

# Primary School Teacher's Level of Capability Based on Electronic Self-Assessment Tool

Kathlene Joyce Hongo Vibal<sup>1</sup> and Susan S. Janer<sup>2</sup>

<sup>1,2</sup>Sorsogon State University, Philippines

Email: <sup>1</sup>[kathlenejoyce.vibal@deped.gov.ph](mailto:kathlenejoyce.vibal@deped.gov.ph) and <sup>2</sup>[janersusan@gmail.com](mailto:janersusan@gmail.com)

**Abstract**— To be a primary school teacher is a tough job. Passion, dedication and curiosity invested by a teacher in her profession have the power to make her a more effective primary school teacher. But great teachers are not made overnight; they are refined by experiences, challenges, training, and continuous professional development that they engaged in. This study determined the IPCR rating and the level of capability of the primary school teachers of Sorsogon West District, SY 2020-2021. It used a quantitative design through a survey research method. The survey was conducted through the use of google forms using the format of an electronic self-assessment tool (e-sat). Likewise, the respondents were the primary teachers from the 21 schools in Sorsogon West District. The results were analyzed and interpreted with the use of appropriate statistical tools such as frequency count, weighted mean, and chi-square. The overall IPCR rating of primary teachers in Sorsogon West District obtained an Outstanding in IPCR. The level of capability along the identified variables is high. There is a significant relationship between the rating of primary teachers and their level of capability along with Content Knowledge and Pedagogy, Learning environment and diversity of learners, Curriculum and Planning & Assessment and Reporting, and Community Linkages & Professional Engagement & Personal Growth & Professional Development. An action plan with a series of activities based on their strengths and weaknesses could be proposed to enhance the level of capability of primary teachers along the identified variables and for those pre-service and in-service teachers who may need them. The schools may establish a consistent peer mentoring and focus group meeting that may help in the consistent improvement of teacher's performance. The schools may develop a plan for coordination with the Division Office in planning and implementing of LAC sessions.

**Keywords**— Primary School Teacher, Level of Capability, e-SAT.

## INTRODUCTION

During the eleven years of implementation of the old curriculum, the Basic Education Curriculum of the Department of Education teachers were trained to strengthen the integrative and interactive teaching-learning approaches. As learners were rapidly changing as well as the increasingly globalized environment, they are entitled to a quality education that is globally competitive as directed by a functional and sound curriculum. This is on the same level with international standards which equals globally competitive trained teachers that practice pedagogical approaches according to the principles of constructivist, inquiry-based, reflective, collaborative, and integrative; responsive, research-based, and learner-centered.

The Department of Education emphasizes the significance of professional standards in teachers to continue professional growth and improvement based on the lifelong learning premise (DepEd Order No. 42, s. 2017). The adaptation of R.A 10533 urged the department for further improvements on the National Competency-Based Teacher Standards (NCBTS) catering to the changing 21st-century learners.

The purpose of the Results-Based Performance Management System - Philippine Professional Standards for Teachers (RPMS-PPST) is to assist teachers in their delivery of quality basic education (DM No.004, S. 2022).

Higher education must continually develop and adapt to new situations in order to perform its key functions. VUCA World U.S. Army Heritage and Education Center (Korsakova, 2019) is based on this notion. Early studies on teacher productivity used cross-sectional data to develop education production functions by regressing aggregate student success levels on measures of teacher training and several other factors. Hanushek (1986). Behind the No Child Left Behind Law in every classroom, to produce quality learners, quality teachers are needed. Expertise in content knowledge and pedagogy as mentioned in the PPST Domain 1 is one of the functional objectives. The positive use of ICT was also given emphasis.

In Saudi Arabia, an emphasis on the Direct attempts are made to include specific technology training for educators (Council for the Accreditation of Educator Preparation (CAEP), 2018; Instefjord & Munthe, 2016).

Today's general and special education teachers must use technology for more than administrative activities, lesson planning, and presentations to provide such skill acquisition. They must be capable of integrating sophisticated technology into teaching to assist higher-order thinking, student-centered learning, and student enrichment (Saini & Abraham, 2019). Teachers must be able to use and modify technology for a variety of objectives, as well as assist pupils in doing so. Lambert and Gong (2010) stated unequivocally that introducing technology into courses is of limited utility unless it is used well.

The numerous physical locations, settings, and cultures in which students learn are referred to as the learning environment. Because students can learn in a variety of settings, including out-of-school and outdoor settings, the term is frequently used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example (Lambert & Gong, 2010). Because learners must perform the learning, the goal is to provide a comprehensive learning environment that maximizes students' ability to learn. Furthermore, this study identified the competence and priority of primary teachers' development in utilizing and developing the learners' learning environment.

Teachers are constantly exploring and discovering new things; similarly, professional development is integrated into their daily lives that allows them to tailor-fit their learning environments and initiate varied practices for improvement for their empowerment towards their professional identity (Williams, 2016). Dichoso and Ocbian (2015) emphasize the situation of public schools in the Philippines where teachers can be empowered because they are involved in the different facets of work, academic and administrative. Although tasking for teachers, this involvement can heighten their awareness of the different domains of school operations in which they are involved. From this involvement that they can start to build their career plans and development.

The Civil Service Commission (CSC), through the issuance of Memorandum Circular (MC) No. 06, series of 2012, establishes the guidelines for the implementation and establishment of the Strategic Performance Management System (SPMS) in all government agencies. It emphasizes the strategic alignment of the agency's thrusts with the day-to-day operations of the organization's units and individual individuals. It provides a realistic and verifiable

foundation for evaluating organizational outcomes and government employees' collective performance. The Department of Education (DepEd) is committed to continual improvement as a learner-centered institution in order to better serve Filipino learners and the community (DepEd Order No. 2, s. 2015).

There have been several reports that focus on the status of the development, implementation, and monitoring of teaching competency standards in various countries. One good example of this is the newly implemented law, the Republic Act 10912 or also known as the "Continuing Professional Development Act of 2016," it was declared that the policy of the State to promote and upgrade the practice of the profession in our country, towards this end the State shall institute measures that will continuously improve the competence of the professionals in accordance with the international standards of practice, thereby, ensuring their contribution in uplifting the general welfare, economic growth and development of the nation.

A rising body of research has also revealed that teachers' quality is the most significant influence on learners' academic performance and teachers are considered the most vital factor that adds significance to student learning. Hence, according to the Southeast Asian Minister of Education Organization Regional Center for Educational Innovation and Technology Report (2010), having a quality teacher in every classroom is a goal that all Minister of Education aspires to attain.

The development of teaching standards has been an increasing feature of the global education schema to provide quality education for all. Apparently, the implementation of the K to 12 laws mandated by the 2013 Enhanced Basic Education Act (RA 10533) has brought a big challenges and enormous task among Filipino people particularly among teachers who are directly affected by this sudden change, there had been a lot of various issues that is being thrown to the quality of education in our country. Consequently, the blame falls on the teachers being the frontline in the field.

Uche (1981) emphasized the importance of in-service training for teachers in order to facilitate and maximize the usage of newly found teaching methods. According to him, this will allow teachers to master new abilities and keep up with fresh knowledge. According to the Cross River State Government (1979), in-service training of any kind is designed to expose officers to modern and contemporary approved techniques,

knowledge, and skills in order to improve the efficiency, effectiveness, and performance of public officers.

The focus of this research is to address the needs of the primary teachers in Sorsogon West District to be able to identify their level of capability and priority for development. As Professor Clarita Carlos (2022) mentioned in the SMNI presidential debate, education is so pivotal to her professional life and the empirical evidence suggesting to that effective learning happens based on two factors: first, the mastery of the subject matter by the teacher, second, fairly high level of motivation by the student. Therefore, there must be a good investment on the teachers, not in air-conditioned rooms. It was also said that the critical variable for effective learning to happen is mainly to invest in teachers.

Mojica (2019) stressed in her study on capability level of Pacheco Elementary School teachers based on the Electronic-Self Assessment Tool (e-SAT) for SY 2018-2019 which assessed teachers' capabilities to clarify performance expectations and to determine which competencies focus on and serve as their starting point for self-reflection. Memorandum DM-PHROD-2021-0498 of the Undersecretary for Planning and Human Resource and Organizational Development issued the issuance of the Electronic-Individual Performance Commitment and Review Form (e-IPCRF) and e-SAT whereas all the teaching personnel is to accomplish determining their performance and their developmental and professional needs. The researcher intends to identify the needs of the primary teachers in Sorsogon West District, Division of Sorsogon City, SY 2020-2021 using e-SAT in line with the PPST as the basis of all learning and development programs for teachers.

This study aimed to determine the Individual Performance Commitment and Review (IPCR) rating and the level of capability of the primary school teachers of Sorsogon West District, school year 2020-2021.

Specifically, it sought to answer the following questions:

1. What is the rating of the teachers in the Individual Performance Commitment and Review (IPCR)?
2. What is the level of capability of the teachers along the following:
  - a. Content and pedagogy,
  - b. Learning environment and diversity of learners,
  - c. Curriculum and planning and assessment and reporting, and
  - d. Community linkages and professional growth and development?
3. Is there a significant relationship between the rating of the teachers and their level of capability along the identified variables?

**Instruments**

It used a quantitative design through a survey research method. The survey was conducted through the use of google forms was also employed using the format of an electronic self-assessment tool (e-sat). Likewise, the respondents were the primary teachers from the 21 schools in Sorsogon West District. The results were analyzed and interpreted with the use of appropriate statistical tools such as frequency count, weighted mean, and chi-square.

**RESULTS AND DISCUSSION**

**1. Rating of teachers in the IPCR**

This section reveals the IPCR rating of the primary school teachers. As shown in Table 1, 104 or 83.87% of the primary school teachers obtained a rating of outstanding, 20 or 16.13% were very satisfactory. The result indicated that majority of the primary teachers possess the key standards as the foundation years at the elementary level.

*Table 1. IPCR of the Teachers*

Rating Description	f	%
<b>Outstanding</b>	104	83.87
<b>Very Satisfactory</b>	20	16.13
<b>Total</b>	124	100

It can be inferred based on the results that primary school teachers identified themselves to belong to the highest level of proficiency, being outstanding. Generally, those teachers who belonged to this level, as

they perceived, have an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. At this performance level, they

have obtained mastery of the key result areas (KRAs) of the IPCRF. Respondents have always been guided by the content within and across curriculum. They teach what are in the curriculum guide and they follow the budget of lesson they set before the school year began. They synchronize their teaching strategies according to the content they are teaching. They aim for successful learning of their pupils, so they make use of the effective instructional materials mostly supplied by the DepEd and others are teacher-made because their pupils required that their instruction be contextualized. Likewise, these teachers who belonged to the outstanding level used different languages of instruction (LOI) with proficiency. These LOI can be Bisakol, Bikol, Filipino and English. They also found themselves to be structuring their classrooms purposefully so that their classroom can have the full potential of learning among their pupils.

In the learning environment and diversity of learners, they apply different teaching strategies suited to the level of their learners as well as ones that address their learner's individual differences. Their daily lesson plans (DLLs) showed to have used different teaching strategies. They also participated in the LAC sessions, FGDs, and meetings so that they can discuss learning and upgrade their teaching strategies. They also shared feedback and to enrich their instruction and teaching practices. They designed, selected, organized, and used diagnostic, formative, and summative assessment strategies according to the curriculum and the underlying requirements. They have a record of their pupils' evaluation and learning progress for reference.

These teachers also found themselves involved in the curriculum planning aside from the work expected of them inside the classroom. They are noted to perform varied work and activities in the community. Teachers are very familiar with the many domains that are involved in the school operation. On the other hand, these teachers are also using ICT to integrate the various works of their fields.

Stronge (2022) said that the positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement. In addition, the study of Ganal, Guiab and Sario (2019) showed that teachers need professional training on the following 21st century pedagogical skills: content knowledge, use of ICT, strategies for developing critical and creative thinking, and research-based knowledge and principles in teaching and learning. They also need personal development training in stress management, interpersonal and communication skills, and balancing work and family. They have moderate to high levels of training need. They prefer presentation formats like demonstration, lecture, use of videos and field trip, and flexible schedule. The input of the study may help school administrators to develop and implement a contextualized training and development program package for a specific group of teachers.

**2. Level of Capability of the Primary Teachers**

This section revealed the level of capability of the teachers in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages, professional engagement, personal growth, and professional development.

**Content Knowledge and Pedagogy.** Table 2 shows the level of capability of the teachers in terms of content knowledge and pedagogy. Overall, there was a weighted mean of 3.01, interpreted as high. Specifically, the highest weighted mean among the three indicators was obtained by 'displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning' of 3.15 or high. This is followed by 'applied knowledge of content within and across curriculum teaching areas' with a weighted mean of 3.04 or high. Lastly, the indicator 'ensured the positive use of ICT to facilitate teaching and learning process' got 2.84 weighted mean or high.

*Table 2. Level of Capability of the Teachers on Content Knowledge and Pedagogy*

Indicators	WM	Interpretation
<b>Applied knowledge of content within and across curriculum teaching areas.</b>	3.04	High
<b>Ensured the positive use of ICT to facilitate teaching and learning process.</b>	2.84	High
<b>Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.</b>	3.15	High
<b>Overall WM</b>	3.01	High

Proficient use of specific language for the specific subject matter is needed as explained by teachers during the interview. The K to 12 Basic Education Curriculum features the MTB-MLE integration to primary years of schooling using the mother tongue for instruction and as a subject.

Primary teachers are well-trained in the use of Mother Tongue, Filipino and English to facilitate teaching and learning.

They have been to a different training and seminars to be able to make the MTB-MLE successful in the school as a subject and as a medium of instruction. They have different instructional materials also to realize the use of these languages in the classroom.

Likewise, these teachers are familiar with the content of the curriculum since the advent of the K to 12. They know what is to be taught according to the contents of the primary grades.

The curriculum guide has been readied to teachers so that they can teach according to the curriculum. But teachers have to make these lessons contextualized and localized so that they can still tailor-fit their lessons to their learners. Usually, teachers make use of the ready-made instructional materials from the DepEd national and regional offices for contextualization and localization.

Aside from this, teachers have also been to different training and seminar venues to upgrade their content knowledge and pedagogy. Lately, during the implementation of the distance learning, teachers attended different seminars and training so that they can deliver their lessons on a distance learning setup.

This way, they can be able to deliver education service relevant to time and need. Likewise, the distance mode of learning has opened avenues for teachers to make themselves more familiar and adept to ICT use because ICT was the prime tool to deliver lesson in a distance learning mode.

However, many teachers are still upgrading themselves to technology as teaching tools. Because of the many things that ICT can offer to teachers, many are still not able to maximize their use.

They need more time to train themselves. On the other hand, many schools are not yet equipped with the ICT

tools and internet connection so that they can successfully conduct online classes.

Consequently, many teachers are not inspired to proceed with ICT upgrading because of the lack of ICT equipment in the schools.

These instances are confirmed by teachers during their interviews that they are indeed guided by the curriculum in the contents and skills that they should be teaching their pupils.

They make a budget of lessons so that they can target the skills needed for learning in a certain period of time.

They also do remedial lessons for selected pupils when the need arises. Also, it was revealed in the interview that they need to upgrade themselves every now and then to the trends and issues in education today, and the relevant strategies to use and learn.

This way they can be able to attain relevant teaching and especially that their pupils also have to be competent not only inside the classroom but as well as in the communities where they belong.

It was likewise affirmed that they still have to upgrade their skills in ICT and learn more about what ICT can offer them as teachers. They also need the support of the school to realize their goal to be ICT-oriented especially in their teaching.

### ***Learning Environment and Diversity of Learners.***

Table 3 shows the level of capability of the teachers in terms of the learning environment and diversity of learners. It showed the overall weighted mean was 3.11, interpreted as high.

Specifically shown in the table that the ‘maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning’ gathered the highest weighted mean of 3.17, interpreted as high.

This is followed by ‘established safe and secure learning environment to enhance learning through the consistent implementation of policies guidelines and procedures ‘with a weighted mean of 3.15 or high.

Lastly, the indicator ‘Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds’ got 3.02 or high.

*Table 3. Level of Capability of the Teachers on Learning Environment and Diversity of Learners*

Indicators	WM	Interpretation
Established safe and secure learning environment to enhance learning through the consistent implementation of policies guidelines and procedures.	3.15	High
Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	3.17	High
Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	3.02	High
<b>Overall WM</b>	3.11	High

This result implied that along learning environment and diversity of learners, primary teachers perceived themselves to be capable as they registered a high description of their weighted mean for the three indicators involved. However, from these three, the third one was found to have the least weighted mean. It has to be given attention so that primary teachers can be really capable of the domain of learning environment and diversity of learners. In a classroom, primary teachers have a high level of capability on structuring their classroom accordingly. They are very capable to make their classroom compliant with the standards of a child-friendly school as much as their own classroom is concerned. They have structured their classroom purposefully taking into consideration the learning that their pupils will get out of their classroom displays and structures. They also strive to make their classroom look attractive and welcoming to their pupils. They are artistic and creative in structuring their classrooms.

With the help of the parents, they strive to make their classroom safe and conducive to learning. They seek help from parents from time to time whenever there is a need for classroom repair because the school budget can no longer suffice the needs of every classroom. During Homeroom PTA meetings, they let the parents know about any need for their assistance. During Brigada Eskwela, parents come to help teachers in the preparation of the school. Whenever special cleaning projects arise, parents also are ready to extend their help such as periodical cleaning of the school surrounding, drainage, weeding, and general cleaning, repair, and painting of the classroom. Primary school teachers are very vigilant about the cleanliness and orderliness of their classrooms since primary pupils need double protection because of their vulnerability to diseases.

With the help of parents and other external stakeholders and their strong connections, teachers have maintained

a supportive environment for learners. Remember that teaching a child does not only need a teacher, the task needs a village where home and school come together for a conducive learning environment among pupils.

The study on the effect of classroom environment on student learning by Malik and Rizvi (2018) disclosed that the teaching-learning process cannot take place in a vacuum. In formal education settings, it occurs as a result of interaction among members of the classroom. In classroom settings, elements of teaching-learning process include: teacher, students, content, learning process and learning situation. The learning situation or learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions. Schreurs and Dumbraveanu (2014) studied stated that the evolution from teacher centered teaching to learner centered teaching is a new reality. It is linked with taking care for predefined set of competences. Competences must be identified and described for the curriculum based on discussions with other teachers and students. Hence, teachers may need on-going training workshops on how to adapt and implement this new way of teaching.

***Curriculum and Planning, Assessment, Reporting.***

Table 4 shows the level of capability of the teachers in terms of curriculum and planning, assessment, and reporting. Generally, it gained an overall weighted mean of 2.94 or high. Specifically, among the three indicators, the ‘set achievable and appropriate learning outcomes that are aligned with the learning competencies’ with a mean of 3.06 or high. This is followed by ‘used strategies for providing timely, accurate and constructive feedback to improve learner performance’ with a mean of 2.88 or high. Lastly, ‘utilized assessment data to inform the modification of teaching practices and programs’ with a weighted mean of 2.87 or high.

*Table 4. Level of Capability of the Teachers on Curriculum and Planning, Assessment, Reporting*

Indicators	WM	Interpretation
<b>Used strategies for providing timely, accurate, and constructive feedback to improve learner performance.</b>	2.88	High
<b>Utilized assessment data to inform the modification of teaching practices and programs.</b>	2.87	High
<b>Set achievable and appropriate learning outcomes that are aligned with the learning competencies.</b>	3.06	High
<b>Overall WM</b>	2.94	High

This data implied that primary teachers are capable to set learning outcomes appropriately and according to the learning competencies. Since teachers have a curriculum guide that keeps them on track with the lessons, they have gauged the learning outcomes that can possibly be achieved by their learners in a certain period of time. They are also abreast with the curriculum guide and all other teaching tools that they use are aligned with it. They are familiar with every nitty-gritty of the curriculum in every content area of what they suppose to teach. Several training and seminars were conducted so that teachers can be empowered to implement the curriculum at their end.

In the primary years, there are eight subjects to be taught by a primary teacher, namely: MTB-MLE, Filipino, English, Science, Mathematics, Araling Panlipunan, MAPEH and ESP. Only one teacher is assigned per class at the primary level. A primary teacher should be teaching these subjects in her class the whole day in six hours. With reasonable years of experience as a teacher, she could have had the capacity to teach different skills that are required of each subject. Each of these subjects has its corresponding curriculum that is readily set so that teachers can easily use them. These instances might have influenced this set of data.

On the other hand, the three indicators, ‘utilized assessment data to inform the modification of teaching practices and programs’ got the least weighted mean but still, teachers considered them to be capable. This means that primary teachers still need to be enhanced to look back at the performances of their pupils based on the data that they gathered during assessments. They need to organize their activities in such a way that they are data-driven and based on the results of their assessment. This can be a basis for academic decisions on when to do remedial and advanced lessons.

In consonance with activities organized according to the result of the assessment, teachers need to enhance their skills in doing action research. This way, they can have

an empirical basis for their decision in the classroom. They can be guided systematically on what appropriate actions to take based from the results of their assessment. With skills in action research, their classroom practices can be valid, credible, and scientific.

In the study by Wibisono, and Hartono (2021), it was mentioned that there were teacher constraints on aspects of the use of learning applications, weak internet network access, unpreparedness with online learning media, learning materials that cannot be applied optimally, and research to learners. Student constraints are on aspects of inadequate learning facilities, weak internet access, inactivity in following learning, psychological conditions of stress and boredom, many tasks, and difficulties in operating learning applications. Parental constraints are on socio-economic aspects and supervision or mentoring of children in online learning at home. Thus, an open and healthy relationship with the stakeholders is advised.

***Community Linkages, Professional Engagement, Personal Growth, and Professional Development.***

Table 5 displays the level of capability of the teachers in terms of community linkages, professional engagements, personal growth, and professional development. Overall, it is shown that a weighted mean of 3.03 or high was garnered for this variable. Specifically, the highest can be noted with the indicator ‘built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process’ with a weighted mean of 3.11 or high. This is followed by the two indicators being a tie, namely: ‘participated in professional networks to share knowledge and to enhance practice’ and ‘developed a personal improvement plan based on reflection of one’s practice and ongoing professional learning’ with a weighted mean of 2.98 or high.

Specifically, it implies that teachers were able to establish good relationships with parents in the

community they belong. The significance of the partnership is clear to both parents and teachers in the school operations. They have been working together in different school activities from the beginning of the school year up to its end. Within a school year, teachers

encourage parents to participate in the school activities. Every quarter, Homeroom PTA meetings are conducted. In the case of the whole school, they organized the SPTA to lead the parents at a school level in partnership with the school administration.

**Table 5. Level of Capability of the Teachers on Community Linkages, Professional Engagement, Personal Growth and Professional Development**

Indicators	WM	Interpretation
<b>Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.</b>	3.11	High
<b>Participated in professional networks to share knowledge and to enhance practice.</b>	2.98	High
<b>Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning.</b>	2.98	High
<b>Overall WM</b>	3.03	High

On the other hand, it was found based on the data that teachers are capable to participate in professional networks so that they can benchmark knowledge and practices.

In Sorsogon City Division, there are four districts, namely: Bacon East, Bacon West, Sorsogon East, and Sorsogon West that interact with each other to benchmark practices and knowledge to enhance their professional development. Aside from that, teachers are sent to other divisions to observe and benchmark best practices. These are systematically done during their School-Base Management (SBM) activities. Also, teachers do their individual, personalized improvement plans according to their practices and preferences.

But with the interview conducted, some teachers do not do a reflection on the direction they will have to take so that they can achieve their optimum career opportunities. But with the help of their IPCR, they can be able to do their reflection accordingly. According to Yumul (2016), it is essential in the education system that strong relationship with the stakeholders are being established. The school and the community serve as the main sources of effective and powerful sources that can create an impact for mutual gains and betterment.

There can be better connection to the people in the community like the local government units, parents, alumni and private individuals and enterprises. It is apparent for the schools and communities to work closely together so they can both achieve their goals. Schools have to provide academic support to learners, families and staff as an integral part of the community. These partnerships have to quality, nurturing, inspiring, belonging and sustainable. All these actions and initiatives must be consistent and aligned with DepEd's policies and guidelines.

### 3. Relationship between the IPCR Rating of the Teachers and their Level of Capability

Table 6 reveals the relationship between the IPCR rating of the teachers and their level of capability along content and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages, professional engagement, personal growth, and professional development.

The data were treated using chi-square test of association ( $\chi^2$ ) at .05 level of significance and 2 degrees of freedom with a critical value of 5.991; all with very small positive correlation.

**Table 6. Relationship between the IPCR of the Teachers and their Level of Capability**

Indicators	Statistical Analyses	
	$\chi^2$ value	Conclusion
<b>Content Knowledge and Pedagogy</b>	9.11	Significant
<b>Learning environment and diversity of learners</b>	10.79	Significant
<b>Curriculum and planning and assessment and reporting</b>	13.96	Significant
<b>Community linkages and professional engagement, personal growth, and professional development</b>	7.39	Significant

$\alpha = .05$ ;  $df = 2$ ;  $\chi^2_{.05} = 5.99$ ; very small positive correlation



**Content Knowledge and Pedagogy.** Table 6 shows the significant relationship between the IPCR rating of the teachers and their level of capability along the content knowledge and pedagogy as revealed by the chi-square value of 9.11 which is greater than the critical value of 5.99. It can be viewed that teachers were expected to the knowledge and skills in teaching most especially using these three languages as mediums of instruction: Mother Tongue, Filipino, and English.

It can be gleaned from the IPCR rating and the result of teachers' level of capability along content and pedagogy resonates. Results revealed that the IPCR rating of teachers tallied with their level of capability in four indicators, Grade three teachers stated that having knowledge of content and pedagogy they were required to know and assess the mother tongue language of their learners, the use of BLIT (Bicol Language Identification Tool) as an assessment tool helped. K-12 Curriculum changed and challenged the teachers, the proficient use of these languages in teaching and the integration of different subjects into one were reflected, it was only the use of ICT in the teaching and learning process that may be pursued as they are dealing with 21st-century learners.

**Learning Environment and Diversity of Learners.** Table 6 shows significant relationship between the IPCR rating of the teachers and their level of capability along learning environment and diversity of learners as revealed by the chi-square value of 10.79 which is greater than the critical value of 5.99 and the second highest among the four indicators. The IPCR rating of teachers resonated with their involvement in establishing a safe, secure, and conducive learning environment through their classroom structures and policies. Safety and security and improved learners' performance were one of the reasons why establishing a conducive learning environment is important according to Teacher 1. The results implied that the teachers' effort in the conduciveness of the learning environment and diversity of learners is seen through means of verification (MOVS) in the IPCR rating, thus highly observed.

**Curriculum and Planning and Assessment and Reporting.** Table 6 shows the significant relationship between the IPCR rating of the teachers and their level of capability along Curriculum Planning, Assessment, and reporting as revealed by the chi-square value of 13.96 which is greater than the critical value of 5.99 and the highest value among the 4 indicators. As observed

that IPCR rating of teachers was connected to their level of capability in terms of using strategies in providing timely, accurate, and constructive feedback to improve learners' performance, utilizing assessment data.

**Community Linkages and Professional Engagement, Personal Growth and Professional Development.** Table 6 shows that there is a significant relationship between the IPCR rating of the teachers and their level of capability along community linkages and professional engagement, personal growth, and professional development as revealed by the chi-square value of 7.39 which is greater than the critical value of 5.99 and the lowest value among the four indicators. It can be gleaned that teachers exhibited involvement in building relationship with the stakeholders through Brigada Eskwela to facilitate community involvement in the educative process. The result indicates that teachers spend too much time on school related activities that they overlook the need to pursue graduate school.

## CONCLUSION AND RECOMMENDATION

The overall IPCR rating of primary teachers in Sorsogon West District obtained an Outstanding in IPCR. The level of capability along the identified variables is high. There is a significant relationship between the rating of primary teachers and their level of capability along Content Knowledge and Pedagogy, Learning environment and diversity of learners, Curriculum and Planning & Assessment and Reporting, and Community Linkages & Professional Engagement & Personal Growth & Professional Development.

Based on the finding and conclusions, the following recommendations are given: The schools may encourage the teachers to maintain and improve the IPCR rating by attending trainings and seminars consistency. The schools may encourage the teachers to attend refresher courses, seminars, and training in relation to the use of ICT and curriculum and planning, assessment, and reporting. The schools may establish a consistent peer mentoring and focus group meeting that may help in the consistent improvement of teachers performance. The schools may develop a plan for coordination with the Division Office in planning and implementing of LAC sessions. This study recommends another study focusing on the level of acceptability of workshops on the level of capability and priority for development for Grades 1-3. Another further study may also be translated; professional development of the capability and priority for development for the Grades 4-6 teachers of Sorsogon West District.

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