

# Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal

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## ABSTRACT

A significant factor in building a strong foundation of an educational system to ensure quality education is Faculty Development Program. This research was directed to Golden Success College, Incorporated (GSCI), Philippines during the Academic Year 2020-2021. Data were gathered thru the use of online questionnaires with 150 respondent-students and 40 respondent-teachers from GSCI, Cebu City and GSCI, Metro Manila, a total of 190 respondents. The data gathered were analyzed using descriptive statistical analysis and multiple linear regression. Findings showed that most students got a Satisfactory academic performance. Grade 12 has more number of students as compared to Grade Levels 7 to 11. There are more college graduates in terms of the teachers' highest educational attainment. Most of the teachers took English as their chosen field of specialization and had between one (1) to ten years teaching experience/service. A number of teacher-respondents belong to salary scale Php 10,000 to Php 15,000 and 25 or 62.5 percent of the teacher-respondents had attended relevant trainings/seminars. In sum, teacher's performance level using the academic professional standards such as competency, professionalism, efficiency, character/discipline, and task output. is described as Very Good The null hypothesis of no significant relationship between the identified profile and performance level of the respondent-teachers is Rejected. Lack of Faculty Development Program and Professional Development were only one of those challenges/barriers that affect the teachers' performance level. Based on the findings, it is therefore recommended to the concerned school administrator/officials of GSCI, Philippines that Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal be implemented to continue/maintain the teachers' performance as part of the faculty development continuing plan to meet the mission and vision of the institution.

**How to cite this paper:** Ellaine I. Nazareth | Emily C. Rosal | Rebecca DC Manalastas | Perla N. Tenerife | Nolasco K. Malabago | Marilyn M. Miranda "Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-1, December 2020, pp.1236-1259, URL: www.ijtsrd.com/papers/ijtsrd38180.pdf



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**KEYWORD:** Development Education; Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal; Quantitative-Descriptive Survey Method, Cebu, Philippines

## 1. THE PROBLEM AND ITS RESEARCH DESIGN

### INTRODUCTION

#### Rationale

Strategies to enhance teaching have been influenced by the prevailing theories of learning and search for instruction over the previous three decades. Research on these strategies suggests that workshops and students' ratings of education, coupled with sessions and intensive fellowships, are excellent techniques for altering teachers' actions.

Development and coaching is a non-stop and systematic process. The approach of education is to provide each trainer the knowledge of professionalism, excellence, motivation, and learners satisfaction.

(Kamel, 2016). Faculty members needs to be adequately equipped to cope with the rapid changes and changing paradigms in clinical education, exercise treatment shipping systems, and clinical practice through some form of faculty development program (FDP). Trainings is routinely reduced to teachers without such experience, imparting their understanding of the issue by one-way lecturing. Over the previous five decades, things to do for college enhancement have grown and gradually increased in focus. In the first half of the 20<sup>th</sup> century, there were intermittent attempts to provide such instruction, but reals FDPs began in 1975 and have steadily evolved over the past 25 years. Gaff conceptualized the improvement of the faculty in higher education in 1975. These items to do helps teachers' development in their teaching skills, extend curricula in the

diagram, and strengthen the organizational, local education environment. In addition, Stritter mentioned setting up consultations for men and women on teaching skills, curriculum design, and academic collaborative research.

The structure and purpose of Lancaster (2014) faculty teaching development programs differ, and there are many choices to consider. The most excellent choice would rely on possible situational factors: financial support, human capital for example personal support, school times, campus resources such as multiple faculty improvement projects inside the university, inside grants, and nearby know-how as to school or community of personnel with an interest or related background). There is no best, one-size-fits-all model: all have their blessings and pitfalls, since school teaching development efforts are relational. This vast range of types of software makes it impossible to decide whether school progress is good or not. In one study, medical school instructing enhancement applications appeared to have implications as assessed by the self-evaluation of educational ability of participants, comprehension of high-quality methods of education, and performing tests.

The faculty of Golden Success College, Incorporated, Philippines needs more faculty development programs on how the school can help students at the present times, to provide additional knowledge and tools for further improvement.

This study evaluates the performance level of the faculty of Golden Success College, Incorporated (GSCI), Philippines in terms of academic professional standards - competency, professionalism, effectiveness and character/discipline, and output in providing the necessary learning, skills, and values to the students. The faculty of GSCI, Philippines is assured of knowledge and learning on various pedagogies for the best interest of the students. The faculty development program builds good camaraderie among peers as it involves personality development. There is a need for more significant state-of-the-art techniques with the capacity to meet these statistics requirements. In the now not too far-off past, when many expert development courses placed instructors in the role of an audience, questionnaires disbursed at the door as instructors left sufficed.

Specialist enhancement techniques have now grown to be even more fantastic, long-lasting, nuanced, and ingrained in schools. In addition, significant cash can also be allocated to educational school-based staff developers, for example, and provided with time-release, growing curriculum guide materials, time-release, and online learning.

This research is based on national and international journalism, conceptual studies, hypothesis and systematic classification of types for better understanding of faculty development.

As to how the Golden Success College, Incorporated, Philippines addresses the deficiency to prepare its faculty to meet the necessary attributes, i. e. using the following academic professional standards - competency, professionalism, effectiveness, character/discipline, and task output, is the subject of this research.

With the support of the concerned school officials and students, this undertaking would not be futile. This research is therefore essential.

### Theoretical Background

Across the fields of science, technology, engineering, and mathematics the availability of credible evidence for instructional practices after professional advancement is limited, making it difficult to define “best practices” and positive models for expert growth (Diane Ebert-May, 2015). After completion of a 2-year expert improvement program, one sought to assess the degree to which postdoctoral fellows (i.e. future biology faculty) believed in and implemented evidence-based pedagogies. Faculty Institutes for Reforming Science Teaching (FIRST IV). A 2-year education program was attended by Postdocs(PDs), all of which carried out self-report reviews of their views about education and gains in pedagogical knowledge and experience, and provided copies of classification test and video recording of their teaching. Compared to teacher-centered techniques, the PDs reported that learner-centered use was more comprehensive. The findings of expert evaluations of teaching videos have been consistent with these records. Despite the practice of higher-level cognition in shape sessions, the items used in their learning tests using the PDs concentrated on lower-level cognitive skills. They concentrate on initiatives for faculty growth aimed at enhancing teaching performance, synthesized findings related to styles of intervention, characteristics of research, individuals and organizational results, key features and community building (Yvonne Steinert, 2016). Participants noted widespread confidence, enthusiasm, and understanding of successful academic practices. Gains in awareness and skills, and self-reported improvements in behavioral education, have been regularly observed. Improved teaching approaches, new academic programs, new leadership roles, and multiple instructional output were protected by observed behavior changes. Evidence-informed curriculum design, relevant content, experiential learning, input and reflection, educational initiatives, deliberate community building, longitudinal program design, and institutional support were key features.

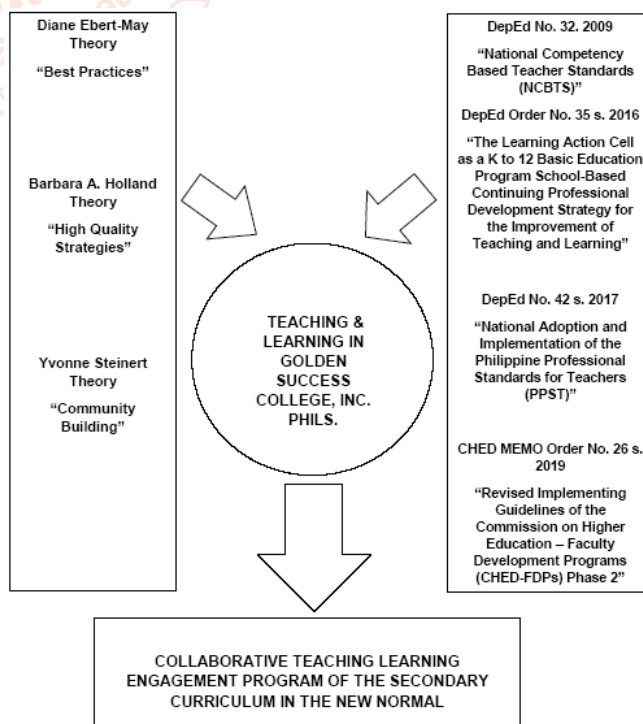


Figure 1 Theoretical Framework

To move forward, we need to build on modern-day progress, improve the efficacy of past character teaching emphasis, reinforce initiatives that expand over time, promote the position of business learning, promote community growth, and tightly closed institutional support. In addition, we integrate research into a theoretical framework, perform more qualitative and combined research of processes, track behavioral and organizational progress, consider transition to practice, examine essential characteristics, and explore the role of school enhancement within the broader organizational context.

Among several faculty members, fundamental questions about the role of the public carrier as scholarly work remain. In their quest for high-quality strategies to encourage faculty interest in accessible supplier products, institutional leaders feel challenged (Holland, 2016). Mysteries exist in part because a great deal of the cloth on accessible service is experiential and has been focused on instances of man or woman or hierarchical models of man or woman. Using the experience of other institutions, faculty and administrators alike have resonated with recent works that take a wider view of operational issues and problems of integrating public provide practices (Burack 1998; NASULGC 1999).

This question was answered by many by referring to their initiation in the 1960s into social activism! Others claimed that their contribution to the life of service was stimulated by family, spiritual, group or cultural interactions and values. Highly trained people see themselves as having a responsibility to obey data to enhance society. In both volunteer and technical professions, these faculties engage and are frequently observed to be campus leaders in the academy. They engage in service which is the right thing to do and permits them to link their private and expert lives.

Other faculty claimed that the popularity of their discipline and the quality of their teaching and research agenda were important to outreach and public service. There are professors in areas that are theoretically connected to external concerns and audiences: social work; nursing, pharmacy, and other careers in health; public administration; education; and so on. In certain cases, the accreditation of a program can require proof of student and/or faculty public involvement.

Faculty encouragement also comes from direct observation by esteemed organizations or colleagues, the availability of participation benefits or rewards, or proof of the positive effect of outreach program. Therefore, the motivation of the faculty is highly affected by personal experiences, individual and collective professional aspirations, and proof of positive performance on organizational outcomes they esteem. Different variables are of greater significance to various disciplines and faculty.

The Department of Education (DepEd) and Commission on Higher Education (CHED), continue to follow suit by setting guidelines for a series of Orders. To solve problems, they convince the readers or take action. These are the sequence of orders indicated in order to support:

The Department of Education (DepEd) Order Number 35 series of the 2016 series completely supports and contributes to the ongoing professional growth of its

teaching staff on the basis of the lifelong learning concept. This can be done through school-based Learning Action Cell (LAC), which acts primarily as a professional learning group for teachers to promote the achievement of learners and practice. The Department of Education issues the enclosed policy on "The Learning Action Cell as a K to 12 Basic Education Program School- Based Continuing Professional Development Plan for the Advancement of Teaching and Learning" in accordance with the application of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013.

Department of Education acknowledges the value of professional expectations in the ongoing professional growth and promotion of lifelong learning focused on teachers. It is committed to helping teachers and recognizing the unambiguous evidence that good teachers are vital to rising student success. Quality teaching is conditional on quality teaching, therefore, for long and durable nation-building, improving teaching quality becomes of utmost significance.

The changes brought by the reform of K to 12, ASEAN integration, globalization, and the changing character of learners in the 21<sup>st</sup> century need reforms and call for the National Competency-Based Teacher Standards (NCBTS) to be rethought. As a result, the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), through the Teacher Education Council (TEC), was developed. The PPST aims to 1) set specific teacher standards from the outset to differentiate practice during well-defined career states of professional growth; 2) engage teachers to attain competence; and 3) apply a standardized measure to evaluate teacher performance, recognize needs, and provide professional development support. As a basis for all teaching learning and development plans, the PPST will be used to ensure that teachers are prepared to adopt the K to 12 plans.

Furthermore, the key objective of the 2019 "Revised Implementing Guidelines of the Commission on Higher Education-Faculty Development Programs (CHED-FDPs) Phase 2" series of the Commission on Higher Education-Faculty Development Programs (CHED-FDPs) is to upgrade the academic qualification of the faculty in higher education to post-graduate level to increase the performance of the faculty through professional education. Improved faculty credentials are expected to directly lead to improved student-learning through this initiative, which in turn will translate into a higher passing rate in professional licensing exams and higher graduate productivity.

As a basis for the proper implementation of the different Faculty Development Programs, the Golden Success College Incorporated, Philippines has to identify and strengthen programs that would promote the school as an avenue of business learning and community development. The concerned school officials should exercise best effort to promote this cause.

There is therefore a need to articulate theories and concepts in the light of empirical studies.

## THE PROBLEM

### Statement of the Problem

This research assessed the performance level of the faculty of Golden Success College, Incorporated (GSCI), Philippines

in terms of academic professional standards during Academic Year 2020 - 2021. The findings of the research served as bases for Collaborative Teaching Learning Engagement Program.

Specifically, this answered the following questions:

1. What is the information related to the following group-respondents:
  - 1.1. demographic profile of the students of Golden Success College, Inc. Philippines as to:
    - 1.1.1. academic performance, and
    - 1.1.2. grade level?
  - 1.2. demographic profile of the teachers of Golden Success College as to:
    - 1.2.1. highest educational attainment,
    - 1.2.2. field of specialization,
    - 1.2.3. years of teaching experience/service,
    - 1.2.4. position/designation,
    - 1.2.5. salary scale, and;
    - 1.2.6. Number of relevant trainings and seminar/s attended?
2. As perceived by group-respondents, what is the performance level of the teachers in terms of the following professional standards:
  - 2.1. for students' evaluation -
    - 2.1.1. competency,
    - 2.1.2. Professionalism,
    - 2.1.3. Effectiveness, and
    - 2.1.4. character/discipline?
  - 2.2. for administrators/co-teachers' evaluation -
    - 2.2.1. teacher's competence, and
    - 2.2.2. Task output?
3. Is there a significant relationship between the identified profile and performance level of the group-respondents?
4. What are the challenges and barriers that affect the academic professional standard?
5. Based on the findings, what collaborative teaching learning engagement program can be designed?

**Null Hypothesis**

The given null hypothesis was tested at .05 level of significance.

Ho. There is no significant relationship between the identified profile and performance level of the group-respondents of Golden Success College, Incorporated (GSCI), Philippines.

**Significance of the Study**

The results of the study will be a great benefit to the following:

**Administrator:** The administrator will be able to have full intellectual and competent faculty members thus, would result to the learners' excellent academic performance.

**Teachers:** Faculty members will be able to organize new intellectual and social community of like-minded men and women who share a passion for teaching.

**Schools:** Faculty development can contribute to private and public school members to become better function models and inspire their students, peers, and even society.

**Students:** They will be the direct recipient of the knowledge and skill obtained by teachers from faculty development programs.

**To the Future Researchers:** This could serve as a medium for future researchers who will be doing the same study or research about faculty development.

**RESEARCH METHODOLOGY**

**Design**

This is a descriptive normative research method that gathers information on a random population at one point in time. The data were obtained by the use of questionnaires adapted from various studies. This employed multiple linear regression that uses several explanatory variables to predict the outcome of a response variable. This statistical tool explains the relationship between one continuous dependent variable and two or more independent variables. The independent variables can be constant or categorical.

Multiple linear regression (MLR), also known simply as multiple regression, is a statistical technique that uses several explanatory variables to predict the outcome of a response variable. Multiple regression is an extension of linear (OLS) regression that uses just one explanatory variable.

**Flow of the Study**

The research used the Systems Model approach which allows the discussion of various potentials and serves as communication tool for detailed design and implementation. There were three (3) parts in the flow of the study - Input, Process and Output. Information were gathered using the demographic profile of the group-respondents; perception of the respondent groups as to performance level of the

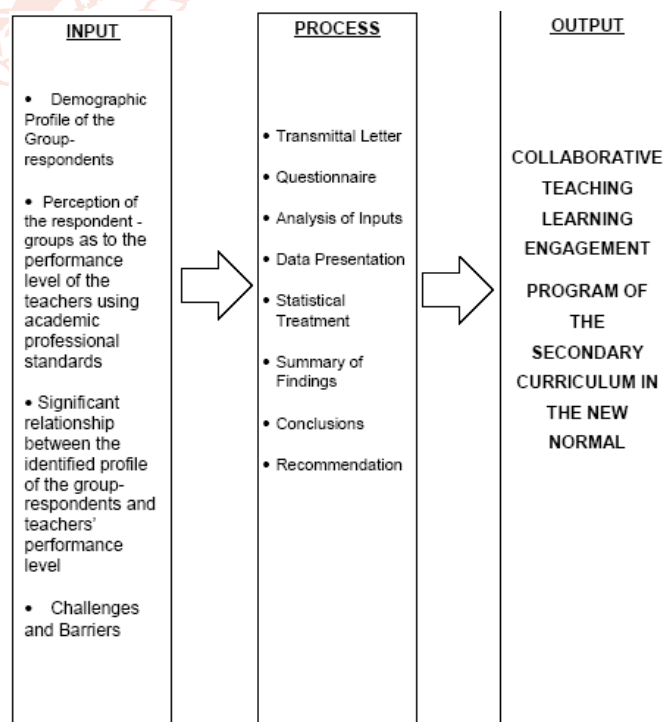


Figure 2 the Flow of the Study

Teachers using academic professional standards; significant relationship between the identified profile of the group-respondents; teachers' performance level and enablers that contribute to the performance of the teachers.

Under Process, a transmittal letter was sent to the School Director asking for approval to conduct the study. Online survey questionnaires were distributed to the respondent-groups of GSCI, Philippines. The data were gathered, tallied and tabulated, and subjected to appropriate statistical treatment, summary of findings were presented through different tables with discussion and supporting data. Summary of findings and conclusions and recommendations is to be proposed or presented to GSCI, Philippines and the Output would be submitted to the concerned school officials for proper consideration and implementation for improvement of the teachers' performance level.

**Environment**

The place of research is Golden Success College Incorporated, Philippines. The school is a non-stock, non-profit private educational institution duly organized, registered and existing under and by the laws of the Republic of the Philippines with registered principal offices at 1297 V. Rama Avenue corner Singson Street, Guadalupe, Cebu City. Golden Success College, Incorporated (GSCI) offers complete Basic Education programs from Preschool to Senior High School and for tertiary level;



**Figure 4 Environment of the Study (Golden Success College, Inc. Manila Branch)**



**Figure 3 Environment of the Study (Golden Success College, Inc. Cebu Branch)**

Bachelor of Secondary Education (Majors in English and Mathematics), Bachelor of Elementary Education (Majors in Preschool and Special Education), Bachelor in Hotel and Restaurant Management, and Bachelor in Information Technology. GSCI, Philippines. The school grants scholarships for its students and sends instructors for post-graduate studies. The school services are also well-maintained.

In school year 2017-2018, GSCI opened a branch in Manila offering the SHS programs, mainly: 1) Academic Track – Science, Technology, Engineering and Mathematics (STEM) strand, Accounting, Business and Management (ABM) strand and Humanities and Social Sciences (HUMSS) strand; and 2) Technical-Vocational-Livelihood (TVL) Track – Information and Communications Technology (ICT) strand, Home Economics (HE) strand and In-House Maritime Training. GSC - Manila Branch is located at 840 M.F. Jhocson Street, Sampaloc, Manila.

**Respondents**

The respondents were the students and teachers from all tiers and departments of Golden Success College, Incorporated (GSCI), Philippines. The researcher had 190 respondents composing of teachers and students from Grade 7 to Grade 12. The respondents collaborating in this research are still active.

Table 1 and 2 show the distribution of the group-respondents for this research.

**Table 1 Group-respondents**

Area	Respondents	Total Population	Sample Respondents	%
Metro Manila	Teachers	15	10	5.26
	Students	310	50	26.32
Cebu City	Teachers	40	30	15.79
	Students	431	100	52.63
	Total	796	190	100.00

### Instruments

The data were gathered using the following instruments which contain items related to the present research.

**1. Questionnaire.** This consisted of four parts namely:

**Part I.** This part contained the demographic profile of respondents.

**Part II.** This part contained the performance level of the teachers in terms of competency, professionalism, effectiveness, and character/discipline.

**Part III.** This part contained the performance level of the teachers in terms of competency, and task output.

**2. Informal Interviews** related to the study.

### Data Gathering Procedure

**Data Gathering:** A letter- request dated was addressed to Mr. Rolando C. Sangalang, the School Director, asking approval to conduct the study.

With the written approval, the researcher distributed the questionnaires to the respondent-groups of Golden Success College, Inc. Philippines through on-line during the third week of July 2020. Before the distribution of the questionnaire, a quick online orientation and rationalization on the purpose of the research was provided.

Answered on-line questionnaires were then collected from respondent- groups.

This was followed by on-line informal interviews with the group-respondents based on their answers in the questionnaires.

### Statistical Treatment

The data were gathered, tallied and tabulated, and subjected to the following statistical treatment.

- To determine the personal profile of the respondents, the **simple percentage** was used.
- To determine the performance level of the teachers as perceived by the group-respondents, the **weighted mean** was used.
- To determine the degree of relationship between the identified profile of the group-respondents and performance level of the teachers, **multiple linear regressions** was used.

### Scoring Procedure

To measure the responses to Part I under academic performance, the following categories and numerical values were used:

Grading Scale	Descriptors	Verbal Description
90 - 100	Outstanding	Student's Academic performance ranges between 90% - 100%
85 - 89	Very Satisfactory	Student's Academic Performance ranges between 85% - 89%
80 - 84	Satisfactory	Student's Academic Performance ranges between 80% - 84%
75 - 79	Fairly Satisfactory	Student's Academic Performance ranges between 75% - 79%
below 75	Did not meet expectations	Student's Academic performance level has not satisfactorily met.

To quantify the responses to Part II and Part III, the 5 point-scale with their respective values were used to interpret the data gathered.

Weight	Scale	Category	Verbal Description
4.21 - 5.00	5	Excellent (E)	Level of teacher's performance ranges between 4.21 - 5.00
3.41 - 4.20	4	Very Good (VG)	Level of teacher's performance ranges between 3.41 - 4.20
2.61 - 3.40	3	Good (G)	Level of teacher's performance ranges between 2.61 - 3.40
1.81 - 2.60	2	Fair (F)	Level of teacher's performance ranges between 1.81 - 2.60
1.00 - 1.80	1	Needs Improvement (NI)	The teacher's performance level has not been satisfactorily met.

### DEFINITIONS OF TERMS

The following terms were used for the purpose of this study:

**Academic Performance:** It measures the performance of students in different evaluation on the basis of certain educational criteria, as determined by professional educators.

**Age Category:** This applies to a group of individuals that are the same age or within a given age range.

**Civil Status:** This coincides with the family situation of a person. It can mean being single, married, adopted, divorced, in a civil union, a member of a single-parent family, or some kind of family relationship or affinity with another person.

**Collaborative Learning:** This refers to as a technique or a method in which many individuals participate together in order to learn. This is a straightforward structure in which

people with different interests and abilities work together for a common and mutual purpose.

**Collaborative Teaching:** This refers to cooperative teaching or team teaching, involves tandem teachers collaborating to lead, advise, and tutor student groups. Among practitioners from different backgrounds, including core subjects, special education, elective classes, library science or guidance services, collaboration most frequently occurs.

**Competencies:** Commonly defines the skills and knowledge applied that enable individuals to perform effectively in professional, educational, and other contexts of life.

**Educational Attainment:** This refers to the highest level of education completed by an educational institution. This is distinct from the level of schooling that an individual is attending.

**Engagement Program:** This is the type of program that can accomplish complex nurturing with ease.

**Faculty Development:** It has been described as a broad range activity applied by institutions to support the roles of faculty members.

**Gender:** The range of features that differentiate and distinguish between masculinity and femininity. It refers to the concepts and practices of what it is to be female or male that are socially decided.

**Grade Level:** This refers to the student's level of education.

**Learning Environment:** It is where learning, interaction and collaboration between students and teachers take place.

**New Normal:** This refers "to the emerging behaviors, situations, and minimum public health standards that will be institutionalized in common or routine practices and remain even after the pandemic while the disease is not totally eradicated through means such as widespread immunization."

**Performance Level:** The definition of the levels of quality attainment that are progressively identified as poor, good, great, and best for each criterion.

**Professional Standards:** This is a measure of advanced learning, skillful practice, and successful involvement.

**Secondary Curriculum:** This is a skills-focused programmed that provides students with a broad and balanced knowledge of key subjects, as well as effective critical thinking and communication skills.

**Task Output:** This refers to the result of the job assigned to a particular employee.

**Teaching Skills:** As a group of teaching acts or actions designed to promote direct or indirect learning for students.

## 2. REVIEW OF RELATED LITERATURE AND STUDIES

For a better appreciation on the importance of faculty development programs, review of related literature and studies are presented in this chapter.

### Related Literature

Dr. Enoch Hale's research focuses on the growth, teaching, and learning of faculty in higher education and critical questioning, although he has made several questionable choices in his life. Enoch likes to think of himself beyond these walls, and he is avid and experienced outdoors.

Faculty improvement programs (FDPs) have proved to be effective in developing higher education skills. This assessment article summarizes critiques of literature and resource books on the growth of faculty. It addressed why the program for enhancement of faculty is significant, records of the program for enhancement of faculty in previous years, and questioned whether or not enhancement of faculty affects the educational performance of students as well as the various techniques for examining the efficacy of faculty enhancement programs. The overview also discussed how to set up the enhancement program for the faculty, introduced its perfect structure, features that make the enhancement program useful for the faculty, and described the barriers to its effective implementation as well as the potential vision. This file also highlighted Saudi Arabia's faculty enhancement program scenario. Improvement plans for trained faculty yield promising consequences, inform activities and inspire teachers to encompass social skills and management skills.

Faculty development has been defined as a "set of practices used by institutions to renew or assist faculty in their positions," which includes programs designed to enhance teaching performance. (Adam, et al., 2015) In order to strengthen instruction, improve human talents (e.g. expertise and teaching skills), and positively affect cultural change within organizations, faculty development programs have been found. A wide variety of activities, including conferences, lecture series, classes, longitudinal programs (e.g. fellowships), and individualized input, are defined in recent systematic reviews of faculty development initiatives in medical education. Some of the key characteristics of effective faculty development activities are the use of experiential learning, feedback provision, practical peer relationships, and the diversity of educational methods.

(Haines, et al., 2014). The purpose of the mentorship program is to encourage and foster the advancement of junior faculty by offering a structured mentoring mechanism that matches mentors and protégés for future development. Although our curriculum was structured to satisfy the first and third of these attributes, our absence of senior faculty mentors initially restricted our ability to provide mentors with a corresponding field of interest and comprehensive expertise.

(Kamel, et al., 2016). Members of the faculty who teach students knowledge and skills are considered to be the most valuable assets of any institution. During the first half of the last century, however, it was believed that a successful instructor must necessarily be a qualified basic scientist or clinical practitioner. Instead of their teaching capacity, several medical schools hired faculty members for their expertise and clinical skills. Members of the medical school faculty are currently facing increasing criteria to be imaginative and beneficial professors, effective scholars, and efficient clinicians. Initial faculty development efforts were particularly concerned with advancing the distinctive

disciplinary abilities of members of the character college. The wishes of faculty and organizations have no longer benefited from the traditional and slim point of view of professional growth over the past two decades. It is time to change the concept of faculty growth from one-time coaching to continuing professional development to provide a wider view. Instead of past development instruction, ongoing continuous expert learning was suggested by a wide range of higher education educators.

For the profession, developing skills and abilities for organizational growth will become increasingly important. Three main themes based on one vision for the future career of faculty growth. First, it is believed that some degree of organizational growth would be generated by the long-term effects of most faculty development activities. Second, the growth of faculty will be related to the field's ability and further studies on best practices that improves student learning. Third, fresh thinking about optimal frameworks for faculty growth would be important to enhance the future of the profession.

Faculty development could be developed through: 1) Faculty development centers dedicated to the design and implementation of faculty development programs that supports the institution's academic objectives. The center is also run by committed, full-time administrative staff members, as well as other faculty chosen on the basis of their experience, leadership skills, or personal interests; 2) Faculty selection committees that can operate independently or together with a center to perform an advisory role in order to maintain contact with the general faculty. 3) Programs that range from a one-time activity to regularly scheduled workshops or seminars to highly competitive, application-driven, multi-month fellowship, or scholar programs were chosen to advance teaching and learning. 4) 1-year teacher training program: showing promising results in the form of increased interest in teacher; increased study and publication in the field of education (Kamel, et al., 2016).

### Related Studies

Instruction is a never-ending operation. After winning a degree and starting a career, it doesn't end. Via continuing education, career-minded individuals will still develop their skills and become more eligible for their work. Within the field of K-12 training organization, it is important for school directors/presidents to inspire instructors/teachers to pursue proficient development to ensure the leading learning outcomes for their understudies and to be more satisfied in various areas of work.

(Rowbotham, 2015). A vital aspect of teaching is getting a conviction that one will be effective. In an encouraging environment, evidence-based activities, and geared to the particular needs of university staff, a good faculty development program will help faculty improve teaching expertise and enhance teacher self-efficacy. Statistically important results between the manipulate and intervention companies and the pre- and post-mean scores were verified by the findings from this analysis, but no statistically enormous shifts in the rankings over time in traditional or between agencies themselves. This indicates that involvement in software for college enhancement will influence how faculty sense their role as a teacher and increase self-efficacy for teachers. There is no longer,

however, trade-in teacher self-efficacy as a whole or as mere usage. In addition, these impacts are confirmed in the literature (Persellin & Goodrick, 2010; Trower & Gallagher, 2010; Schriener, 2007) and through the intervention group's qualitative survey responses. These results support Bandura's (1997) definition of the origins of self-efficacy. Participation in the faculty development program that used expert presenters offered school participants a chance to look at desirable training, engage in feedback dialogue, and apply the skills found in the publications used in teaching. The findings of this study showed that the intervention team said that the self-efficacy of the teacher was greater. At the same time, they exploit a decrease reported by the community, indicating that school enhancement can increase the self-efficacy of the teacher and can also have an effect on teaching pride. These implications raise the question as to why the rankings of the control team decreased, which warrants further analysis.

(Haras, 2017). Campus teaching and learning centers have a critical role to play in achieving student learning outcomes and, more generally, institutional performance. What could be more critical than educating and helping the faculty responsible for teaching those students, with student learning at the core of higher education? Faculty development centers are prepared to do exactly that, but they have not yet established a set of unifying principles within the profession that can gain the requisite support from institutional leaders and resolve some of the most urgent needs facing today's higher education. To these concerns, we presented and provided the evidence for three aspirational goals: 1) Professionalize teaching practice through professionalized college development, with the aim of standardizing fine teaching across the academy; 2) Expand the influence of the core of school development as an institutional player on campus; and Promote the enhancement of diverse faculty in teaching and diversify the core of school development as an institutional player on campus.

(Hammond, et al., 2017). Professional development (PD) is an important approach to ensure that educators in their classrooms can facilitate deep and complex student learning. Study, however, suggests a splendid difference in the degree to which this purpose is accomplished by PD packages. This paper analyzed current studies of profitable PD models that disclose benefits to be learned by scholars. In the realistic PD methods, we choose seven common sketch elements; 1) they are based on content; 2) they include lively techniques to learn; 3) they include collaborative instructors; 4) they used models and or modelling; 5) they include teaching and specialist support; 6) they provide time for feedback and reflection; and 7) they are maintained. These variables have been combined in different approaches in the examined studies to aid the professional learning of teachers. Hargreaves and Fullan (2012) said that the combination of these components produces a culture of cooperation that results in the form of collective professional capital that affects an organization's efficient and widespread change. Regardless of the particular model employed, as we have mentioned, PD should be well planned, integrating elements of effective PD. The creation of the curriculum should be related to understanding the needs of teachers, ensuring that teachers have a say in the form of learning they need to help their students, and assessing quality improvements on a regular basis.



(Bilal, et al, 2017). This systematic study and meta-analysis emphatically endorses the efficacy and beneficial effects of healthcare institutions' Faculty Development Plans (FDPs). FDPs have been shown to promote medical and allied health faculty teaching assessment, testing, leadership, and administrative skills. There is, however, no standardized and uniform educational curriculum for faculty, but the programs can be organized and customized to meet the desired objectives and educational needs. Such programs need money, budget administrative and support efforts, space, and dedication. While such initiatives are practiced by establishments, a well-structured theoretical framework that can be included through institutions is not available now. The results of this meta-analysis motivate teachers to build an instructional system that can answer college desires and knowledge precisely. In order to empower educators with opportunities to teach and consolidate their core know-how, the essential points of faculty growth should be integrated within institutional assistance systems. Per se, due to the varying complexities of each subject, and single FDP model cannot be implemented across all disciplines. By plotting a desired assessment survey, a helpful approach can be employed. Such workouts will become aware of the FDP's needs and favored strands that will then be tailored to meet the defined goals without any difficulty.

(L.K.M. Abigail, 2016). Steinert et al. comprehensive analysis of faculty development programs found that positive and/or long-term impacts on teacher success were correlated with measures involving long-term active experiential learning that could be linked to learning and practice experiences, networking and teacher group development. As a result of formal faculty development plans that have long-term interventions 7(p152), Communities of Practice (CoP) may also grow. The purpose of developing successful CoP through these formal faculty development programs, however, was not clear and was seen as unintended advantage 7(p152). As a result, we know nothing about the design and implementation of the instructional activities of CoP boost programs for the growth of faculty. This systematic analysis of literature has helped fill holes in our knowledge of the use of CoP to strengthen the growth of faculty.

(M.Z.M.Nor, 2019). The research objective among junior medical educators, i.e. personal growth, professional development, and self-reflective practice characteristics, and nine sub-themes, were answered by the results of this study, i.e. self-awareness, purpose, internal satisfaction, career pathway, retention of professional skills, acquisition of new knowledge, recognition of strengths and weaknesses, and areas for improvement. For this purpose, when preparing for FDPs, especially for junior medical educators and medical educators, the body of authority relating to staff development programs should seriously consider the incorporation of these features. In order for this group of professionals to serve effectively, it is important to empower medical educational competencies.

A multi-factorial mechanism involving several stakeholders (developers of the faculty, medical teachers, students, and administrative bodies) is the tradition of training. The current study has implications for understanding the perspective of program developers on training process transfer. This research, Iqbal et al., (2018), provided overview of the programmatic and environmental factors of the person that affect the transition of training to an educational setup.

(Heliyon, 2019). The purpose of this paper was to examine the objectives reconstructed by university teachers after completing faculty development programs to apply newly qualified knowledge and skills (Abu-Rish Blakeney et al., 2016; Brinkley-Etzkorn, 2018; Gegenfurtner and Hagenauer, 2013; Leslie et al., 2013; Postareff et al., 2007; Stes et al., 2010). In order to examine why participants were able to participate in transfer operations, one used the theoretical frameworks of the 3 x 2 achievement goal model and goal quality theory (Ryan and Deci, 2018). The results of the three cases demonstrative various forms of goals. An intrinsic goal striving was associated with the first type, in which the transfer activities were dependent on a desire for a personal growth and student benefits. An intrinsic target striving was associated with the first form, in which the transfer activities were based on a desire for personal development and student benefits. A mixed objective, striving characterized by emotional development impulses and avoidance orientations, was the second form of transfer objective. Finally, an extrinsic target purpose, motivated by fame, optimistic student assessments, and a clear other-orientation, was the third form of transfer objective. The findings of this theory-driven multiple case study, based on contemporary aim hypotheses (Elliot et al., 2011; Ryan and Deci, 2018), illuminate why participants in faculty development programs pass qualified lecture skills to their teaching activities.

The medical profession faces rising expenses, along with concerns from patients and the general public about rising prices and calls for greater transparency for the healthcare system (French, et. al, 2016). Medical centers and research institutions are focused on developing strategies for cost control in response to these concerns. Resources devoted to the development of faculty, financial or otherwise, are scarce in this environment. In the following fields, hospitals and health systems that invest in professional development programs report enhancement: physician performance, patient outcomes, and coordination of care; behavioral and cultural improvement drive and management; collaboration, collegiality, and leadership skills; and turnover and burnout of faculty. In order to control healthcare costs, coordinated, ongoing training initiatives focused on helping practicing physicians provide high-quality, value-based care are necessary, and are therefore a wise institutional strategy.

(Rushing, 2019). One of the paths or tracks that can be pursued for promotion and development is the clinical instructor. From the conventional academic tenure track, faculty advancement in surgical education has unique and fundamentally distinct challenges. Surgical clinical education is more than just teaching: efficiencies in curriculum development, review, confirmation, and innovative practice are important skills to be cultivated. It is important for progress and promotion to transform these into successful projects which are presented and released. By learning skills, tracking progress, and gaining funding and advanced degrees, this can be done. For faculty development in the field of education, mentorship and exposure are key.

(Nemec, 2016). A critical aspect of faculty growth is learning how to create useful Multiple-Choice Question (MCQ) objects. An important, quantifiable increase in item quality was achieved by the application of the MCQ quality checklist instrument. A thorough evaluation of any A-Type MCQ item using this tool will enable faculty to identify and correct

flaws to enhance their quality. A validated cut point was not defined on the basis of a relationship between the actual results of the quality score test, indicating that a score of X or better on the instrument correlated with improved student performance. In addition, it is encouraged that faculty aim to delete all item flaws from an MCQ and to obtain a score of 20 if this checklist is used. In addition, participants reported an increase in their knowledge of the quality of MCQ products. Knowledge of tools and resources is a component of enhancing any abilities. This checklist method will boost seminars for growth or be a part of an internal query review board. As demonstrated by the decline in updated questions submitted for review, one exciting and unintended finding was faculty inability to analyze the effect the conference had on their evaluation skills.

(Carlson, 2018). Learning is an element of personal and professional human development which takes place in a different informal and formal context throughout life. Meaning-making, a process in which individuals construct the meaning of events and experiences that are part of and shape our existence, represents an informal learning context in which all that is needed to achieve this type of learning is thinking and reflection. Our meaning-making is equivalent to informal learning that evolves through a lens where the meaning of our experiences is created. The process' versatility, the learning process' experiential nature, the participants' excitement and commitment reflect informal adult education or informal opportunities for learning adult life. Lifelong learning is an overarching experience that requires systematic experiences in schooling. Lifelong learning, including the desire to make a favorable shift in one's career direction, is internally driven. As such, it can be argued that a higher order of consciousness, specifically, self-authoring or self-transforming minds, is applied to lifelong learners.

(Hoekstra, 2015). Our study indicates that an e-Portfolio approach to the growth and performance appraisal of faculty will promote the collection of different types of input, increase knowledge of areas of progress, and facilitate more explicit thinking about professional development preparation and monitoring. The method could incorporate professional development programs, student feedback activities, and other performance feedback, as well as performance evaluation procedures, if implemented by an entire company. A well-designed e-Portfolio process is theoretically a realistic approach to faculty growth and performance assessment based on learners.

(Jones, 2015). The results of the study suggest that the Faculty Development Program was successfully prepared for inter professional facilitation by the faculty (IPE) and had a positive impact on their ability to engage in future IPE activities. Our model can be an effective technique for orienting inexperienced faculty to IPE foundational concepts such that their subsequent duties as facilitators are modified by IPE foundational principles. To achieve learning results reflecting sustainable behavioral and organizational improvement, longitudinal faculty development programs will be needed. Future research should examine variables that influence student learning most in IPE and the degree to which the standard of facilitation plays a role.

When used as a group task, or "better together" than carried out in isolation, one considered the modules to be extremely beneficial (Monsivais, 2020). The curriculum offered a forum for debate on current teaching methods, ways to develop teaching and learning practices, and in an informal environment to share perspectives and problem solving. Improved faculty contact was an unexpected and necessary service. Although the same curriculum is no longer available, different faculty learning programs refer to the lessons learned related to the difficulties and benefits.

(Nordquist, 2015). It is important to emphasize again that, as such, simulations do not drive learning. It is important to use proper instructional design and methods. The evidence indicates that incorporation of curricula is one main factor in seeing and putting simulation-based education in a more detailed academic sense. Equally important are the explicit objective of learning and the general objective of learning through simulation. Each instructor / facilitator / teacher needs to master the ability to provide input based on the explicit learning goals from an individual perspective. There are a variety of different ways of simulation today, from structured human-based patients to high-tech, high-fidelity simulators. In terms of technological and procedural skills, as well as non-technical skills, significant effort has been made to build more advanced simulators and scenarios. In addition, we have a clear impetus to integrate psychological allegiance to mimic fact and the emerging debate on sociological dedication. It is now time to discuss the issue of instructional design and perspectives on learning.

(Lim, et.al, 2014). "The developmental viewpoint has the guiding principle that "Effective instruction from the point of view of the learner must be organized and performed" (Pratt & Collins, 2001). Successful developmental teachers aim to explore the comprehension of the meaning of their learners from the way they think and reason about the material. An instructor with a dominant developmental viewpoint, rather than being an order, will be more likely to encourage by asking and presenting concrete examples in their effort to help learners understand. This shift in orientation is also expressed in the trust scores of employees that were highest for 'Helping learners to learn' and 'Ability to provide the necessary support my students need in their learning.' Taken together, these results indicate that new workers are increasingly focused to help their learners grow more complex thought and reasoning by constructive questioning and 'bridging knowledge,' which is in line with the pedagogy of PBL (Chin & Chia, 2004). Students need to learn through their own hands with the justification for PBL. In their actions, facilitators can be more purposeful.

### 3. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

The findings and statistical information obtained thru the use of the questionnaires were presented in tables, analyzed and interpreted.

A total of one hundred ninety (190) respondents composed of basic education students and faculty of the Golden Success College, Inc. from Manila and Cebu branches answered the questionnaires.

The presentation was divided into five (5) parts.

Part I shows the profile of the student-respondents as to academic performance in school and grade level; demographic profile of the teacher-respondents as to their highest educational attainment, field of specialization, years of teaching experience/service, position/designation, salary scale, number of relevant trainings and seminar/s attended.

Part II shows the performance level of the teachers as perceived by the group-respondents in terms of the following professional standards: competency, professionalism, effectiveness, character/discipline, and task output.

## Students

**Students' Academic performance:** In a variety of forms, success in school is measured. Students show their expertise for daily grading by taking written and oral examinations, conducting presentations, handing in homework and engaging in class events and discussions. Teachers assess the particular grade given in the form of letter or number grades and make comments to explain how well a student has done or backed up. Table 2 shows the different academic performance descriptor of the student-respondents of Golden Success College Incorporated, (GSCI) Philippines located in Metro Manila and Cebu City as follows: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Expectations Not Met. These categories are very important to describe a student's standing in class. These are also the bases for ranking.

**Table 2 Academic Performance of Student-respondents**

Academic Performance	GSCI Cebu City (N=100)	GSCI Metro Manila (N=50)	Total/Percentage	
	F	F	F	%
Outstanding (90 -100)	20	15	35	23.33
Very Satisfactory (85 -89)	21	12	33	22
Satisfactory(80 -84)	37	10	47	31.33
Fairly Satisfactory (75 -79)	22	13	35	23.33
Expectations Not Met (75 below)	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>50</b>	<b>100</b>	<b>150</b>	<b>100</b>

The Table shows that 47 or 31.33 percent belonged to Satisfactory performance; 35 or 23.33 percent belonged to Outstanding and Fairly Satisfactory performance; and 33 or 22 percent belonged to Very Satisfactory.

Academic performance means the skills and abilities that have been learned by students in a subject or course. It measures the performance of students in different assessments based on educational criteria such as essays, tests, viva, and examinations as determined by professional educators. These education requirements may be recognized for admission to domestic and foreign institutions for further studies.

Some employers in the industry also consider the applicants' academic performance in their selection of potential employees.

**Grade Level:** Grade level is a student's level in the educational program studied. At the expected level of difficulty, a child has mastered the skills to read and understand terms and sentences in books. Table 3 shows the profile of student-respondents of Golden Success College Incorporated, Philippines as to Grade Level.

**Table 3 Grade Level of Student-respondents**

Grade Level	GSCI Cebu City (N=100)	GSCI Metro Manila (N=50)	Total/Percentage	
	F	F	F	%
Grade 12	18	28	46	30.67
Grade 11	15	22	37	24.67
Grade 10	10	n/a	10	6.67
Grade 9	14	n/a	14	9.33
Grade 8	19	n/a	19	12.67
Grade 7	24	n/a	24	16.00
<b>TOTAL</b>	<b>100</b>	<b>50</b>	<b>150</b>	<b>100</b>

Table 3 shows that 46 or 30.67 percent belonged to Grade 12 class; 37 or 24.67 percent for Grade 11; 24 or 16 percent for Grade 7; 19 or 12.67 percent for Grade 8; 14 or 9.33 for Grade 9; and 10 or 6.67 percent for Grade 10.

## Teachers

**Highest Educational Attainment:** The final stage in an individual's linear development is self-actualization. Maslow (1954) thought that the individual must first satisfy the preceding needs (i.e. physiological, protection, love / belonging, and esteem, in that order) in order to achieve this state of personal fulfillment. He argued that self-actualized individuals have a variety of features that allow them, firstly, to fulfill the four initial categories of needs and, secondly, to deal with the dissonant relationship between free will such as the supposed ability to act based solely on our personal drives and determinism like the effect of social pressure and an internal analysis of how we will act. Table 4 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to Educational Attainment as follows: Law Graduate, Law Student, Doctoral Graduate, Doctoral Level, Masters Graduate, Masters Level, College Graduate, and College Level. Education is very vital to one's success.

**Table 4 Educational Attainment of Teacher-respondents**

Educational Attainment	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/Percentage	
	F	F	F	%
Law Graduate	n/a	n/a	n/a	n/a
Law Student	2	n/a	2	5
Doctoral Graduate	1	n/a	1	2.50
Doctoral Level	3	n/a	3	7.50
Masters Graduate	3	1	4	10
Masters Level	12	n/a	12	30
College Graduate	9	9	18	45
College Level	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

The Table shows that 18 or 45 percent were college graduates; 12 or 30 percent were masters level; four (4) or 10 percent are masters graduate; three or 7.5 percent are doctoral level; two (2) or five (5) percent are law students, and one or 2.5 percent is a doctoral graduate.

Educational attainment refers to a person's degree or level of completed education on the basis of the following: kindergarten, middle school, technical-vocational, college bachelor's degree, Masters in Graduate School, and Post Graduate Studies doctorate. Statisticians generally use it to refer to the highest degree of education that a person has achieved.

**Field of Specialization:** In education, specialization refers to a course of study or major at an academic institution or may refer to the field in which a specialist practices. Table 5 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to Field of Specialization.

**Table 5 Field of Specialization of Teacher-respondents**

Field of Specialization	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/Percentage	
	F	f	F	%
Math	5	1	6	15
English	5	2	7	17.5
Filipino	4	2	6	15
Araling Panlipunan	3	1	4	10
Science	4	2	6	15
Technology and Livelihood Education (TLE)	4	1	5	12.5
Music, Arts, Physical Education & Health (MAPEH)	2	1	3	7.5
Values Education	3	n/a	3	7.5
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

Table 5 shows that seven (7) or 17.5 percent of teacher-respondents specialized in English; six (6) or 15 percent are Math, Science and Filipino majors; and five (5) or 12.5 percent are Technology and Livelihood Education (TLE) majors; and four (4) or 10 percent are Araling Panlipunan majors.

**Years of Teaching Experience/Service:** The impact of experience is strongest during the first few years of teaching; after that, marginal return diminish. (King Rice, 2010). Table 6 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to the number of Years of Teaching Experience/s or Service.

**Table 6 Number of Years of Teaching Experience/Service By Teacher-respondents**

Year of Teaching Experience/Service	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/Percentage	
	F	F	F	%
31 years and above	n/a	1	1	2.5
21 to 30 years	n/a	n/a	n/a	n/a
11 to 20 years	n/a	n/a	n/a	n/a
1 to 10 year/s	30	9	39	97.5
Below one year	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Average No. of Years of Teaching Experience/Service - 11**

Table 6 shows that 39 or 97.5 of the teacher-respondents had one to 10 year/s teaching experience, while one (1) or 2.5 percent rendered service for 31 years and above. The average number of years of teaching experience/service is 11.

It takes four (4) to seven (7) years of experience, according to literature, to grow into a professional instructor (Carter & Doyle, 1995; Gonzalez & Carter, 1996; Varrella, 2000).

The Learning Policy Institute's recent review of research verifies what many educators have known for a long time: teaching experience is correlated with improvements in student achievement.

After analyzing thirty studies conducted in the last fifteen years, the authors found that the achievement of students is also growing as teachers gain experience in their careers. While the first few years of teaching are the steepest improvements in effectiveness, this progress persists in the second and sometimes third decades of their careers, often in collegiate work environments.

**Position/Designation:** Designation refers to the act of pointing a name, a title or an assignment out to another, whereas position indicates where someone is relative to some hierarchy, in any collection of people who have been grouped together in some sort of industry etc. Table 7 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to Position/Designation, as follows: Administrator, Coordinator, and Teacher.

**Table 7 Position or Designation of Teacher-respondents**

Position/Designation	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/Percentage	
	F	F	F	%
Administrator	5	1	6	15
Coordinator	1	1	2	5
Teacher	24	8	32	80
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

Table 7 shows that 32 or 80 percent are teachers while six (6) or 15 percent are administrators; and two (2) or five (5) percent are coordinators.

Position refers to a post of employment though usually above manual labor, a position as clerk. Job applies to any form of work from the lowest to highest rank in an organization, such as gardener or administrator.

Teachers in GSCI, Philippines are also designated as coach, trainer and leaders in school activities.

**Salary Scale:** A pay scale also known as salary structure is a system that determine how much an employee is to be paid as a wage, based on one or more factors such as the employee's level, rank or status within the employer's organization, the length of time that employee has been employed, and specific work performed. Table 8 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to Salary Scale.

**Table 8 Salary Scale of Teacher-respondents**

Salary Scale	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/ Percentage	
	F	F	F	%
Php 26, 000 -30, 000	1	n/a	1	2.5
Php 21, 000 -25, 000	2	1	3	7.5
Php 16, 000 -20, 000	2	1	3	7.5
Php 10, 000 -15, 000	25	8	33	82.5
<b>TOTAL</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

Table 8 shows that 33 or 82.5 percent of the teacher-respondents belong to salary scale Php 10,000 to Php 15, 000; three (3) or 7.5 percent belong to salary scales Php 16, 000 – 20, 000 and Php 21, 000 – 25, 000; and one (1) or 2.5 percent belongs to salary scale Php26, 000 – 30, 000.

Salary refers to the various levels of compensation for a particular position, which are linked to different degrees of competence or experience: candidates inquire where they will be put on the pay scale on the pay scale at the interview. Excellent teachers can advance up the pay scale by two points.

The highest-paid official in GSCI, Philippines is the Administrator. Teachers who are master’s and doctoral graduates enjoy an increase in salary.

**Number of Relevant Trainings and Seminar/s Attended:** Table 9 shows the profile of teacher-respondents of Golden Success College Incorporated, Philippines as to Number of Relevant Trainings and Seminar/s Attended.

**Table 9 Number of Relevant Trainings and Seminar/s Attended by Teacher-respondents**

Relevant Trainings and Seminar/s Attended	GSCI Cebu City (N=30)	GSCI Metro Manila (N=10)	Total/ Percentage	
	F	f	F	%
31 times and above	4	1	5	12.5
21 to 30 times	2	1	3	7.5
11 to 20 times	6	1	7	17.5
1 to 10 time/s	18	7	25	62.5
None	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>40</b>	<b>100</b>
<b>Average No. of Relevant Trainings/Seminars Attended – 16</b>				

Table 9 shows that 25 or 62.5 percent of the respondent teachers had attended relevant trainings/seminars; seven (7) or 17.5 percent had attended from 11 to 20 times; five (5) or 12.5 percent had attended 31 times and above; while three or 7.5 percent had attended from 21 to 30 times. The average number of relevant trainings/seminars attended is 16.

Education is a process that is never-ending. After earning a degree and starting a career, it doesn't stop. Career-minded people can constantly develop their skills and become more proficient at their careers by continuing education. It is critical for school administrators in K-12 education to encourage teachers to seek professional development to ensure their students' best learning outcomes and to be more successful in their work.

Educational technologies, rules for school districts and curriculum standards are evolving constantly, making it difficult for teachers to keep up with changes and best practices in the field. By encouraging them to build appropriate and customized course instructions for today's students, professional development turns teachers into stronger and more suitable educators.

As can be gleaned from Table 9, every teacher in GSCI, Philippines were afforded the opportunity to undergo seminars and trainings to be able to cope up with the modern pedagogy.

**LEVEL OF RESPONDENT GROUPS ON TEACHERS' PERFORMANCE**

This section discusses the level of teachers’ performance using the academic professional standards as perceived by the teachers and students in terms of competency, professionalism, effectiveness, character/discipline and task output as indicated.

**Students Perception**

**Competency:** The first professional standard in evaluating teacher performance is competency. The word competence refers to training outputs or outcomes and underlying qualities expected of an individual to achieve proficient results.

After the introduction of inclusive education, teachers have experienced a radical change. Not only are they expected to fulfill the needs of students, but also of their peers. (2016 Kuyini). Table 10 shows the performance level of the teachers as perceived by the students of GSCI, Philippines as to Competency.

**Table 10 Students Perception – Competency**

A. COMPETENCY	GSCI Cebu City (N=100)			GSCI Metro Manila (N=50)			Total/Grand Mean/Category		
	$\bar{X}$	StdDev	C	$\bar{X}$	StdDev	C	GM	StdDev	C
Knowledge and ability to explain information clearly	4.51	0.21	E	4.13	0.32	VS	4.32	0.19	E
Adjust teaching techniques to meet the need of the students	4.32	0.35	E	3.90	0.24	VG	4.11	0.21	VG
Evaluate learning outcomes	4.47	0.33	E	4.01	0.11	VG	4.24	0.23	E
Usage of classroom language	4.28	0.40	E	3.89	0.24	VG	4.08	0.18	VG
Enthusiasm and Dynamism	4.44	0.35	E	3.84	0.03	VG	4.14	0.30	VG
<b>Average Weighted Mean</b>	<b>4.39</b>	<b>0.11</b>	<b>E</b>	<b>3.96</b>	<b>0.12</b>	<b>VG</b>	<b>4.18</b>	<b>0.23</b>	<b>VG</b>

**Legend:**

Weight	Scale	Category	Verbal Description
4.21 - 5.00	5	Excellent (E)	Level of teacher’s performances ranges between 4.21 – 5.00
3.41 – 4.20	4	Very Good (VG)	Level of teacher’s performances ranges between 3.41 – 4.20
2.61 – 3.40	3	Good (G)	Level of teacher’s performances ranges between 2.62 – 3.40
1.81 – 2.60	2	Fair (F)	Level of teacher’s performances ranges between 1.81 – 2.60
1.00 – 1.80	1	Needs Improvement (NI)	The teacher’s performance level has not been satisfactorily met.

Golden Success College Inc., Cebu City rated an Average Weighted Mean of 4.39 categorized as Excellent while Golden Success College Inc.,

Metro Manila rated an Average Weighed Mean of 3.96 categorized as Very Good. The grand mean is pegged at 4.18 categorized as Very Good. The student-respondents had different perceptions as to the performance level of teachers under Competency.

Golden Success College, Inc. Philippines evaluated teachers’ performance by using the four professional standards: Competency, professionalism; effectiveness; and character/discipline. Under these four standards are various aspects that describe competence and made as the basis for teachers’ evaluation as follows: *Knowledge and ability to explain information clearly.* As an instructor, one needs to have expertise, leaning style, and the ability to clearly illustrate and display lesson so that learners can understand and internalize the lesson. *Adjust Teaching techniques to meet the needs of each student.* As an instructor, one needs to change teaching strategies and styles to fit them into the differentiated curriculum activities. *Evaluate learning outcomes.* Teachers assess and evaluate learners in order to decide that learners have fulfilled their potential and gained the skills of expertise and acted as guidance for the purpose of identifying development. *Use of classroom language.* In regular classrooms situations, gestures, sentences, and other language modes are used.

*Enthusiasm and Dynamism.* Positive teachers may make a huge difference to a class in which learners enjoy their lessons and study at home.

Some key competencies are required by the Council for Exceptional Children (CEC) to successfully educate students with special needs to benefit from education in standard classrooms. Competencies include the expertise and experience of teaching methods and strategies to address the needs of children in the schools, according to Ainscow and Goldrick (2010).

**Professionalism:** The second professional standard in evaluating teacher performance is Professionalism. Teacher preparation programs across the country emphasize three vital elements in their programs. Those elements are preparing aspiring educators to possess and demonstrate the knowledge, skills and dispositions needed to be an effective instructor. Content knowledge is certainly necessary to provide learners with accurate information to be learned and later applied in life situations. Skills, in this listing, refer to the pedagogy of teaching. The methods of instruction that peak a student’s interest and make the learning meaningful and memorable. (Creasy, 2015). Table 11 shows the performance level of the teachers as perceived by student-respondents of Golden Success College Incorporated, Philippines as to Professionalism.

**Table 11 Professionalism**

B. PROFESSIONALISM	GSCI Cebu City (N=100)			GSCI Metro Manila (N=50)			Total/Grand Mean/Category		
	$\bar{X}$	Std Dev	C	$\bar{X}$	Std Dev	C	GM	Std Dev	C
Is properly attired and well-groomed for Class	4.51	0.19	E	4.13	0.32	VG	<b>4.32</b>	0.19	<b>E</b>
Comes and dismissed the class on time	4.28	0.40	E	3.89	0.24	VG	<b>4.09</b>	0.19	<b>VG</b>
Shows dynamism and enthusiasm	4.62	0.38	E	4.00	0.11	VG	<b>4.31</b>	0.31	<b>E</b>
Encourages students to ask questions	4.44	0.41	E	3.89	0.24	VG	<b>4.16</b>	0.28	<b>VG</b>
Circulates during class to check all the students	4.42	0.39	E	3.83	0.03	VG	<b>4.12</b>	0.29	<b>VG</b>
Demonstrates sensitivity to students ability to absorb content information	4.49	0.37	E	3.93	0.17	VG	<b>4.22</b>	0.28	<b>VG</b>
<b>Average Weighted Mean</b>	<b>4.46</b>	<b>0.08</b>	<b>E</b>	<b>3.95</b>	<b>0.10</b>	<b>VG</b>	<b>4.21</b>	<b>0.26</b>	<b>E</b>

The Table shows that GSCI, Cebu City has an average weighted mean of 4.46 categorized as Excellent; GSCI, Metro Manila has an average weighted mean of 4.21 categorized as Very Good. The total grand mean is pegged at 4.21 described as Excellent. The student-respondents had different perceptions as to the performance level of teachers under Professionalism.

Professionalism is the second professional standard in evaluating teacher’s performance for GSCI, Philippines. *Proper attire and well- groomed for class.* Good presentation and proper dress code in and outside the school premises also provide professionalism. You also worked in school and culture as a role model. *Comes and dismissed the class on time.* Coming to class on time and dismissing the class on time. It’s been a practice in our school that we need to go to class on time and dismissed the class five minutes ahead of time for teachers and students can prepare for the next subject. *Shows dynamic and enthusiasm.* To ensure that students appreciate their lessons and are willing to learn, teachers need to have a positive attitude. *Encourages students to ask questions.* Teachers need to allow learners to ask questions for verification and communicate with students after or during class discussions. Learners share their appreciation of the lesson learned. *Circulates during class to check all the*

*students*. During answering exercises, teachers typically wander around the classroom significantly to check whether students were able to follow the instruction given as well as being able to listen and pay attention during the class discussions for learners at the back. *Demonstrates sensitivity to student's ability to absorb content information*. As an instructor, we need to be aware and know our students, and we have different types of learners. Teachers need to provide more examples and clarify topics, especially to slow learners, in a simpler and more understandable way. If the student has a difficult time understanding the lesson, teachers can require the student to stay for a while after class.

In a universal language, professionalism is more difficult to describe. Specialized Professional Associations (SPAs) stress its significance, but do not have a unified definition of what professionalism is. How does an applicant for a professor learn to be a professional? It starts with the awareness of teacher applicants of what professionalism entails in the field of education. With this need for a concept in mind, how do we in our teacher training programs, as teacher educators, describe professionalism? Without a universally accepted explanation accompanied by a professional's features or qualities valued as indicators, it is questionable to label or state that our teacher candidates have achieved this status. It is believed or taken for granted within many teacher training systems that pre-service teachers would simply become practitioners due to completion of the teacher education program. Or, maybe teacher educators think that through field experiences, professionalism can be gained.

Throughout the country, teacher preparation programs emphasize three important elements in their programs. These elements prepare aspiring teachers to possess and demonstrate the knowledge, skills and arrangements required to be an effective teacher. To provide students with correct information to be learned and later implemented in life circumstances, content awareness is certainly important. Skills refer to the pedagogy of teaching in this list. The teaching strategies that increase the interest of a student and make the learning meaningful and unforgettable.

Dispositions are typically the part of teacher training that explores what is known as professionalism. (Creasy, 2015).

**Effectiveness:** Effectiveness refers to the level of quality with which a task or process is carried out that ultimately leads to higher overall business performance. The third professional standard for teachers evaluating performance level is Effectiveness. Table 12 shows the performance level of the teachers as perceived by student-respondents of GSCI, Philippines as to Effectiveness.

**Table 12 Effectiveness**

C. EFFECTIVENESS	GSCI Cebu City (N=100)			GSCI Metro Manila (N=50)			Total/Grand Mean/Category		
	$\bar{X}$	Std Dev	C	$\bar{X}$	Std Dev	C	GM	Std Dev	C
Classroom control and management	4.51	0.21	E	4.13	0.32	VG	4.32	0.19	E
Communicates clearly	4.32	0.35	E	3.90	0.24	VG	4.10	0.21	VG
Maintains students discipline	4.47	0.33	E	3.90	0.11	VG	4.19	0.28	VG
Re-teaches the lesson which are not assimilated/earned by the students	4.25	0.40	E	3.90	0.24	VG	4.07	0.18	VG
Prompt action is taken to address poor behavior	4.44	0.35	E	3.84	0.03	VG	4.14	0.30	VG
<b>Average Weighted Mean</b>	<b>4.40</b>	<b>0.31</b>	<b>E</b>	<b>3.96</b>	<b>0.32</b>	<b>VG</b>	<b>4.17</b>	<b>0.23</b>	<b>VG</b>

The Table shows that GSCI, Cebu City had an average weighted mean of 4.40 categorized as Excellent; GSCI, Metro Manila had an average weighted mean of 3.96 categorized as Very Good. The total grand mean is pegged at 4.17 described as Very Good. The student-respondents had different perceptions as to the performance level of teachers under Effectiveness.

Teaching is most effective when learners are motivated by the desire to learn, rather than by grades they earn. *Classroom control and management*. Gaining power in the classroom demonstrates that you, as a teacher, play the role of a figure of authority and set an example of not tolerating errant conduct in your class. You need to set rules for your students to be followed on the first day of class and have respect for you to earn respect as well. *Communicates clearly*. Receptive and verbal contact is both. Teachers ought to be qualified to listen to their students and to clearly explain items. They need to be able to break down complicated concepts into simpler sections and smaller measures to move on to their students. They must adapt their communication strategies to all students, regardless of their skill or style of learning. *Maintains students' discipline*. Teachers must enforce and sustain classroom discipline in order to provide effective classroom management. *Re-teaches the lessons which are not assimilated or earned by the students*. An productive teacher focuses on their instruction. In order to meet learners with various needs, teachers need to reverse tasks not understood by learners and change tactics. *Prompt action is taken to address poor*. This will ensure that a decent, truthful and uncompromising education is provided to each of them.

Effectiveness, according to Little, Goe and Bell (2009), is the potential to produce increases in student achievement scores and other student intake characteristics.

Before he or she may provide support for others, a successful instructor recognizes the significance of improving oneself. When carrying out all tasks and duties, this instructor maintains high levels of personal and professional honesty.



Higher education lacks standardized mechanisms to determine the standard of classroom teaching, unlike K-12 education. Since there are no universal college-level measurement metrics, we must concentrate on teaching factors that correlate favorably with teaching effectiveness, and use student input and program benchmarks to determine that effectiveness.

Table 13 shows the performance level of the teachers as perceived by student-respondents of GSCI, Philippines as to Character/Discipline, a very important value that teachers should possess.

**Character/Discipline:** The fourth professional standard in evaluating teacher performance is character/discipline. Table 13 shows the performance level of the teachers as perceived by the students of GSCI, Philippines as to Character/Discipline.

**Table 13 Character/Discipline**

D. CHARACTER/DISCIPLINE	GSCI Cebu City (N=100)			GSCI Metro Manila (N=50)			Total/Grand Mean/Category		
	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	GM	St Dev	C
Display positive attitude towards one's work and reaction of others	4.14	0.16	VG	4.49	0.07	E	<b>4.32</b>	0.18	<b>E</b>
Reminds the students to do fruitful things during their free time	4.18	0.33	VG	4.26	0.11	E	<b>4.2</b>	0.038	<b>E</b>
Makes himself/herself available beyond official teaching hours	4.33	0.28	E	4.45	0.01	E	<b>4.39</b>	0.06	<b>E</b>
Accepts and utilizes constructive criticism and compliment	4.20	0.23	VG	4.15	0.34	VG	<b>4.18</b>	0.03	<b>VG</b>
<b>Average Weighted Mean</b>	<b>4.21</b>	<b>0.21</b>	<b>E</b>	<b>4.34</b>	<b>0.09</b>	<b>E</b>	<b>4.27</b>	<b>0.06</b>	<b>E</b>

The Table shows that GSCI, Cebu City had an average weighted mean of 4.21 categorized as Excellent; GSCI, Metro Manila has an average weighted mean of 4.34 categorized as Excellent. The total grand mean is pegged at 4.27 described as Excellent. Both student-respondents had similar perceptions as to the performance level of teachers under Character/Discipline. *Display a positive attitude towards one's work and reaction of others.* The instructor should treat learners equally and respect the work of students and provide input on their work. *Reminds the students to do fruitful things during their free time.* Teachers must remind their students to make their time useful, search at the library to gain more knowledge, or do their assignments or projects during their vacant time. Make use of their time wisely. *Make him/her available beyond official teaching hours.* After school hours, teachers must be open to the needs of students. They must have time to fulfill the student's needs and listen to the problems of parent / guardian. *Accepts and utilizes constructive criticism and compliment.* As a teacher, you need the advice of others. You need to be a cooperative, open-minded spirit. Accepting feedback will make you more effective instructors, colleagues, mentors, and the best employees.

Character education is very critical for immediate implementation, according to Windu, 2020, because the basic topic of character education evaluation and management in this country is still seen as a debate and has not been integrated into education. As early as possible, a character must be created, causing personal issues in the future due to the lack of early character planting. From an early age, the family environment, school and play setting (peers) play a role in character development. Each unit has the task of improving the quality of educational procedures and outcomes that contribute to the development of the character of students. Good leadership is required so that operations can run regularly and generate superior character. Management of character-based education is a method of management that often pays attention to, recognizes and internalizes and incorporates character values. One of them is character value discipline.

Table 14 shows the summarized perceptions of student-respondents on the level of teachers' performance using the same identified professional standards as indicators.

**Table 14 Summary Table**

PROFESSIONAL STANDARDS	GSCI Cebu City (N=100)			GSCI Metro Manila (N=50)			Total/Grand Mean/Category		
	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	GM	St Dev	C
Competency	4.39	0.11	E	3.96	0.12	VG	4.18	0.22	<b>VG</b>
Professionalism	4.46	0.08	E	3.95	0.10	VG	4.21	0.25	<b>E</b>
Effectiveness	4.40	0.10	E	3.96	0.11	VG	4.17	0.23	<b>VG</b>
Character/Discipline	4.21	0.08	E	4.34	0.16	E	4.27	0.06	<b>E</b>
<b>Average Weighted Mean</b>	<b>4.37</b>	<b>0.11</b>	<b>E</b>	<b>4.04</b>	<b>0.20</b>	<b>VG</b>	<b>4.21</b>	<b>0.16</b>	<b>E</b>

The Table shows that GSCI, Cebu City had an average weighted mean of 4.37 categorized as Excellent while GSCI, Metro Manila had an average weighted mean of 4.04 categorized as Very Good. The overall summary perception of student-respondents is 4.21 described as *Excellent*. The student-respondents had different perceptions as to the level of teacher's performance adopting the academic professional standards of DepEd as indicated in the Teacher's Evaluation Sheet.

**Teachers Perception**

**Competency:** Competencies are the abilities and qualifications that enable a teacher to be effective. Table 15 shows the performance level of the teachers as perceived by teacher-respondents as to Teacher's Competence.

**Table 15 Teachers Perception - Competency**

A. TEACHER'S COMPETENCE	GSCI Cebu City (N=30)			GSCI Metro Manila (N=10)			Total/Grand Mean/Category		
	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	GM	St Dev	C
Possesses professional knowledge, technical skills and disposition to facilitate learning.	4.13	28.59	VG	3.9	8.67	VG	<b>4.02</b>	0.16	<b>VG</b>
Applies different teaching strategies suited to all types of learners	4.13	45.11	VG	3.1	7.42	G	<b>3.62</b>	0.73	<b>VG</b>
Maintains of classroom cleanliness and orderliness.	3.86	29.45	VG	3.7	6.99	VG	<b>3.78</b>	0.12	<b>VG</b>
Consistent uses of English and Filipino language.	3.6	26.36	VG	3.7	6.99	VG	<b>3.65</b>	0.07	<b>VG</b>
Sets class rules as the standard operating procedure of student's conduct.	3.93	26.40	VG	3.7	6.99	VG	<b>3.82</b>	0.16	<b>VG</b>
Manages classroom procedures to maximize academic learning time.	3.87	41.15	VG	3.7	6.99	VG	<b>3.78</b>	0.12	<b>VG</b>
Applies instructional technologies (assessment program, video clips, computer-based instructional materials, etc.)	4.27	30.01	E	3.7	6.99	VG	<b>3.98</b>	0.40	<b>VG</b>
Introduces innovative skills in teaching and character formation.	3.97	34.82	VG	3.8	7.50	VG	<b>3.88</b>	0.12	<b>VG</b>
Gives appropriate: - Assignment	3.87	33.07	VG	3.6	7.86	VG	<b>3.73</b>	0.19	<b>VG</b>
- Bellworks and:	3.03	38.50	G	3.1	11.76	G	<b>3.07</b>	0.05	<b>G</b>
- Classroom activities	4	36.77	VG	3.8	7.5	VG	<b>3.9</b>	0.14	<b>VG</b>
<b>Average Weighted Mean</b>	<b>3.88</b>	<b>33.66</b>	<b>VG</b>	<b>3.62</b>	<b>8.07</b>	<b>VG</b>	<b>3.75</b>	<b>0.18</b>	<b>VG</b>

The Table shows that GSCI, Cebu City had an average weighted mean of 3.88 categorized as Very Good while GSCI, Metro Manila had an average weighted mean of 3.62 categorized as Very Good. The grand mean is pegged at 3.75 categorized as Very Good. The student-respondents had similar perceptions as to the level of teacher's performance under Teacher's Competence.

One of the professional standards indicated on the Evaluation Sheet to be accomplished by the administrators and co-teachers is Teacher's Competence, with the following aspects: *Possesses professional knowledge, technical skills and disposition to facilitate learning.* These characteristics and abilities are a must-have as an educator. Teachers are a complete package and role models for everyone, especially our students. To be productive and successful, one must embody these traits and abilities. To be prepared at all times, one should possess technical expertise and mastery of the subjects. Teachers are versatile, so one should have adequate knowledge of both traditional and modern teaching technology, as well as the necessary technical skills. Lastly, one should have the drive to impart our skills as teachers. Teachers are not just teachers, they are facilitators for students, and teachers direct the future of students. *Applies different teaching strategies suited to all types of learners.* There is no one technique or solution that suits all. A person has his/her own personality, which suggests that one differs from each other. Others want to have a class that is simply talking, others want to have a visual class, and others want to have more success classes. It is easier to combine these three. For students to have the eagerness to listen to the conversation, teachers should not rely only on one approach. Trying several strategies and choosing the is / are the best strategy / ies to use is critical. *Maintains of classroom cleanliness and orderliness.* As an instructor, ensuring the cleanliness and orderliness of the classroom is important. Classroom is where the child learns, so it is very important for teachers to always ensure that students have a safe atmosphere and culture that helps them develop and concentrate on their studies. For students to comply, the instructor should demonstrate orderliness and cleanliness. One of these is teaching students to properly throw their waste into the trash bin, wearing a foot map before entering the classroom, and assigning students after classes to clean the room. *Consistency of the use of English and Filipino language.* In order to improve their self-esteem and trust, teacher teaches students to speak English within the classroom. English is the second language, which is why it is difficult for most students to speak English because of a lack of trust and practice. As a teacher, it is essential to train students to use tag-lish or Filipino and English inside the classroom to enhance their speaking ability. *Sets class rules as the standard operating procedure of student's conduct.* There must be rules to be followed by the students in and classroom. Students can become reckless and careless in their acts without the laws. To be able to learn and develop as a better person, it is important to discipline the learners. There are students with some issues with attitude, making guidelines that they must obey and strictly monitoring them can modify a student's actions somehow. Some students need comprehension and love. Teachers need to affect every learner's heart and not just the mind itself. *Manages classroom procedures to maximize academic learning time.* As an instructor, to handle the awareness of students well, one should plan what to do during the learning session. Between learning and fun, there must be a balance. One should also add some enjoyable "learning" games or activities that are also connected to the lesson. To ensure that there is learning instilled in the brain and heart of the student, there should be time management. *Applies of instructional technologies (assessment program, video clips, computer-based instructional materials, and others)* For students to be able to understand the

lesson well, instructional materials are necessary during class discussion. The use of the PowerPoint presentation, which is currently being used in class discussion, is an example. Educators and stakeholders are now living in the 21st Century and the latest trend that provides affordable and reliable services is using technology. Students learn more by using technologies within the classroom so they are able to quickly access their lessons. Technology enables teachers to easily connect the discussion and helps students envision the lesson well. *Introduces innovative skills in teaching and character formation.* Innovation plays a major role in our culture in our modern century, like education. Innovative learning allows students to be innovative and proficient in their chosen area in several ways. Their creativity will be used to grow their skill and turn it into something useful. *Gives appropriate: Assignment; Bellworks; and Classroom activities.* The primary purpose of the assignments is to increase students' learning abilities to understand the lessons. Most significantly, assignments generate opportunities for teaching and learning to think and learn about concepts, subjects, etc. Giving students assignments may make them sufficiently accountable for a given mission. Bellwork is like a fast learning device. Bellwork, as a coach, sounds fantastic as a way to inspire learners to do their job on time. In this way, educators can consider the strengths of the student and be able to strengthen themselves. The word "classroom activities" refers to a wide variety of games, tactics, and interactive activities focused on skills that promote the educational growth of students. As teachers, to help them become more attentive, expressive, and confident, one has to know the strengths and weaknesses of students.

Teachers must have experience in a wide range of competencies in an incredibly dynamic environment in which hundreds of important decisions are made each day in order to optimize student learning (Jackson, 1990). A competent teacher is a leader that wins the hearts and minds of the students. Teachers see the importance and actively explore opportunities for professional cooperation in creating and collaborating with others.

Effective teaching does not happen in a vacuum. A clear set of principles, abilities, and expertise must also be possessed by each competent instructor. Teachers need to progress from awareness to capacity building to develop competence. Faculty development programs can help teachers identify the skills they need through practice and professional development and continue to build on them throughout their teaching career. "According to Prof Goh," any realistic ways to add awareness-level skills to capacity building would be through induction and mentoring inside the school, professional development courses, or learning through professional learning communities with more experienced teachers.

**Task Output.** This is the data that passes through workflow variables from a task. In an environment where employees have the freedom to direct some time away from their day-to-day routine tasks to work on creative endeavors, we examine whether nonbinding targets for the amount of time to spend and/or the amount of output to produce on the routine task affects creative task performance. Results of a laboratory experiment demonstrate that providing both an input and an output target on the routine task leads to greater creative task performance relative to providing one or none of these targets. This result is consistent with theory suggesting that individuals need guidance as to how much routine work to complete in order to achieve the cognitive closure necessary for them to think creatively. However, individuals also need guidance that encourages them to limit time on their relatively comfortable routine work and spend time on more open-ended creative endeavors.

**Table 16 Performance Level of Teachers as to Task Output as Perceived by Teacher-respondents**

B. TASK OUTPUT	GSCI Cebu City (N=30)		GSCI Metro Manila (N=10)		Total/Grand Mean/Category	
	$\bar{X}$	C	$\bar{X}$	C	GM	C
Achieves quality of output: the quality of output for the assessment is accurate, fair and thorough	3.73	VG	3.9	VG	<b>3.82</b>	VG
Strives quality of work done comes or sometimes exceeds expectations	3.8	VG	3.6	VG	<b>3.7</b>	VG
Does timeliness in task completion: always complete task on time or ahead of time	3.77	VG	3.6	VG	<b>3.68</b>	VG
prompt submission of grades	3.67	VG	3.5	VG	<b>3.58</b>	VG
Modules	3.6	VG	3.7	VG	<b>3.65</b>	VG
test questionnaires	3.63	VG	3.9	VG	<b>3.77</b>	VG
Bell work and etc.	3.27	VG	3.4	G	<b>3.33</b>	VG
Does task output is generally systematic and organized	3.8	VG	3.7	VG	<b>3.75</b>	VG
Gives appropriate and varied assessment techniques and tools like quizzes, exams, reports, portfolios, feedback, summative assessment, criterion-referenced test, etc.	4.13	VG	3.7	VG	<b>3.91</b>	VG
Properly documents and communicate student's performance evaluation results.	3.8	<b>VG</b>	3.9	<b>VG</b>	<b>3.85</b>	<b>VG</b>
Following instructions: generally follows instruction correctly	3.83	<b>VG</b>	3.8	<b>VG</b>	<b>3.83</b>	<b>VG</b>
Consults the administration about unclear instructions	3.87	<b>VG</b>	3.9	<b>VG</b>	<b>3.88</b>	<b>VG</b>
Encourages students to use the library with the aid of the school librarian	3.77	<b>VG</b>	3.9	<b>VG</b>	<b>3.83</b>	<b>VG</b>
<b>Average Weighted Mean</b>	<b>3.74</b>	<b>VG</b>	<b>3.73</b>	<b>VG</b>	<b>3.74</b>	<b>VG</b>

The table shows that GSCI, Cebu City had an average weighted mean of 3.74 and GSCI, Metro Manila had an average weighted mean of 3.73, both categorized as Very Good. The grand mean is pegged at 3.74 categorized as Very Good. The student-respondents had similar perceptions as to the level of teacher’s performance under Task Output.

Task Output is one of the professional standards for teachers. The following aspects are: *Achieves Quality of output: the quality of output for the assessment is accurate, fair and thorough.* In order to have accurate results, the student follows the given instructions and standards. Fair, which means that every student deserves an equal opportunity to share what they know, what they understand, and what they can do. Thorough, meaning that the work of the student has to be conducted carefully and thoroughly so that nothing has been forgotten. *Strives quality of work done comes or sometimes exceeds expectations.* Students often achieve exceptional and surprising outcomes. This is the product of teachers trying their best to grow students who are smart and knowledgeable. *Does timeliness in task completion: Always complete task on time or ahead of time.* One has to fulfill the assigned role as a teacher before the specified time limit. Students treated teachers as role models and encouragement, so one had to live up to their standards. *Prompt grade submission.* Teachers should make it a point to send grades on time because it could cause delays and impact the students' giving of final grades. *Modules.* Modules must be given to the students on time to study and answer the given module. Students may feel lazy if it will be given late and they tend to forget the task. *Test Questionnaires.* Test questionnaires are distributed to the students during their classes. *Bellwork and etc.* In bellwork and many more timeless task completions it will help students do their specific task on time. This will teach students to be responsible and independent. It will also enhance and improve the quality of work. *Does task output is generally systematic and organized.* This means doing the right task at the right time and in the process of getting things done effectively and efficiently. *Gives appropriate and varied assessment techniques and tools like quizzes, exams, reports, portfolios, feedback, summative assessment, criterion-referenced test, etc.* The key component of learning is assessment because it measures the performance of students. If they can see how they fare well in class, students are more motivated. The poor areas that need improvement will be decided by students. *Properly documents and communicate student's performance evaluation results.* As a potential instructor, it is crucial that we make the process of receiving feedback a positive or at least a neutral learning experience for the student. Feedback is any response from a teacher about the results or actions of a student. The ultimate aim of feedback is to provide an 'I can do this' attitude to students. *Following instructions: Generally, follow instruction correctly.* If no one ever follows the instructions, the universe will be incomplete chaos. This is why laws and regulations are created so that it is in its proper perspective. For the classroom and education, the same concepts apply. To prevent misunderstandings, teachers must correctly obey instructions. In doing so, one can achieve the desired 'purpose' or 'outcome' and thus effectively complete tasks. *Consults the administration about unclear instructions.* This is part of being an assertive communicator and ensures that one can comprehend what is needed entirely. This will assist to overcome miscommunication between individuals participating in a meeting, project or job scope. *Encourages students to use the library with the aid of the school librarian.* The library of a school is a place for information. It helps students find the data they need to use it. Teachers must allow students to use the library to optimize the results of learners. The library offers learning, knowledge, and arrangements for learning and personal growth to school that students can use in their lives.

It is the responsibility of the teacher to prepare lesson plans and to educate students at all levels. In a number of topics, teachers must be able to teach and meet students with engaging lesson plans. The teacher will be accountable for cultivating the interest of students in education and growth.

Teachers are required to create and issue instructional material and coordinate lecture and presentation materials and resources; provide each student with customized instruction by facilitating interactive learning; schedule and execute instructional activities and events; ensure that the classroom is clean and orderly; prepare and distribute periodic progress reports and report cards for the semester; attend parent-teacher meetings; evaluate and document students’ progress; and allocate and grade homework, assignments, and tests.

Table 17 shows the summarized perceptions of teacher-respondents as to the performance level of the teachers.

**Table 17 Summarized Perceptions of Teacher-respondents as to the Level of Teachers’ Performance**

PROFESSIONAL STANDARDS	GSCI Cebu City (N=30)			GSCI Metro Manila (N=10)			Total/Grand Mean/Category		
	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	GM	St Dev	C
<b>Teacher’s Competency</b>	3.88	0.33	VG	3.62	0.27	VG	3.75	0.13	<b>VG</b>
<b>Task Output</b>	3.74	0.19	VG	3.73	0.17	VG	3.74	0.01	<b>VG</b>
<b>Average Weighted Mean</b>	<b>3.81</b>	<b>0.07</b>	<b>VG</b>	<b>3.67</b>	<b>0.15</b>	<b>VG</b>	<b>3.74</b>	<b>0.07</b>	<b>VG</b>

GSCI, Cebu City had an average weighted mean of 3.81 while GSCI, Metro Manila had an average weighted mean of 3.67, both categorized as **Very Good**. Teacher-respondents’ overall summary perception is 3.74 described as **Very Good**. The teacher-respondents had similar perceptions as to the level of teacher’s performance.

**Summarized Perceptions of Group-respondents as to the Level of Teachers’ Performance**

Table 18 shows the summarized perceptions of group-respondents on the level of teachers’ performance using the Department of Education academic professional standards in terms of competency, professionalism, effectiveness, character/discipline, and task output.

**Table 18 Summarized Perceptions of Group-respondents as to the Level of Teachers' Performance**

PROFESSIONAL STANDARDS	GSCI Cebu City (N-130)						GSCI Metro Manila (N-60)						Total/Grand Mean/Category		
	Teachers (N-30)			Students (N-100)			Teachers (N-10)			Students (N-50)					
	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	$\bar{X}$	St Dev	C	GM	St Dev	C
Competency	3.88	0.2	VG	4.40	0.11	E	3.62	0.18	VG	3.96	0.12	VG	3.96	2.02	VG
Professionalism	n/a	n/a	n/a	4.46	0.11	E	n/a	n/a	n/a	3.95	0.10	VG	4.21	2.38	E
Effectiveness	n/a	n/a	n/a	4.40	0.10	E	n/a	n/a	n/a	3.93	0.11	VG	4.17	2.36	VG
Character/Discipline	n/a	n/a	n/a	4.21	0.08	E	n/a	n/a	n/a	4.34	0.16	VG	4.28	2.42	E
Task Output	3.74	0.19	VG	n/a	n/a	n/a	3.73	0.01	VG	n/a	n/a	n/a	3.74	2.10	VG
Average Weighted Mean	3.81	0.26	VG	4.37	0.10	E	3.67	0.10	VG	4.05	0.12	VG	4.07	2.05	VG

As to competency, the group-respondents rated a grand mean of 3.96 described as Very Good; Professionalism had a grand mean of 4.21 described as Excellent; Effectiveness had a grand mean of 4.17 described as Very Good; Character/Discipline had a grand mean of 4.28 described as Excellent; and Task Output had a grand mean of 3.74 described as Very Good. The overall summary perception group- of respondents on the level of teacher's performance shows an average weighted mean of 4.07 described as Very Good.

The result of the study shows that there is a need to maintain the level of teacher's performance by introducing a **Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal**.

**TEST OF SIGNIFICANT RELATIONSHIP BETWEEN IDENTIFIED PROFILE AND LEVEL OF TEACHERS' PERFORMANCE**

Based on the responses of group-respondents, the significant relationship between the identified profile and level of teachers' performance is shown in this section.

Different responses were obtained as to the identified profile of group-respondents and teachers' performance level broken down as follows: 5,670 for GSCI, -Cebu City; and 2,490 for GSCI, Metro Manila.

The number of respondents and the number of items at 5-point scale resulted to varied sum in the different levels of performance.

Shown in Table 19 is the test of significant relationship between the identified profile and teachers' performance level.

**Table 19 Significant Relationship between the Identified Profile and Teacher's Level of Performance**

**TEST ON RELATIONSHIP**

This research draws inferences between the identified profile and that of the Performance of the Personnel. Degree and magnitude of correlation is significant at 0.05 level.

**Table 19 Performance vs Identified Profile**

	Pearson r = 0.900		R - square = 0.810		
	Standard Error of the Estimate = 0.274				
Performance VS	Individual r	Coefficient	p - value		
Educational Attainment	0.673	0.009	0.891	Strong	
Field of Specialization	0.874	0.186	0.000	Very Strong	Highly Significant
Years of Teaching	0.321	0.116	0.327	Weak	
Position/Designation	0.642	-0.242	0.234	Strong	
Salary Scale	0.633	0.218	0.157	Strong	
Relevant Trainings	0.767	0.120	0.398	Very Strong	
(Constant)		2.420	0.000		

It seems on Table 19 that correlations were very strong as indicated by the r-value of 0.900 which indicates that predictability of the performance with the profile is at 81 percent. Individually, field of specialization correlates strongly and significantly with performance. Position is also strong but negatively affects Performance and considerably describes that differing in the line of functions performed needs different performance evaluation criteria.

Other identified profile also predicts strongly except for years of experience which is weak but do not significantly point out its direct effect. This means that these profile aid the carrying out of one's function.

The hypothesis states that there is no significant relationship between the identified profile and performance level of the group-respondents of Golden Success College, Incorporated (GSCI), Philippines is discussed in this section.

Results of the correlation analysis show that a computed r-value of 0.874, which is the Field of Specialization has a very strong positive correlation, for the computed r-value range of 0.60 to 0.79, which is the Relevant Training, Educational Attainment, Salary Scale and Position/Designation has a strong positive correlation. In contrast, Years of Teaching with a computed r-value of 0.321 has a weak correlation. The results suggest that the relationship between the identified profile and performance level is significant.

Related preparation also highly correlates with results. In a specific field of work, training provides skills and knowledge for an individual. It is one of the techniques of the agency to ensure the highest quality for job results during employment.

Position is also strong but negatively affects Performance and considerably describes that differing in the line of functions perform needs different performance evaluation criteria. The overall performance of an organization will be affected if an individual is placed in a position or work where he has no knowledge and competence. Salary scale also correlates strongly with performance. Salary as a form of compensation from an employer, is considered one of the best motivators for a person to do good in the job. The higher the salary one will receive more enthusiasm and interest to perform the assigned task.

Apart from years of experience, other identified profiles are also strongly predicted. It ensures that these profiles support the execution of one's job. A person's years of experience in an organization significantly affects an organization's performance and success. It is, however, the attitude towards work that matters most. This is all that matters, regardless of whether you're a neophyte or an old-timer, as long as you enjoy your work.

Educational attainment also leads to one's job efficiency. The greater the degree of schooling a specific person has, the greater the potential to gain extensive and accurate knowledge or skills in a specific field.

Therefore, the null hypothesis of no significant relationship between the identified profile and teacher-respondents' performance level is **REJECTED**. Thus, there is significant relationship between the identified profile and performance level of teacher-respondents. The proposed institutional strategy of GSCI, Philippines which is the Collaborative Learning Engagement Program ensures improvement of teacher's performance.

**CHALLENGES AND BARRIERS**

This section contained the challenges and barriers which mitigate or affect teachers' performance, the description based on the theory, the reference or source and the findings related to the said challenges and barriers.

Table 20 shows the challenges and barriers that affect teachers' performance.

**Table 20 CHALLENGES AND BARRIERS**

Challenges/ Barriers	Description	Reference/ Source	Findings
Lack of Faculty Development Program (FDP)	Faculty development program has been defined as a "range of activities that institutions use to renew or assist faculty in their roles," which is inclusive of programs designed to improve the performance of teaching. Faculty development programs have been found to improve the practice of education, enhance individual strengths (e.g. knowledge and teaching skills), and positively influence cultural change within organizations.	Adam, et. al, 2015	It affects the practice of education, individual strengths (e.g. knowledge and teaching skills), and influence on cultural change within organizations.
Lack of mentorship program	A program to encourage and foster the advancement of junior faculty by offering a structured mentoring mechanism that matches mentors and protégés for future development.	Haines, et al., 2014	Absence of senior faculty mentors initially restricted the ability to provide mentors with a corresponding field of interest and comprehensive expertise.
Lack of competent and qualified instructor/teacher	Faculty members are those who possess the knowledge and skill considered to be the most valuable assets of any institution. These people know the technical know-how of the job.	Kamel, et al., 2016	The lack of competent and qualified instructor/teacher undermine the quality of education which affects the student's academic performance and that of the institution.

Lack of faculty advancement in surgical education/clinical instructor	Faculty advancement in surgical education is more than just teaching, it involves efficiencies in curriculum development, review, confirmation, and innovative practice which are important skills to be cultivated.	Rushing, 2019	Lack of faculty advancement in surgical education hampers the progress and promotional growth of the educational institution.
Lack of Professional Development	Professional Development is an approach to ensure that educators in their classroom can facilitate deep and complex student learning.	Hammond, et al., 2017  Hargreaves and Fullan, 2012	The lack to provide seminars and training on professional development will lessen the professional learning ability of teachers.  The lack of these components will result in individualism in the form of collective professional capital that affect an organization's efficient and widespread change.

**4. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

The major findings in this research are outlined in this chapter. It contains the conclusions and appropriate recommendations which is the collaborative teaching learning engagement program of the secondary curriculum in the new normal.

**Summary**

The level of work performance of the faculty of Golden Success College, Incorporated (GSCI) Philippines were measured in terms of competency, professionalism, effectiveness, task output and character/discipline for Academic Year 2020 – 2021.

Online questionnaires were used to gather valid and factual data from which to draw conclusion.

The research was conducted at Golden Success College, Incorporated in Manila and Cebu City branches.

This research had 190 group-respondents composing of teachers and students from Grade 7 to Grade 12 from the Golden Success College, Incorporated Philippines.

The most important tool employed to gather data was to adopt an online questionnaire from the educational institution and final validation of the Dissertation Advisory Committee (DAC) during the proposal hearing. To verify some of the information, and data gathered, informal related interviews were conducted online.

With the permission and approval to conduct the study by the School Director/President of Golden Success College, Incorporated, Philippines, Mr. Rolando C. Sangalang, the researcher personally sent the digital online questionnaires to the group-respondents through emails and messengers chat. Group-respondents were afforded sufficient time to answer and were requested to return or forward the online questionnaire on the date agreed.

The data were then collected, tabulated, analyzed, and interpreted in terms of *Simple Percentage Computation*, *Weighted Mean*, and *Multiple Linear Regression*, whichever is applicable.

**Findings**

There were 190 group-respondents chosen in random selection. Out of this figure, 10 teachers and 50 students

came from Golden Success College, Inc. – Manila branch, 30 teachers, and 100 students came from Golden Success College, Inc. – Cebu branch.

**Demographic Profile of the Group-respondents**

66.67 percent of the respondents were students from Cebu City and Metro Manila. In terms of academic performance, 47 or 31.33 percent belonged to Satisfactory performance. There is an excellent of Grade 12 student-respondents numbering 46. For teacher-respondents, in terms of academic performance, 18 were college graduates. As to the field of specialization, seven out of 40 teacher-respondents specialized in English out of 40. The average year for teaching experience/service is 20. Out of 40, there were 32 holding teacher positions in Golden Success College Incorporated, Philippines and 33 are receiving a salary scale between **Php 10,000 – 15,000**. Attendance to seminars/trainings of teacher-respondents, had an average of eight.

**Performance Level of the Teachers**

The performance level of teachers as perceived by group-respondents is categorized as follows: Competency is Very Good; Professionalism is Excellent; Effectiveness is Very Good; Character/Discipline is Excellent; and Task Output is Very Good. In sum, teacher's performance level is described as **Very Good**.

**Conclusions**

Based on the result of this research, the overall performance level of the faculty of Golden Success College, Incorporated (GSCI), Philippines for Academic Year 2020 – 2021 in terms of professional academic standards such as competence, professionalism, effectiveness, character discipline and task output ranges from Very Good to Excellent. The theory of Adam, et. al, 2015, regarding Faculty Development Programs had been found out to improve the practice of education, enhanced individual strengths, that is, the knowledge and teaching skills, and had a positive influence on the cultural change within the organizations.

The identified profile and that of the performance level of the teachers has significant relationship at 0.05 level as indicated by the r value of 0.900. This shows that predictability of the performance with the profile is at 81 percent. The null hypothesis of no significant relationship between the identified profile and the performance level of the teacher-respondents is therefore **REJECTED**. The output

of this research which is the Collaborative Teaching Learning Engagement Program of Secondary Curriculum in the New Normal ensures improvement in teacher's performance.

### Recommendations

Based on the conclusions reached in this study, it is highly recommended that the proposed Collaborative Teaching Learning Engagement Program of Secondary Curriculum in the New Normal in Golden Success College Incorporated, Philippines with the corresponding methodologies and logistics be submitted to the concerned officials for continuous implementation.

Proposed Collaborative Teaching Learning Engagement Program of Secondary Curriculum in the New Normal for Golden Success College, Inc., Philippines is presented to the concerned school officials for consideration and proper implementation.

## 5. OUTPUT OF THE STUDY

### Rationale

The formulated Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal for Golden Success College, Inc. Manila and Cebu branches is presented in this chapter as output of the study.

Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal is a device based on the findings, conclusions and thus, recommendations are given and submitted for proper consideration and implementation to improve the performance level of the teachers and to achieve the mission and vision of the school.

The implementation of the faculty development programs will be handled by the Management Committee (ManCom) of Golden Success College, Inc. Philippines. The committee is responsible in the planning, monitoring, and evaluating the programs to ensure the desired outcomes and maintain teachers' competency standard.

The Faculty Development Plan of the Golden Success College, Inc., Philippines is a long-awaited plan. It is a milestone that would happen to the school after 13 years of existence as a Basic Education school. From its humble beginnings, in 2007 as an Elementary school, the school has evolved into Innovations in instructional methodologies and technologies combine with increasing knowledge of, research in, how students learn, how the brain learns, and how learning can be promoted and maximized. After ten years of operation, the college was able to established a Junior and Senior High School in the Basic Education and open a Tertiary Education offering five courses.

The plan shall identify programs that will be the focus of GSCI in the new normal. Such a plan must ensure achieving the school mission of producing well-trained, competent, and skilled faculty members.

### Objectives

Developments in the area of faculty benefits and practical learning are given a focal concern like:

1. Promoting effective education inside and outside classrooms;
2. Developments in collaborative, active, interactive, engaged, student-centered, deep learning and teaching;
3. The need to develop higher-order thinking skills and creative approaches to learning and teaching;
4. Promoting and harnessing student motivation;
5. Blended learning and ICT;
6. Assess learners' readiness and preparedness to support continuity of the teaching-learning process according to the parameters of the "new normal" society;
7. Capacitate school officials and teachers about the design and execution of various none face to face learning delivery options;
8. Orient learners and parents/guardians about the procedure in accessing and communicating with teachers;
9. Psycho-social support shall be made available;
10. Allocation of seminar-workshop budgets;
11. Faculty salary adjustments and other employee's benefits;
12. High-end faculty development program like local field trips and foreign trips as well.
13. Ensure that learners are prepared to acquire the skills necessary for success in the next grade level; and
14. Ensure a safe and conducive learning environment.

### Scope

The output which covers four areas that need to be implemented focuses on professional development, team building or camaraderie, financial management and personality development.

### Scheme of Implementation

This output be submitted to Golden Success College, Inc. Philippines during the Academic School Year 2020 – 2021 for deliberation and possible implementation.

This output which brings out the proposed Collaborative Teaching Learning Engagement Program of the Secondary Curriculum in the New Normal is presented in a tabular form and divided into nine columns described as follows:

Column one (1) is for the areas of concern identifying the issues/problems to be addressed. Column two (2) shows the objectives on why there is a need to address the issues/problems. Column three (3) describes the strategies and activities. Column four (4) shows the timeframe for program implementation. Column five (5) shows the expected result or outcome of the program. Column six (6) shows the persons involved in the program. Column seven (7) indicates the budgetary requirements needed to finance the identified activities and strategies. Column eight (8) is for the resource speaker/s or trainers who will serve as guide to meet the school's objective; and Column nine (9) for the remarks