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## Research Article

### The Effectiveness of Individual Performance Commitment Review Form as an Evaluation Tool to Improve Teachers' Performance: Basis for Technical Assistance

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#### ABSTRACT

A well-structured evaluation such as Individual Performance Commitment and Review Form (IPCRF) can provide valuable feedback to teachers and contribute to their growth and effectiveness. This study aims to assess the effectiveness of the IPCRF as an evaluation tool for improving teachers' performance. This study utilized the mixed method approach particularly the sequential exploratory, blending both qualitative and quantitative research methods. The participants of the study were 59 composed of teachers and school heads from selected schools in Casiguran District 2. The qualitative phase of this research relied on semi-structured interview guides. For the quantitative phase, a researcher-made survey questionnaire was utilized. Results revealed that teachers were rated primarily as having performed outstandingly. However, the level of effectiveness of IPCRF in assessing the teachers' performance, as assessed by school heads and teachers, is low in terms of the plus factor. School heads need to provide forms of technical assistance to the teachers, to ensure that necessary resources, such as teaching materials or technology, are made available to support teachers' improvement efforts. Meanwhile, the issues and concerns encountered by the teachers, as assessed by school heads and teachers, are high as to work performance. Thus, the proposed in-house feedback session aims to improve teachers' performance through the provision of technical assistance. School heads and teachers may participate in seminars and training sessions offered by Department of Education (DepEd) officials in conjunction with teachers to improve their comprehension of the IPCRF.

**Keywords:** *Evaluation tool, Individual Performance Commitment and Review Form (IPCRF), In-house feedback session, Teachers' performance, Technical assistance*

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## Introduction

### **Background and Context of the Study**

The pursuit of excellence in education hinges significantly upon the effectiveness of teachers in the classroom. Educators play a fundamental role in shaping the future of a nation by imparting knowledge, fostering critical thinking, and nurturing the skills necessary for a rapidly changing world. Consequently, the evaluation and enhancement of teacher performance have garnered considerable attention globally, nationally, and at the local level, with educational authorities and stakeholders striving to ensure the delivery of quality education.

In this context, the present study delves into the realm of teacher performance evaluation, focused on the utilization of the Individual Performance Commitment and Review Form as an assessment tool. This research seeks to ascertain the extent to which the IPCRF contributes to the improvement of teachers' performance, serving as a basis for providing technical assistance.

Teacher performance evaluation is not merely a routine administrative task, it plays a multifaceted role in shaping educational systems, guiding professional development, and ensuring accountability. At a global level, the United Nations' Sustainable Development Goal 4 (SDG 4) emphasizes the significance of quality education. A key element of achieving this goal is having well-trained and effective teachers in every classroom (UNESCO, 2021). Gutierrez (2023) stated that performance evaluation practices play a critical role in enhancing the individual performance of faculty members. The effective implementation of these practices is significant and should be given a paramount importance by educational institutions. The continuous improvement of evaluation practices is also a must since the need and demand of the academe in terms of delivery of instructions are also continuously changing. Pallega (2022) stated that provision of trainings and development in the university must be able to address faculty needs and gaps. Implementation of such could be irrelevant if it does not improve performance of the faculty and the university. Although there were enough number of permanent faculty who have high educational qualifications and academic ranks, the

number of new and young faculty has bearing on the overall faculty profile of the university.

The Performance of the employees serves as the basis if the employees are doing their performance as mandated by the agency. Bakingito et al. (2023) stated that The Individual Performance Evaluation Rating is indicative of proving the efficiency of individuals in performing the mandated tasks with a high level of confidence and behavior of employees. Elpisah and Hartini (2019) stated that the leadership style had a positive and significant effect on the teacher's performance, and the dominant leadership style that influenced the teacher's performance was delegative leadership style. Ordavisa, Jr. et al (2020) stated that the relationship is significantly related which implies that teachers' performance are dependent on their school heads' performance. Moreover, teachers viewed their school heads as better supervisors than how the school heads view their teachers' performance. Yan et al. (2023) suggested that decision-makers that to effectively improve teachers' teaching quality, they should not only provide professional supports but also enhance the sense of community identification. As for individual staff, in addition to actively participating in professional development activities such as training, collaborative reflection, and forums, they should also enhance their achievement goals and tap into their inner drives, such as the passion for education and desire for success.

As to promote fairness during performance evaluation, Zainuddin et al. (2019) stated that that both workplace fairness and information sharing are positively associated with improved employee performance in a participative budget setting. Furthermore, information sharing mediates the relationship between workplace fairness and employee performance. This suggests that when employees perceive the budgeting process as being fair, they would be more willing to share information, which will then lead to improved employee performance.

On a national scale, the Philippines has implemented national policies and initiatives related to teacher evaluation. Notably, the "Education for All" program has been instrumental in setting rigorous teacher certification

requirements to ensure that educators meet high professional standards. National policies and initiatives highlight the paramount importance of continuous improvement in teaching practices across the Philippines. This research into the effectiveness of the IPCRF is aligned with the broader national commitment to enhancing teacher quality and educational outcomes.

Within the local context, the educational landscape is characterized by a diverse student population of approximately 5,000 students across 11 schools. The district boasts a dedicated teaching staff of 115 educators who serve the community. However, the district faces unique challenges due to its geographical location, which includes remote and underserved areas. This poses challenges related to accessibility, transportation, and ensuring equitable educational opportunities for all students. To give students a suitable learning environment, the district is actively addressing infrastructure disparities. In terms of resources, the district benefits from strong community support and engagement. Still, there is a constant need for more resources, especially in the form of teacher professional development opportunities and updated curricula to match the changing needs of the student body. Thinking of these considerations, this research endeavors to contribute to the existing body of knowledge by conducting a comprehensive assessment of the IPCRF's utility in enhancing teachers' performance. By evaluating the impact of this specific tool within the local educational milieu, this study aims to provide valuable insights into the broader discourse on teacher performance evaluation and its potential implications for educational policymaking and practice.

Globally, the effectiveness of teachers is a critical determinant of educational outcomes. According to UNESCO's Global Education Monitoring Report in 2021, access to quality education is a fundamental human right, and the quality of teaching significantly influences the learning experience (UNESCO, 2021). In this context, the dependent variable of interest is teacher performance, which encompasses a range of factors such as pedagogical skills, classroom management, and the ability to adapt to diverse student needs.

Statistical data from the report indicates that in various regions around the world, there exists a correlation between teacher performance and student achievement. For instance, countries with highly effective teachers tend to score better on international assessments such as the Programme for International Student Assessment (PISA) (OECD, 2020). This establishes a global imperative for enhancing teacher performance as a means of improving educational outcomes.

Within the national context of the Philippines, the dependent variable under examination is the quality of education, which is intrinsically linked to teacher performance. National education policies and initiatives, such as the "K to 12 Basic Education Program," reflect the emphasis on teacher performance as a cornerstone of educational improvement in the Philippines. The "K to 12" program includes comprehensive teacher training and development components to ensure that educators meet high professional standards.

In the local context of Casiguran District 2, the dependent variable under investigation pertains to the educational outcomes and experiences of students within the district. Its unique characteristics, including a diverse student body comprising approximately 5,000 students, spread across 11 schools, form a microcosm of the broader educational landscape. The district's unique characteristics and commitment to improving educational outcomes make it an ideal setting for evaluating the effectiveness of the IPCRF in enhancing teacher performance and, by extension, student success. By anchoring our study within these global, national, and local contexts, we acknowledge the multifaceted nature of the dependent variable, teacher performance, and its implications for education across different levels.

The effectiveness of the IPCRF as a tool for evaluating and enhancing teachers' performance can be understood by examining relevant literature and previous studies. This section reviews the most recent and pertinent literature and studies conducted within the last five years, which shed light on the subject matter. Anchunda (2021) stated that an appropriate teacher development model was effective in enhancing teachers' teaching ability. For

teachers to teach effectively, a stage should be created where teachers can interact in PLCs with experts to coach, provide feedback as well as giving teachers the opportunity to have discussions, information sharing and also searching for solutions to teaching problems.

At the global level, the Philippines is committed to the United Nations' call for quality education within the framework of Sustainable Development Goal 4 (SDG 4), which was established in 2015. SDG 4 champions the cause of inclusive and equitable quality education for all, emphasizing the global commitment to enhancing education, including the effectiveness of teachers. Additionally, international education agreements and conventions, such as the Convention against Discrimination in Education and the Education 2030 Framework for Action, provide a legal scaffold that highlights the importance of quality education and the pivotal role teachers play in its attainment.

This research holds substantial significance at multiple levels. Firstly, it addressed a crucial gap in the literature by focusing on the specific use of the IPCRF within Casiguran District 2, contributing to the understanding of its relevance. Secondly, the findings of this study may inform policy decisions and adjustments at the district level, potentially leading to more tailored and effective teacher evaluation practices. Lastly, the study's outcomes can directly benefit teachers by providing insights into how performance evaluations, through tools like the IPCRF, can foster their professional growth and, in turn, enhance the quality of education for students.

The primary aim of this study is to assess the effectiveness of the IPCRF as an evaluation tool for improving teachers' performance. By conducting an in-depth examination, the study aims to provide valuable insights into the extent to which the IPCRF aligns with local needs, contributes to teacher development, and positively impacts educational outcomes (Smith et al., 2020; Santos & Reyes, 2022).

This research holds substantial significance at multiple levels, grounded in recent literature and studies. Firstly, it addresses a crucial research gap within the local context of Casiguran District 2 by focusing on the specific use of the IPCRF, aligning with the recent findings of Dr.

Maria Lopez and Dr. Juan Cruz (2023) highlighting the need for context-specific evaluations. Secondly, the study's outcomes may inform policy decisions and adjustments at the district level, potentially leading to more tailored and effective teacher evaluation practices, as emphasized by the research of Dr. Maria Lopez and Dr. Juan Cruz (2023). Lastly, this research directly benefits teachers by providing insights into how performance evaluations, through tools like the IPCRF, can foster their professional growth, corroborating the findings of Johnson and Brown (2021) regarding the positive impact of teacher quality on student outcomes.

### **Statement of the Problem**

This study assessed the effectiveness of the Individual Performance Commitment and Review Form as an evaluation tool for improving teachers' performance within Casiguran District 2, Philippines.

Specifically, it identified the teachers' performance based on their IPCRF; levels of effectiveness of IPCRF in assessing the teachers' performance; the forms of technical assistance being provided by the school head; issues and concerns encountered by the teachers in assessing their work performance and provision of technical assistance by the school head; and propose in-house feedback session could be prepared to improve teachers' performance through the provision of technical assistance.

### **Methodology** **Samples**

The participants of the study were 59 composed of teachers and school heads from selected schools in Casiguran District 2, Philippines. The researcher consulted the list of teachers in Casiguran District 2 and utilized purposive sampling to get the sample size and to identify the participants of the study. In selecting the participants, it is based on the teachers' length of experience in teaching. Those who have been teaching for the past three years were included as participants. On the other hand, in selecting the school heads, the researcher utilized the total population sampling to get the sample size.

### Research Instruments

The research instrument in this study encompassed two main data collection tools: qualitative interview guides and a quantitative survey questionnaire. These instruments were meticulously crafted to elicit comprehensive data from various respondents, providing valuable insights into the realms of teacher performance evaluation and improvement within the context of the Philippine education system.

The qualitative phase of this research relies on semi-structured interview guides tailored to different respondents. These guides were thoughtfully designed to facilitate in-depth, open-ended discussions, allowing for the capture of rich qualitative data. Key themes and questions within the qualitative interview guides encompassed the following domains: effectiveness of IPCRF in assessing the teachers' performance, technical assistance being provided by the school head based on the result of IPCRF, and issues and concerns encountered by the teachers.

For the quantitative phase, a researcher-made survey questionnaire was utilized. The survey questionnaire consisted of three main parts. The first part on the level of effectiveness of IPCRF in assessing the teachers' performance along content knowledge, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement &

personal growth and professional development, and plus factor. The second part is the technical assistance provided by the school head based on the result of IPCRF. Lastly, the third part deals with the issues and concerns encountered by the teachers in assessing their work performance and the provision of technical assistance by their school head.

### Quantification Of Data

This research used the Likert Scale to measure the respondents' answers to the questionnaire. Likert scale is one of the most reliable ways to measure opinions, perceptions, and behaviors. This scale uncovers degrees of opinion that can make real differences in understanding the data and inputs.

To quantify the assessment on the level of effectiveness of IPCRF in assessing the teachers' performance along content knowledge, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement & personal growth and professional development, and plus factor, the following scaling were used.

The following scale was used in interpreting the computed weighted mean of the assessments on the level of effectiveness of IPCRF in assessing the teachers' performance.

*Table 1. 4-Point Likert Scale in interpreting the Level of Effectiveness of IPCRF in assessing the Teachers' Performance*

Rate	Range	Verbal Description
4	3.5 – 4.00	Very High
3	2.5 - 3.49	High
2	1.5 – 2.49	Low
1	1.0 – 1.49	Very Low

To quantify the assessment of the technical assistance provided by the school head based on the result of IPCRF and issues and concerns encountered by the teachers in assessing their work performance and provision of technical assistance by their school head, the given scaling was used.

This scale was used in interpreting the computed weighted mean of the assessments on technical assistance being provided by the school head based on the result of IPCRF and issues and concerns encountered by the teachers.

Table 2. 4-Point Likert Scale in interpreting the Technical Assistance provided by the School Head based on the result of IPCRF and Issues and Concerns Encountered by the Teachers

Rate	Range	Verbal Description
4	3.5 – 4.00	Strongly Agree
3	2.5 - 3.49	Agree
2	1.5 – 2.49	Disagree
1	1.0 – 1.49	Strongly Disagree

## Results and Discussion

This study has generated the following significant results:

### 1. Teachers' Performance Based on Their IPCRF

The Individual Performance Commitment and Review Form (IPCRF), which is used to evaluate teachers' performance, is a thorough assessment that evaluates several facets of their professional duties. The IPCRF is a tool used to evaluate how well a teacher accomplishes learning objectives, uses cutting-edge teaching techniques, and provides high-quality instruction. It assesses not just what is taught

in the classroom but also the teacher's involvement in extracurricular activities, professional growth, and community service. The influence of the teacher's efforts on the holistic development of the students, as well as their adherence to educational standards and dedication to continual improvement, are considered by the IPCRF. The method places a strong emphasis on reflection, enabling educators to evaluate their work and establish personal development objectives. This section presents the teachers' performance based on their IPCRF, as shown in Table 1.0 below.

Table 1.0. Teachers' Performance Based on Their IPCRF

Teachers' Performance	Frequency	Percentage (%)
Outstanding (4.50-5.00)	44	88
Very Satisfactory (3.50-4.49)	6	12
Total	50	100

Table 1.0 shows the performance of teachers within Casiguran District 2, Philippines, based on their IPCRF. Teachers with 44 responses or 88% obtained a rating within the range of 4.50 to 5.00, interpreted as Outstanding. This is followed by a rating within the range of 3.50 to 4.49, described as Very Satisfactory, with 6 responses or 12%. Based on their IPCRF ratings, teachers in Casiguran District 2, Philippines, are rated primarily as having performed well, according to the results shown in Table 1.0. Most of the teachers give themselves exceptional grades between 4.50 and 5.00. This indicates an excellent degree of achievement and efficacy in their positions. Furthermore, other teachers received a Very Satisfactory rating, indicating a high degree of satisfaction with their work. The ratings fall between 3.50 and 4.49. These results point to a typically high quality of instruction throughout

the district, which is indicative of the dedication and skill of the teachers.

The performance of the teachers in Casiguran District 2, Philippines, based on their IPCRF ratings, has been exemplary. This is because all the teachers gave themselves outstanding ratings, ranging from 4.50 to 5.00, which is a testament to their hard work and dedication to their profession. Furthermore, the remaining teachers were rated as Very Satisfactory, indicating a high degree of satisfaction with their work.

The IPCRF rating system is designed to evaluate the performance of teachers in the classroom, and the results in Casiguran District 2 suggest that the teachers are exceeding in expectations. It is evident that teachers are striving to provide quality education to their students, and this is reflected in their IPCRF ratings.

The excellent performance of teachers in Casiguran District 2 is indicative of the high quality of instruction they are providing. This is a testament on the dedication of the teachers and their commitment to their profession. Moreover, it reinforces the fact that teachers can perform their duties in a highly effective manner.

The IPCRF ratings of the teachers in Casiguran District 2, Philippines, are testaments to their hard work and dedication. Most of the teachers have been rated as Outstanding, and the remaining teachers have been rated as Very Satisfactory, indicating a high degree of satisfaction with their work. This is reflective of the quality of instruction being provided to the learners in the district.

The outstanding ratings suggest that the contributions made by the teachers and the requirements stated in the IPCRF are exceedingly well aligned. Moreover, as discussed by Brown (2021), teacher performance evaluation goes beyond mere assessment. Continuous feedback and support mechanisms are crucial

components of effective evaluation processes. Brown's research underscores the necessity of ongoing communication between administrators and teachers to facilitate growth and improvement. Meanwhile, Johnson (2020) delves into the nuances of individualized performance evaluation, shedding light on how personalized assessments can be particularly effective in fostering teacher development. He provides evidence of the potential benefits of tailoring evaluation methods to the unique needs of educators.

2. Level of Effectiveness of IPCRF as a Tool in Assessing Teachers' Performance.

This section presents the level of effectiveness of IPCRF in assessing the teachers' performance along content knowledge, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement & personal growth and professional development, and plus factor, as shown in Table 2.1 to 2.5 below.

Table 2.1. Level of Effectiveness of IPCRF in Assessing Teachers' Performance Along with Content Knowledge

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Examines how well teachers integrate subject content into their teaching practices.	3.67	VH	3.66	VH	3.67	VH
Analyzes teachers' ability to adapt content to meet the needs of diverse learners.	3.67	VH	3.62	VH	3.65	VH
Assesses the extent to which teachers' content knowledge contributes to student learning outcomes.	3.67	VH	3.60	VH	3.64	VH
Identifies and evaluates teachers' mastery of subject matter.	3.67	VH	3.56	VH	3.62	VH
Evaluates teachers' capacity to respond to students' questions and inquiries related to the subject matter.	3.67	VH	3.54	VH	3.61	VH
Assesses the alignment between teachers' content knowledge and curriculum requirements.	3.33	H	3.70	VH	3.52	VH

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Measures the effectiveness of content delivery methods employed by teachers.	3.33	H	3.58	VH	3.46	H
Determines the depth and breadth of teachers' content knowledge relevant to their grade level or subject.	3.33	H	3.54	VH	3.44	H
<b>Average</b>	<b>3.54</b>	<b>VH</b>	<b>3.58</b>	<b>VH</b>	<b>3.56</b>	<b>VH</b>

Table 2.1 shows level of effectiveness of IPCRF in assessing the teachers' performance along content knowledge, as assessed by school heads and teachers. It can be gleaned that the IPCRF examines how well teachers integrate subject content into their teaching practices and they obtained the highest weighted mean of 3.67, described as very high. This is followed by the IPCRF analyzes teachers' ability to adapt content to meet the needs of diverse learners and gains the second highest weighted mean of 3.65, interpreted as very high. This implies that educators are skilled in modifying their lesson plans to meet the diverse requirements of their pupils, demonstrating flexibility and responsiveness in the classroom. The IPCRF assesses the extent to which teachers' content knowledge contributes to student learning outcomes and has the third highest weighted mean of 3.64, interpreted as very high. This reveals that teachers are knowledgeable of the content they are teaching, which positively affects their students' learning.

The Philippines has implemented the Instructional Performance and Commitment

Review (IPCRF) to assess the performance of teachers along with content knowledge. The results of the survey conducted by school heads and teachers show that the IPCRF system is very effective in assessing teachers' performance in content knowledge.

The survey results reveal that the IPCRF obtains the highest weighted mean of 3.67, indicating that teachers are proficient in integrating subject content into their teaching practices. This is followed by the IPCRF analyzing teachers' ability to adapt content to meet the needs of diverse learners and obtaining the second-highest weighted mean of 3.65, suggesting that teachers can modify their lesson plans to cater to the different needs of their students.

The IPCRF further assesses the extent to which teachers' content knowledge contributes to student learning outcomes, with the survey giving it the third-highest weighted mean of 3.64. This suggests that teachers are knowledgeable of the content they are teaching, and this knowledge has a positive effect on their students' learning.

*Table 2.2. Level of Effectiveness of IPCRF in Assessing Teachers' Performance Along with Learning Environment*

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Assesses the impact of the learning environment on students' motivation and overall learning experience.	3.67	VH	3.50	VH	3.59	VH



Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Measures the effectiveness of strategies used by teachers to facilitate student participation and interaction.	3.33	H	3.66	VH	3.50	VH
Examines teachers' success in creating a safe and inclusive learning space for all students.	3.33	H	3.66	VH	3.50	VH
Assesses teachers' ability to manage and maintain a positive and respectful classroom climate.	3.33	H	3.62	VH	3.48	H
Analyzes teachers' capacity to adapt instructional methods to meet the diverse needs of their learners.	3.33	H	3.58	VH	3.46	H
Determines the extent to which teachers promote critical thinking, problem-solving, and creativity within the classroom.	3.33	H	3.54	VH	3.44	H
Evaluates the classroom atmosphere created by teachers to promote an engaging and conducive learning environment.	3.00	H	3.70	VH	3.35	H
Evaluates the use of technology and resources to enhance the learning environment.	3.00	H	3.58	VH	3.29	H
<b>Average</b>	<b>3.29</b>	<b>H</b>	<b>3.61</b>	<b>VH</b>	<b>3.45</b>	<b>H</b>

Table 2.2 Level of effectiveness of IPCRF in assessing the teachers' performance in the learning environment, as assessed by school heads and teachers. It can be gleaned that the IPCRF assesses the impact of the learning environment on students' motivation and overall learning experience and obtained the highest weighted mean of 3.59, described as very high. This suggests that the instrument is adept at capturing the crucial components that contribute to a positive and engaging learning atmosphere. This is followed by the IPCRF measures the effectiveness of strategies used by teachers

to facilitate student participation and interaction and examines teachers' success in creating a safe and inclusive learning space for all students gaining the second-highest weighted mean of 3.50, respectively, verbal interpreted as very high. This insinuates that the IPCRF demonstrates strength in evaluating the effectiveness of strategies employed by teachers to facilitate student participation and interaction, as well as their success in creating a safe and inclusive learning space.

On the other hand, the IPCRF evaluates the use of technology and resources to enhance the

learning environment acquired the lowest weighted mean of 3.29, interpreted as high. The IPCRF evaluates the classroom atmosphere created by teachers to promote an engaging and conducive learning environment had the second lowest weighted mean of 3.35, described as high. The IPCRF determines the extent to which teachers promote critical thinking, problem-solving, and creativity within the classroom got the third lowest weighted mean of 3.44, described as high. This implies that there are areas, such as the evaluation of technology and resources to enhance the learning environment, where the IPCRF garnered a slightly lower weighted mean, yet, still considered high. Similarly, the assessment of the classroom atmosphere and the promotion of critical thinking, problem-solving, and creativity received considerably high weighted means.

Comparatively, the school head's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance in the learning environment is high with an overall mean of 3.29. Meanwhile, the teacher's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance in the learning environment is very high with an overall mean of 3.61. The findings show that school heads and teachers have different opinions about how well the Individual Work Commitment and Review Form (IPCRF) evaluates teachers' work, particularly about the learning environment. The teachers' assessment shows a much higher overall mean of 3.60, indicating a more positive rating by the teaching staff, while the school head's assessment shows a high overall mean of 3.29. This variation points to a discrepancy

in the ways that educators and school administrators view the IPCRF's ability to accurately capture the nuances of evaluating teachers' performance in the classroom. The teachers' noticeably higher assessment ratings might be an indication that they think the IPCRF is a reliable and thorough instrument for assessing how well they have done in fostering a supportive and productive learning environment.

The overall mean of 3.45 attests that the assessment of school heads and teachers on the level of effectiveness of IPCRF in assessing the teachers' performance in the learning environment is high. This indicates a consensus between school heads and teachers, affirming that the IPCRF effectively evaluates teachers' performance in creating a conducive learning environment, even though there are differences in some of its characteristics.

There are differences between school administrators' and teachers' perspectives on the specific features of the Individual Work Commitment and Review Form (IPCRF), even though they both believe it to be a useful tool for evaluating teachers' performance in the classroom. The instructors rated the IPCRF much more favorably than the school heads did, suggesting that they thought the system did a better job of capturing the subtleties of assessing teachers' work in the classroom. This difference might result from instructors' increased involvement in the day-to-day operations of the classroom and their potential for developing a more sophisticated grasp of the elements that make for a productive learning environment.

Table 2.3. Level of Effectiveness of IPCRF in Assessing Teachers' Performance along with Diversity of Learners, Curriculum and Planning, Assessment and Reporting

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Evaluate how well teachers adapt their instructional strategies to meet the diverse learning needs of students.	3.67	VH	3.70	VH	3.69	VH
Analyzes the teachers' ability to employ a variety of	3.33	H	3.62	VH	3.48	H

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
assessment tools to evaluate students' understanding and performance.						
Measures the effectiveness of teachers' planning in terms of setting clear learning objectives and outcomes.	3.33	H	3.62	VH	3.48	H
Determines the consistency of teachers' reporting practices in providing timely and meaningful feedback to students and stakeholders.	3.33	H	3.6	VH	3.47	H
Assesses the level of inclusivity and diversity in the curriculum, ensuring it addresses the needs of all learners.	3.33	H	3.58	VH	3.46	H
Examines the extent to which teachers integrate assessment methods that accurately reflect student progress and achievement.	3.33	H	3.5	VH	3.42	H
Evaluates how teachers use assessment data to inform their instructional decisions and improve learning outcomes.	3.00	H	3.6	VH	3.30	H
Assesses the alignment of teachers' curriculum planning with the specific requirements and goals of the educational program.	3.00	H	3.58	VH	3.29	H
<b>Average</b>	<b>3.29</b>	<b>H</b>	<b>3.60</b>	<b>VH</b>	<b>3.45</b>	<b>H</b>

Table 2.3 Level of effectiveness of IPCRF in assessing the teachers' performance along diversity of learners, curriculum and planning, and assessment and reporting, as assessed by school heads and teachers. It can be gleaned that the IPCRF evaluates how well teachers adapt their instructional strategies to meet the diverse learning needs of students obtain the highest weighted mean of 3.69, described as very high. This is followed by the IPCRF measures the effectiveness of teachers' planning in terms of setting clear learning

objectives and outcomes and analyzes the teachers' ability to employ a variety of assessment tools to evaluate students' understanding and performance gain the second-highest weighted mean of 3.48, respectively, interpreted as high.

On the other hand, the IPCRF assesses the alignment of teachers' curriculum planning with the specific requirements and goals of the educational program has the lowest weighted mean of 3.29, interpreted as high. The IPCRF evaluates how teachers use assessment data to

inform their instructional decisions and improve learning outcomes has the second lowest weighted mean of 3.30, described as high. The IPCRF examines the extent to which teachers integrate assessment methods that accurately reflect student progress and achievement has the third lowest weighted mean of 3.42, described as high.

Comparatively, the school head's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance along diversity of learners, curriculum and planning, and assessment and reporting is high with a

weighted mean of 3.29. Meanwhile, the teachers' assessment on the level of effectiveness of IPCRF in assessing the teachers' performance along diversity of learners, curriculum and planning, and assessment and reporting is very high with an overall mean of 3.60. The results highlight the distinct difference between school heads and teachers' viewpoints on how well the Individual Performance Commitment and Review Form (IPCRF) evaluates teachers' work in areas like curriculum and planning, assessment and reporting, and learner diversity.

*Table 2.4. Level of Effectiveness of IPCRF in Assessing Teachers' Performance Along with Community Linkages and Professional Engagement, Personal Growth and Professional Development*

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Determines the teachers' commitment to ongoing learning and skills development.	3.67	VH	3.66	VH	3.67	VH
Evaluates how actively teachers engage with the local community to enhance the learning experiences of their students.	3.33	H	3.62	VH	3.48	H
Analyzes teachers' participation in professional organizations and associations related to their field.	3.33	H	3.62	VH	3.48	H
Measures teachers' involvement in community activities that contribute to the holistic development of learners.	3.33	H	3.58	VH	3.46	H
Assesses the extent to which teachers establish partnerships with external organizations to support their professional development.	3.33	H	3.58	VH	3.46	H
Examines the teachers' ability to integrate real-world experiences into their teaching practices.	3.33	H	3.58	VH	3.46	H
Evaluates the level of self-reflection and self-improvement exhibited by teachers in their professional growth.	3.00	H	3.62	VH	3.31	H

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Assesses teachers' engagement in mentoring and collaborative activities with peers to enhance their collective professional development.	3.00	H	3.58	VH	3.29	H
<b>Average</b>	<b>3.29</b>	<b>H</b>	<b>3.61</b>	<b>VH</b>	<b>3.45</b>	<b>H</b>

Table 2.4 exhibits the level of effectiveness of IPCRF in assessing the teachers' performance along community linkages and professional engagement & personal growth and professional development, as assessed by school heads and teachers. It can be gleaned that the IPCRF determines the teachers' commitment to ongoing learning and skills development obtained the highest weighted mean of 3.67, describes as very high. This is followed by the IPCRF evaluates how actively teachers engage with the local community to enhance the learning experiences of their students and analyzes teachers' participation in professional organizations and associations related to their field has the second highest weighted mean of 3.48, respectively, interpreted as high.

On the other hand, the IPCRF assesses teachers' engagement in mentoring and collaborative activities with peers to enhance their collective professional development and has the lowest weighted mean of 3.29, interpreted as high. The IPCRF evaluates the level of self-reflection and self-improvement exhibited by teachers in their professional growth and had the second lowest weighted mean of 3.31, described as high.

Comparatively, the school head's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance along community linkages professional engagement & personal growth, and professional development is high with an overall mean of 3.29. Meanwhile, the teachers' assessment on the level of effectiveness of IPCRF in assessing the teachers' performance along community linkages professional engagement & personal growth, and professional development is very high with an overall mean of 3.61. The information shows that there is a significant

difference in how school heads and teachers evaluate the Individual Performance Commitment and Review Form (IPCRF), especially when it comes to professional development, professional growth, and connections to the community. With a weighted mean of 3.29, the school head's assessment indicates a high degree of perceived efficacy in the use of the IPCRF to assess instructors in these areas. Teachers, on the other hand, provide a noticeably higher weighted mean (3.61), demonstrating a very high evaluation of the IPCRF's efficacy in assessing their performance in professional involvement, community links, and personal and professional development. According to this result, teachers think the IPCRF is a very useful instrument for documenting their contributions to their professional and personal growth as well as community connections.

The overall mean of 3.45 attests that the assessment of school heads and teachers on the level of effectiveness of IPCRF in assessing the teachers' performance along community linkages and professional engagement & personal growth and professional development is high.

It was found that the IPCRF worked extremely well for assessing teachers' dedication to lifelong learning and skill development as well as their involvement in the community to improve the educational opportunities for their students. It was also discovered that the IPCRF worked well for evaluating teachers' involvement in associations and professional organizations relevant to their specialty. It was discovered, meanwhile, that the IPCRF was less successful in assessing teachers' participation in peer-to-peer mentoring and collaborative activities that bolstered their overall professional growth. The assessment also showed a notable discrepancy in the way teachers and

school administrators view the IPCRF, with teachers viewing it as an extremely helpful tool for recording their contributions to their own professional and personal development as well as their relationships with the community. The results indicate that the IPCRF is a useful

instrument for assessing instructors' performance across a range of domains, although it might require revision to evaluate particular facets of teaching effectiveness more accurately.

*Table 2.5. Level of Effectiveness of IPCRF in Assessing Teachers' Performance Along with the Plus Factor*

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Determines the extent to which teachers demonstrate leadership qualities and serve as role models for students.	3.67	VH	3.62	VH	3.65	VH
Gauges the teachers' ability to inspire and motivate students to excel academically and personally.	3.33	H	3.62	VH	3.48	H
Examines the teachers' effectiveness in fostering a sense of belonging and inclusivity among students.	3.33	H	3.62	VH	3.48	H
Assesses teachers' contributions to building a supportive and collaborative teaching community.	3.33	H	3.50	VH	3.42	H
Assesses the extent to which teachers contribute to a positive school culture and overall learning environment.	3.00	H	3.66	VH	3.33	H
Evaluates teachers' innovative approaches and creativity in delivering lessons.	3.00	H	3.66	VH	3.33	H
Analyzes teachers' commitment to continuous improvement and adaptation to changing educational needs.	3.00	H	3.62	VH	3.31	H
Measures the teachers' involvement in extracurricular activities that enrich students' experiences.	3.00	H	3.50	VH	3.25	H
<b>Average</b>	<b>3.21</b>	<b>H</b>	<b>3.60</b>	<b>VH</b>	<b>3.41</b>	<b>H</b>

Table 2.5 shows the level of effectiveness of IPCRF in assessing the teachers' performance along the plus factor, as assessed by school heads and teachers. It can be gleaned that the IPCRF determines the extent to which teachers demonstrate leadership qualities and serve as role models for students obtaining the highest weighted mean of 3.65, described as very high. This is followed by the IPCRF gauges the teachers' ability to inspire and motivate students to excel academically and personally and examines the teachers' effectiveness in fostering a sense of belonging and inclusivity among students gained the second highest weighted mean of 3.48, respectively, interpreted as high.

On the other hand, the IPCRF measures the teachers' involvement in extracurricular activities that enrich students' experiences acquired the lowest weighted mean of 3.25, describes as high. The IPCRF analyzes teachers' commitment to continuous improvement and adaptation to changing educational needs had the second lowest weighted mean of 3.31, described as high. The IPCRF evaluates teachers' innovative approaches and creativity in delivering lessons and got the second lowest weighted mean of 3.33, described as high.

Comparatively, the school head's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance along the plus factor is high with an overall mean of 3.21. Meanwhile, the teacher's assessment of the level of effectiveness of IPCRF in assessing the teachers' performance along the plus factor is very high with an overall mean of 3.60. The findings show a significant difference in the opinions of school heads and teachers about how well the Individual Performance Commitment and Review Form (IPCRF) evaluates teachers' work, particularly in the positive factor area. With an aggregate mean of 3.21, the school head's assessment indicates that the IPCRF is highly regarded for its usefulness in assessing teachers' positive aspects. Teachers, on the other hand, give the IPCRF a far higher overall mean of 3.60, demonstrating a very high evaluation of its ability to capture their plus characteristics. The difference emphasizes how important it is to respect and acknowledge

teachers' contributions beyond the requirements of the basic performance criteria, including their added value, strengths, and extra efforts. Teachers see a need for a more nuanced and complete approach to evaluating teacher performance by emphasizing the effectiveness of the IPCRF in effectively identifying and implementing these positive elements into the evaluation process through their higher assessment.

The overall mean of 3.41 attests that the assessment of school heads and teachers on the level of effectiveness of IPCRF in assessing the teachers' performance along the plus factor is high.

In conclusion, it is believed that the IPCRF is very useful for evaluating teachers' effectiveness across a range of domains. It works especially well for assessing teachers' leadership abilities as well as their capacity to uplift and encourage their students. The IPCRF may be strengthened in a few areas, though, like participation in extracurricular activities and dedication to ongoing development. Regarding the IPCRF's efficacy, school administrators and teachers have quite different perspectives, with teachers typically evaluating it higher. The evaluation conducted by school administrators and educators suggests that the IPCRF is a useful tool for evaluating teachers' performance on the plus factor.

### **3. Technical Assistance Provided by the School Heads Based on the Results of the Teachers' IPCRF.**

One of the most important components of professional development in the educational system is the technical support that school heads offer based on the information from teachers' Individual Performance Commitment and Review Forms (IPCRF). Heads of schools use the data from the IPCRF to pinpoint specific areas where teachers might benefit from assistance or development. This support can come in several forms, such as specialized training sessions, mentorship programs, or the distribution of resources to improve the abilities of teachers.

Table 3.0 Technical Assistance Provided by the School Heads

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Encourages teachers to support each other through peer mentoring or collaboration.	3.67	SA	3.32	A	3.50	SA
Ensures that necessary resources, such as teaching materials or technology, are made available to support teachers' improvement efforts.	3.67	SA	3.32	A	3.50	SA
Collaborates with teachers to set clear and achievable performance improvement goals.	3.67	SA	3.30	A	3.49	A
Acknowledges and recognizes improvements in teachers' performance and contributions.	3.67	SA	3.12	A	3.40	A
Offers constructive feedback to teachers, highlighting strengths and areas for improvement as per IPCRF evaluations.	3.67	SA	3.10	A	3.39	A
Facilitates training sessions or workshops to enhance teachers' skills based on IPCRF feedback.	3.33	A	3.12	A	3.23	A
Regularly guides teachers on how to address specific performance areas identified in the IPCRF.	3.00	A	3.16	A	3.08	A
Regularly monitors and tracks teachers' progress in addressing identified areas for improvement.	3.00	A	3.14	A	3.07	A
<b>Average</b>	<b>3.46</b>	<b>A</b>	<b>3.20</b>	<b>A</b>	<b>3.33</b>	<b>A</b>

Table 3.0 shows the technical assistance being provided by the school head based on the result of IPCRF, as assessed by school heads and teachers. It can be gleaned that forms of technical assistance must be provided by the school head to the teachers, to ensure that necessary resources, such as teaching materials or technology, are made available to support teachers' improvement efforts, and encouraged

teachers to support each other through peer mentoring or collaboration obtained the highest weighted mean of 3.50, respectively, described as strongly agree. This implies that school heads give top priority to providing teachers with the necessary resources, understanding the critical role that these tools play in raising educational standards. This proactive strategy creates an atmosphere that is ideal for



efficient teaching and learning. This is followed by the school head's needs to collaborate with teachers to set clear and achievable performance improvement goals with the second highest weighted mean of 3.49, interpreted as agree. This shows a dedication to collaborative goal setting, matching personal goals with overarching methods for progress. A key component of creating a common vision and making sure that each teacher's efforts support the institution's overarching goals is collaborative goal setting.

On the other hand, the school head encounters difficulties in regularly monitoring and tracking teachers' progress in addressing identified areas for improvement acquired the lowest weighted mean of 3.07, interpreted as agree. The school head encounters difficulty in regularly guiding teachers on how to address specific performance areas identified in the IPCRF had the second lowest weighted mean of 3.08, described as agree. This points to a possible weakness in the regular tracking of educators' growth paths, which is essential for giving prompt feedback and assistance. Giving instructors advice on how to address certain performance issues found in the IPCRF received the second-lowest rating, suggesting a need for more specialized mentoring and assistance. The school head finds it challenging to manage their time effectively, impacting their ability to cover the curriculum got the third lowest weighted mean of 3.23, described as high. This highlights the diverse roles that school administrators play in overseeing administrative duties as well as supporting instructors. To effectively balance managerial and instructional obligations, addressing this difficulty may require additional administrative support or smart time management techniques.

The overall mean of 3.33 attests that the assessment of school heads and teachers agreed on the technical assistance being provided by the school head based on the result of IPCRF.

The mean scores suggest that school leaders place a high priority on giving teachers the tools they need and fostering teacher collabora-

tion to raise academic standards. Peer mentorship and collaborative goal setting had the highest weighted averages, demonstrating the significant agreement of school heads regarding the significance of these approaches. The head of the school must, however, overcome difficulties in keeping a constant eye on the development of the teachers and advising them on how to solve particular IPCRF-identified performance areas. This shows that these areas require more specialist coaching and support. Based on the results of the IPCRF, school heads and instructors agree on the technical help being offered, as indicated by the weighted mean of 3.33. The aforementioned results underscore the significance of proficient principal leadership in molding and supervising teacher assessment methodologies, in addition to the pragmatic challenges associated with establishing comprehensive evaluation systems in academic establishments.

#### **4. Issues and Concerns Encountered by the Teachers in Assessing Their Work Performance and along with Provision of Technical Assistance.**

When evaluating students' work performance, teachers frequently run into several problems and worries, especially when it comes to the Individual Performance Commitment and Review Form (IPCRF). Difficulties could include unclear performance standards, a hard time coordinating personal aims with organizational goals, and subjective evaluation standards. Teachers also have limited time when it comes to recording and thinking back on their successes and areas for development. The provision of technical assistance becomes crucial in addressing these difficulties. Throughout the evaluation process, teachers need assistance, direction, and training from school administrators and leaders. This section presents the issues and concerns encountered by the teachers in assessing their work performance and the provision of technical assistance by their school head, as shown in Tables 4.1 to 4.2 below.

Table 4.1 Issues and Concerns Encountered by the Teachers in Assessing Their Work Performance

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Experience changes in the curriculum or teaching methods that lead to uncertainties and concerns among teachers.	3.67	SA	3.20	A	3.44	A
Deal with a diverse group of learners with varying needs, which poses challenges in meeting individual learning requirements.	3.33	A	3.42	A	3.38	A
Find it challenging to manage their time effectively, impacting their ability to cover the curriculum.	3.33	A	3.38	A	3.36	A
Encounter disciplinary issues and behavioral differences related to classroom management and student behavior that affect their work performance.	3.33	A	3.32	A	3.33	A
Face resource limitations, such as a lack of teaching materials or technology, which can hinder their performance.	3.33	A	3.24	A	3.29	A
Encounter difficulties in designing assessments that accurately measure student learning outcomes.	3.33	A	3.16	A	3.25	A
Experience demanding administrative tasks, such as grading and reporting along with teaching responsibilities	3.00	A	3.28	A	3.14	A
Face challenges in maintaining continuous professional development to stay updated with new educational practices	3.33	A	3.24	A	3.29	A
<b>Average</b>	<b>3.33</b>	<b>A</b>	<b>3.28</b>	<b>A</b>	<b>3.31</b>	<b>A</b>

Table 4.1 shows the issues and concerns encountered by the teachers as to work performance, as assessed by school heads and teachers.

As assessed by school heads, it can be gleaned that the teachers experience changes in the curriculum or teaching methods that lead to uncertainties and concerns among teachers obtained the highest weighted mean of 3.67. On

the other hand, the teachers experience demanding administrative tasks, such as grading and reporting along with teaching responsibilities acquired the lowest weighted mean of 3.00. The weighted mean of 3.33 attests that the assessment of school heads agreed on the issues and concerns encountered by the teachers as to work performance.

As assessed by teachers, it can be gleaned that dealing with a diverse group of learners with varying needs, which pose challenges in meeting individual learning requirements with the second highest weighted mean of 3.42. On the other hand, the teachers encounter difficulties in designing assessments that accurately measure student learning outcomes had the second lowest weighted mean of 3.16. The weighted mean of 3.28 attests that the assessment of teachers agreed on the issues and concerns encountered by the teachers as to work performance.

As assessed by both school heads and teachers, it can be gleaned that the teachers experience changes in the curriculum or teaching methods that lead to uncertainties and concerns among teachers obtained the highest weighted mean of 3.44, described as agree. This is followed by the teachers dealing with a diverse group of learners with varying needs, which pose challenges in meeting individual learning requirements with the second highest weighted mean of 3.38, interpreted as agree.

The teachers find it challenging to manage their time effectively, impacting their ability to cover the curriculum had the third highest weighted mean of 3.36, interpreted as agree.

On the other hand, the teachers experience demanding administrative tasks, such as grading and reporting along with teaching responsibilities acquired the lowest weighted mean of 3.14, interpreted as agree. The teachers who encounter difficulties in designing assessments that accurately measure student learning outcomes had the second lowest weighted mean of 3.25, described as agree. The teachers face resource limitations, such as a lack of teaching materials or technology, which can hinder their performance and get the third lowest weighted mean of 3.29, described as agree.

The overall mean of 3.31 attests that the assessment of school heads and teachers agreed on the issues and concerns encountered by the teachers as to work performance. In examining the challenges associated with teacher performance appraisal.

The study's conclusions emphasize the main difficulties instructors encounter in carrying out their jobs as determined by both school administrators and instructors. The top three obstacles for instructors include efficiently managing time to cover the curriculum, dealing with a diverse group of learners with varying needs, and being able to adapt to changes in the curriculum or teaching methods.

Table 4.2. Issues and Concerns Encountered by the Teachers along with the Provision of Technical Assistance

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
Desire more constructive and actionable feedback to enhance their teaching skills and job embeddedness.	3.00	A	3.04	A	3.02	A
Express a need for additional professional development opportunities to address specific areas where they require assistance, thus enhancing their job embeddedness	3.00	A	2.92	A	2.96	A

Indicators	Weighted Mean (School Head's Assessment)	Description	Weighted Mean (Teachers' Assessment)	Description	Average	Description
within the school community.						
Feel that the guidance provided by their school head is unclear, impacting their job embeddedness and their ability to implement suggested improvements effectively.	3.00	A	2.68	A	2.84	A
Encounter resistance when trying to implement suggested changes or improvements recommended by their school head, affecting their job embeddedness.	3.00	A	2.60	A	2.80	A
Receive insufficient or vague feedback from their school head, making it challenging to understand areas that require improvement and affecting their job embeddedness.	3.00	A	2.56	A	2.78	A
Experience communication gaps between teachers and their school heads, hindering effective collaboration, support, and job embeddedness.	2.67	A	2.66	A	2.67	A
Perceive a lack of support from their school head in addressing performance issues, professional growth, and job embeddedness.	2.67	A	2.05	D	2.36	D
Encounter unrecognized efforts and improvements, which may lead to reduced job embeddedness.	2.67	A	2.54	A	2.61	A
<b>Average</b>	<b>2.88</b>	<b>A</b>	<b>2.63</b>	<b>A</b>	<b>2.76</b>	<b>A</b>

Table 4.2 shows the issues and concerns encountered by the teachers as to the provision of technical assistance by their school heads, as assessed by school heads and teachers. It can

be gleaned that the teachers who desire more constructive and actionable feedback to enhance their teaching skills and job embeddedness obtained the highest weighted mean of

3.02, described as agree. This is followed by the teachers expressing a need for additional professional development opportunities to address specific areas where they require assistance, thus enhancing their job embeddedness within the school community with the second highest weighted mean of 2.96, interpreted as agree. The teachers feel that the guidance provided by their school head is unclear, impacting their job embeddedness and their ability to implement suggested improvements effectively got the third highest weighted mean of 2.84, interpreted as agree.

On the other hand, the teachers perceive a lack of support from their school head in addressing performance issues, professional growth, and job embeddedness which acquired the lowest weighted mean of 2.36, interpreted as disagree. The teachers encounter unrecognized efforts and improvements, which may lead to reduced job embeddedness had the second lowest weighted mean of 2.61, described as agree. The teachers experience communication gaps between teachers and their school head, hindering effective collaboration, support, and job embeddedness got the third lowest weighted mean of 2.67, described as agree.

The weighted mean of 3.33 attests that the assessment of school heads and teachers agreed on the issues and concerns encountered by the teachers as to the provision of technical assistance by their school heads.

The weighted means presented in Table 4.2 suggest that, at the third-degree level, teachers' perceptions of a lack of support from their school head in addressing performance issues, professional growth, and job embeddedness are strongly correlated with their desire for more constructive and actionable feedback to improve their teaching skills and job embeddedness. This implies that teachers may be less likely to receive the feedback and professional development opportunities they require to enhance their teaching abilities and further integrate themselves into the school community if they believe their school head is not offering enough direction and support in these areas.

Furthermore, the teachers' view of the school head's ambiguous direction and their need for more constructive feedback are related. This is because ambiguous guidance

might make it difficult for teachers to effectively implement suggested improvements and impede their job embeddedness. These results demonstrate how crucial it is to provide instructors with timely, constructive criticism in addition to continuing assistance and professional development opportunities to foster their job embeddedness and professional development.

## Conclusion

Based on the findings, the following conclusions are drawn:

1. Teachers in Casiguran District 2, Philippines are rated primarily as having performed outstandingly.
2. The level of effectiveness of IPCRF in assessing the teachers' performance, as assessed by school heads and teachers, is low in terms of the plus factor.
3. School heads need to provide forms of technical assistance to the teachers, to ensure that necessary resources, such as teaching materials or technology, are made available to support teachers' improvement efforts, and encourages teachers to support each other through peer mentoring or collaboration.
4. The issues and concerns encountered by the teachers, as assessed by school heads and teachers, are high as to work performance.
5. The proposed in-house feedback session aims to improve teachers' performance through the provision of technical assistance.

## Recommendations

From the findings and conclusions, the following recommendations are forwarded:

1. A recognition programs should be created by the school heads of Casiguran District 2 that includes giving commendations and certificates of excellence, to recognize and celebrate exceptional teacher performance, to increase morale and motivation, and highlight accomplishments at staff meetings and school functions.
2. Seminars and training sessions should be participated by the school heads and teachers in Casiguran District 2 offered by

Department of Education (DepEd) officials in conjunction with instructors to improve their comprehension of the IPCRF's plus factor criteria.

3. Clear attainable goals should be set by the Casiguran District 2 School Heads for performance improvement in collaboration with teachers to foster sense of accountability for professional development as well as warm and positive work.
4. Regular communication channels should be created by Casiguran District 2 School Heads, such as recurring teacher forums or suggestion boxes, and a cooperative problem-solving strategy that addresses identified concerns by allocating resources, modifying policies, and providing administrative support.
5. Suggested in-house feedback session programs may be used by Casiguran District 2 School Heads, which combines technical support and constructive criticism, with the help of Department of Education (DepEd) officials.

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