' performance. Semi-structured interviews were conducted with ten selected participants to obtain accounts of their experiences. Following Creswell's (2018) model, recorded interview transcripts were analyzed to identify shared ideas, recurring patterns, and common experiences and organize them into meaningful themes. These findings complemented the quantitative results and contributed to the proposed enhancement of the professional development program. The study was also organized according to an input-process-output approach. The inputs included respondents' highest educational attainment, length of teaching experience, relevant training, perceptions of factors related to teaching performance, self-evaluated performance, relationships between the identified variables, and factors affecting performance. The process involved identifying participating schools and teachers, securing appropriate permission, gathering questionnaire and interview data, organizing the responses, and conducting quantitative and qualitative analyses.

The resulting empirical evidence served as the basis for enhancing the teachers' professional development plan to promote instructional quality, professional growth, and school effectiveness.

2.2 Locale of the Study

The study was conducted in Sogod District, Cebu Province, a public-school setting in which teacher performance is regularly assessed according to educational standards, documentation requirements, and expectations for professional development. The district provided an appropriate setting for examining how workload, resources, administrative support, leadership practices, school culture, mentoring, and evaluation influence teachers' performance and their capacity to meet professional standards. Formal education in the area developed from the establishment of primary schools in the early 1900s, followed by the expansion of public elementary schools in response to population and enrollment growth. The Department of Education (DepEd) supported this development through additional classrooms and educational materials. Implementation of the K to 12 Basic Education Program also required teachers to participate in capacity-building activities to meet DepEd standards and expected learning outcomes. School administrators and local government units have worked collaboratively to improve school conditions and educational access. Teachers in the district demonstrate capabilities in lesson planning, curriculum alignment, assessment and reporting, differentiated and inclusive instruction, professional training, community partnerships, and school-based programs. However, continuing professional development remains necessary, particularly for integrating technology into instruction, while some schools continue to experience limitations in physical and instructional resources.

2.3 Respondents of the Study

The respondents were elementary and secondary teachers from Sogod District, Sogod, Cebu. The study involved a total of 164 respondents, comprising 154 elementary teachers, representing 93.75% of the respondents, and 10 secondary teachers, representing 6.25%. Of the total respondents, 18 were male and 146 were female. For the qualitative component, ten participants were involved in semi-structured interviews. Their experiences were used to identify recurring challenges and barriers influencing teacher performance and to provide qualitative context for the quantitative findings.

2.4 Sample and Sampling Procedure

Random sampling was employed to select the study respondents from the elementary and secondary teachers in Sogod District. This method was used because the respondents were accessible within the study locale and enabled the researcher to obtain the required data within the available period. A total sample of 164 teachers participated in the quantitative component of the study. For the qualitative component, ten participants were selected for semi-structured interviews. Their responses provided descriptions of experiences and challenges associated with teaching performance, which were subsequently analyzed phenomenologically to identify common themes.

2.5 Research Instrument

The quantitative component employed an adopted survey questionnaire based on the studies of (Dumdumaya, 2024; Ammasi 2024; Barri 2020). The instrument contained sections addressing the respondents' profiles, perceptions of determinants of teaching performance, self-evaluation of teaching performance, and challenges and barriers influencing performance. The respondents' profiles covered highest educational attainment, length of teaching experience, and related and relevant training. The section examining determinants of teaching performance covered school leadership, curriculum design, community involvement, and policy structures, with five statements for each sub-variable. The self-evaluation component covered content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement, and personal growth and professional development, likewise using five statements for each sub-variable. The sections measuring determinants and self-evaluated performance used a five-point Likert scale. A rating of 5 represented "Extremely High" and indicated that the statement was applied and observed to the highest extent; 4 represented "High" and indicated application and observation to a high extent; 3 represented "Moderate"; 2 represented "Low" and indicated application and observation to a low extent; and 1 represented "Very Low" and indicated application and observation to the lowest extent. For interpretation of weighted means, scores of 4.20–5.00 were classified as Extremely High, 3.40–4.19 as High, 2.60–3.39 as Moderate, 1.80–2.59 as Low, and 1.00–1.79 as Very Low. The section addressing challenges and barriers influencing teachers' performance used a researcher-made questionnaire consisting of three statement questions. It was validated by three experts who were School Heads in the District using an instrument-validation rating scale consisting of eleven statements. A five-point scale was used, with 5 representing "Strongly Agree," 4 "Agree," 3 "Neutral," 2 "Disagree," and 1 "Strongly Disagree." Most expert ratings were 5 or "Strongly Agree." The Score-Content Validity Index (S-CVI) Average based on the Item-Content Validity Index (I-CVI) Average, proportion validity, and Score-Content Validity Index Universal Agreement (S-CVI UA) Average reached satisfactory levels, indicating very satisfactory content validity. The qualitative instrument consisted of semi-structured interviews with ten participants. Responses were recorded and transcribed, after which common ideas, experiences, and recurring patterns were identified. Following the framework of Creswell (2018), these patterns were grouped into meaningful themes representing the barriers and challenges affecting teachers' performance.

2.6 Data Gathering Procedure

Before data collection, the researcher sought permission from the public schools district supervisor upon the recommendation of the researcher's adviser and the Dean of the Graduate School. After approval was obtained, the researcher coordinated with school heads to schedule data collection. The structured questionnaire was aligned with the variables specified in the statement of the problem, particularly school leadership, curriculum, community involvement, and policy structures as determinants of teachers' performance within school systems. Respondents were selected through random sampling and informed about the study and its purpose. Consent forms were distributed before administration of the questionnaires. Following approval, the questionnaires were administered to the respondents, and the researcher clarified the instructions to ensure that the questions were understood. Respondents were provided sufficient time to complete the instrument. Follow-ups were conducted to facilitate complete retrieval of the questionnaires, with retrieval schedules coordinated by the researcher, respondents, and participating school heads. Quantitative information was obtained primarily from the questionnaires, while qualitative information was gathered through semi-structured interviews that allowed participants to describe their experiences in their own words. After data collection, the respondents' identities and collected information were treated with confidentiality. The quantitative responses were encoded in a spreadsheet, with variables appropriately labeled according to the statement of the problem. The data were then tabulated, analyzed, and statistically interpreted. Recorded qualitative responses were transcribed and subjected to thematic analysis.

2.7 Data Analysis Techniques

Quantitative data were analyzed using simple percentage(p), weighted mean, and Pearson Product Correlation (R). Percentage (p) was used to describe respondents according to highest educational attainment, length of teaching experience, and related or relevant training. Weighted Mean was used to determine respondents' level of agreement regarding factors related to teaching performance and their self-evaluation of performance. Pearson Moment Product Correlation (R) was used to test the significant relationship between respondents' level of agreement regarding their teaching performance and their self-evaluation of performance. Qualitative data were analyzed phenomenologically following Creswell (2018). The analysis began with transcription and immersion, during which semi-structured interview transcripts were reviewed repeatedly to develop familiarity with the respondents' narratives. Coding and thematization followed, with significant statements extracted and recurring ideas, common patterns, and shared experiences grouped into meaningful categories following the framework of Creswell (2018). Textural and structural descriptions were then developed to represent what participants experienced and how these experiences affected their teaching performance. The analysis subsequently identified the essence of the challenges and barriers affecting teachers' performance through the themes emerging from participants' experiences. These themes represented the major areas of concern encountered in professional practice. The qualitative findings were presented through thematic organization, participants' accounts, and narrative interpretation to provide a structured understanding of the issues underlying teachers' performance.

3. Results and Discussion

3.1 Professional Profile of the Teacher-Respondents

3.1.1 Highest Educational Attainment

Among the 164 respondents, 110 (67.07%) had earned Master's Units, representing the largest group. Thirty-four (20.73%) had a Bachelor's Degree, 18 (10.98%) had completed a Master's Degree, and two (1.22%) had Doctorate's Units. None of the respondents had completed a Doctorate's Degree. The findings therefore show that most respondents had pursued graduate education, although relatively few had completed advanced graduate degrees. The predominance of respondents with graduate-level units indicates continuing engagement in higher education and professional advancement. Teachers who pursue continuing education generally develop greater knowledge of pedagogical techniques, reflective practices, and professional development (Bulut, 2023). The absence of doctorate degree holders may also reflect barriers such as limited program availability, financial limitations, and time constraints that make advanced graduate education difficult to complete (OECD, 2020).

3.1.2 Length of Teaching Experience

Teaching experience varied substantially among respondents. Sixty-three teachers (38.4%) had 11–20 years of experience, followed by 43 (26.2%) with 6–10 years, 42 (25.6%) with 1–5 years, and 16 (9.8%) with more than 20 years of teaching experience. Thus, the largest proportion consisted of experienced teachers with more than a decade of classroom practice, while early- and mid-career teachers were also well represented. The distribution provides the study with perspectives from teachers at different career stages. Teachers with more than ten years of experience may possess stronger pedagogical and behavior-management skills and contribute positively to student learning outcomes (Harris and Sass (2019). At the same time, having both early- and mid-career teachers can combine innovation with continuity in established practice (Smith & Ingersoll, 2020). Although teachers with more than 20 years of experience constituted the smallest group, experienced teachers can perform important mentoring and leadership functions that support professional learning (Johnson et al. (2021).

3.1.3 Related and Relevant Training

Training participation was concentrated in instructional planning and classroom management, attended by 96 respondents (58.54%). Forty-one teachers (25%) had participated in 21st Century Teaching Strategies, while 40 (24.39%) attended training on the Effective Use of Teacher Evaluation Tools and Results-Based Performance Management System (RPMS). Only 20 respondents (12.20%) reported Curriculum Mapping and Assessment Design training, and 19 (11.59%) had attended Reflective Practice and Professional Growth training. The results indicate stronger exposure to training addressing immediate classroom practice than to reflective practice, curriculum design, and formal performance-management competencies. The emphasis on instructional planning and classroom management is consistent with the importance of these competencies in improving instructional effectiveness and student engagement (Kraft et al., 2021). However, limited participation in reflective practice and curriculum-design training indicates areas for further professional development because such training can support sustained improvement in instructional quality (Darling-Hammond et al., 2020). Participation in 21st Century teaching strategies and RPMS-related training further reflects teachers' gradual engagement with contemporary pedagogy and performance evaluation practices (Schleicher, 2019; Baecher et al., 2022).

3.2 School-System Factors Associated with Teaching Performance

3.2.1 School Leadership

Teachers reported a High overall level of agreement regarding school leadership, with an aggregate mean of 4.09 (SD = 0.66). Providing clear direction and guidance received the highest mean of 4.21 and was rated Extremely High. Receiving and giving adequate support and feedback from school leaders followed at 4.15, while dealing with instructional and management matters and contributing beyond prescribed roles both obtained 4.09. Demonstrating exemplary practices in organizational change and innovation received 3.91. Except for clear direction and guidance, all indicators were rated High. The findings indicate that leadership clarity, guidance, support, and feedback are important conditions associated with teachers' performance. Effective communication of goals, expectations, and instructional priorities can strengthen teachers' efficacy, organization, and confidence in fulfilling professional responsibilities (Leithwood et al., 2020). Leadership structures that provide teachers with ownership of their practice can also encourage reflective planning and instructional decision-making (Nguyen et al., 2021), while leadership clarity facilitates collaboration, alignment with school goals, and sustained professional development (Robinson et al., 2019).

3.2.2 Curriculum Design

Curriculum design obtained an aggregate mean of 4.16 (SD = 0.66), interpreted as High. Teachers rated their ability to nurture sound decision-making among peers and students highest at 4.25, followed by providing and practicing lifelong learning at 4.21; both were Extremely High. Practicing a collaborative culture to maximize student performance received 4.16, clearly presenting learning competencies and objectives obtained 4.12, and curriculum alignment with students' learning needs received 4.07, all interpreted as High. These results indicate that teachers perceive curriculum design as extending beyond content delivery to the development of decision-making, collaboration, critical thinking, and lifelong-learning competencies. Incorporating problem-solving, collaboration, and reflective decision-making into instruction can deepen understanding and student engagement (Darling-Hammond et al. (2020). Contemporary curriculum frameworks likewise recognize social and cognitive competencies as essential educational outcomes (OECD, 2021). Curricula that cultivate these competencies support holistic development and meaningful application of knowledge (Voogt et al. (2022).

3.2.3 Community Involvement

Community involvement received an aggregate mean of 4.18 (SD = 0.66), interpreted as High. Helping students apply interpersonal and intrapersonal communication skills received the highest mean of 4.26, followed by encouraging parent and community participation in improving learning outcomes at 4.22; both were Extremely High. Developing higher-order thinking and lifelong-learning values obtained 4.19, strengthening teacher motivation and commitment through community engagement obtained 4.12, and collaborating with community organizations for additional instructional resources received 4.10, all rated High. The findings indicate that community involvement supports teaching through communication, relationships, parental participation, and collaborative educational activities. Effective communication enables students to participate in collaborative learning, establish constructive relationships, and engage meaningfully with their communities (McCoy & Banks, 2020). Communication is also increasingly recognized as a core 21st-century competency supporting social-emotional development and civic participation, indicating that community engagement includes preparing students to interact effectively in diverse social settings (Voight, 2021).

3.2.4 Policy Structures

Policy structures obtained an aggregate mean of 4.05 (SD = 0.69), interpreted as High. Exemplifying ethical standards received the highest mean of 4.17, followed by providing management feedback for school improvement at 4.06, practicing professional learning through research at 4.04, contributing to strategic school development at 4.01, and improving management practices through data analysis at 3.97. All indicators were rated High. The findings show that teachers generally perceive themselves as supportive of institutional policies and

particularly committed to ethical professional conduct. Integrity, fairness, and adherence to institutional policies help establish the trust and credibility required for effective instruction and positive school cultures (Shapiro & Stefkovich, 2019). Consistent ethical conduct also contributes to equitable and respectful learning environments (Strike & Ternasky, 2020), while internalizing ethical principles can strengthen teachers' relationships with students, colleagues, and communities (Banks & Gallagher, 2022).

3.3 Teachers' Self-Evaluated Professional Performance

3.3.1 Content Knowledge and Pedagogy

Teachers rated their content knowledge and pedagogy Extremely High, with an aggregate mean of 4.25 (SD = 0.67). Applying content knowledge within and across curriculum areas received the highest mean of 4.37, followed by applying strategies that develop critical, creative, and higher-order thinking at 4.30 and using ICT positively in teaching and learning at 4.26. Formulating aligned objectives, tasks, and materials received 4.18, while integrating the institution's mission, vision, and quality policy obtained 4.15; these two indicators were rated High. The findings suggest strong teacher confidence in subject knowledge, interdisciplinary application, pedagogical strategies, and ICT integration. Connecting concepts across disciplines can provide students with more meaningful learning experiences and opportunities to apply knowledge in authentic contexts (Beane, 2019). Teachers' confidence in content knowledge is also positively associated with pedagogical effectiveness, classroom engagement, and adaptability in instructional delivery (Kunter et al., 2023).

3.3.2 Diversity of Learners and Assessment and Reporting

Teachers rated their performance in addressing learner diversity and assessment and reporting Extremely High, with an aggregate mean of 4.24 (SD = 0.65). Establishing a learner-centered culture responsive to students' linguistic, cultural, socioeconomic, and religious backgrounds obtained the highest mean of 4.27. Providing timely, accurate, and constructive feedback received 4.24, aligning assessments with standards and objectives obtained 4.23, and providing self- and peer-assessment opportunities received 4.21. All indicators were interpreted as Extremely High. The results indicate strong perceived capacity to respond to learner diversity while using equitable assessment and feedback practices. Culturally responsive teaching can strengthen instructional effectiveness and equity in assessment (Gay, 2020). Adapting instruction to diverse learner needs can also increase engagement, understanding, and accurate demonstrations of learning (Ladson-Billings, 2021). Recognizing learner differences is important to valid assessment because assessments that disregard student diversity may misrepresent actual learning (Villegas & Lucas, 2022). Learner-centered approaches further encourage multiple assessment methods that recognize students' strengths and cultural knowledge (Sleeter, 2023).

3.3.3 Curriculum and Planning

Curriculum and planning received an aggregate mean of 4.23 (SD = 0.62), interpreted as Extremely High. Setting achievable learning outcomes aligned with competencies obtained the highest mean of 4.30, followed by knowledge and familiarity in preparing learning resources at 4.27. Selecting, developing, organizing, and using appropriate resources, including ICT, and preparing locally available instructional resources both obtained 4.21. Using adequate and developmentally appropriate equipment and resources received 4.18 and was rated High. The findings indicate that teachers perceive themselves as highly capable of aligning learning outcomes, preparing instructional materials, and organizing resources to support curriculum implementation. Confidence in designing and using instructional materials supports relevant and coherent lesson delivery (Koehler & Mishra, 2019). Thorough resource preparation can improve lesson clarity, coherence, and meaningful student interaction with instructional materials (Smith & Ragan, 2021). Familiarity with resource preparation also reflects proactive and organized curriculum implementation that can improve teaching effectiveness (Sparks, 2022).

3.3.4 Community Linkages and Professional Engagement

Community linkages and professional engagement obtained the highest aggregate self-evaluation mean of 4.31 (SD = 0.63), interpreted as Extremely High. Building relationships with parents, guardians, and the wider school community and collaborating with parents and community stakeholders both received the highest mean of 4.37. Sharing best practices through professional development received 4.29, participation in community programs obtained 4.27, and participation in professional networks received 4.24. All indicators were rated Extremely High. The findings demonstrate strong perceived engagement with families, communities, colleagues, and professional networks. Family and community involvement can establish supportive educational environments, improve communication, and strengthen students' academic motivation and social development (Henderson et al., 2019). Teacher-family collaboration contributes to parental participation and alignment between home and school expectations (Hill & Torres, 2020). Strong community linkages can also foster shared responsibility, inclusivity, and cooperation among educational stakeholders (Mapp & Bergman, 2022).

3.3.5 Personal Growth and Professional Development

Personal growth and professional development received an aggregate mean of 4.28 (SD = 0.64), interpreted as Extremely High. Setting personal and professional goals received the highest mean of 4.32, followed by collaborating with colleagues to share best practices at 4.31, applying newly acquired knowledge and skills at

4.28, attending training, seminars, and workshops at 4.26, and developing a personal improvement plan through reflection and continuing professional learning at 4.24. All indicators were rated Extremely High. The results indicate that teachers perceive themselves as proactive in goal-setting, reflection, collaboration, and continuous professional learning. Intentional reflection and specific improvement goals can promote innovative teaching practices and instructional effectiveness (Avalos, 2019). Goal-oriented professional development also supports lifelong learning and helps teachers respond to changing curricula and diverse learner needs (Desimone & Pak, 2020). Reflective goal-setting has similarly been associated with improved instructional effectiveness and student outcomes (Timperley et al., 2021)

3.4 Relationship Between School-System Factors and Teachers' Self-Evaluated Performance

3.4.1 School Leadership and Self-Evaluated Performance

School leadership was positively and significantly correlated with all five self-evaluation domains. The correlations were $r = 0.72$ for content knowledge and pedagogy, $r = 0.72$ for diversity of learners and assessment and reporting, $r = 0.74$ for curriculum and planning, $r = 0.70$ for community linkages, and $r = 0.71$ for personal growth. All corresponding p-values were 0.00; therefore, the null hypotheses were rejected. The strong positive relationships indicate that higher perceptions of leadership-related teaching performance are associated with higher professional self-evaluations. Participation in leadership-related activities can strengthen teachers' self-efficacy, competence, and reflective practice (Tschannen- Moran & McMaster, 2020). Observable instructional performance and teachers' internal assessments of their knowledge and skills can also reinforce each other (Klassen & Tze, 2019), while collaborative and experiential professional activities support continuing teacher development (Day & Gu, 2021).

3.4.2 Curriculum Design and Self-Evaluated Performance

Curriculum design showed significant positive correlations with all professional self-evaluation domains. The coefficients were $r = 0.76$ for content knowledge and pedagogy, $r = 0.80$ for diversity of learners and assessment and reporting, $r = 0.76$ for curriculum and planning, $r = 0.69$ for community linkages, and $r = 0.77$ for personal growth. All p-values were 0.00, resulting in rejection of the null hypotheses. The strongest relationship in the entire correlation analysis was between curriculum design and diversity of learners and assessment and reporting at $r = 0.80$. These relationships indicate that stronger engagement with curriculum design is associated with greater confidence across teachers' professional competencies, particularly their ability to address learner diversity and assessment. Participation in curriculum-related professional work can contribute to self-efficacy, competence, and reflective practice (Tschannen- Moran & McMaster, 2020). The reciprocal relationship between instructional practice and perceived professional competence further explains why stronger curriculum engagement may correspond with higher self-assessment (Klassen & Tze, 2019).

3.4.3 Community Involvement and Self-Evaluated Performance

Community involvement was significantly and positively related to all self-evaluation domains. Correlations were $r = 0.70$ for content knowledge and pedagogy, $r = 0.73$ for diversity of learners and assessment and reporting, $r = 0.73$ for curriculum and planning, $r = 0.76$ for community linkages, and $r = 0.75$ for personal growth. All p-values were 0.00, leading to rejection of the null hypotheses. The findings indicate that teachers who report stronger community involvement also tend to evaluate their professional competencies more positively. Collaborative and community-related activities provide experiential, mentoring, and professional-learning opportunities that can support teacher development (Day & Gu, 2021). Such engagement may also reinforce self-efficacy and professional competence through interaction with other stakeholders (Tschannen- Moran & McMaster, 2020).

3.4.4 Policy Structures and Self-Evaluated Performance

Policy structures were significantly and positively correlated with all five self-evaluation domains. The coefficients were $r = 0.73$ for content knowledge and pedagogy, $r = 0.75$ for diversity of learners and assessment and reporting, $r = 0.73$ for curriculum and planning, $r = 0.73$ for community linkages, and $r = 0.71$ for personal growth. All p-values were 0.00, and the null hypotheses were therefore rejected. Taken collectively, the correlation findings demonstrate consistent positive relationships between the four school-system factors and teachers' self-evaluated professional performance. Teachers who perceived themselves as more effective within leadership, curriculum, community, and policy structures also tended to report stronger professional competencies. This alignment reflects the reciprocal relationship between demonstrated teaching practice and confidence in professional knowledge and skills (Klassen & Tze, 2019). Engagement in leadership, curriculum, and community activities can likewise strengthen self-efficacy, reflection, and continuing professional growth (Tschannen- Moran & McMaster, 2020; Day & Gu, 2021).

3.5 Challenges and Barriers Influencing Teachers' Performance

Interviews with ten informants—five elementary and five secondary teachers—identified five recurring themes affecting teacher performance: heavy workload and administrative demands; limited instructional resources, facilities, and technology; diverse learners and classroom-management challenges; collaboration issues involving school heads, parents, and colleagues; and time constraints and time-management difficulties. These themes show

that despite the high quantitative ratings of performance and professional competence, teachers continue to experience contextual barriers that constrain instructional preparation and delivery.

3.5.1 Heavy Workload and Administrative Demands

Participants consistently described heavy workload as a major barrier to teaching performance. Paperwork, reports, coordinator responsibilities, urgent administrative requirements, and policy-related tasks competed with lesson preparation and classroom instruction. Some teachers reported bringing unfinished schoolwork home, experiencing exhaustion, and reducing time available for preparing engaging instructional materials. Participants also indicated that excessive or unclear reporting requirements sometimes disrupted teaching priorities and increased occupational strain. The findings demonstrate that administrative responsibilities can reduce the time and energy teachers devote to instruction. DepEd (2024). DepEd Order No. 005, s. 2024, teachers must render six hours actual teaching and 2 hours for other school-related activities or ancillary tasks. And this two hours may be performed inside or outside the school premises. The participants' experiences indicate that administrative demands can extend beyond this intended division of responsibilities. Pamunag, M. & Mosquera, J. (2025), revealed that teachers' burden of administrative demands from higher office leads to a moderate negative correlation between workload and teaching performance, suggesting that increased demands detract from educators' effectiveness in the classroom. The findings therefore emphasize the importance of managing administrative requirements so teachers can focus on their primary instructional functions.

3.5.2 Limited Instructional Resources, Facilities, and Technological Constraints

Participants reported shortages of instructional materials, inadequate facilities, unreliable internet connectivity, malfunctioning devices, and difficulties adapting to new technologies. Limited materials constrained hands-on and play-based learning, while poor internet access and nonfunctional multimedia equipment disrupted technology-supported lessons and forced teachers to improvise. Participants also identified insufficient basic school resources and deteriorating physical facilities as barriers to effective teaching. These limitations constrain teachers' ability to implement interactive, technology-supported, and differentiated instruction. As noted by Mariñas and colleagues (2022), many of the challenges associated with digital inclusion such as intermittent internet connectivity, a lack of access to digital devices, and insufficient teacher support have negatively impacted initiatives designed to promote greater digital inclusion. Moreover, research conducted by Pamela R. (2025) indicated that the persistent digital divide exacerbates discrepancies between rural and urban students with rural students typically receiving a lower quality digital education than their urban counterparts. Additionally, Roy M. (2015) indicated that teachers must utilize emerging technologies to improve the quality of instruction, & deliver these improved learning environments to a diverse population through their use of technology in both formal & informal settings. Fathoni, A. & Suharningsih, L. (2025), stated that conditions of having difficult access to educational facilities as significant challenge in remote areas, where schools often dilapidated buildings hinder sustainable education, affecting both student and teacher motivation, necessitating targeted solutions for improvement.

3.5.3 Diverse Learners and Classroom-Management Challenges

Teachers described difficulties addressing variations in learning ability, behavior, language proficiency, motivation, attendance, and learning styles. Disruptive behavior and frequent interruptions reduced instructional time and lesson continuity, while absenteeism and low engagement affected learning. Struggling readers, students with writing and comprehension difficulties, and classes containing different English proficiency levels required differentiated strategies that were difficult to provide consistently under existing time and resource constraints. The findings demonstrate that learner diversity requires substantial classroom-management and differentiation competencies. Sharma S. (2023), have shown that there are several common challenges that teachers encounter in classroom. And this challenges encompasses issues related in classroom management, differentiation of pedagogies, language barriers and addressing diverse learning styles. Tadjibaera, A. (2025), intrinsic motivation, active learning strategies and classroom environment and string teacher relationship are crucial for fostering active participation and interest in academic tasks. Farazdast, H. & Pishkar, F. (2016), struggling readers often include with different levels of proficiency. There are effective program intervention to support these learners in order to help them reach average levels within their peers. The findings therefore support differentiated instruction according to learner ability and instructional needs.

3.5.4 Collaboration with School Heads, Parents, and Colleagues

Participants reported difficulties arising from insufficient leadership support, unclear administrative direction, unbalanced workload distribution, limited provision of materials, excessive meetings, and difficulty communicating suggestions for improvement. Teachers also identified limited parental guidance and inconsistent participation in school activities as contributors to student behavior and academic difficulties. Weak communication, poor collaboration, and lack of unity among colleagues further affected the school working environment. These experiences indicate that teaching performance depends partly on coordinated support among administrators, teachers, parents, and colleagues. According to Rafique et al., (2025), poor leadership correlates with low staff expectations, which diminishes teacher motivation and engagement, ultimately affecting student

outcomes. Weak administrative support can therefore undermine instructional effectiveness and collaboration. Similarly, limited home-school cooperation increases teachers' responsibilities for managing student behavior and academic needs. According to Thapa, R.V. (2023), parents can help by assisting with homework, creating a positive environment for learning, and providing motivation for their children's educational goals, among other things. Stronger collaboration among school leaders, parents, teachers, and colleagues is therefore important for reducing communication gaps and supporting teaching performance.

3.5.5 Time Constraints and Time-Management Difficulties

Participants identified insufficient time for lesson preparation, instructional delivery, administrative requirements, and professional responsibilities as another significant challenge. Reports, overlapping school activities, meetings, LAC sessions, and other institutional requirements disrupted class schedules and reduced instructional continuity. Some respondents also identified personal punctuality and balancing multiple responsibilities within the workday as time-management concerns. The findings show that time management is affected not only by individual organization but also by institutional schedules and expanding teacher responsibilities. Jagero, N Kanga, B., and Gitari, E. (2021) asserted that in Kenya, the time management through routine and timetabling are fundamentally based on the curriculum and instructional strategies. This underscores the importance of systematic time management for accomplishing instructional responsibilities. Reyes & Rogod (2025), the ancillary functions of teachers causing them to attend meetings, LAC sessions and overlapping activities contributes teachers classroom hustles made them deliver instructions ineffective. It also add stress that affect their teaching performance. Thus, overlapping instructional and administrative demands can constrain lesson delivery and increase occupational pressure.

3.6 Empirical Basis for the Professional Development Enhancement Plan

The combined findings indicate that teachers generally reported High perceptions of school leadership, curriculum design, community involvement, and policy structures and Extremely High self-evaluations across most professional performance domains. Significant positive relationships were found between every school-system factor and every self-evaluation domain. However, the professional profile showed limited participation in reflective practice, curriculum mapping and assessment design, RPMS, and 21st Century teaching strategies, while qualitative findings revealed continuing challenges involving administrative workload, instructional resources and technology, learner diversity, stakeholder collaboration, and time constraints. These findings provide the basis for targeted professional development rather than a uniform intervention. The proposed professional development direction is supported by the principle that teacher evaluation should inform meaningful professional growth. Performance evaluation can identify areas requiring additional support and development (Darling-Hammond et al., 2020), while valid performance assessments can function as diagnostic tools for professional-development planning (Tschannen-Moran & McMaster, 2020). Generic professional development disconnected from actual performance needs may have limited influence on practice (Desimone & Pak, 2020), whereas plans grounded in evaluation findings can address instructional gaps more directly (Baecher et al., 2022). Reflective engagement with evaluation feedback can further strengthen teachers' self-efficacy, professional agency, and commitment to improvement (Klassen & Tze, 2019), while reflective self-evaluation supports meaningful goal-setting and integration of new practices (Avalos, 2019). Because teachers face expanding professional demands (Schleicher, 2019), using performance evidence to guide professional development can strengthen teacher competence and broader educational quality (Darling-Hammond et al., 2020). Accordingly, the professional development enhancement plan is directed toward the needs revealed by the study, including classroom management and differentiated instruction for diverse learners, curriculum mapping and assessment, reflective practice, contemporary teaching strategies, effective use of teacher evaluation and RPMS, digital competence, reduction of unnecessary administrative demands, more efficient reporting and monitoring systems, improved workload distribution, stronger school leadership, and greater parent-community collaboration. Its underlying purpose is to connect teachers' demonstrated strengths and identified barriers with context-specific professional support, thereby promoting sustained instructional effectiveness and professional growth in Sogod District.

4. Conclusion & Recommendations

The study concludes that teachers' performance within school systems is closely associated with their perceptions of competence, professional growth, and the support provided through school leadership, curriculum design, community involvement, and policy structures. Respondents demonstrated high levels of agreement regarding these school-system factors and extremely high self-evaluations in content knowledge and pedagogy, learner diversity and assessment, curriculum and planning, community linkages and professional engagement, and personal growth and professional development. A strong and statistically significant positive relationship was found between teaching performance factors and teachers' self-evaluated professional competencies. Despite these favorable results, teachers continued to experience challenges affecting their performance, particularly heavy workload and administrative demands, indicating the need for professional development and institutional support responsive to their actual working conditions.

The Department of Education and school administrators should consistently support professional development that strengthens teachers' leadership skills, curriculum development, community involvement, reflective practice, goal-setting, mentoring, ethical practice, and professional growth. Teachers should continue participating in training and development activities, engaging in reflective practice, and applying inclusive and learner-centered approaches, while learners should actively participate in school activities and provide constructive feedback. Parents and community stakeholders should collaborate with schools and teachers in supporting educational programs and creating inclusive learning environments. Researchers should use the findings to develop activities supporting teacher self-evaluation and performance, while future researchers should examine additional variables affecting teaching performance and self-evaluation and consider longitudinal studies on professional development and community involvement. The Professional Development Enhancement Plan developed from the study should likewise be implemented.

The study was limited to 164 teacher-respondents from selected schools in Sogod District, with the qualitative component involving only 10 teachers composed of five elementary and five secondary teachers. Consequently, the findings reflect the professional experiences, perceptions, and challenges of teachers within this specific district and study population. The quantitative findings were based on respondents' survey responses and self-evaluations, while the qualitative findings were derived from the experiences reported by the selected interview participants; therefore, the scope of the conclusions is confined to the variables, respondents, and context examined in the study.

5. Compliance with ethical standards

The study was conducted with due consideration for ethical research practices throughout the data-gathering process. Appropriate permission was secured from the concerned educational authorities before data collection, and coordination with participating school heads was undertaken prior to administering the research instruments. Respondents were informed of the study and its purpose, consent forms were distributed before questionnaire administration, and the identities of respondents and the information collected were treated with confidentiality.

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