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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Committed teachers to the profession are looking to advance and improve all fields of Education to serve better their students. In order to become a competent teacher, one must act, think, and present like a professional should. An educator must continue to learn from multiple sources of knowledge throughout his career and make an opportunity to learn from other teachers, mentors and in the professional development training (Lypnch, 2015).

According to Rivera (2015), teachers plan their professional development to be competitive educators of today and reflect from knowledge, wisdom, understanding, as well as the performance and commitment that may be required to impart to the learners to accomplish the role of being a teacher.

In the Department of Education, teachers play a crucial performance and commitment in improving the quality of the teaching-learning process. Committed teachers are also vital to raising students' performance. Hence, enhancing the performance of committed teacher quality ranks foremost in the many educational reform efforts toward quality education and to complement reform initiatives on teacher quality, the

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Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. This was signed into policy by the Department of Education (DepEd) Secretary Maria Leonor M. Briones through DepEd Order No. 42, s. 2017. In response to the said Order, the Department of Education and other government agencies mandated a standardized performance evaluation for all public servants in the Philippines.

As defined by Philippine Professional Standards for Teachers (PPST), evaluation articulates what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement across teachers' career stages, performances and commitments (DepEd Order No. 42, s. 2017).

In line with the aforementioned, governed by state laws, teacher-evaluation systems are generally designed and operated at the district level and vary widely in details and requirements (Sawchuk, 2019). Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals and other relevant factors were also often taken into account. Hence, facing and accomplishing the challenges without any weapon means defeat for every educator

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who cannot ensure the performance and commitment where teacher was called into (Licaycay, 2015).

However, self-assessment is not also a new thing for educators because it has been used in the past years as proof of their measured performance and commitment in the workplace. In fact, the National Competency-Based Teacher Standards (NCBTS) is one of the tools which identifies the competency standards for teacher's performance and commitment so that teachers, learners, and stakeholders are able to appreciate the complex set of behaviors and attitudes that each teacher must possess in order to carry out the satisfactory performance of their roles and responsibilities (Ferrer, 2015).

In evaluating the performance and commitment of teacher, Performance Management System is used in government that is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC), a government agency that responsible for the civil service in the Philippines. The CSC Memorandum Circular (MC) No. 06, series of 2012, sets the guidelines for the implementation of the SPMS in all government agencies in the Philippines. The SPMS emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation of the units and individual

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personnel within the organization. It focuses on measures of performance vis-á-vis realized target, teacher output and collective performance and commitment of the group.

To achieve this targeted goals, the government agencies used Individual Performance Commitment and Review Form (IPCRF) this is a systematic approach for continuous and consistent work improvement performance and individual growth. The objectives of this IPCRF are align individual roles and targets with DepEd's direction, track accomplishments against objectives to determine appropriate, corrective actions if needed, provide feedback on employee's performance and commitment based on clearly defined goals and objectives and become a tool for people development (Llego, 2020).

However, RPMS also serves a verifiable basis for rating and ranking the performance and commitment of DepEd teachers. With these processes, the four phases will run from Phase I or Performance Planning and Commitment; Phase II or Performance Monitoring and Coaching; Phase III or Performance Review and Evaluation; and Phase IV or Performance Rewarding and Development Planning (DepEd Order No. 2, 2015).

This school year 2019-2020 verified the Department of Education that they have set the guidelines for the

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establishment and implementation of the Results-based Performance Management System (RPMS) in the department as stated in DepEd Order No. 2, series of 2015, stipulating the strategies, methods, tools, and rewards for assessing the accomplishment vis-a-vis the performance and commitments of the employees. It is an organization-wide process of ensuring that employees focus on work effort, performance and commitment towards achieving the DepEd's vision, mission, values, and strategic priorities.

With this Results-based Performance Management System as its SPM's, DepEd strengthens the culture of performance, commitment and accountability in the agency while upholding its organizational mandate, vision, and mission (Licaycay et al., 2015). The Department of Education also believes that there is a need to link corporate commitment-goal and performance measurement. The system of measurement is important to track individual performance, commitment and its contribution to the overall goals.

Committed teachers incorporate to link the overall goals in many school organizations because it refers not only to the level of investment in school, but also signifies the strength between a teacher and school. Therefore, it reflects the degree to which a teacher has internalized and adapted

the characteristics and perspectives of the school (Yukl, 2016).

However, Razak et al., (2018) cited the factors influencing the levels of commitment and performance of the teachers in schools and in the wider Education systems. It must necessarily be the focus of an important field of research leading to the introduction of reform and changes within classrooms and lecture theatres, schools, institutions and learning centers, and national systems of Education.

Therefore, commitment should be also emphasized in the fields of Education because the commitment in the performance is an internal force coming from within the teachers themselves who had needs for greater responsibility, variety, and challenges in their work at their level of participation in Education. Thus, the external forces directing both reform and development in DepEd and seeking higher standards in performance, commitment and greater accountability depends upon each teachers' combined effort to sustain the performance and commitment of teachers within each school (Shernoff et al., 2015).

To enhance the performance and commitment of teachers in motivating and improving students' performance, the award program needs to be undertaken by the program designers to

ensure that the outcomes associated with reaching accountability goals that are highly valued by teachers are achieved (Kelley, 2015). More so, performance award programs are more motivating to the teachers when the award is addressed from states/national, districts, or schools and that would be the motivation reward on the part of the educators.

In relation to this performance program, the school also needs leaders with a vision for improving the school's learning environment within a well-functioned School-Based Management (SBM) system. The school head is involved in setting the school, directions concerning students, teachers' development, commitment and performance, allocation of materials and budgeting the financial resources (Razak et al., 2018).

Therefore, effective SBM impacts motivation, commitment, and teacher-student performance in facilitating school leadership and developing and implementing school improvement plans. It also establishes fair and effective teacher performance appraisal systems, structures classrooms and school needs, builds partnerships with the community, achieves awards and ensures that frameworks exist to support the functions of other head teachers and personnel as well as

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the school principal. According to Shernoff et al., (2015), this positively contributes to school effectiveness and achievement when prepared well. It uses extensive leadership knowledge to solve complex school-based problems, and to build trust through working relationships with teachers, students, parents, and the community.

With this study, the researcher believes that it is essential to determine the quality of education and performance of teachers to improve their level of commitment and performance when it comes to teaching and should also be improved to serve better their students for them to become competent citizens in the near future and find out the effect of IPCRF in teachers' performance and commitment in school the whole year. It also discovers the interrelationship of teachers' organizational commitment and teaching performance level of the schools.

The researcher who is a teacher for 10 years and has been using an effective measure to enhance the commitment in the performance of the teachers in teaching aspects under the K to 12 Curriculum of DepEd decided to conduct this study to determine the level of commitment of teachers based on Embedded Control System using management control theory of the Department of Education.

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Theoretical Framework

This study is guided by the Control Theory of Performance Management System by Barrows & Neely, 2012. This is a vital part of Human Resource Management which aligns and optimizes individual performance with the overall performance of the organization. It can be defined as "a continuous process of identifying, measuring, and developing performance in organizations. It is achieved by linking each individual's performance and objectives to the organization's overall mission and goals".

There are many notable strategies and approaches to performance management systems in order to simplify the process. This also helps to make the performance management process more efficient for organizations. Among different approaches, Control theory is one such approach. Control theory helps in sustaining the performance management system by defining forms of control between the organization and the systems within and actions of all systems should be in sync with the overall goals and objectives of an organization.

Control theory focuses on control mechanism which should be imposed at all levels of an organization. There are different forms of control which an organization can use in order to get the desired results such as: organizational

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structure, behavioral controls like norms and policies of an organization or performance measurement mechanisms. These results have to be congruent with the objectives and goals of an overall organization. Control theory has three types of control systems:

Under **behavior control**, employers monitor and evaluate the actions of employees on a regular basis, as per the standards of the organization and then reward them accordingly;

In the case of **output control**, the performance of an employee is controlled with rewards or sanctions after evaluating it on the basis of organizational standards; and

The **input control system** seeks to control the selection and training process of an employee. However, it is important to ensure the availability of required competencies in the employees as desired by the organization for growth and development. Out of these three systems, organizations can use any type of control system or a combination of different models. Selection of the control depending on the structure, norms, policies, and administrative information in an organization.

It helps in the performance management of employee by evaluating the output of the system for its consistency with

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pre-defined sets of parameters. In case of any kind of deviation, it will be adjusted by the controller in the system. This model is popularly known as the Cybernetic model. This model helps the managers to control the performance of the employees. Similarly, it also generates faster and better outputs through regular monitoring and feedback. The cybernetic model states that, if an organization can execute control and performance more effectively and efficiently, it can easily cope up with the changes in its external environment.

Conceptual Framework

As used in the study, the variables of the Individual Performance Commitment and Review Form (IPCRF) are incorporated in the theory. The DepEd schools apply Control theory in the areas where there is an evaluation of performances. The result is identical to the objectives and goals of an overall school performance.

In order to increase the teachers' level of commitment, the school principal must assign specific and challenging goals for teachers that will upgrade their performance. However, school organizations should avoid ambiguous goals that do not have specific standards and direct feedback.

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Evaluation of teachers' performance through clear objectives, goals and indicators are measuring the teachers' commitment and performance that provides feedback to teachers and guide their professional development to ensure the quality of education. However, Control theory focuses on control mechanism which should be imposed at all levels of the school. The end product have to be congruent with the objectives and goals of an overall school performance. These are the three types of Control System such as:

Under **behavior control**, school principal monitors and assesses the teachers' level of commitment based on their IPCRF where each teacher has a verifiable basis for rating and ranking of their performance under the five control systems and then rewards them accordingly;

In the case of **output control**, in the teachers' performance on targeted goals, teachers' commitment and collective performance of the group or school are controlled with rewards or sanctions after evaluation of IPCRF standard; and

The **input control system** seeks to control the commitment and performance processes of the teachers under the IPCRF objectives and accomplishments in the cycle from the time of planning, review, and assessment under the five embedded

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control systems which are the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development of the teachers in DepEd schools in Nueva Ecija.

Further, self-assessment identifies the competency standards for teacher's performance and able to appreciate the complex set of behaviors, attitudes and performance that each teacher must possess in order to carry out the satisfactory performance of their roles and responsibilities.

However, Result-based Performance Management System (RPMS) also serves a verifiable basis for rating and ranking the commitment and performance of teachers.
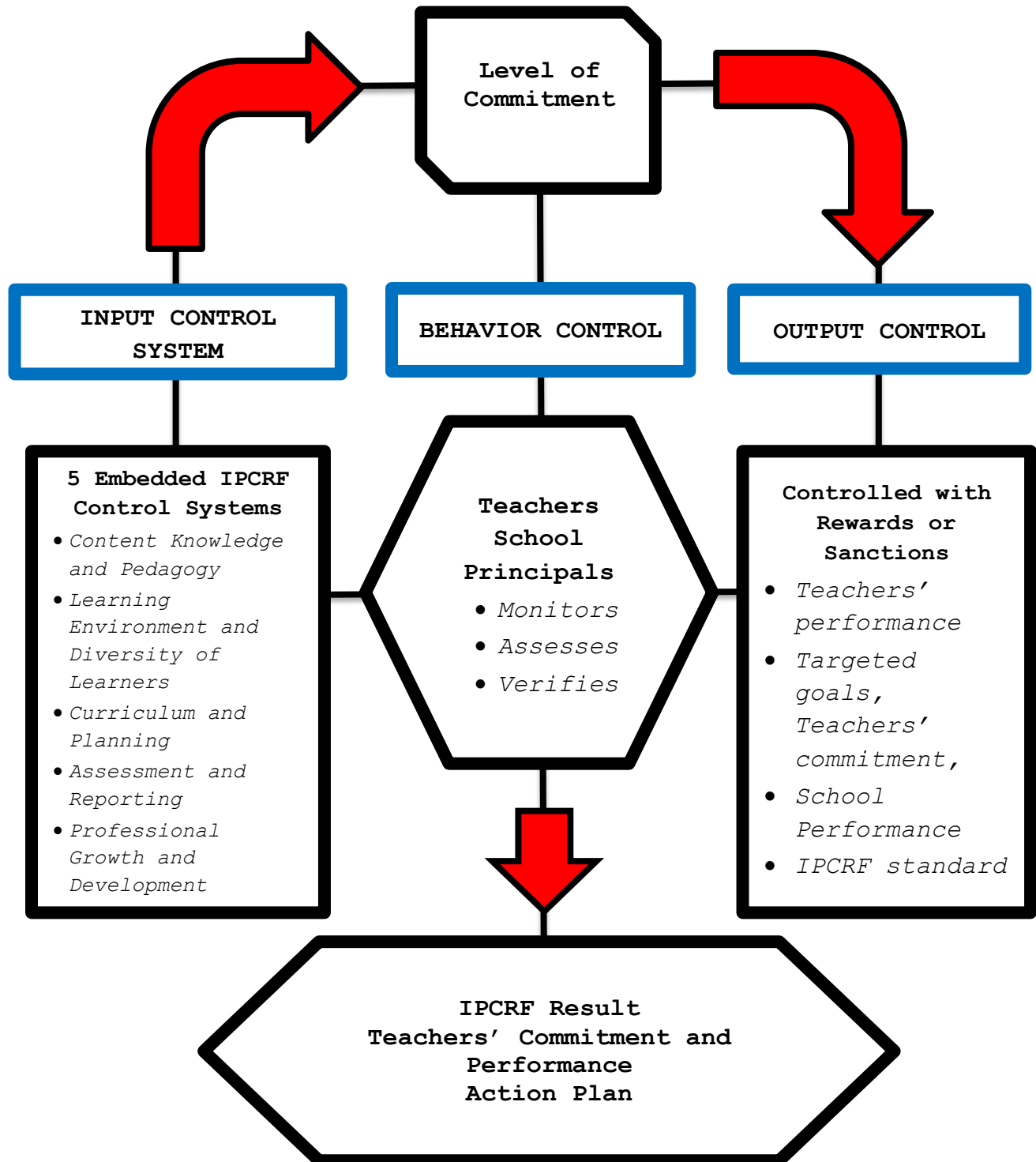
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Level of Commitment

INPUT CONTROL SYSTEM

BEHAVIOR CONTROL

OUTPUT CONTROL

5 Embedded IPCRF Control Systems

- *Content Knowledge and Pedagogy*
- *Learning Environment and Diversity of Learners*
- *Curriculum and Planning*
- *Assessment and Reporting*
- *Professional Growth and Development*

Teachers School Principals

- *Monitors*
- *Assesses*
- *Verifies*

Controlled with Rewards or Sanctions

- *Teachers' performance*
- *Targeted goals, Teachers' commitment,*
- *School Performance*
- *IPCRF standard*

IPCRF Result Teachers' Commitment and Performance Action Plan

FIGURE 1. Research Paradigm

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Figure 1 shows the relationship of the level of commitment and performance of the teachers under the five embedded control systems which are the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development of the teachers in DepEd schools in Nueva Ecija. Under behavior control, school principal monitors, assesses and verifies the teachers' level of commitment based on their IPCRF of each teacher. The output control are the teachers' performance on targeted goals, commitment and performance of the school are controlled with rewards or sanctions after evaluation of IPCRF standard. Finally, the output variables contain the teachers' commitment and performance, and IPCRF result. An action plan to enhance the teachers' commitment and performance in teaching has been prepared.

Statement of the Problem

This study aimed to determine the teachers' level of commitment based on the embedded IPCRF control system using the Management Control Theory in relation to the actual performance of public senior high school teachers in the Congressional District III of Schools Division of Nueva Ecija.

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Specifically, it sought answers to the following questions:

1. How may the demographic profile of the teacher-respondents in the public secondary schools be described in terms of:

    1.1 age;

    1.2 sex;

    1.3 civil status;

    1.4 position;

    1.5 number of years in teaching;

    1.6 educational attainment; and

    1.7 awards received by teachers?

2. How may the extent of teachers' performance be described based on the IPCRF results?

3. How may the extent of the teachers' level of commitment be described by themselves and their school principals in terms of the five embedded control systems such as:

    3.1 content knowledge and pedagogy;

    3.2 learning environment and diversity of learners;

    3.3 curriculum and planning;

    3.4 assessment and reporting; and

    3.5 professional growth and development?

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4. Is there a significant relationship between teachers' profile and their IPCR results?

5. Is there a significant relationship between teachers' profile and their extent of commitment?

6. Is there a significant difference between the commitment of teachers as described by teachers themselves and their school principals?

At the end of the study, the researcher prepared an action plan to enhance the commitment and performance of the DepEd teachers.

Null Hypotheses

The following are the null hypotheses tested in this study:

1. There is no significant relationship between the teachers' profile and IPCR results?

2. There is no significant relationship between Teachers' Profile and their extent of commitment?

3. There is no significant difference between the commitment of teachers as described by teachers themselves and their school principals?

Significance of the Study

This research provided an in-depth understanding into the experience of teachers in public schools and will be beneficial in their performance in the school.

Specifically, it possesses significance to the following:

Learners. The results of this study may help the students to perform with excellence if both the teachers and the principal employ their commitment in performance prowess/skills after each assessment period.

Public School Teachers. K-to-12 educators may improve the teaching and learning process through the use of assessment forms and may persevere to improve more. The results of this study may further encourage the teachers to undergo assessment without compulsion and produce the necessary documents to help inspire their superior to display the best performance and motivate them to perform better thus, making teaching-learning a more enjoyable experience for them and students.

School Administrators. The findings of the study may serve as their indicators for diagnosing the performance and skills of the 21st-century teachers in public schools. The findings of the study may also be one of their guides on how

to determine the strength and weaknesses of the training and development of the DepEd teachers for their own benefits.

Community. The findings of the study will help lead the members of community to the right path of quality education, develop children's 21st skills and wisdom, organizational commitment, and performance.

Future Researchers. The results of this study may give future researchers in-depth meaning on how a study on the relationship between teachers' commitment in their performance and IPCR results of teachers can be conducted so there will be a full rapport/friendly relationship of the supervision and administration for the schools' Vision, Mission, and Goal (VMG). This study may also be used as their reference or guide to conduct another study related to the present study.

Scope and Delimitation of the Study

This study focused on teachers' level of commitment based on the embedded control system using the Management Control Theory in relation to the actual performance of the Third Congressional District (CD III) public senior high schools in the Division of Nueva Ecija.

The study was conducted in CD III schools under DepEd Schools Division of Nueva Ecija.

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The CD III public senior high teachers in the Division of Nueva Ecija served as the respondents of this study. The researcher utilized 21 schools for a total of 249 teachers-respondents and 20 school principals during the Academic Year 2019-2020.

Definition of Terms

For a better understanding of the study, the following terms are defined operationally and conceptually.

Assessment and Reporting are evaluations and reports which are designed, selected, organized and used diagnostic test, formative, and summative assessment strategies consistent with curriculum requirements. It also monitors and evaluates learner progress and achievement using learner attainment data. It promptly and clearly communicates the learners' needs, progress and achievement to key stakeholders, including parents/guardians to excel in school (RPMS Manual for Teachers and School Heads, 2015).

Behavior Control monitors and evaluates the actions of the teachers on a regular basis as per the standards of the school and then rewards them accordingly.

Commitment is an internal force coming from within teachers themselves who had needs for greater responsibility,

variety and challenges as their work level of participation in Education had grown (Shernoff et al., 2015).

Content Knowledge and Pedagogy Applied are knowledge of content within and across the curriculum teaching areas. These are also a range of teaching strategies that enhance learners' achievement in literacy, numeracy skills and teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (HOTS) (RPMS MANUAL for Teachers and School Heads, 2015).

Control System is a continuous process of identifying, measuring and developing performance in schools and achieved by individual's performance and commitment of the school's management process.

Curriculum and Planning are varied teaching contexts and participated in collegial discussions that use teacher's and learners' feedback to enrich teaching practice. These also select, develop, organize and use appropriate teaching-learning resources including ICT, to address learning goals and developmentally-planned, managed and implemented sequenced teaching-learning processes to meet curriculum requirements (Results-Based Performance Management System MANUAL for Teachers and School Heads, 2015).

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Embedded is firmly fixed IPCRF criteria in performance appraisal of DepEd teachers that is aligned to targeted goal or objectives of the school.

Embedded Control refers to control system or IPCRF criteria that firmly fixed for ratee's objectives and aligned to targeted goal of the school organization.

Embedded Control System (ECS) is a system that provides specific mechanical control function to a larger system where the Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Professional Growth and Development are anchored in DepEd teachers' IPCRF.

Input Control System is the availability of required teachers' competencies in desired organizational goals.

IPCRF is the acronym for Individual Performance and Commitment Rating Form of DepEd teachers.

Learning Environment and Diversity of Learners are managed classroom structures to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. These also manage learner's behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments and used

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differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences (RPMS MANUAL for Teachers and School Heads, 2015).

Management Control Theory is a process in which organization strives to achieve the plan or desired results or performances and it represents a method for managing organization's performances. For example, the organizations may take various actions to minimize the negative effects arising from the external and internal environment (Barrows & Neely, 2012).

Output Control deals with teacher's performance controlled with rewards or sanctions after evaluating on IPCRF standards/goals.

Professional Growth and Development pertains to the coordination and facilitation of school-based InSET/LAC and educational attainment of a teacher.

Vis-à-vis refers to "in relation to; with regard to" (Oxford Dictionary, 2020).

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Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the literature related to the present research. These related literature provided the researcher in-depth understanding on the importance of teachers' commitment and performance in making teaching-learning more effective. Local, foreign literature, and studies as well as legal basis were considered to guide the researcher in the completion of this endeavor.

To be a competent and committed teacher, one must put the interest of school organization about the rest because it refers not only to the level of investment in school, but also signifies the strength between a teacher and school. Therefore, it reflects the degree to which a teacher has internalized and adapted the characteristics and perspectives of the school (Yukl, 2016).

Once, Rajani (2014) said, "Children are, because teachers are." The global world determines teachers as prime movers in implementing curriculum and teaching/learning. In this regard, Duze (2012) said that teachers' commitment and performance are the significant aspect for achieving quality education. Thus, the success of education is routed on teaching professional competence and commitment basing on

teachers' skills, knowledge, attitudes and values, as well as accountability for effective teaching which can be measured in terms of school performance.

In line with this, teachers' commitment should also be emphasized in the fields of Education because the commitment is an internal force coming from within teachers themselves who had needs for greater responsibility, variety, and challenge in their work at their level of participation in education had grown.

Thus, the external forces directing both reform and development in DepEd and seeking higher standards and greater accountability, that depends upon each teachers' combined effort to sustain the performance of teachers within each school (Shernoff et al., 2015).

Therefore, an educator must continue to learn from multiple sources of knowledge throughout his/her career and make an opportunity to learn from other teachers, mentors and in the professional development training (Lypnch, 2015). Committed teachers to the profession are to advance and improve all fields of Education to serve better their students and to become a competent DepEd teacher.

According to Rivera (2015), teachers plan their professional development to be competitive educators of today

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and reflect from knowledge, wisdom, understanding, as well as the performance that may be required to impart to the learners to accomplish the role of being a committed teacher.

A committed teacher is a guide in the classroom, a leader of the community, a follower of the authority and a friend of everybody. As entrusted with different responsibilities from easy to the most complicated one, motivation is a must for without it, stress and extreme trouble will ruin the teachers (Rivera, 2015). Furthermore, learners and other stakeholders are motivated by the committed educators. Thus, educators must be motivated in order to go through with this so-called teaching profession.

However, in Philippine government setting, a well-developed and systematic employee's performance appraisal and maintenance system can serve in many ways (Civil Service Commission, 2009). It can be a tool to discover civil servants' weaknesses, stimulate them to continue to improve themselves and assist the organization in assigning work in accordance with their abilities and performances. Hence, performance appraisal is the best way to manage DepEd people.

In response to Civil Service Commission, the Department of Education and other government agencies mandated a

standardized performance evaluation for all public servants in the Philippines.

As stated by Grubb (2017), performance evaluation is done because it fits a direct approach to management and the people are suited to the system. He also argued that employees are organized to fit into the production machine. Employees are viewed as an accessory to the organizational structure and machinery of producing goods and services. The performance evaluation is needed to control performance. Performance evaluation is present because management has to set a performance standard for its employees.

Moreover, performance evaluation exists in all organizations because it has been a tradition and scientific management (Ikramullah et al., 2012). Performance appraisal is there because people have been conditioned to believe it works. If people are confident that an appraisal system is working effectively and motivates them to perform better for the reason that people themselves trust that a good result at the end of the evaluation process will provide them with good rewards or incentives (Vallance, 2014).

The development of the performance evaluation has included communication development as its purpose. It can be used to communicate performance gaps relative to

expectations, clarify job objectives, and guide training and development plans aimed at increasing the skills and capabilities of human capital (Cardy and Dobbins, 2014).

Furthermore, implementing valid performance evaluation in schools present a range of challenges (OECD, 2013). To evaluate and improve teaching, a shared understanding of quality teaching needs to be adopted. This in itself presents a challenge if teachers use generic or subject-specific standards or a mixture of both. Once these standards have been agreed upon, how are teachers evaluated and assisted to develop, and by whom? Putting all the weight of appraisal onto one person to carry out these duties without the necessary training or time to do so is likely to fail (Day, 2013).

Therefore, the evaluation determines the strengths and weaknesses of employees, creates targeted skills supply strategies, and assesses training needs (Chiang, 2010).

Dizon et al. (2018) said that the importance of performance management system is realized by improving employee performance which redounds to organizational performance. Thus, improving employee performance by using a performance management evaluation system is a way to improve corporate performance.

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The management system of the Department of Education is improving teachers' performance. In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom (Sawchuk, 2019). Ideally, these evaluations are used to provide feedback to teachers and guide their professional development to ensure the quality of education.

As defined by Philippine Professional Standards for Teachers (PPST), evaluation articulates what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement across teachers' career stages (DepEd Order No. 42, s. 2017).

However, the NCBTS for Teacher's Strengths and Training Needs Assessment (TSNA) tool is a self-assessment tool that enables teachers to identify their professional strengths and development needs. It is a formative process that encourages teachers to take personal responsibility for their own growth and professional advancement with the goal of promoting student learning. The results of the individual TSNA shall be utilized in the formulation of the teacher's Individual Plan for Professional Development (IPPD) (DepEd Order No. 32, s. 2009).

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Self-assessment is not also a new thing for educators because it has been used in the past years as proof of their measured performance in the workplace. For example, National Competency-Based Teacher Standards (NCBTS) is one of the tools which identifies the competency standards for teacher's performance so that teachers, learners, and stakeholders are able to appreciate the complex set of behaviors, attitudes and performance that each teacher must possess in order to carry out the satisfactory performance of their roles and responsibilities (Ferrer, 2015).

More so, self-assessing details a teacher's thinking and ability in planning what are the challenges and interests of learners, and what they want to learn and do next to accomplish their activity. Therefore, facing and accomplishing the challenges without any weapon means defeat for every educator who cannot ensure the performance where teacher was called into (Licaycay, 2015).

In the Philippine government, the performance assessment tool is anchored on Performance Management System that is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC), a government agency in the Philippines responsible for the civil service. The CSC Memorandum Circular (MC) No. 06, series

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of 2012, sets the guidelines for the implementation of the SPMS in all government agencies. The SPMS emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation of the units and individual personnel within the organization. It focuses on measures of performance vis-á-vis realized target, teacher output and collective performance of the group.

Likewise, Aguinis (2011) emphasized that Performance Management System (PMS) is a vital part of Human Resource Management which aligns and optimizes individual performance with the overall performance of the organization and it can also be defined as "a continuous process of identifying, measuring, and developing performance in organizations. Achieved by linking each individual's performance and objectives to the organization's overall mission and goals."

To achieve the targeted goals, Individual Performance Commitment and Review Form (IPCRF) is a systematic approach for continuous and consistent work improvement and individual growth. The objective of this IPCRF are to align individual roles and targets with DepEd's direction, track accomplishments against objectives to determine appropriate, corrective actions if needed, provide feedback on teacher's work progress and accomplishments based on clearly defined

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goals and objectives and become a tool for people development (Llego, 2020).

In addition, IPCRF is a tool that is accomplished by the educators today in the cycle from the time of planning, review, and evaluation. It provides the objectives made by teachers in IPCRF. However, RPMS also serves a verifiable basis for rating and ranking the performance. With these processes, the four phases will run from Phase I or Performance Planning and Commitment; Phase II or Performance Monitoring and Coaching; Phase III or Performance Review and Evaluation; and Phase IV or Performance Rewarding and Development Planning (DepEd Order No. 2, 2015).

Years ago, the Results-based Performance Management System (RPMS) was used to rate teachers' performance and the National Competency-Based Teacher Standards (NCBTS) which defines the desired practice of effective teaching. The NCBTS sets performance indicators classified as appropriate domains and strands that guide teachers' professional development (Birtch, 2010). Hence, processes and tools are continuously developed to support teachers' enhancement of their competencies and professional development in their work area (DepEd Order No. 32, s. 2009).

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Back in 2015, the Department of Education issued a DepEd Order No. 2, s. 2015 or also known as "Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) which is supported by a Civil Service Commission Memorandum Circular No. 06, series of 2012 or the Strategic Performance Management System (SPMS) to ensure efficient, timely and quality performance among personnel (Results-Based Performance Management System-Manual, 2015).

Further, RPMS in DepEd, the educator alone will dictate own commitments that will measure teachers' performance. It is said in the Educator's Diary published in 1995, "teaching takes place only when learning does." It is now the newest Bible of each educator to learn from the lesson and make use of such to make learners learn. Hence, this is a new challenge that will cultivate professionalism for teachers to be able to professionally and develop to enhance their performance and commitment (Licaycay et al., 2015).

This school year 2019-2020, the Department of Education has set the guidelines for the establishment and implementation of the Results-based Performance Management System (RPMS) in the department as stated in DepEd Order No. 2, series of 2015, stipulating the strategies, methods,

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tools, and rewards for assessing the accomplishment vis-a-vis the commitments of the employees.

With the Results-based Performance Management System as its SPMS, the Department believes that there is a need to link corporate goal and performance measurement. The system of measurement is important to track individual performance and its contribution to the overall goals. Moreover, by cascading the accountabilities to the entire agency, units, department, and own employees, creates a factual basis for performance target. The SPMS is linked with the RPMS to ensure adherence to the principle of performance-based tenure and incentives or motivation (Licaycay et al., 2015).

To motivate teachers and to improve students' performance, the performance award program needs to be complex undertaken by the program designers to ensure that the outcomes associated with reaching accountability goals that are highly valued by teachers and perceived to occur the goals (Kelley, 2015). More so, performance award programs are more motivating to the teachers when the award is addressed from states/national, districts, or schools and that would be the motivation reward on the part of the educators.

In relation to the performance of the school, the school needs leaders with a vision for improving the school's

learning environment within a well-functioned School-Based Management (SBM) system. The school principal is involved in setting the school, directions concerning students, teachers' development, allocation of materials and budgeting the financial resources (Razak et al., 2018).

Therefore, effective SBM impacts motivation, commitment, and teacher-student performance in facilitating school leadership, developing and implementing school improvement plans. It is also establishing fair and effective teacher performance appraisal systems, structuring classrooms and school needs, building partnerships with the community, achieved awards and ensuring that frameworks exist to support the functions of other head teachers and personnel as well as the school principal. According to Shernoff et al., (2015), this positively contributes to school effectiveness and achievement when prepared well and is able to use extensive leadership knowledge to solve complex school-based problems, and to build trust through working relationships with teachers, students, parents, and the community.

For school effectiveness and achievement, RPMS provides a verifiable basis for rating and ranking the performance. With these five control systems, the five phases will run from content knowledge and pedagogy, learning environment and

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diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development and the performance of the school (Catalan, 2018). These also include learning and innovation, information, media and technology, and life and career skills. One of its progress indicators is the use of the National Competency-Based Teacher Standards (NCBTS) for assessing teachers' job performance through the self-assessment tool named as Teachers Strengths and Needs Assessment (TSNA).

As stipulated in DepEd Order No. 2, s. 2015 (Guidelines for the Establishment and Implementation of RPMS in DepEd), the Department stressed that the RPMS is a "systemic mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth."

Moreover, there are systemic mechanism of the RPMS which also provide a verifiable basis for rating and ranking the performance of teachers. These five embedded IPCRF control systems of the DepEd are explain about the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development.

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Content knowledge and pedagogy are teachers' subject area or content knowledge transferred to students. These are acknowledgments of the complexity brought about by the teaching process which aims to contribute to the empowerment of teachers, the enhancement of the teaching status, and the improvement of the Pedagogical Content Knowledge (PCK) of teachers.

According to Niess (2015), content knowledge or subject matter is important as it defines and develops the teachers' content of instruction. In the modern method of instruction, technology has become an integral component for learning across subject matter areas, an intersection of technology-based subject matter knowledge with pedagogical content knowledge as it requires thorough understanding of the methods of the integration process.

In addition, it is also vital to the teachers to develop pedagogical content knowledge with the integration of technology-based approaches. In the study conducted by Barak and Dori (2012), ICT-supported learning environment could significantly enhance students' ability to traverse subject matter understanding their levels and understanding of concepts and theories. In addition, a collaborative inquiry using Knowledge Forum (a networked environment for knowledge

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building) is an effective tool for students with appropriate levels (Van et al., 2017).

On the contrary, in learning environment and diversity of teachers, educators must know how to use technology to engage, motivate, and divert learning with their students. Teacher-researchers must evolve new methodologies that embrace the diversity of learners for testing the effectiveness of products, programs, and interventions that divert learning (Morrison et al., 2015). The developers and designers must also create tools that are more precise and intentionally tuned to the specific aspects of learning for individual learners across all content areas and developmental stages of learning.

More so, on the effect of classroom characteristics, Wolf and Fraser (2017) asserted that class size and infrastructure are primary classroom characteristics that shape learning environment. Urquiola (2016) also added that learning is reduced if the classroom condition is too hot, too cold, or lacks fresh air that leaves them drowsy. Elements like day lighting and indoor air have an effect on student performance, particularly if they are inadequate (Beswick, 2017).

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In line with this learning environment and diversity of teachers, past studies indicate that the physical classroom condition affects students' performance (USEPA, 2011). Students prefer smaller classes because such size facilitates adequate attention to each student and favors learning to take place (Martins & Walker, 2016). This suggests that when classroom characteristics are improved, students will be comfortable, feel relaxed and this will in turn facilitate concentration and consequent academic performance.

To elaborate the teachers' performance based on curriculum and planning, the implementation of the curriculum means the actualization of written curriculum in the form of learning (Djohar, 2018). This is also the application of curriculum ideas, concepts or programs into leaning practices by constantly adjusting the field situation and characteristics of students. The teacher has to make a planning of curriculum implementation in the form of lesson plans based on a syllabus that has been set in the Curriculum. Then, curriculum in learning process uses scientific approach and several teaching models such as discovery/inquiry, problem based learning, and project based learning. The learning process and result must be evaluated by using authentic assessment.

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Moreover, curriculum planning and development is a dynamic process. It changes according to the need of the society and stakeholders in the education system. It is also a process which includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving (Jadhav, 2013). Traditionally, this has been seen as planned for a sustained process of teaching and learning in a formal institutional setting. It is a systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

Another control system of IPCRF is the assessment and reporting of teachers, where the performance assessment and reporting requires students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or writing but also using reading or writing or combining skills. Performance-based assessment appeals to most language teachers for a number of reasons. First of all, it has as its primary purpose the improvement of learning. It also links assessment to instruction through the use of meaningful and engaging tasks.

This is to promote the application of knowledge and skills in situations that closely resemble those of the real

world (Frisby, 2011). It may also focus on processes as well as products and tap into higher-level thinking and problem-solving skills (Brown & Hudson, 2018). Further, it allows for flexibility in meeting individual needs and provides information for teaching and learning that results in improved student performance (Pierce, 2012).

The fifth embedded IPCRF control system is the professional growth and development of DepEd teachers. Teaching quality and school leadership are the most important factors in raising student achievement. For teachers, school and leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Professional development is also the only way educators can learn so that they are able to improve their performance and raise student achievement.

Furthermore, this enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, it requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then, must put their new knowledge and skills to work. This is not effective unless

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it causes teachers to improve their instruction or causes administrators to become better school leaders (Mizell, 2010).

However, an effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Performance in education puts a great demand on teaching commitment (Okendo, 2018). Teachers are able to fulfill the teaching professional responsibilities or achieving the education goals. Committed teachers in their job are determinants of quality education and academic performance of students or schools.

The Department of Education also said that changes are introduced by various national and global frameworks such as the K to 12 law (RA 10533), ASEAN integration, globalization, and other changing character of the 21st century learners that necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS) which resulted in the development of the professional teachers (Malipot, 2018).

In fact, the Department maintained that over 10,000 pre and in-service teachers, principals, supervisors, regional directors and educators, and representatives from government agencies and non-government organizations were consulted and

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involved in the development and validation of the PPST. The DepEd also said that PPST outlines the required skills and competencies of quality performance of teachers, enabling them to cope with the emerging global frameworks. If the required skills and competencies are not met, various professional development interventions will be given to them.

Malipot (2018) also added that in order to assure parents and guardians that their children receive quality basic education, committed teachers must be qualified professionals whose competencies are abreast with changes and advancements in information and performance.

However, performance satisfaction is a good feeling about teaching as a job that boosts the morale of teachers and maintains their need to stay in the profession, their performance, commitment to the job and pride of being teachers (Ogochi, 2014). It is also universally recognized that teachers' performance play a key role in students' learning and academic achievement (Panda et al., 2013).

Teachers are also committed to perform their duties and responsibilities for their students, to their superior, and for the schools as a whole. Although unaware at times, they are monitored and supervised but could still stand the pressure set for them. Their effectiveness would then be

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assessed by their department heads in the middle of the school year, they were rated and expected to improve and finally evaluated by their principal (Panda et al., 2013).

Furthermore, the policy of the Civil Service in the Philippines in the use of the performance ratings is specifically stated as follows:

(1) The promotion of performance-based security of tenure. Employees who obtained "Unsatisfactory" ratings for two rating periods and poor ratings for one evaluation period may be dropped from the rolls (CSC MC No. 13, s. 1999);

(2) As an eligibility or qualification for performance-based awards and incentives like the productivity incentive bonus is based on the final ratings of employees as approved by the Performance Evaluation Review Committee (PERC) of every agency. The PERC also validates the outstanding performance and may recommend the concerned employee for performance-based awards (CSC MC No. 13, s. 1999); and

(3) As the basis for personnel actions, performance ratings are used as a basis for promotion, training and scholarship grants and other personnel actions. Only employees with "Outstanding" and "Very Satisfactory" performance are considered for the above-mentioned personnel actions (CSC MC No. 13, s. 1999);

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One of the policies created relative to the development of its human resources is the policy on the performance evaluation system which aimed at developing the performance of its employees and to give efficient and effective service to the constituents of government (Capadosa, 2013). Thus, Performance Appraisal System (PAS) particularly, the nature of identification, measurement, and management of its teachers' performance is to determine the possible opportunities and challenges among DepEd people.

With this, the researcher believes that it is essential to determine the quality of education and performance of teachers to improve their level of commitment when it comes to teaching. They should also be improved to serve better their students for them to become competent citizens in the near future.

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Chapter 3

RESEARCH METHODOLOGY

This chapter discusses how the respondents of the study were selected and how an appropriate sampling method was chosen. This also includes the research instruments used to determine the reliability and validity of the questions that were raised in Chapter 1. The statistical treatment of data, computed the varying degree of the measures of the central tendency in relation to the variables indicated from the study.

Research Method

The Descriptive-Correlational method was used in this study. According to Calmorin (2011), its purpose is to find new truth which may come in different forms such as increased quantity of knowledge, a new generation or increased insights into which are operating, the discovery of a new causal relationship, a more accurate formulation of the problem to be solved and many others.

Since this method measured data that already exist and the number of respondents is large, Descriptive-Correlation was used to analyze the individual performance and level of commitment of the teachers.

Calmorin (2011) also defines descriptive research as involving the current status of the subject of the study. This method of research is designed to gather information on conditions existing at a particular period.

The flow chart below describes the processes used by the researcher in this study.
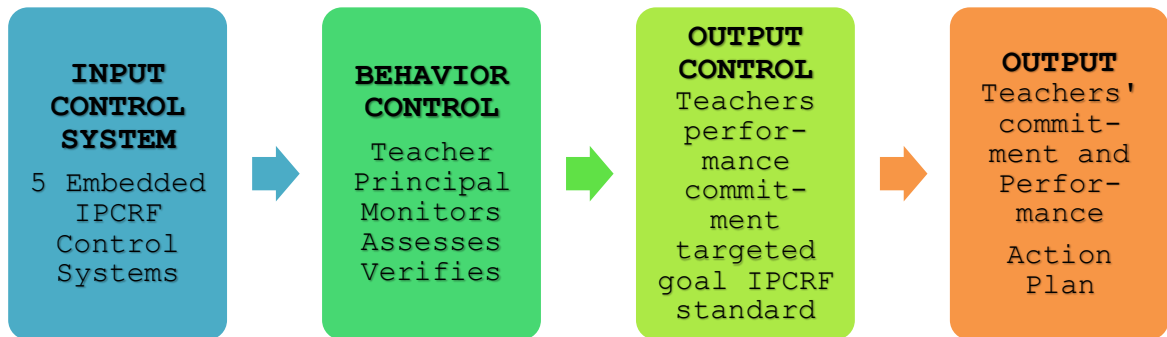
| INPUT CONTROL SYSTEM

5 Embedded IPCRF Control Systems | BEHAVIOR CONTROL

Teacher Principal Monitors Assesses Verifies | OUTPUT CONTROL
Teachers perfor-mance commit-ment targeted goal IPCRF standard | OUTPUT
Teachers' commit-ment and Perfor-mance

Action Plan |

FIGURE 2. Flow Chart of the Study

The teachers' level of commitment and performance was under the five embedded control systems which are the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development of the teachers in DepEd schools in Nueva Ecija. Under behavior control, school principal monitors, assesses and verifies the teachers' level of commitment based on their IPCRF of each teacher. The output control are the teachers' performance on targeted goals, commitment and performance of the school are controlled with

rewards or sanctions after evaluation of IPCRF standard. Finally, the output variables contain the teachers' commitment and performance, and IPCRF result. An action plan to enhance the teachers' commitment and performance in teaching has been prepared.

Research Locale

The study was conducted in Nueva Ecija, the largest province and the biggest rice producer of Central Luzon, thus, often referred to as the "Rice Bowl of the Philippines" (Chikita, 2012).

CD III is a leading municipality in the province of Nueva Ecija, Philippines. According to the 2010 census, it has a population of 64,503 people. It is considered as a sub-urban municipality in Luzon.

The Philippine Educational System in CD III has undergone enormous curricular revision and redirection from the days of the Thomasites to the present just to meet the demands of society and provide quality education. Students and others in the community are motivated by the teachers. CD III DepEd educators must be committed in order to go through with this so-called teaching profession.

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The first public secondary school out of Manila is Nueva Ecija High School until it was transferred to Cabanatuan in 1927. The building served for a while as the municipal hall. Elementary classes take place in the former provincial capital. An agreement has been concluded between school officials and municipal authorities on the exchange of buildings. Nueva Ecija High continues to grow and the school is performing with over 300 teachers and staff both junior and senior high.

The second largest school in Nueva Ecija is the Bongabon National High School, formerly Bongabon High School, a public secondary school managed by DepEd. Bongabon was formerly known as Santor and recently known as the "Sibuyas Capital of the province." There were three schools located in Bongabon namely Bongabon National High School, Macabaclay National High School, the "Street Dancing Queen" during festival and Vega High School, the smallest school among the three but greatest in the school performance.

Laur was once with Bongabon, Nueva Ecija. It was identified as Barrio San Esteban whose name was derived in honor of its holy patron, St. Stephen, the King of Hungary. Laur has three schools namely Hilario E. Hermosa Memorial

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High School, Jorge M. Padilla National High School and Ricardo Dizon Canlas Agricultural School, the Laur's unique agricultural school.

During the latter half of the 19th century, Gabaldon National High School was the site of the Sabani Estate, the largest hacienda in Nueva Ecija, which was part of Laur before. Gabaldon has three schools, F. Buencamino Sr. Integrated School which has more than 15 faculty and staff, Gabaldon Vocational Agricultural HS that has more than 64 faculty and staff with very accommodating facility and Ligaya National High School with more than 36 teachers and staff that located along the high way in Ligaya, Gabaldon.

The barrios of Mataas na Kahoy, Talabutab Norte, Platero, Sapang Bato, Pula, etc. were in the City of Cabanatuan. They were separated from the said city and constituted into a separate and independent municipality known as General Mamerto Natividad. It is a 4th municipality in the province of Nueva Ecija, Philippines. Well-known schools were found there, including Talabutab Norte National Secondary School, Mataas Na Kahoy National Secondary School, Eduardo L. Joson Memorial High School - Platero, popularly in the beautiful scenery and views, General Mamerto Natividad

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National High School, the largest school out of the four and the most prominent school in the city.

The Palayan City is the new capital of Nueva Ecija. "Palayan" or rice paddy was chosen as the name of the new provincial capital to reflect the moniker bestowed upon the province of Nueva Ecija as the "Rice Granary of the Philippines. Palayan City has four scattered schools, namely Palayan City National High School with more than 105 teachers and staff, Maligaya National High School with more than 35 faculty and staff, Fort Magsaysay NHS with more than 26 faculty and staff, and the smallest and farthest school is the Buklod Palad National High School with 10 faculty and staff.

The last location of the participating school is Santa Rosa, a first class landlocked municipality of Nueva Ecija in Central Luzon. An urbanized and agriculture town where rice and corn are the major products. There were three resident schools in Santa Rosa namely Malacañang NHS with minimal teachers and staff due to the remote location, Sto. Rosario National High School with more than 37 faculty and staff and the biggest school is Santa Rosa National High School, the

pioneer of SPA in DepEd Nueva Ecija, and known in their motto the "Fountain Source of Excellent" in town.

When CD III teachers join the school system, they bring with them traits and attributes that may affect the favorable performance. DepEd teachers must also be effective in fulfilling their assigned responsibilities and tasks. The moral values that teachers bring to their work environment determine their needs and performance is strongly grounded in the commitment to which they adhere.

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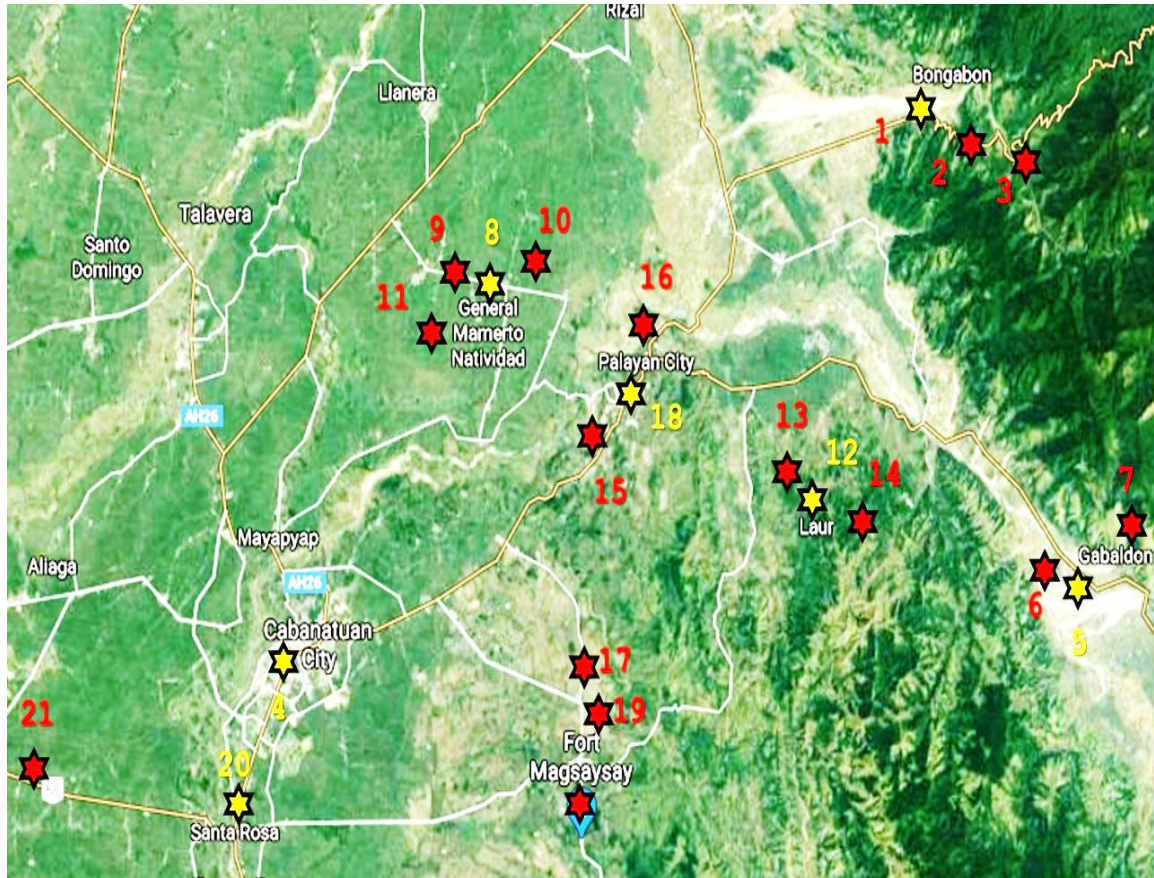
CD III Schools

1 Bongabon National High School
2 Macabaclay National High School
3 Vega High School
4 Nueva Ecija National High School
5 F. Buencamino Sr. Integrated School
6 Gabaldon Vocat'l Agricultural HS
7 Ligaya National High School
8 Eduardo L. Joson Memorial High
   School – Platero
9 General Mamerto Natividad NHS
10 Mataas Na Kahoy NHS
11 Talabutab Norte NHS
12 Hilario E. Hermosa Memorial H.S.
13 Jorge M. Padilla NHS
14 Ricardo Dizon Canlas Agricultural
   School
15 Buklod Palad National High School
16 Fort Magsaysay NHS
17 Maligaya National High School
18 Palayan City National High School
19 Malacañang NHS
20 Santa Rosa National High School
21 Sto. Rosario NHS – Santa Rosa

FIGURE 3. Map of CD III Schools in Nueva Ecija, Philippines

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Respondents of the Study

The respondents of the study were the public teachers and school principals of senior high schools in the CD III of Nueva Ecija during Academic Year 2019-2020.

There were 249 teachers and 20 school principals from public senior high schools in the CD III in Nueva Ecija.

There were 20 school principal-respondents and 249 teacher-respondents. However, there was one unqualified school principal-respondent due to her status of being the TIC (Teacher-In-Charged) of the school organization. The researcher asked his statistician about this situation and her advice was not to include the TIC for consistency and veracity of the data.

Table 1 on the next page shows the distribution of teacher-respondents from the public senior high schools and their corresponding population.

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Table 1
Distribution of Teacher-Respondents and Principals in CD III

Name of Schools	T	%	P	%
1. Bongabon NHS	35	14.0	1	4.76
2. Macabaclay NHS	6	2.4	1	4.76
3. Vega High School	5	2.0	1	4.76
4. Nueva Ecija NHS	46	18.4	1	4.76
5. F. Buencamino Sr. Integrated Sch.	3	1.2	1	4.76
6. Gabaldon Vocational Agricultural HS	14	5.6	1	4.76
7. Ligaya NHS	8	3.1	0	
8. Eduardo L. Joson Memorial HS-Platero	6	2.4	1	4.76
9. General Mamerto Natividad NHS	20	8.0	1	4.76
10. Mataas Na Kahoy NHS	5	2.0	1	4.76
11. Talabutab Norte NHS	3	1.2	1	4.76
12. Hilario E. Hermosa Memorial HS	10	4.0	1	4.76
13. Jorge M. Padilla NHS	7	2.8	1	4.76
14. Ricardo Dizon Canlas Agricultural Sch.	8	3.2	1	4.76
15. Buklod Palad NHS	3	1.2	1	4.76
16. Fort Magsaysay NHS	6	2.4	1	4.76
17. Maligaya NHS	5	2.0	1	4.76
18. Palayan City NHS	30	12.0	1	4.76
19. Malacañang NHS	4	1.6	1	4.76
20. Santa Rosa NHS	20	8.0	1	4.76
21. Sto. Rosario NHS - Santa Rosa	5	2.0	1	4.76
Total	249	100	20	100

Sample and Sampling Procedure

Selection of the teacher-respondents was done through selective-purposive sampling. The researcher chose this sampling technique to examine the selected population that has a particular set of characteristics.

However, Creswell (2011) defined purposive sampling as an intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon. It is also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study.

Data Gathering Procedure

The researcher used the summary of consolidated IPCRF from CD III public senior high schools during the conduct of the study where pertinent documents from the IPCRF were utilized during the Academic Year 2018-2019.

In the assessment of the first major variable, the conduct of the final rating of the IPCRF accomplished by the teachers, reviewed by the subject heads/coordinators and rated finally by the school principal was used. This is a

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rationally utilized instrument prescribed by the Department of Education.

In the second major variables, the performance and commitment rating from the standardized IPCRF and was validated by the experts in the field of Education and each question were interrelated to the performance of each Key Result Area (KRA).

The IPCRF ratings of teacher-respondents, subject group heads or coordinators and teachers were determined based on their respective 5-Key Results Area (KRA) or Control System with corresponding components. These are available in the Division of Nueva Ecija, from the Administrative Office and from the Office of the Principal.

The Instrument

The main instrument in this study was a teacher-made online Google survey questionnaire. The researcher gathered the data by sending the online-questionnaires to the respondents' Facebook account via Google survey link form (https://forms.gle/c2HtVEgQfw93zTAR6).

The first part of the questionnaire focuses on the demographic profile of the respondents which also consists of the final rating of teachers/school head in the IPCRF during

the Academic Year 2018-2019. The said rating was the final numerical and descriptive rating as evaluated by the department head and principal.

The other part of the questionnaire is about the description of the teachers' level of commitment in terms of 5 Embedded IPCRF Control Systems namely: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; Assessment and Reporting; and Professional Growth and Development. After gathering the data, they were tallied and tabulated using the MS Excel. Based on the findings and conclusions of the study, an action plan was proposed to enhance the performance and commitment of the teachers.

Construction and Validation of Instrument

The instrument used was an online Google form auto-administered summary of consolidated IPCRF containing structured items. Items in the consolidated IPCRF focused on the teacher's level of commitment to schools in assisting and supporting teaching staff, as well as the principal in managing the school in order to obtain a holistic view of the overall performance and level of commitment of the school.

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A survey method is applied as the methodological paradigm of this study with the consolidated IPCRF constructed in the rating-type approaching ranging score from one to four. With this, the study may be classified as a quantitative research.

To validate the test questions, the researcher consulted his statistician for the statistical treatment to be used in this study. He then asked permission from the schools division superintendent of DepEd-Nueva Ecija and school principals to administer the questionnaires to the respondents. Ten (10) non-respondents from the College of the Immaculate Concepcion, Cabanatuan City underwent a dry-run procedure of the tool then, the result was successful but some minor revisions were made on some phases.

Administration of the Questionnaire

After the validation of the instrument, permission to conduct the study was requested from the Superintendent of the schools division. The researcher personally administered the online google survey questionnaire tool sent via Facebook Messenger, with the assistance of the school principals and approval of the superintendent, and he generated the

completed online questionnaires of CD III public senior high schools via google survey database.

Throughout the study, every effort was made to maintain high ethical standards. Anonymity (anonymous) and confidentiality was protected at all times. Data analysis and interpretation was done using the interactive model of quantitative data analysis, which first involved sorting or sifting through the data and sequences (McMillan and Schumacher, 2010).

Gathering of necessary data for the study was done through an online survey questionnaire. This teacher-made questionnaire elicits the following pertinent information: the final numerical and descriptive rating of the teachers and heads/coordinators in their respective Key Results Area. From KRA, performance and level of commitment indicators are also indicated and are rated from 1.00-4.00.

Data on the teachers' level of commitment in relation to their teaching-learning performances and 5 control systems such as Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; Assessment and Reporting; and Professional Growth and

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Development are gathered through their Individual Performance Commitment and Review Form in the Division Office.

In addition, data on the number of public senior high school teachers in CD III in the Division of Nueva Ecija were also gathered from the School Governance and Operations Division (SGOD), indicating the teachers who were not related because of incomplete requirements such as non-submission of Statement of Assets and Liabilities Net Worth (SALN), those who had filed a leave of absence for the whole year and had retired. These teachers did not receive the Performance-Based Bonus (PBB) for the school year 2018-2019 which they should have received some time in 2020.

Permission was secured by the researcher to conduct the study from the Superintendent in the Division of Nueva Ecija. Online survey questionnaire with the supervision of the Principal and after two weeks, retrieval and consolidation of the data were carried out via google form of the researcher. However, due to the poor internet connection on some respondent area, the researcher took several weeks to retrieve the remaining online survey responses.

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Statistical Treatment

The statistical treatment used in data analysis are as follows:

For the profile of the respondents, frequency count and percentage were used, weighted mean was used for the ratings, and Spearman rho was utilized for the correlation analysis. All formulas mentioned are embedded in the computer software SPSS version 21 (Statistical Package for Social Sciences).

The following scale and its equivalent was used for interpreting the teachers' level of commitment and performance ratings.

Table 2
Interpretation of Teacher's Performance

Descriptive Rating	Verbal Description	Verbal Interpretation
3.25 - 4.00	Always Performed (AP)	The teacher is always committed to his/her tasks.
2.50 - 3.24	Often Performed (OP)	The teacher is often committed to his/her tasks.
1.75 - 2.49	Sometimes Performed (SP)	The teacher is sometimes committed to his/her tasks.
1.00 – 1.74	Never Performed (NP)	The teacher is never committed to his/her tasks.

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Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered which were tabulated, analyzed and interpreted to answer the following questions in the statement of the problem found in Chapter one.

1. Profile of the Teachers

1.1 Age

The teacher-respondents' profile is presented in the following tables.

Table 3
Age of the Teachers

Age Bracket	Number	%
20-25 years old	26	10.44
26-30 years old	42	16.87
31-35 years old	46	18.47
36-40 years old	42	16.87
41-45 years old	33	13.25
46-50 years old	23	9.24
51-55 years old	22	8.84
56-60 years old	12	4.82
60 years old and above	3	1.20
Total	**249**	**100.00**

Table 3 shows the age of the respondents. It can be seen that 46 or 18.47% teachers are 31 to 35 years, 42 or 16.87% teachers are 26 to 30 years old, and another 42 or 18.47%

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teachers are 36 to 40 years old. Further, it is also shown that 33 or 13.25% teachers are 41 to 45 years old and 26 or 10.44% of them are 20 to 25 year-old. Finally, 23 or 9.24% teachers are 46-50 years old, 22 or 4.82% are 51-55 years old and three or 1.20% teachers are 60 years old and above.

The findings imply that few of the teachers-respondents were 31-35 years old. According to the study of Australian Council for Educational Research (2013), experienced teachers do not differ in the amount of knowledge they have about curriculum matters or knowledge about teaching strategies and content knowledge. Experienced teachers also possess knowledge that is more integrated, combine new subject matter, content knowledge with prior knowledge, can relate the current lesson content to other subjects in the curriculum, and make lessons uniquely own by changing, combining, and adding to their students' needs and own goals.

More so, according to the study of Personnel System of Teachers (2015), the age ranges 31 to 35 is the stage of career characteristics of level performance-building and stabilization through teaching experience. It means that teachers have the commitment and skills to enhance more their teaching performance (Super, 2016).

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1.2 Sex

Table 4
Sex of the Teachers

Sex	Number	%
Male	78	31.33
Female	171	68.67
Total	249	100.00

It is presented in Table 4 the sex of the teacher-respondents. Based on the table, there are 171 or 68.67% female teacher-respondents and 78 or 31.33% male teacher-respondents.

The results imply that the study was dominated by female teachers. According to Iqbal & Akhtar (2012), female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. Schaap et al. (2018) also found that female teachers want progress performance in their job. In addition, Rich (2018) cited that even across the country, teaching is an overwhelmingly female profession, and in fact, has become more so over time.

On the other hand, Drudy (2016) pointed out that there is little evidence to prove that boys need male teachers to achieve better role models to feel engaged.

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1.3 Civil Status

Table 5
Civil Status of the Teachers

Civil Status	Number	%
Single	83	55.70
Married	56	37.58
Widow/er	8	5.37
Separated	2	1.34
Total	**149**	**100.00**

Table 5 presents the civil status of the teacher-respondents. From the table, it can be seen that 56 or 37.58% teachers are married, 83 or 55.70% are single, eight or 5.37% are widow/er and two or 1.34% are separated.

The findings imply that majority of the teachers were single. Single teachers are always there for the students to learn cognitive skills, too, but the married ones are committed to family affairs (Kate, 2016).

However, according to Odanga (2015), married teachers attempt to do more things in the school, put more effort in work, persevere longer in duties and recover faster when they fail to meet set targets. This is because teachers with high self-efficacy are better in planning, innovation, resilience and persistence to achieve set objectives (Adu et al., 2012). Married teachers also work harder and longer to attain set

targets because they have higher self-efficacies than unmarried teachers have, respectively.

More so, Odanga (2015) also said that marriage improves the teachers' self-efficacy, performance in classroom management and being emotionally stable can teach more the cognitive skills of learners too.

1.4 Position

Table 6
Position of the Teachers

Position	Number	%
Teacher I	57	22.89
Teacher II	69	27.71
Teacher III	79	31.73
Master Teacher I	18	7.23
Master Teacher II	17	6.83
Master Teacher III	2	.80
Head Teacher III	6	2.41
Principal II	1	.40
Total	249	100.00

Table 6 shows that 79 or 31.72% respondents are Teacher III, 69 or 27.71% are Teacher II, 57 or 22.89% are Teacher I, 18 or 7.23% are Master Teacher I, 17 or 6.83% are Master Teacher II, six or 2.41% are Head Teacher III, two or .80% are Master Teacher III and one or .40% is Principal II.

The findings imply that almost one-fourth of the teacher-respondents were in the Teacher III position. According to DepEd's Roles and Responsibilities of Teachers

(2017), the teacher performance and competencies are become an effective classroom practitioner with structured support and guidance from teachers at higher levels to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. Skilled teachers are operating under general direction with clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more new teachers.

In addition, Republic Act No. 4670 of June 18, 1966 promotes and improves the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life. It also attracts and retains more people in the teaching profession with the proper qualifications. It is being recognized that advance in Education depends on the qualifications and ability of the teaching staff and that Education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

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1.5 Number of Years in Teaching

Table 7
Number of Years in Teaching of the Teachers

Years in Teaching	Number	%
0-5 years	102	40.96
6-10 years	65	26.10
11-15 years	31	12.45
16-20 years	16	6.43
21-25 years	16	6.43
26-30 years	15	6.02
31 years and above	4	1.61
Total	249	100.00

It is shown in Table 7 that 102 or 40.96% teachers have less than 5 years of teaching experience, 65 or 26.10% have 6 to 10 years of teaching experience, 31 or 12.45% have 11 to 15 years of teaching experience, 16 each or 6.43% have 16 to 20 and 21 to 25 years of teaching experience.

It can be implied that most of the teacher-respondents have been in the teaching profession for 5 years or less. According to the study of Boyd et al. (2017), teachers show the greatest productivity gains during the first few years on the job, after which the performance tends to level off. More so, experience varies depending on the teacher's level of education and the subject area. The impact of early years of experience is strongest in the subject and more consistent at the high school level (Harris et al., 2017).

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However, according to one study using data from North Carolina, school teachers with one or two years of experience are more effective on average than teachers with no experience at all. The decline in performance among the most experienced teachers is most evident at the high school level, suggesting that this is where such attention should be focused (Rice, 2015).

In general, teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers.

1.6 Educational Attainment

Table 8
Educational Attainment of the Teachers

Educational Attainment	Number	%
Bachelor's Degree	21	8.43
MA Graduate	50	20.08
With MA Units	146	58.63
With PhD/EdD units	23	9.23
PhD/EdD Graduate	9	3.62
Total	**249**	**100.00**

As presented in Table 8, 146 or 58.63% teachers earned MA units, 50 or 20.08% finished Master's degree, 23 or 9.23%

earned PhD/EdD units, 21 or 8.43% graduated Bachelor's degree and nine or 3.62% obtained Doctorate degree.

The results show that most of the teachers earned units in Master's degree. Master's degree will only yield a positive effect on the student's achievement if the teacher's major is in line with the Master's degree program. Regarding achievement, one study demonstrated that scores were higher among students whose teachers had a Master's degree, relative to students whose teachers only had a Bachelor's degree (MHEC Research Brief, 2017).

More so, teacher educational attainment and student outcomes may vary by such factors as level of schooling, academic subject and course congruence (Horn, 2017). Getting a master's degree is an excellent way to enrich and advance the teaching career, for it prepares a teacher to be an expert in his/her field of specialization.

Furthermore, a teacher with MA degree also helps the students in many ways and preparing teachers academically ensuring students' quality learning (USC University California, 2015). Teachers with higher education would have also better chances in academe (Jaschick, 2016).

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1.7 Awards Received

Table 9
Awards Received by the Teachers

Highest Award Received	Number	%
Congressional District Award	73	29.32
Division Award	104	41.77
Regional Award	43	17.27
National Award	29	11.65
Total	249	100.00

Table 9 shows the awards received by teachers. It can be seen on the table that 104 or 41.77% teachers received a division award, 73 or 29.22% received a congressional district award, 43 or 17.27% received a regional award and 29 or 11.65% received a national award.

The results show that majority of the teachers were recipients of awards in different levels. Awards received motivated teachers when the requirements were addressed to teachers in national, districts, or schools. Teachers also expected performance awards to have positive impacts on both the degree to which teachers understand the goals and on goal commitment (Locke, 2015).

In addition, committed teachers who are highly motivated in terms of awards received in their work environment are most likely to contribute their time and energy to the pursuit of school goals and are increasingly acknowledged to be the

primary asset available to the school (Ribelin et al., 2017). Furthermore, teachers who share a commitment to the school and their collective well-being are more suitable to generate the social capitals that facilitate school learning.

According to Chamberlin et al. (2012), the distinguishing feature of a performance-based scheme is that it rewards or sanctions teachers based upon some form of performance evaluation. Distinctions in performance-based reward programs are found in the skills assessed and the rewards provided. Most individually-based programs have used pecuniary rewards for high levels of performance, usually defined in terms of student outcomes or teacher skills and knowledge.

Kelley (2019) said that the movement to school-based rewards can increase the precision of resource allocation by encouraging resource alignment from top down, by setting organizational goals, and from the bottom up, as teachers are gaining feedback, and benefiting from better resource allocation and policy coherence. This can occur because school goals are clarified in a performance-based reward system, and teachers have an increased incentive to share information with administrators since they benefit from improved outcomes.

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More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve in performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses.

2. **IPCRF Results of the Teachers as Analyzed by the Teacher-respondents in their Performance**

Table 10
Teachers' Performance Based on IPCRF Results

IPCRF Results	Number	%
Outstanding	63	25.30
Very Satisfactory	184	73.90
Satisfactory	2	.80
Total	249	100.00

The teacher-respondents' performance based on IPCRF results is presented in Table 10. It can be seen from the table that 184 or 73.90% teachers obtained a "Very Satisfactory" rating, 63 or 25.30% got an "Outstanding" rating and two or .80% earned a "Satisfactory" rating.

The findings imply that most of the teachers performed well based on the very satisfactory performance rating they earned. According to Ogochi (2014), performance satisfaction is a good feeling about teaching as a job that boosts the morale of teachers and maintains their need to stay in the profession, their commitment to the job and their pride of

being teachers. It is also universally recognized that teachers' performance play a key role in students' learning and academic achievement (Panda et al., 2013).

In addition, Happock (2015) claimed that performance satisfaction can only be rationalized and that the degree of satisfaction varies from time to time and from person to person. It is indeed a condition of the mind.

Furthermore, performance of the school is one important factor. Disgruntled teachers who are not satisfied with their job will not be committed and productive. They will not be performing at the best of their capabilities if they are not satisfied (Unos, 2017). Consequently, not only the teaching profession is at serious risk, but the attainment of national agenda will be affected.

In recent years, attention to school performance has become more closely associated with commitment to improved job performance and quality of Education (Buchanan, 2017). Individual performance is generally determined by three factors. Motivation, the desire to do the job, ability, the capability and commitment to do the work, and the school environment, the tools, materials, and information needed to do the performance.

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3. Extent of Teachers' Level of Commitment as Described by Teachers Themselves and their Principals

3.1   Content Knowledge and Pedagogy

Table 11
Performance Based on Content Knowledge and Pedagogy

Item Statements	Teachers		School Principals	
	WM	VD	WM	VD
1. I use different teaching strategies that develops critical and creative thinking skills of the students.	3.68	AP	3.85	AP
2. I provide clear explanations of the content topic in my lesson.	3.86	AP	3.80	AP
3. I use lesson plan with limited instructional strategies and some are not suitable to the content.	3.77	AP	3.65	AP
4. I use teaching methods to assess students' skill and use DepEd instruction accordingly.	3.73	AP	3.60	AP
5. I am aware of medical issues and learning disabilities of some of my students.	3.49	AP	3.75	AP
6. I facilitate my students to use other educational resources inside the classroom in their studies.	3.67	AP	3.80	AP
7. I participate in content-area training-workshops offered in DepEd.	3.67	AP	3.65	AP
8. I use available DepEd learning materials/modules in my lesson.	3.70	AP	3.70	AP
Average Weighted Mean	**3.70**	**AP**	**3.73**	**AP**

Table 11 shows the teacher-respondents' performance based on content knowledge and pedagogy. The average weighted mean score from teacher-respondents is 3.70, and verbally described as "Always Performed" while the average weighted mean score from the school principals is 3.73 and verbally described as "Always Performed".

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In the past decades, researches on teaching and learning have focused on teachers' subject area content knowledge and the method of knowledge transferred to students. For some, these researches are acknowledgments of the complexity brought about by the teaching process which aims to contribute to the empowerment of teachers, the enhancement of the teaching status, and the improvement of the Pedagogical Content Knowledge (PCK) of teachers.

Teaching knowledge includes the teacher's knowledge about the organization of a school's curriculum and its sequencing, as well as the constructivist conceptions of content and learning theories proposed by behaviorists or academics. They guide the teacher's decision-making, planning, and actions in the classroom. Regarding the teacher's Pedagogical Content Knowledge, one links the recognition of knowledge acquired by the students, teacher's awareness of students' conceptualizations. Any prior knowledge acquired to face a task successfully and knowledge of the students' difficulties and mistakes about the goal of preempting the repetition of these difficulties and mistakes are linked to each other (Raimundo, 2014).

According to Niess (2015), content knowledge or subject matter is important as it defines and develops the teachers'

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content of instruction and commitment. In the modern method of instruction, technology has become an integral component for learning across subject matter areas, an intersection of technology-based subject matter, and knowledge with pedagogical content knowledge as it requires thorough understanding of the methods of the integration process.

More so, teacher knowledge is certainly a component of teacher professionalism. However, professional competence involves more commitment in knowledge and works, but skills, attitudes, commitment and motivational variables are also contributing factors to mastery of teaching and learning in pedagogical knowledge and content (Blömeke and Delaney, 2012).

According to Barrows and Neely (2012), Content Knowledge and Pedagogy (CKP) is an important part in developing the teachers' instruction and commitment to enhance pedagogical content knowledge in the field of Education. In addition, CKP consists of the student-teachers' own understanding about the content knowledge and pedagogy and ideas of students' prior knowledge, alternative conceptions on a certain topic, and learning difficulties within the subject area. It also involves understanding how this knowledge functions in the teaching-learning process and apply knowledge in making

decisions about the lesson or making on-the-spot judgements

in the classroom.

3.2 Learning Environment and Diversity of Learners

Table 12
Performance Based on Learning Environment and Diversity of Learners

Item Statements	Teachers		School Principals	
	WM	VD	WM	VD
1. I conceptualize diversity to understand each student and bring unique experiences, strengths and ideas in the classroom.	3.47	AP	3.50	AP
2. I divert the exploration and incorporation to enrich teaching-learning inside the classroom.	3.59	AP	3.55	AP
3. I corporate the dimensions of race, ethnicity, sexual orientation and gender in the classroom.	3.57	AP	3.75	AP
4. I ensure my students are prepared to learn in a diverse environment and collaborate new perspectives/point of view to others.	3.62	AP	3.75	AP
5. I make my classroom conducive, show respect and safe-motivating environment.	3.83	AP	3.70	AP
6. I use variety of teaching methods to deliver lesson and provide students opportunities to share what they know to other students.	3.82	AP	3.35	AP
7. I respect the socio-economic status, age, ability, religious or political beliefs, and other different ideologies in the classroom.	3.74	AP	3.80	AP
8. I recognize students learn in different ways and have valuable perspectives to bring the content lesson being learned.	3.49	AP	3.85	AP
9. I encourage my students to experience the educational tour that helps them to learn from outside school environment/premises.	3.80	AP	3.60	AP
10. I use classroom management strategies that engage learners in activities/tasks in the classroom.	3.90	AP	3.80	AP
Average Weighted Mean	**3.68**	**AP**	**3.67**	**AP**

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Table 12 shows the teacher-respondents' performance based on learning environment and diversity of learners. The average weighted mean score from teacher-respondents is 3.68, and verbally described as "Always Performed" while the average weighted mean score from school principals is 3.67, which is verbally described as "Always Performed".

The findings imply that educators must know how to use technology to engage (committed), motivate, and divert learning with their students. The teacher must upgrade new methodologies that embrace the diversity of learners for testing the effectiveness of products, programs, and interventions that divert learning. The developers and designers must also create tools that are more precise and intentionally tuned to the specific aspects of learning for individual learners across all content areas and developmental stages of learning (Morrison et al., 2015).

More so, on the effect of classroom characteristics, Wolf and Fraser (2017) asserted that class size and infrastructure are primary classroom characteristics that shape learning environment.

Teachers also need to be aware that their students in the classroom are and always have been different from one another in a variety of ways like understanding of diversity

of students in terms of their abilities and interests and respond to diverse situations; an application of different teaching strategies; and how various types of classroom activities might be managed (Fadzilah, 2010).

Past studies indicate that the physical classroom condition affects students' performance (USEPA, 2011). Students prefer smaller classes because such size facilitates adequate attention to each student and favor learning to take place (Martins & Walker, 2016). This suggests that when classroom characteristics are improved, students will be comfortable, feel relaxed and this will in turn facilitate concentration and consequent academic performance. A lot has been done on the effect of learning environment on academic performance.

The findings are inclined towards the theoretical framework where the teacher must upgrade new methodologies that embrace the diversity of learners for testing the programs, and interventions that focus on learning. More so, learning is reduced if the classroom environment condition is too hot, too cold, or lacks fresh air that leaves them drowsy. Elements like day lighting and indoor air have an effect on student performance, particularly if they are inadequate.

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3.3 Curriculum and Planning

Table 13
Performance Based on Curriculum and Planning

Item Statements	Teachers		School Principals	
	WM	VD	WM	VD
1. I am responsible for managing and monitoring student learning progress.	3.83	AP	3.75	AP
2. I focus on in-depth understanding rather than content knowledge by providing students with multiple opportunities to learn.	3.57	AP	3.75	AP
3. I develop the students' abilities to make meaningful application and generalization to new lesson and contexts.	3.69	AP	3.75	AP
4. I incorporate techniques, procedures and lesson consistently aligned in the DepEd curriculum guide.	3.73	AP	3.80	AP
5. I am aware in my subjects I teach and how to teach those subjects to my students.	3.79	AP	3.70	AP
6. I use concepts, content topics, and procedures that constitute the knowledge base on principles (big ideas) of the lesson.	3.63	AP	3.65	AP
7. I provide language in my lesson that appropriate to the abilities of the learners.	3.79	AP	3.70	AP
8. I structure learning environment in which students can work collaboratively to gain knowledge that use in the lesson.	3.66	AP	3.80	AP
9. I plan and implement developmentally sequenced teaching-learning process.	3.62	AP	3.65	AP
10. I create expectations and social norms for the classroom that allow students to experience success and develop confidence in 3.78their abilities to learn.	3.63	AP	3.65	AP
11. I participate in discussion that use teacher-learner interaction to enrich teaching-learning process.	3.78	AP	3.70	AP
12. I select, develop, organize and use appropriate teaching-learning resources and ICTs to address learning goals.	3.60	AP	3.70	AP
Average Weighted Mean	**3.69**	**AP**	**3.73**	**AP**

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Table 13 shows the teacher-respondents' performance based on curriculum and planning. The obtained average weighted mean score from teacher-respondents is 3.69, and verbally described as "Always Performed" and the obtained average weighted mean score from school principals is 3.73, and verbally described as "Always Performed" also.

The findings imply that curriculum planning and development is a dynamic process and changes according to the need of the society and stakeholders in the education system. It also includes several stages such as planning, preparing and designing, developing, implementing, evaluating, revising, and improving (Jadhav, 2013). Traditionally, this has been seen as planned for a sustained process of teaching and learning in a formal institutional setting. It is a systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

Further, the implementation of the curriculum is an actualization of written curriculum in the form of learning. This is also the application of curriculum ideas, concepts or programs into leaning practices by constantly adjusting the field situation and characteristics of students. The teacher has to make a planning of curriculum implementation in the

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form of lesson plans based on a syllabus that has been set in the Curriculum (Djohar, 2018). Then, curriculum in learning process uses scientific approach and several teaching models such as discovery/inquiry, problem based learning, and project based learning. The learning process and result must be evaluated by using authentic assessment.

Stearn (2019) states that life in the classroom seems so dynamic and hectic that it might feel as though all plans can go astray. As a teacher, it is easy to get caught up in the day-to-day operations and forget about the big picture, and curriculum is the big picture.

In other words, curriculum is the sum total of skills, knowledge and concepts that students learn, explicitly as well as implicitly. However, losing track of the big picture of a curriculum plan is totally understandable, but having an overarching plan is important (Stearn, 2019).

The findings are inclined towards the theoretical framework where curriculum and planning bring sensible focus on teaching, and make it easier to figure out what activities, projects, and lessons to do each day. Further, performance based learning is an approach to teaching and learning that emphasizes students performance in specific skills.

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3.4 Assessment and Reporting

Table 14
Performance Based on Assessment and Reporting

Item Statements	Teachers		School Principals	
	WM	VD	WM	VD
1. I select, organize and use diagnostic, formative and summative assessment strategies consistent with DepEd curriculum requirements.	3.82	AP	3.75	AP
2. I use a detailed consideration of the reliability, validity and fairness of the quarterly test results.	3.68	AP	3.70	AP
3. I based my teaching from students' understanding that represent knowledge and develop skills in the classroom.	3.68	AP	3.70	AP
4. I align the evaluation/quiz in DepEd curriculum and instruction in the contents, concepts, processes and skills to measure students' knowledge and understanding.	3.74	AP	3.65	AP
5. I monitor and evaluate learner's progress and achievement using learner's data, report card and school forms (SFs).	3.86	AP	3.85	AP
6. I include the important content lesson and performance to get the full range of desired knowledge and understanding.	3.76	AP	3.85	AP
7. I assist learning by providing multiple intelligence for students to practice their skills and receive feedback about their performance.	3.60	AP	3.60	AP
8. I communicate promptly and clearly to the stakeholders, including parents/guardians to report learners' needs, progress and achievement to excel school.	3.73	AP	3.75	AP
9. I assess students' understanding both qualitative and quantitative in nature and to provide multiple intelligence which a student demonstrate learning.	3.73	AP	3.90	AP
10. I give the student extra time and frequent remediation who failed to understand the lesson.	3.58	AP	3.75	AP
Average Weighted Mean	**3.72**	**AP**	**3.75**	**AP**

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Table 14 shows the teacher-respondents' performance based on assessment and reporting. The average weighted mean score from teacher-respondents is 3.72, and is verbally described as "Always Performed" while the average weighted mean score from school principals is 3.75, which is verbally described as "Always Performed."

The findings imply that assessment and reporting are combined to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement (Pierce, 2012; Blackwood, 2019)

According to Brown and Hudson (2018), performance assessment and reporting has its primary purpose to improve learning. It also links assessment to instruction through the use of meaningful and commitment tasks (Pierce, 2012). Further, it promotes the application of knowledge and skills in situations that closely resemble those of the real world (Frisby, 2011). It may focus on processes as well as products and tap into higher-level thinking and problem-solving skills.

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On the contrary, the National Academies Press (2011) said that assessments have long held a strong influence on educational practice. It requires the use of "appropriate objective measures of educational achievement" in order to ensure that the program was achieving its goal of reducing the achievement gap between low-income and higher-income students. In carrying out this requirement, states and school districts, used standardized norm-referenced tests to measure the achievement (Blackwood, 2016).

The findings are anchored on the theoretical framework where assessment and reporting are used the achievement standards at the end of a period of teaching, to make fair about the quality of education demonstrated by students whether the students have achieved below, at or above the standard and teachers also draw an assessment report they have collected as report card during and after the quarter for monitoring of students achievement. It requires students to accomplish approximations of real-life, authentic performance tasks, productive skills (speaking or writing) but also using reading or writing combining these skills.

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3.5 Professional Growth and Development

Table 15
Performance Based on Professional Growth and Development

Item Statements	Teachers		School Principals	
	WM	VD	WM	VD
1. I perform various related works/activities that contribute to the teaching-learning process.	3.77	AP	3.85	AP
2. I belong in professional community where teachers have the opportunity to discuss ideas and practices with colleagues.	3.60	AP	3.85	AP
3. I use instructional strategies and assessment that teachers are expected to use with students.	3.72	AP	3.65	AP
4. I am most effective and motivated when teachers take an active role inside the school.	3.62	AP	3.80	AP
5. I have a long-term effort spanning teachers' professional development to my teaching career.	3.83	AP	3.85	AP
6. I feel professionally grown and developed when teacher treats teachers as teachers.	3.82	AP	3.75	AP
7. I am the role model who contribute to DepEd's Vision and Mission.	3.80	AP	3.90	AP
8. My professional growth and development needs to continue throughout in my teaching career.	3.84	AP	4.00	AP
9. I accept responsibility for my own learning and growth development.	3.81	AP	4.00	AP
10. I view myself as an agent of change, responsible for improving teaching and learning inside/outside the school.	3.74	AP	3.85	AP
Average Weighted Mean	3.76	AP	3.85	AP

Table 15 shows the teacher-respondents' performance based on Professional Growth and Development. The average weighted mean score from teacher-respondents is 3.76, verbally described as "Always Performed" and the average

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weighted mean score from school principals is 3.85, which is verbally described as "Always Performed".

The findings imply that professional growth is an important part of professional responsibility. Effective planning involves looking beyond the present and taking a long-term look at one's career. During this planning process, teachers consider both their personal and professional goals and select those developmental opportunities that are most effective in helping them reach those goals (Kentucky, 2016).

Furthermore, education research has also shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers, in order for school and leaders to be as effective as possible, they must continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.

According to Mizell (2020), educators need to develop the knowledge and skills, they need to address students' learning challenges. To be effective, it requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs.

The findings are anchored on the Barrows and Neely's Theory that professional development is the only way for

educators to learn so that they able to get better performance in the field and raise student's achievement in school. Furthermore, professional education development has benefits for both teachers and students, but most importantly, it helps teachers become committed to the job and develop into competent future school administrators.

4.6 Summary of the Teachers' Level of Commitment as Described by Themselves and their School Principals

Table 16
Summary of the Teachers' and Principal's Level of Commitment

Control System/Areas	Teachers		School Principals	
	WM	**VD**	**WM**	**VD**
Content Knowledge and Pedagogy	3.70	AP	3.73	AP
Learning Environment and Diversity of Learners	3.68	AP	3.67	AP
Curriculum and Planning	3.69	AP	3.73	AP
Assessment and Reporting	3.70	AP	3.75	AP
Professional Growth and Development	3.76	AP	3.85	AP
Over-all Weighted Mean	**3.71**	**AP**	**3.75**	**AP**

As presented in the table above, although the teachers' and school principals' ratings on the teachers' level of commitment got the same verbal description of "Always Performed", they still differ from one another as shown by their weighted means.

The application of teachers' level of commitment is fully understood by themselves. It may be for the reason that

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it is a new rating tool from the Department of Education and all government sectors in the Philippines.

An effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Performance in education puts a great demand on teaching commitment where teachers are able to fulfil the teaching professional responsibilities or achieving the education goals (Okendo, 2018). Committed teachers are determinants of quality education and academic performance of students or schools. Once, Rajani (2014) said, "Children are, because teachers are." The global world determines teachers as prime movers in implementing curriculum and teaching/learning.

In this regard, Duze (2012) also added that teachers' commitment is a significant aspect for achieving quality education. Thus, the success of education is routed on teaching professional competence and commitment based on teachers' skills, knowledge, attitudes and values, as well as accountability for effective teaching which can be measured in terms of school performance.

Furthermore, DepEd Order No. 2, s. 2015, stipulated the strategies, methods, tools and rewards for assessing the accomplishment in relation to the commitment. RPMS is an

organization – wide process of ensuring that employees focus work efforts towards achieving the DepEd's vision, mission, values, and strategic priorities.

Likewise, Individual Performance Commitment and Review Form (IPCRF) as a tool of the project is being accomplished by the educators in cycle from the time of planning, review and evaluation. Providing the objectives made by each teacher, IPCRF provides also a verifiable basis for rating and ranking the performance in five phases such as Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting and Professional Growth and Development.

Committed teachers always thrive for continuous professional development. It is believed that teachers who are committed to their profession work collaboratively with other teachers to nurture the learning of the students. Discussing education materials, development of teaching approaches with other teachers in the school inspires teachers to promote intellectual development of their students. These factors do not only influence effectiveness of teaching, but also the efficiency of learning and these teachers profoundly struggle for efficiency in teaching and

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learning through employing different approaches (Coladarci,

2017).

4. **Correlation Analysis Result between Profile of the Respondents and their IPCR Results**

Table 17
Correlation Analysis Result between Profile of the Respondents and their IPCR Results

Profile Variables	Indicators	IPCR Results
Age	Pearson Correlation	.024
	Sig. (2-tailed)	.704
	N	249
Sex	Pearson Correlation	.037
	Sig. (2-tailed)	.566
	N	249
CS	Pearson Correlation	.038
	Sig. (2-tailed)	.556
	N	249
EmpStatus	Pearson Correlation	.323**
	Sig. (2-tailed)	.000
	N	249
YrsTeaching	Pearson Correlation	-.012
	Sig. (2-tailed)	.848
	N	249
EducAtt	Pearson Correlation	.447**
	Sig. (2-tailed)	.000
	N	249

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 17 shows the correlation analysis result between

the profile of the teachers and their IPCR. It is shown that

among the profile variables of the teachers, employment

status and highest educational attainment resulted in a

significant relationship to IPCR with a correlation

coefficient of .323 and .447, respectively. However, the researcher cannot reject the hypothesis formulated because there are more variables not found significantly correlated to IPCR. Thus, there is no significant relationship between profile variables and their ICPR.

The findings imply that teachers influence students through their interactions with them, especially in the classroom. Thus, although important, teacher education level and experience only represent a portion of the ability to manage the classroom efficiently and to promote student achievement (Wenglinsky, 2012).

Teacher employment and teacher educational attainment have been viewed as two characteristics that are related to teacher quality. They may also be viewed as important criteria in selecting teachers, serving as proxy variables for skill level or expertise. According to Edgerson and Kritsonis (2016), teacher education level refers to the highest educational degree obtained by a teacher. NCLB specifies that highly qualified teachers must have a minimum of a bachelor's degree.

However, teaching employment tells the number of years a teacher has taught and has potential concern to policy-makers. Teachers have more opportunities to teach higher

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level or advanced classes, and thus, have higher achieving students in their classrooms (Greenberg et al., 2014). Thus, it is possible that students with poor performance are more likely to have a double advantage because they are taught by educated teachers.

5. **Relationship between Teachers' Profile and their Extent of Commitment**

Table 18
Correlation Analysis Result between Profile of the Teachers and their Extent of Commitment

Profile Variables		CKP	LEDL	CP	AR	PGD
Age	Pearson Correlation	.086	.053	−.054	.003	.019
	Sig. (2-tailed)	.178	.409	.399	.960	.764
	N	249	249	249	249	249
Sex	Pearson Correlation	.161*	.104	.045	**.128***	.124
	Sig. (2-tailed)	.011	.103	.477	.044	.051
	N	249	249	249	249	249
CS	Pearson Correlation	.051	.057	−.027	−.033	−.027
	Sig. (2-tailed)	.424	.374	.675	.607	.671
	N	249	249	249	249	249
EmpStatus	Pearson Correlation	.108	.043	.075	.072	.051
	Sig. (2-tailed)	.089	.495	.237	.258	.423
	N	249	249	249	249	249
YrsTeaching	Pearson Correlation	.090	.021	−.030	−.032	.037
	Sig. (2-tailed)	.159	.736	.640	.611	.562
	N	249	249	249	249	249
EducAtt	Pearson Correlation	.085	.074	**.132***	.064	.058
	Sig. (2-tailed)	.180	.243	.038	.312	.360
	N	249	249	249	249	249

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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Table 18 shows the correlation analysis result between the profile of the respondents and the extent of their commitment. The table reveals that there were only two profile variables that have correlation coefficients that resulted in a significant relationship at .05 level of significance, namely: "Sex and Reporting and Assessment" and "Highest Educational Attainment and Curriculum and Planning" which have correlation coefficients of .128 and .132, respectively. With these findings, the researcher is compelled not to reject the hypothesis formulated, therefore, there is no significant relationship between the profile of the teachers and their extent of commitment.

The findings imply that Reporting and Assessment's effectiveness in improving learning depend on its relationships to curriculum and instruction. Ideally, instruction is faithful and effective in relation to curriculum, and assessment reflects curriculum in such a way that it reinforces the best practices in instruction (Klein, 2010). However, the relationships among assessment, curriculum, and instruction are not always ideal. Often, assessment taps only a subset of curriculum and without regard to instruction, and can narrow and distort instruction in unintended ways.

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In addition, teachers' gender maintains positive and effective learning environment through well-prepared and varied lessons, which cater for the range of student abilities and interests. It also involves setting of realistic and challenging academic standards of student performance (OECD, 2018). However, the level of teachers' educational attainment is a combination of their pre-service training and additional qualifications they may have acquired in-service. The quantity and quality of teachers' initial education are clearly important in shaping their work once they begin teaching in schools and should influence their further education and training requirements and other aspects of their development.

The results imply that teachers are required to demonstrate commitment to professional development through interest, attendance at appropriate in-service courses to study. Reporting and Assessment of teacher are sets of realistic and challenging academic standards of student performance to the parents or guardian for monitoring the child's academic status and performances. In addition, teachers' education is important in shaping commitment to their work.

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6. **Teachers' Level of Commitment as Described by Teachers Themselves and their Principals**

Table 19
T-test Analysis Results between the Extent of Commitment of Teachers as Described by Themselves and their School Principals

Variables	degrees of freedom	Critical Value at .05	Computed t	Decision
Content Knowledge and Pedagogy	14	+/-2.14	-0.59	No significant difference
Learning Environment and Diversity of Learners	18	+/=2.101	0.27	No significant difference
Curriculum and Planning	22	+/-2.07	-0.78	No significant difference
Assessment and Reporting	18	+/=2.101	-0.77	No significant difference
Professional Growth and Development	18	+/=2.101	- 2.212	No significant difference

It is shown in Table 19 the test of differences between the descriptions of teachers' commitment as described by themselves and their school principals. It can be seen that in the first four areas where commitment of teachers are described by the groups of respondents, the computed values are all lower than the critical values set at .05 level of significance based on the degrees of freedom (df). However, in the last area, "Professional Growth and Development," the

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computed t is higher than the critical value, thus the principals' and teachers' descriptions vary. Overall, the findings reveal no significant difference between the descriptions given by teachers and their school principals, thus the hypothesis is not rejected. There is no significant difference between the descriptions of teachers and school principals on the formers' commitment.

The findings imply that exploration is the important perception of principals' leadership and relationship to the students' achievement and leaders may challenge teachers to examine their assumptions and to re-think their instructional processes; establishing expectations for quality pedagogy and support teachers' professional growth and development (Marks and Printy, 2013). With this, teachers begin to feel better and their missions are as a result of significant interactions with their principals, they become more effective in the classroom (Edgerson and Kritsonis, 2016).

The results of the study imply that school principals have the ability to improve the overall teacher's commitment by simply attending to fundamental components of 5 control systems inherent to quality relationships.

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Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings conclusions and recommendations of the study.

Summary of Findings

1. Profile of the Respondents

This study was conducted to determine the profile of the teacher-respondents and their level of commitment based on the embedded Control System. It used random sampling method, Descriptive Correlation, frequency distribution, weighted mean, percentage and Spearman rho in interpreting the data gathered.

1.1 Age

Forty-six or 18.47% teachers were 31 to 35 years, 42 or 16.87% teachers were 26 to 30 years old, and another 42 or 18.47% teachers were 36 to 40 years old. Further, it also showed that 33 or 13.25% teachers were 41 to 45 years old and 26 or 10.44% of them were 20 to 25 year-old. Finally, 23 or 9.24% teachers were 46-50 years old, 22 or 4.82% were 51-55 years old and three or 1.20% teachers were 60 years old and above.

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1.2 Sex

There were 171 or 68.67% female teachers and 78 or 31.33% were male teachers.

1.3 Civil Status

In terms of civil status, there were 83 or 55.70% who were single, 56 or 37.58% teachers were married, eight or 5.37% were widow/er and two or 1.34% were separated.

1.4 Position

Seventy-nine or 31.72% of the respondents were Teacher III, 69 or 27.71% were Teacher II, 57 or 22.89% were Teacher I, 18 or 7.23% were Master Teacher I, 17 or 6.83% were Master Teacher II, six or 2.41% were Head Teacher III, two or .80% were Master Teacher III and one or .40% was Principal II.

1.5 Number of Years in Teaching

One hundred two or 40.96% of the teachers had less than 5 years of teaching experience, 65 or 26.10% had 6 to 10 years of teaching experience, 31 or 12.45% had 11 to 15 years of teaching experience, 16 each or 6.43% had 16 to 20 and 21 to 25 years of teaching experience.

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1.6 Educational Attainment

One hundred forty-six or 58.63% of the teachers were MA units earners, 50 or 20.08% were MA graduates, 23 or 9.23% were PhD/EdD units earners, 21 or 8.43% were Bachelor's degree holders and nine or 3.62% were Doctorate degree holders.

1.7 Awards Received by Teachers

One hundred four or 41.77% of the teachers received a division award, 73 or 29.22% received a congressional district award, 43 or 17.27% received a regional award and 29 or 11.65% received a national award.

2. IPCRF Results of the Teachers As Analyzed by Themselves in their Performance

One hundred eighty-four or 73.90% of the teachers obtained a "Very Satisfactory" rating, 63 or 25.30% got an "Outstanding" rating and two or .80% earned a "Satisfactory" rating.

3. The Extent of the Teachers' Level of Commitment as Described by Themselves and their Principals

3.1 Performance Based on Content Knowledge and Pedagogy

The average weighted mean score from teacher-respondents was 3.70, and verbally described as

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"Always Performed" while the average weighted mean score from the school principals was 3.73 and verbally described as "Always Performed".

3.2 Performance Based on Learning Environment and Diversity of Learner

The average weighted mean score from teacher-respondents was 3.68, and verbally described as "Always Performed" while the average weighted mean score from school principals was 3.67, which is verbally described as "Always Performed."

3.3 Performance Based on Curriculum and Planning.

The obtained average weighted mean score from teacher-respondents was 3.69, and verbally described as "Always Performed" and the obtained average weighted mean score from school principals was 3.73, and verbally described as "Always Performed" also.

3.4 Performance Based on Assessment and Reporting

The average weighted mean score from teacher-respondents was 3.72, and verbally described as "Always Performed" while the average weighted mean score from school principals was 3.75, verbally described as "Always Performed."

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3.5 Performance Based on Professional Growth and Development

The average weighted mean score from teacher-respondents was 3.76, and verbally described as "Always Performed" and the average weighted mean score from school principals was 3.85, verbally described as "Always Performed."

3.6 Summary of the Level of Commitment of Teachers as Described by Themselves and their School Principals

The teachers' and school principals' level of commitment got the same verbal description of "Always Performed", but differ in their weighted means.

4. **Correlation Analysis Result between Profile of the Teachers and their IPCR Results**

Among the profile variables of the teachers, employment status and highest educational attainment resulted to a significant relationship to IPCR with a correlation coefficient of .323 and .447.

5. **Relationship between Teachers' Profile and their Extent of Commitment**

In the correlation analysis result between the profile of the respondents and their extent of commitment, there were only two profile variables

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that have correlation coefficients that resulted in a significant relationship at .05 level of significance, namely: "sex and reporting and assessment" and "highest educational attainment and curriculum and planning" which have correlation coefficients of .128 and .132, respectively.

6. **Teachers' Level of Commitment as Described by Themselves and their Principals**

In the first four areas where the commitment of teachers were described by the groups of respondents, the computed values were all lower than the critical values set at .05 level of significance based on the degrees of freedom (df). However, in the last area, "Professional Growth and Development," the computed t was higher than the critical value, thus the principals' and teachers' descriptions vary.

Conclusions

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

1. Most of the teacher-respondents were at the age of 31 to 35 years old, females, single, Teacher III, had less than 5 years of teaching experience, earned units in

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master's degree, rated "Very Satisfactory" in their IPCRF and division awardees.

2. Teachers showed greatest productivity during their first 5 years in the teaching profession and experiences made them eligible to impart knowledge among their students.

3. Teaching and learning were focused on teachers' content knowledge.

The findings of the study imply that educators must know how to use technology to engage (committed), motivate, and divert learning with their students.

Likewise, curriculum planning and development were a dynamic process and changes according to the need of the society and stakeholders are made in the education system.

Further, assessment and reporting were combined to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Professional growth was an important part of professional responsibility and teachers consider both their personal and professional goals and select those developmental opportunities that were most effective in helping them reach those goals.

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Finally, the application of teachers' level of commitment was fully understood by themselves. It may be for the reason that it is a new rating tool from the Department of Education and all government sectors in the Philippines.

4. Teacher education level and experience only represent a portion of the ability to manage the classroom efficiently and to promote student achievement.

5. Teachers were required to demonstrate commitment to professional development through interest, attendance at appropriate in-service courses, sets of realistic and challenging academic standards of student performance to the parents or guardian for monitoring the child's academic status and performances.

6. School principals had the ability to improve the overall teacher's commitment and performance by simply attending to fundamental components of 5 control system inherent in quality relationships.

7. An action plan was introduced to enhance teachers' level of commitment.

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Recommendations

Based on the conclusions, the following recommendations were offered:

1. For the schools to enhance teachers' performance:

    a. They may send committed and non-committed teachers to undergo more trainings/seminars and support them finish their graduate studies.

    b. Performance appraisal or evaluation may be made easier to attain objectives which are aids in evaluating the performance of teachers. Furthermore, curriculum ideas, concepts and program may be put into practice.

    c. Articulate meetings among teachers and DepEd administrators may be conducted to increase the performance and commitment of teachers through five phases of Individual Performance Commitment and Review Form.

    d. Finally, established accomplishment may be done quarterly to enhance the commitment and performance of every teacher.

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2. For the teachers to enhance their commitment in teaching performance:

   a. They may engage themselves in implementing quality education in DepEd curriculum.

   b. Further, teachers may motivate themselves in a diverse environment that pursue goals, increase the socio-intellectual capital, share a commitment and facilitate school learning.

   c. Finally, teachers must be committed to teaching the lessons and that make 21st learners more interested in the subject to achieve better learning.

3. For future researchers, particularly in a more collaborative learning performance using the 5 phases of Individual Performance Commitment and Review Form.

   a. They may conduct research studies using larger samples from other CD schools utilizing all teachers and learners in the Division of Nueva Ecija.

   b. Further studies may be conducted to help reveal and examine the performance and commitment of teachers themselves through five phases of Individual Performance Commitment and Review Form.

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Appendices

Appendix B

REQUEST LETTER TO THE LEARNER RESPONDENTS

March 10, 2020

Dear _____:

Hail Immaculata!

I, Jestoni J. Pestaňo, am presently conducting a study entitled **"Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form"** in partial fulfilment for the Doctor of Philosophy, major in Educational Management degree.

In this connection, may I humbly ask your cooperation to answer the attached survey questionnaire to make my study a success. Rest assured that the information given will be treated confidentially.

Thank you very much and God bless!

Respectfully yours,

JESTONI J. PESTAÑO, MAEd (signed)
Teacher III, NEHS-SHS

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Appendix C

REQUEST LETTER TO SCHOOL PRINCIPAL

March 10, 2020

RODRIGO L. DIRECTO, PhD, EDd
Senior High School Principal II
Nueva Ecija National High School-SHS
Division of Nueva Ecija

Dear Sir:

Greetings!

In partial fulfilment of the course requirements for the degree, Doctor of Philosophy major in Educational Management, the researcher is conducting a study entitled **"Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form."**

In this connection, he would like to request for your permission to allow him administer his questionnaires to the teachers of your schools division.

He anticipates your favorable response regarding this matter.

Thank you very much!

Respectfully yours,

JESTONI J. PESTAÑO, MAEd (signed)
Teacher III, NEHS-SHS

Noted:

THERESITA N. DIAZ, EdD (signed)
Dissertation Adviser

HENRIETTA DG. TORALBA, PhD (signed)
Dean, Graduate School

GRADUATE SCHOOL

Appendix D

LETTER TO THE SUPERINTENDENT

March 10, 2019

JESSIE D. FERRER, CESO V
Schools Division Superintendent
Department of Education
Division of Nueva Ecija

Greetings!

In partial fulfilment of the course requirements for the degree, Doctor of Philosophy major in Educational Management, I am conducting a study entitled **"Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form."**

In this connection, I would like to request for your permission to allow me to administer my questionnaire to teachers of schools in CD III in Nueva Ecija.

I anticipate your favorable response regarding my request.

Respectfully yours,

JESTONI J. PESTAÑO, MAEd (signed)
Teacher III, NEHS-SHS

Noted:

THERESITA N. DIAZ, EdD (signed)
Dissertation Adviser

HENRIETTA DG. TORALBA, PhD (signed)
Dean, CIC Graduate School

Approved:
JESSIE D. FERRER, CESO V (signed)
Schools Division Superintendent

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Appendix F

ENDORSEMENT LETTER FROM DEPED NUEVA ECIJA

Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA

Schools Division Office

1st Endorsement

002182   January 21, 2020

Respectfully returned to Mr. Jestoni J. Pestaño, researcher, currently taking up Doctor of Philosophy major in Educational Management, the herein request to conduct thesis proposal entitled "Individual Performance and Commitment Review and Teachers' Level of Commitment" to teachers of CD III particularly Junior and Senior Teachers.

This office interposed no objection on the administration of questionnaires provided that classes on that mentioned schools would not affect their regular schedule. You are advised to do your task during the free time of teachers. Be able to follow the guidelines stipulated in DepED Order No. 9, s. 2005 re: Time on Task.

Please be guided accordingly.

JESSIE D. FERRER, CESO V
Schools Division Superintendent

LUIS M. CALISON
SGOD-Chief

Address: Brgy. Rizal, Santa Rosa, Nueva Ecija 3101
Tel. No.: (044) 940-3121
Email Address: nueva.ecija@deped.gov.ph
Facebook: https://www.facebook.com/groups/DepEDNuevaEcijaIssuances

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Appendix G

Sample Questionnaire for Senior High School Teachers

I.   **Direction**: Please answer each segment as accurately as possible by checking or filling in the box provided.

Name (*Optional*): _____

Name of School: _____

Age:
  ☐ *20-25*   ☐ *36-40*   ☐ *51-55*
  ☐ *26-30*   ☐ *41-45*   ☐ *56 and above*
  ☐ *31-35*   ☐ *46-50*

Sex:
  ☐ Male   ☐ Female

Civil Status:
  ☐ *Single*   ☐ *Widow/er*
  ☐ *Married*   ☐ *Separated*

Position:
  ☐ Teacher I   ☐ Principal I
  ☐ Teacher II   ☐ Principal II
  ☐ Teacher III   ☐ Principal III
  ☐ Master Teacher I   ☐ Principal IV
  ☐ Master Teacher II   ☐ Others (*indicate*) ___

Number of Years in Teaching at DepEd:
  ☐ 1-3   ☐ 13-15   ☐ 26-30
  ☐ 4-6   ☐ 16-17   ☐ 31 and above
  ☐ 7-9   ☐ 18-21
  ☐ 10-12   ☐ 22-25

Highest Degree Obtained:
  ☐ Bachelor's Degree
  ☐ Bachelor's Degree ☐with Master's Units
  ☐ Master's Degree
  ☐ Master's Degree ☐with Doctorate Units
  ☐ Doctorate Degree

Awards received by teachers/principal of your school:
  ☐ CD Level   ☐ Regional Level
  ☐ Division Level   ☐ National Level

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Final Rating/Scores in the IPCRF last SY 2018-2019:
☐ 4.500-5.000 (Outstanding)
☐ 3.500-4.499 (Very Satisfactory)
☐ 2.500-3.499 (Satisfactory)
☐ 1.500-2.499 (Unsatisfactory)
☐ Below 1.499 (Poor)

II. DIRECTION: Put a check mark [√] on each of the box below that describes your idea/performance about the level of teachers' commitment based on your IPCRF.

Point Score	*Description Rating*
4	Always Performed **(AP)**
3	Often Performed **(OP)**
2	Sometimes Performed **(SP)**
1	Never Performed **(NP)**

A. Content Knowledge and Pedagogy *I, as a teacher… / I am/I…*	**4** AP	**3** OP	**2** SP	**1** NP
1. use different teaching strategies that develop critical and creative thinking skills of the students.				
2. provide clear explanations of the content topic of the lesson.				
3. use a lesson plan with appropriate instructional strategies suitable to the students' ability.				
4. use teaching methods to assess students' skills.				
5. aware of medical issues and learning disabilities of some students.				
6. facilitate and encourage students to use other educational resources in the classroom in their lessons.				
7. use available DepEd learning materials/modules.				
8. use a variety of teaching methods to deliver lessons and provide students opportunities to share what they know to other students.				
B. Learning Environment and Diversity of Learners *I, as a teacher… / I am/I…*	**4** AP	**3** OP	**2** SP	**1** NP

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	4 AP	3 OP	2 SP	1 NP
1. diversely conceptualize to understand each student and bring unique experiences, and ideas in the classroom.				
2. diversely explore and collaborate the discussion to enrich learning inside the classroom.				
3. incorporate dimensions of race, ethnicity, sexual orientation and gender equality in the classroom.				
4. ensure all students are prepared to learn in a diverse environment and collaborate new perspectives/point of view with others.				
5. make the classroom conducive, respectful, safe and motivating environment.				
6. respect the socio-economic status, age, ability, religious or political beliefs, and other different ideologies in the classroom.				
7. encourage students to learn in different ways and have valuable perspectives to bring the content lesson being learned.				
8. encourage students to experience educational tour that may help them learn from outside school environment/premise.				
9. use classroom management strategies that engage learners in activities/performance tasks in the classroom.				
10. demonstrate a friendly environment, caring and respect in the classroom.				
C. Curriculum and Planning *I, as a teacher… / I am/I*	**4** AP	**3** OP	**2** SP	**1** NP
1. responsible for managing and monitoring students' learning progress.				
2. focus on in-depth understanding rather than content knowledge by providing students with multiple opportunities to learn.				

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	4	3	2	1
3. develop students' ability to make a meaningful application and generalization to a new lesson.				
4. incorporate techniques, procedures and lesson consistently aligned with the DepEd curriculum guide.				
5. aware of the subjects I teach and how to teach those subjects to the students.				
6. use concepts, content topics, and procedures that constitute the knowledge based on principles (big ideas) of the lesson.				
7. use appropriate language/words during the lesson that are applicable and understandable to the students.				
8. use structured learning environment in which students can work collaboratively to gain knowledge from the lesson.				
9. plan and implement developmentally sequenced teaching-learning process.				
10. create expectations and social norms in the classroom that allow students to experience success and develop confidence in their abilities to learn.				
11. employ teacher-learner interaction to enrich the process of learning.				
12. develop, select, organize and use appropriate teaching-learning resources and ICT's to address learning goals/objectives.				
D. Assessment and Reporting *I, as a teacher… / I am/I…*	**4** AP	**3** OP	**2** SP	**1** NP
1. select, organize and use diagnostic, formative and summative assessment strategies consistently aligned with the DepEd curriculum/topic quarterly.				
2. use detailed consideration of the reliability, validity and fairness of the quarterly test results.				
3. base teaching on students' understanding that represents knowledge and develops skills in the classroom.				

	4 AP	3 OP	2 SP	1 NP
4. align the evaluation/quiz and instruction with the DepEd curriculum in terms of contents, concepts, processes and skills to measure students' knowledge and understanding.				
5. monitor and evaluate learners' progress and achievement using learners' data/grades, report card and school forms (SF's).				
6. include the important content lesson and performance to get the full range of desired knowledge and understanding.				
7. provide learning with multiple intelligences for students to practice their skills and receive feedback about their performance.				
8. communicate promptly and clearly with the stakeholders, including parents/guardians to report learners' needs, progress and achievement.				
9. assess students' understanding through qualitative/non-formal and quantitative/formal evaluations.				
10. give a student who failed to understand the lesson a frequent remediation.				
11. include non-formative assessment during discussion and instruction.				
E. Professional Growth and Development *I, as a teacher… / I am/I…*	**4** AP	**3** OP	**2** SP	**1** NP
1. perform in various related work/activities that contribute to the teaching-learning process.				
2. belong to professional community where teachers have the opportunity to discuss ideas and practices with colleagues.				
3. am more effective and motivated when teachers take an active role in the school.				
4. have a long-term effort spanning teachers' professional development in teaching.				

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5. gain professional growth and development when teachers treat each other professionally.				
6. embody the DepEd's Vision and Mission in all of my actions.				
7. strive for professional growth and development.				
8. take responsibility for my own learning, growth and development.				
9. view myself as an agent of change and responsible for improving teaching and learning inside and outside the school.				
10. participate in content-area training/workshops/seminar offered by the DepEd.				

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C U R R I C U L U M   V I T A E

Name	:	**JESTONI JUMAQUIO PESTAÑO**
Course	:	BSEd – Biological Sciences
Graduate School	:	MAEd – General Science Education
		Doctor of Philosophy – Educ. Mgt.
Permanent Address	:	Phase 1 Lot 12 Block 8 Camella
		Homes, Valle Cruz Cabanatuan City
Birthday	:	July 02, 1987
Cell phone Number	:	0905 0720 034
Work Place	:	Nueva Ecija High School SHS
Father's Name	:	+Paciano De Guzman Pestaño
Mother's Name	:	Josephine Samson Jumaquio-Pestaño

EDUCATIONAL BACKGROUND

ELEMENTARY:

Santa Rosa Central School
Poblacion, Santa Rosa Nueva Ecija
Graduated on March 1999-2000

SECONDARY:

St. Rose of Lima Catholic School
Rizal Poblacion, Santa Rosa Nueva Ecija
Graduated on March 2004-2005

COLLEGE:

College of the Immaculate Conception
H. Conception, Sumacab Cabanatuan City
BSED – BioSci (Biological Science)
Graduated on March 2009 (LET passer)

GRADUATE SCHOOL:

College of the Immaculate Conception
H. Conception, Sumacab Cabanatuan City
MAEd – General Science Education
Title of Thesis: "*Assessment of Performance of Grade 11 Science Students thru Embedded Modes of Learning*"
Graduated on March 31, 2017 (Meritus Awardee)

PhD – Educational Management
Title of Dissertation: "*Teachers' Level of Commitment Based on Embedded Control System Vis-a-vis Management Control Theory*"
Graduated on March 31, 2020 (Loyalty Recipient)

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TRAINING PROGRAM/SEMINAR'S ATTENDED:

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS/NATINAL CERTIFICATES	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS
	From	To	
Mass Training of SHS Teachers in Major Subjects (Science)	05/03/2017	05/24/2017	144 hrs
Division Specialized Training on ICT	04/18/2017	04/22/2017	40 hrs
Mass Training of Senior High School Teachers on Content Topics	07/23/2016	07/24/2016	16 hrs
Mass Training of Senior High School Teachers on Common Topics (Phase 1)	07/16/2016	07/17/2016	16 hrs
2-day Orientation in Institutionalizing the Open High School Program (OHSP)	06/23/2016	06/24/2016	16 hrs
Regional Orientation of SHS Teachers Cum Walkthrough of the Curriculum Guides in the Academic Track and Core Subjects	06/06/2016	06/10/2016	32 hrs
NC II CHS (Computer Hardware Servicing)	04/04/2015	05/18/2015	120 hrs
NC II SMAW (Shielded Metal Arc Welding)	04/03/2014	05/30/2014	120 hrs
K-to-12 Regional Training for Grade 9 Teachers	05/19/2014	05/23/2014	96 hrs
Basic Safety Training	05/15/2012	05/22/2012	48 hrs
Strategic Teaching and Effective Classroom Management	10/24/2009	10/24/2009	8 hrs

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Prayer before the Defense

Our Father in Heaven, Thank you oh Lord for all the graces and guidance, Lord tonight I am depending my dissertation, grant me serenity to accept things, give me knowledge and wisdom to answer all the questions which will be given by the panelists and give me strength to do your tasks according your will. Blessed our parents and love ones as well as the panelists who are here tonight. Forgive us our sins, save our souls from the fire of hell and lead our souls into heaven especially to those who needed your mercy. We asked this through Christ, our Lord. Amen.