Research Article

Factors Affrcting Teachers' Performance in Public Elementary Schools in Schools Division of City of Meycauayan, Bulacan

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ABSTRACT

The major concern of this study was to determine the impact of factors affecting teachers' performance of public elementary teachers. The study used the descriptive- correlational method of research in which standardized instruments were the primary data gathering tool. The study respondents were 166 or 55.41 percent of public elementary teachers in cluster A of the Division of Meycauayan City. The results of the study revealed that for the level ofcontributing factors in teaching performance, much contribution overall rating was obtained in the following factors: (1) Person-related factor, (2) School-related factor, (3) Learner-related Factor and (4) Community-related factor. Meanwhile, on the level of teaching performance, it was revealed based on the result of the study that the following factors were accomplished in terms of (1) Content, Knowledge, and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting and (5) Plus Factors. The study's findings indicated that the contributing factors in teaching performance such as person-related Factor, school-related Factor, learner-related Factor, and community-related factor correlated to the level of teachers' performance in terms of the five key result areas. The findings of the analysis revealed that the null hypothesis is rejected; hence, the contributing factors significantly impacted teachers' teaching performance**.**

Keywords: *Contributing Factors, Teachers, Performance, Public Elementary Schools.*

Introduction

One of the most imperative factors that bestow to the development of society aside from health is education. Its function as the transmitter of culture from one generation to another through its quality and efficacy. Considering this function, the government is continuously providing strong efforts to make quality education accessible to all. As de Leon (2014) presented in his book, the 1987 Constitution

Article 14, Section 1 states that "the state shall protect and promote the rights of allcitizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. This mandate caccentuate that there is a need for schools to carry on with their roles in society.

To establish and carry out this mandate, the state, through the Department of Education, was tasked to devise schemes and appropriate measures to make education accessible to all and ensure quality education. With this, teachers play a vital role in enhancing the quality of the teaching and learning situations. Teachers were tasked to perform an all-important role of making the future members of the society, that is, the learners, be self-sufficient.

Furthermore, some of the better claims to assess the teacher functions with utmost diligence of their mandated tasks are fostering positive interactions among learners through a holistic approach utilizing effective social skills, developing self-discipline and accountability, maximizing academic learning time through coherence, momentum, and transitions; setting high expectations, urgency, and determination, and adapting lessons to explore teachable moments to correct misinterpretations. These and more are some of the qualifying factors that make up an excellent educator. However, there are factors affecting the levels of performance and proficiency of teachers in schools and in the various educational systems that are necessary foci of specific fields of research that would render it essential to introduce changes or reforms in and outside of the classroom and other learning institutions including the national educational system of the country, according to Abarro (2016).

It is believed that teachers' quality, efficiency, competence, and performance rank the foremost in the many educational reform efforts toward quality education. There have been too many factors to consider in assessing teachers' teaching performance regarding efficiency, competence, and classroom management (Sawchuk, 2013). It must be taken into account that the ultimate goal of determining the factors that affect teachers' performance is to improve the quality of instruction by clarifying expectations for effective teaching and learning among teachers and learners, thereby meet those expectations through high-quality feedback and support.

It said that proficiency, commitment, and performance all go together in that these virtue motivate and drive teachers to be at their best at all times in accomplishing their tasks. Teachers who manifest these traits are more likely to accomplish better results in so far as teaching performance in class is concerned. Committed, diligent, and efficient teachers produce creative and imaginative learners with a touch of passion. Hence, the results of such acquisition of positive virtues toward teaching should already be mechanical and automatic; thereby, establishing an effective learning environment and increased potential enhancement of study-related activities of the learners (Evans et al., 2016).

One of the essential factors in developing efficiency and exemplary performance among teachers is their motivation and goal to improve themselves in resourcefulness, creativity, and preparedness to devote themselves to their work and inspire their learners (Mart, 2017). In teacher performance evaluations, specific criteriaand descriptors are designed to let administrators and evaluators know what the performance expectations are for the teachers. A considerable review of researches on teachers' performance identified specific practices that characterize the most effective instructors. Hence, descriptors are included as appropriate guidelines for assessing teachers' performance (Chester & Commissioner, 2014).

The advancement that is taking place in educational research that arises from the collection, storage, and analysis of information or data through the use of validated evaluation schemes in the field of teacher evaluation are all deemed necessary for educational planning and development at all levels (Smith &Katzenbach, 2015).

It said that the strength of any profession depends upon the degree of expertise, efficiency, and excellent performance of its members. In many different educational systems, observers struggle to accurately assess teachers' performance and give teachers meaningful and direct feedback and tools to help them improve their teaching instruction. Classroom

observations that make up most teachers' overall rating depend highly on the specific outcome it hopes to achieve.

Considerably, teachers are the most significant person in schools. They are responsible for performing numerous critical tasks in molding the youth into valuable members of community. They are considered as the key essential areas in the learning process (Abarro, 2016). In addition, Santiago (2016) enunciated that teachers should be committed and dedicated in their work. There is a need to ascertain how they perform their tasks in molding the younger generation to validate this contention. Hypothetically, the performance can be either high or low. Understandably some factors affect their performance.

Recently, there has been a broad interest in studying the variables influencing teachers' performance, particularly in foreign countries. According to Gikunda (2016), instructors' mindset influences the overall performance of instructors coaching Geography. In addition, Wangui, Omboi & Irabo (2016) determined out that work-associated strain influences instructors' overall performance in public secondary faculties in Kikuyu Sub County, Kenya. These elements are classified into school-associated elements, instructor and community-associated elements (Gavino, 2013).

Moreover, Abarro (2016) found out that intrinsic and extrinsic motivators affect teachers' performance in public secondary schools in Tanzanian Education Institution. Ahmed et al. (2012) revealed that subject mastery, attitude, teaching methodology, and teachers' characteristics affect the professional performance of teachers at the higher education level. Also, Nadeem et al. (2011) revealed that the poor socio-economic status of teachers affects their performance.

On the other hand, the researcher finds it very necessary to uphold the vision and mission of this government agency in so far as instruction and enhancing teachers' performance is concerned. Evaluation standards are part and parcel of the professional assessment of teachers as to efficiency and competence in the performance of their mandate. With the advent of yet another set of teacher evaluation standards in theDepEd, the Philippine Professional Standards for Teachers (PPST), it is a must that teachers understand how the evaluation works. In one way or another, teachers are required to know whether or the rating scales are to work for their benefit and subsequently help them achieve their goal of enhancing their teaching performance for the betterment of today's youth.

The role of implementation of PPST as a reform agendum came at a perfect time when the Department of Education was instituting improvements to respond to the changing landscape in education. Furthermore, sheexplained that the new standards would enable the department.

Hence, this study intends to know how well the teachers took the mandate in so far as its accomplishment is concerned. This study also entails identifying the factors that affect teachers' teaching performance, particularly at the elementary level. This is anchored on the principle of lifelong learning and recognizing the significance of teachers teaching performance to address the developmental progression of the teachers' development, refinement, and response to the practice and complexities of educational reforms.

Research Questions
The study sought to answer the following questions:
1. How may the factors in teaching performance be described in terms of the following indicators:
    1.1 Person-related factors;
    1.2 School-related factors;
    1.3 Learner-related factors; and,
    1.4 Community-related factors?
2. How may the level of teaching performance be described in terms of the following indicators:
    2.1 Content Knowledge and Pedagogy;
    2.2 Learning Environment and Diversity of Learners;
    2.3 Curriculum and Planning;
    2.4 Assessment and Reporting; and,
    2.5 Plus Factor?
3. Are the factors in teaching performance exert a significant impact on teachers' performance?

4. What intervention program may be developed based on the findings of the study?

Methodology
Research Design
The study used the descriptive-correlational method of research through the use of survey research design to determine the factors affecting teachers' performance in teaching. Descriptive method of research according to Adanza et al. (2009), the principal aim in the employment of the descriptive method is to describe the nature of a situation as it exists at the time of the study and to explore the cause of particular phenomena. On the other hand, data will be described and generated using a quantitative method wherein data will be analyzed through descriptive statistics or inferential statistics. More so, the data will be presented in the form of numbers.

Meanwhile, Santiago (2016) emphasizes that survey research design is used in studying a large group of individuals, particularly how it is distributed to one or more variables or characteristics. The study's design was used to utilize questionnaires from teacher-respondents in the Division of Meycauayan City.

Respondents of the Study
The study respondents included public elementary school teachers in Cluster A in the Schools Division of the City of Meycauayan, Bulacan. The total population of Cluster A was 299 public elementary school teachers who were regular permanent status. The researcher utilized a simple random sampling procedure as the study's sampling technique. Using Raosoft sample size calculation, the researcher determined the number of sample respondents at 5% margin of error and 95% confidence level.

Instrument of the Study
The study used a researcher-made questionnaire checklist as means of data gathering and has two parts. Part I of the questionnaire contains 23 indicators adapted from Haramain (2018) to describe how contributing factors affect teaching performance based on four categories, namely; Person – related factors, School –related factors, Student – related factors, and Community –related factors. The survey questionnaire was rated using a 5 point Likert Scale ranging from 1 (no contribution) to 5 (very much contribution).

On the other hand, Part II of the questionnaire contained 64 indicators adapted on the assessment tool from Philippine Professional Standards for Teachers (PPST) for the School Year 2019-2020 and was divided into five categories: content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning; assessment and reporting; and plus factor in assessing the level of teacher respondents performance in terms of 5 key result areas. The data gathered were then arranged in accordance with the manner of presentation.

Data Analysis
Using descriptive and inferential statistics, the researcher tabulated and interpreted the survey questionnaire results. To evaluate and interpret the results, the researchers used Statistical Packages for Social Sciences (SPSS) v. 25 as the study's statistical tools. Factors affecting the teaching performance, as the study's independent variable, and teachers' performance-based from the key-areas of PPST, as the study's dependent variables, were quantified using descriptive statistics such as weighted mean procedures. On the other hand, the researcher utilized correlation and regression analysis to determine the correlation between the factors affecting teachers' performance.

Results and Discussion
The following data presentation shows the survey results conducted among public elementary teacher respondents' teaching performance in Cluster A of the Division of Meycauayan City, employed in School Year 2019-2020. Assessment conducted includes the contributing factors described in terms of the four related factors: person-related, school-related, learner-related, and community-related factors.

Table 1. Level of Contributing Factors of Teaching Performance in terms of Person-related Factor

Indicators	Average	Interpretation
1. High intellectual and scholastic qualities	4.00	Much Contribution
2. Good preparation to teacher education	4.36	Much Contribution
3. Competitive salary good income level	4.10	Much Contribution
4. Relevant educational qualification	4.24	Much Contribution
5. Effective philosophical method/methodology	4.13	Much Contribution
6. Favorable home life	4.11	Much Contribution
7. Good health, professional and personal character and family background	4.42	Much Contribution
8. Job stability/job contentment	4.42	Much Contribution
9. Long years in service	3.99	Much Contribution
10. Adequate and relevant trainings	4.23	Much Contribution
General Average	4.20	Much Contribution

Based on Table 1, ten (10) indicators considered determine the level of contributing factors in teaching performance of teacher-respondents in terms of the person-related factor was much contribution as indicated by the obtained average value of 4.20.

Based on the assessment of teacher-respondents, it was deemed that having good health, professional and personal character and family background, job stability/job contentment, and good preparation for teacher education were the top most desirable factors considered. This much contribution to the leading performance of public elementary teachers because the indicators presented affect the teaching performance. Meanwhile, even though indicators such as competitive salary, good income level, high intellectual and scholastic qualities, and long years in service were considered to have much contribution on person-related factors in teaching performance. It shows that for teacher-respondents at Cluster A public elementary school, good health and job stability matter most to contribute to their teaching performance, and of least to have an impact was long service. No matter how long teachers are in service, it is not the most contributing factor for them to perform well.

Table 2. Level of Contributing Factors of Teaching Performance in terms of School-related Factor

Indicators	Average	Interpretation
1. Suitable educational curriculum	4.23	Much Contribution
2. School environment conducive to teaching learning	4.35	Much Contribution
3. Relevant school system and effective managerial skills of administrators	4.31	Much Contribution
4. Successful and sufficient administration of In- Service training	4.22	Much Contribution
5. Adequate and suitable school equipment and facilities	4.17	Much Contribution
6. Strong faculty coordination	4.35	Much Contribution
General Average	4.25	Much Contribution

Posed on Table 2 were the six (6) indicators considered to determine the level of contributing factors in teaching performance of teacher-respondents in terms of school-related factors. The average mean obtained was 4.25 and interpreted to have much contribution to the level of contributing factors in the teaching performance of public elementary teachers in terms of school–related factors in Cluster A of the Division of Meycauayan City.

The school-related factors considered by the respondents reflect that the school environment conducive to teaching-learning and strong faculty coordination and have a much

contribution for the maximum performance of public elementary teachers and top the least of the given indicators. The desirable factor considered has much contribution to the leading performance of public elementary teachers because the indicators presented affected the teaching performance.

Furthermore, the result of the assessment was affirmed by the concept that school is requsite to make mandates of resources that can be utilized to enhance students' academic performance. The textbooks, notes, learning learning guides, activity sheets, technology, library facilities, and laboratory facilities should include the pivotal materials. When students are provided the necessary tools and equipment, they will acquire a better understanding of academic concepts and how to perform the performance tasks.

Teachers' teaching performance reflects the observable instructional environment in the classroom that is expected to influence teachers' teaching practice, such as learning environment and a strong faculty coordination. This shows that school environment and faculty coordination were considered the topmost contribution for a leading performance of public elementary teachers in Cluster A of the Division of Meycauayan City, employed in School Year 2019-2020.

Table 3. Level of Contributing Factors of Teaching Performance in terms of Learner-related Factor

Indicators	Average	Interpretation
1. Moderate number of learners in the classroom	4.23	Much Contribution
2. Active involvement of learners in academic, co-curricular, extra-curricular activities	4.10	Much Contribution
3. Healthy, responsible and bright learners	4.09	Much Contribution
4. Strong educational foundation of learners	4.19	Much Contribution
General Average	4.23	Much Contribution

Reflected in Table 3 were the four indicators contributing factors in teaching performance of learner-related factors. As reflected, the average is interpreted to have much contribution on the level performance of public elementary teachers in terms of the Division of Meycauayan City.

Consequently, the learner-related factors considered by the respondents reflects that a moderate number of learners in the classroom top the lists of indicators in terms of the contribution for a leading performance of public elementary teachers, and the desirable factor considered has much contribution for a leading performance of public elementary teachers because the indicators presented has an effect on the teaching performance.

The teachers experience the main problems due to this factor. They are unable to effectively execute teaching-learning processes and instructional techniques. Teachers are unable to provide personalized instruction, and as a result, students' academic performance may suffer as a result. When there are a large number of pupils in a classroom, teachers may use a blackboard or technology to explain academic ideas and distribute class and homework tasks. They revise the assignments that students submit to them. Some pupils do well, while others make mistakes. When students make mistakes, teachers generally ask them to learn from the pupils who did well. As a result, because they have a limited amount of time, teachers tend to move on to the next lesson in the following session.

Moreover, the findings indicated that when there are many learners in class, work usually gets distributed among two teachers. It would be impossible for teacher to accomplish all of the duties and manage the classroom. As a result, two teachers collaborate to supervise classroom activities and functions, making task and function execution easier. This feature has proven to be beneficial, and there is no job pressure.

On the other hand, when teachers are required to control the teaching-learning processes, instruction, and classroom management individually, they experience job pressure. In most cases, the teachers perform their

job duties of providing students with academic concepts. On the other hand, it is up to the students to wholeheartedly dedicate themselves towards learning and improve their academic performance. When there is an organization of class tests and exams, students know how they are performing. The teachers are also able to acquire knowledge regarding their job performance, their efficiency in the teaching methods, and how they can control and administer the

classroom activities and academic performance of the students. This is also experienced in the public elementary classes, wherein the class size is an issue. Teachers find it difficult to hold learners' attention for the time being particularly on big classroom sizes. Learners are not focused, and the learning environment is not conducive because learners are often interrupted by an overcrowded classroom.

Table 4. Level of Contributing Factors of Teaching Performance in terms of Community-related Factor

Indicators	Average	Interpretation
1. Strong cooperation and support of parents, religious organizations and community in school affairs	4.20	Much Contribution
2. Responsible community leaders	4.13	Much Contribution
3. Favorable community environment	4.25	Much Contribution
General Average	4.19	Much Contribution

It can be gleaned from Table 5, three indicators are considered to determine the level of contributing factors in teaching performance of teacher-respondents in terms of community–related factors. Reflected the average mean of 4.19 interpreted to have much contribution on the level of contributing factors in teaching performance of public elementary teachers in terms of community-related factor in Cluster A of the Division of Meycauayan City.

Because the indicators presented affect teaching performance, such as strong parental cooperation and support, religious organizations and community involvement in school affairs, responsible community leaders, and a favorable community environment, it appears that the desirable factor considered has a significant impact on the leading performance of public elementary teachers.

Table 5. Level of Teachers' Teaching Performance

Key Results Area	Average	Interpretation
1. Content Knowledge and Pedagogy	4.39	Accomplished
2. Learning Environment and Diversity of Learners	4.41	Accomplished
3. Curriculum and Planning	4.27	Accomplished
4. Assessment and Reporting	4.28	Accomplished
5. Plus Factor	4.00	Accomplished
General Average	4.27	Accomplished

The following data shows the level of teaching performance described in terms of a teacher evaluation tool based on the Philippine Professional Standards for Teachers (PPST) 5 Key Results Area (KRAs) to assess teachers level of performance with the following indicators: content, knowledge and pedagogy; learning environment and diversity of learners;

curriculum and planning; assessment and reporting; and plus factor.

Performance Indicators of teacher-respondents was based on the survey questionnaire parallel on the RPMS tool whereby this part gives the precise quantification of objectives, which will serve as a tool for determining whether performance is good or bad (DO No. 2 s. 2015).

As can be gleaned from Table 5, learners' learning environment and diversity recorded the highest mean of 4.41 among the five key results areas, interpreted as accomplished. This means that teachers are good classroom managers. This may be explained by the fact that teachers know how to engage learners with the different classroom activities to explore and find meaning in their learning. This matter connotes that teachers have a deep understanding of creating a conducive and attractive physical learning environment that promotes equality, fairness, and respect.

Moreover, teachers are well-versed in delivering the lessons where the diversity of learners was addressed and catered to. This means that teachers can use strategies, approaches, and methodologies that are more appropriate in delivering the lesson effectively. Also, teachers show expertise in designing, adapting, and implementing teaching strategies to deliver the lesson to the learners, especially those with disabilities, giftedness, and talents.

Table 6. Regression Analysis of Level of Contributing Factors in Teaching Performance on Teachers' Performance

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.109	0.217	-	9.730	.000
Information and Data Literacy	0.575	0.126	0.693	4.576	0.000
Communication and Collaboration	0.220	0.206	0.294	1.065	0.288
Digital Content Creation	0.175	0.247	0.259	0.709	0.479
Safety and Security	0.016	0.1178	0.024	0.092	0.927
R-squared = 0.390					
F-value = 25.775					
p-value = 0.000					
alpha = 0.05					

Teachers' performance suggests a relationship between the contributing factors in teaching performance described by four related factors and the level of teaching performance described by thirteen objectives from five key result areas.

Table 6 posed the values obtained to present the regression analysis of contributing factors in teaching performance on teachers' performance in terms of the five key result areas.

Analysis of the data gathered from the public elementary teachers in Cluster A of the Division of Meycauayan City constituted the contributing factors in teaching performance such as person-related factor, school-related factor, learner-related factor, and community-related factor is correlated to teachers' performance in terms of the five key result areas, evidenced by the obtained B coefficients which are non-zero.

The results of analysis of variance test revealed an F-ratio equal to 25.775, with an associated probability (p-value) equal to .000, a value much lower than the alpha value of .05. The findings elucidate that the null hypothesis is rejected; hence, the contributing factors in teaching performance significantly impact teachers' teaching performance.

The B coefficients presented the amount of change in an impact associated with a change in one unit of the variables mentioned above of contributing factors in teaching performance. The magnitude of their values is relative to the means and standard deviations of the independent and dependent variables in the equation. The same results indicate that for every unit increase in the independent variables: Person-related Factor, School-related Factor, Learner-related Factor, and Community-re-

lated Factor, a corresponding increase in quality education is generated by as much as 57.5%, 22.0%, 17.5%, and 1.6%, respectively.

The beta value, which is measured in units of standard deviation, measures how strongly each predictor variable under Contributing factors in teaching performance influences the criterion (dependent) variable, which is Teachers' performance. Therefore, a beta value of .693 indicates that a change of one standard deviation in the predictor variable Person-related factor resulted in a change of .693 standard deviations in Teachers' performance.

Since the beta value of the person-related factor is the highest, it could be culled that it has the greatest impact on Teachers' performance. This is followed by School-related Factor (.294); the learner-related factor (.269), and lastly, Community-related Factor (.024).

Overall, as demonstrated by the p-value 0.000, =.05., accreditation experience has statistically significant predictive potential on Teachers' performance. In the presence of additional factors, p values, on the other hand, tell us if a variable has statistically significant predictive power.

Affirmation on the result of the study is reflected in the research conducted by Burns (2016), indicators of person-related factors such as good preparation for teacher education, adequate and relevant training, and effective philosophical method/methodology had an impact on teaching performance, particularly on public elementary teachers in Cluster A of the Division of Meycauayan City.

According to a research done by Burns (2016), teacher educators require the same abilities as teachers, including deep topic understanding. Learning and development of children and adults; clinical and supervision skills; the ability to model effective instructional and assessment practices; the ability and disposition to coach and support teachers and hold planned or informal meetings with them; and the ability to support teachers through observations, feedback, modeling, workshops, coaching, and planned/informal meetings. Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. As one example, the Science Teachers Learning from Lesson Analysis program (STeLLA) seeks to strengthen teachers' understanding of teaching science productively. Its primary objective is to improve instructors' comprehension of students' scientific thinking, which will allow them to better predict and respond to students' ideas and misconceptions. Its second objective is to assist teachers in learning to arrange science topics so that students may create a logical "narrative." Teachers' effectiveness in their classrooms is aided by professional development that focuses on teaching techniques related with specific curricular topics.Proposed Intervention Program to Further Improve Teaching Performance.

In light of the issues and concerns encountered by public elementary teachers in their teaching performance, as well as the findings of the analysis and regression analysis above, the present study proposes an intervention program to enhance further teaching performance of public elementary teachers, particularly in Cluster A, Division of Meycauayan City.

Table 7. Proposed Intervention Program to further improve Teaching Performance

Performance Indicator	Objectives	Strategies/ Time Frame	Persons involved	Budget	Remarks
1. Content, Knowledge and Pedagogy	To keep updated on the most popular educational initiatives in order to improve instructors' pedagogical expertise.	Provide adequate and relevant training for professional development	Division Top Management School administrators	100,000	This depends on DepEd approved trainings and seminars aligned on teachers needs

	Objective	Provide	Personnel	Budget	Remarks
2. Curriculum Planning and Organization	To develop school-based flexible curriculum to promote the key tasks necessary for an effective teaching performance and cultivate teachers generic skills, attitudes and positive values across all learning interfaces to ensure a broad and balanced professional development	Provide collaboration on curriculum planning	School administrators	40,000	Collaboration is a type of professional development that allows teachers to exchange ideas and cooperate in their classrooms.
3. Links with parents and external stakeholders	To recognize the value of home school cooperation and promote the communication and cooperation between parents and the school	Provide communication with parents and external stakeholders	School Personnel Faculty Association Student Council	0	The school head of the school can be tasked to conduct the series of communication with external stakeholders and teachers communicate with parents

Conclusion

Given this study, the following conclusions were made: in terms of the level of contributing factors in teaching performance, the overall rating of teacher-respondents described the variables person-related factors, school-related factors, learner-related factors, and community-related factors to be of much contribution. Moreover, the level of teaching performance in the five key result areas is interpreted as accomplished. Furthermore, the regression analysis shows that the F-value equal to 25.775 is more than the p-value of .000, which is higher than the alpha value of .05. This indicates that contributing factors in teaching performance significantly affect teachers' performance when considering the jointed effects of all variables considered. The effect is positive; thus, there is a corresponding increase in teachers' performance for every upward unit movement in teaching performance. Hence, the null hypothesis is hereby rejected.

Consequently, in light of the insights provided by public elementary teachers in Cluster A, Division of Meycauayan City, the following intervention programs are proposed: Provide adequate and relevant training for professional development; Provide collaboration on curriculum planning and; Provide communication with parents and external stakeholders.

Recommendations

In view of the findings of the study, the following recommendations are put forth: As it has much contribution, the four factors should enhance on terms of the indicators mentioned of which teachers could be provided assistance to improve their collaboration on parents and external stakeholders such as removal of stumbling obstacles of communication, use of different channels of communication to facilitate an open communication for internal and external stakeholder for a better relationship. Teachers have basic needs to be met to guarantee the required teaching performance. The more needs are met, the higher performance will be. In this case, teachers should be provided with adequate and relevant training in professional and personal development/growth for job satisfaction and contentment. As the department of

education faces the new normal brought about by the pandemic, school administrators need to motivate teachers to perform. It is one crucial Factor for teachers' teaching performance. Assistance is provided to teachers by strengthening the school and community-related factors concerning the five key result areas to keep abreast of the new teaching modalities trends for delivering academic information among learners in the New Normal situation in education.

Future researchers can explore other horizons on enhancing teachers teaching performance for learners' academic improvement. The current study has generated a general picture of their relationship. Still, more studies may be needed to show the relationships of the four factors to the five indicators of the key result areas for teachers' better-teaching performance and learners' acquisition of quality education. A harmonious working relationship will provide an excellent direction for the good of the learners. Also, for the school stakeholders, it will establish better working relationships between and among the learners, teachers, school heads, and other stakeholders in the academic community.

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