

Perspectives of Public Secondary School Teachers on the Effectiveness of Performance Review, Training, and Development in a District

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ABSTRACT : The purpose of the study was to examine the perspectives of public secondary school teachers on the effectiveness of performance review, training, and development in the Candelaria District, Schools Division Office of Zambales, during SY 2021-2022. The study will utilize the descriptive method of research. The participants are the 113 public secondary school teachers that includes both junior and senior high school. The data will be statistically treated using frequency, percentage, mean, t-test, analysis of variance (ANOVA), Pearson r and Likert Scaling. The study revealed that most of the teacher-respondents are 31-40 years old, female, Teacher I, 6-10 years in service, married and with Masteral Units and have an outstanding performance in their IPCRF Rating. Teachers strongly agreed with the effectiveness of performance review and training and development. The Effectiveness of Performance Review is insignificantly different when grouped according to age, sex, years of service and civil status but significant to position and highest educational attainment. Moreover, the Effectiveness of Training and Development is insignificantly different when grouped according to age, sex, and civil status but significant to position, years in service, and highest educational attainment. There is a significant positive moderate correlation between the performance rating of the public secondary school teachers and their perspectives on the effectiveness of performance review and the effectiveness of training and development. Lastly, the proposed Comprehensive Training Program towards the performance review and training and development of teachers. The researcher recommends that School Heads provide real-time mentoring and coaching and help get through problems and help teachers figure out what they need, what they want, and what problems they face, and school heads are prepared with information from various sources. School Heads must also create training and development that could help teachers reduce stress and boost-up morale, increase motivation of teachers, create a positive and productive work culture, future leadership, retention and increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently.

KEYWORDS: *Quantitative, performance review, training, and development, descriptive, Candelaria, Zambales, Philippines*

I. INTRODUCTION

All schools strive to be efficient and successful, and to achieve this, it is crucial to regularly assess or monitor employee performance. Effective monitoring also entails providing prompt feedback, assessing performance in accordance with predetermined criteria, and promptly recognizing successes in a way that encourages the individual to work harder every day (Kumar, 2020). Flexibility in teacher performance evaluation encourages innovation and individual teacher initiative. Monitoring, evaluating, and implementing important data gathered within a framework of meaningful feedback will promote the continual growth and development of each teacher (Jimenez, 2020). However, if there is no decrease in the effect of issues brought on by potentially subjective rater judgments, this assessment may not be valid (Sánchez et al., 2019). Most firms' performance assessments are so poor that they have the opposite effect (Wigert & Sutton, 2019). When employers implement them properly, staff members frequently provide the firm with more insightful input, become more motivated to advance their careers, and, most importantly, contribute to the achievement of organizational objectives (Cambell, 2019). Recent discussions about whether formal Performance Management (PM) is even necessary have arisen because of the lack of convincing evidence for the effectiveness of PM, which is defined as "a continual process involves recognizing, developing, and assessing the performances of both individuals and teams and matching performance with the organization's strategic goals" (Schleicher et al.,

2019). Annual reviews are becoming less popular as businesses encourage open communication and regularly provide employees feedback and mentoring (O'Connell, 2020). It is critical to create systematic approaches that are consistent with best practices and to promote a supportive professional environment that allows for the continuous improvement of effective teaching. (Elliott, 2015). The standards used to assess teachers' work performance must be stringent and impartial. The assessment should be based on objective criteria to strengthen the credibility of performance rating (Mohammed, 2020a). Participants perceived the evaluation as fostering professional development, and considering this, it makes reasonable to conclude that performance reviews can advance a teacher's professional and career growth and development (Onen&Sincar, 2019). The use of data collection and presentation to record performance that is based on well-defined work objectives is made possible by the universal performance criteria for instructors. They create shared goals and expectations, strike a balance between structure and flexibility, and thereby direct effective instructional practice (Norfolk School District, 2015). For teachers to grasp teacher performance appraisal and have a favorable attitude toward it, Owuonda et al. (2020) contend that instructors need to get training. They must also be considered while developing the teacher performance assessment tool. A method of continual contemplation, self-monitoring, self-judgment, and self-assessment examines a person's strengths and flaws and identifies areas that require development. By assessing his personal, academic, and professional performance, it entails a person learning from his experiences. Using this, the researcher will attempt to ascertain the opinions of teachers employed by public secondary schools about the efficiency of performance reviews, training, and growth within a district. This will be a manual for school administrators to use in assisting teachers with their professional development (Quddus et al., 2019). It is beneficial for university professors to receive feedback from their direct superiors, colleagues, and students to advance their professional growth (Mohammed, 2020). Performance review is an essential management method of evaluating an employee's strengths and deficiencies. This is typically the primary method of obtaining data for compensating and training personnel depending on their performance and is thus essential to achieving corporate goals by creating a contented faculty (Dasanayaka et al., 2021). To prepare teachers for the constantly changing curricula, teacher training and development plans for their professional growth (Diane, H. &Cogling, 2017). By pursuing further education, career-minded individuals may continually enhance their competencies and abilities and perform better at their jobs. According to a study conducted in Algeria, a teacher's lack of professional development and training can be a major contributing factor to any dissatisfaction with the effectiveness of their instruction in developing competent and proficient learners with the essential skills and knowledge in a variety of subject areas (Boudersa, 2016). Redesigning thinking curriculum necessitates professional development of teachers' knowledge and attitudes, which has far-reaching effects (Wegerif, 2019). An employer's training and development program in Lebanon is a sincere endeavor to give staff members the chance to get familiar with a variety of abilities, information, attitudes, and behaviors (Khan & Abdullah, 2019). To provide high-quality education, instructors must maintain their professional development. This involves picking up fresh classroom management strategies and techniques, adaptable teaching methodologies for various student levels, and current subject knowledge (Shaaban, 2018). Teachers in Mauritius must have a particular set of skills and competencies to fulfill their duties and obligations effectively prior to being granted a professional license (Peerthy, 2018). Teachers spend hours a year participating in professional development programs that are meant to better their careers and enhance the learning possibilities for their students (Person, 2020). If teachers want to be genuine leaders in their local schools, they need an in-service training program that emphasizes acting rather than just listening. These issues have been addressed by instructors using distance learning, and this trend is expected to continue (Amadi, 2013). Professional development provides educators with frequent opportunities to upgrade their skills, capabilities, and knowledge to be able to better support student success. Students learn more when teachers are learning new ideas and strategies (Mizell, 2021).

The Department of Schools Inspectorate was tasked by The National Education Delivery Unit (PENGGERAK JPM) and the Ministry of Education (MOE) to champion one focus area of the initiative, which is the "Accountability and Performance Management" (APM) focus, to establish whether or not teachers are performing in accordance with the required standards. Greater accountability is sought for through the Brunei Teacher Standards (BTS) (Department of Schools Inspectorate Champion for Accountability and Performance Management (APM) Ministry of Education Brunei Darussalam, 2015). The Brunei Teacher Standards (BTS), which employ a performance-based paradigm of teacher assessment, are seen as a step toward creating more accountability (Andrew et al., 2020). Lesson observations are a requirement of the new Rabiatal (2016) assessment tool for all teachers. To accomplish superior education and educational goals, performance management is a concept that must be successfully managed and utilized for employee performance in Cambodia (Sothy, 2019). The Teachers' Performance Appraisal (TPA) system, which is supervised by head teachers, school administrators, and school supervisors, is used in Indonesia to evaluate the competence of teachers (Shohib& Othman, 2019). As teacher performance metrics, Indonesia has created four primary competencies: educational, personal, social, and professional abilities (Supadi et al., 2021). To establish conducive learning environments for students, teacher evaluations are carried out in Indonesia to guide hiring

choices and teacher professional development (Perez-Alvarez et al., 2020). Teaching requires instructors to use their artistic abilities to oversee all aspects of their preparation, execution, and evaluation (Ramli & Afriansyah, 2019). If Indonesian teachers want to increase the quality of their instruction, they must rely on their own initiative (Tursini, 2012). Competence is one of the characteristics that will enhance performance and is one of the aspects that define how a teacher's performance develops (Amalia & Saraswati, 2018). According to Ong et al. (2021), the success or failure of the organization's development in Malaysia is determined by the assessment and evaluation of the employees' performance levels. Studies of China's teacher performance assessment systems show that because of the diversity of local conditions, teacher performance evaluation procedures have difficulty accomplishing their objectives (Hua, 2017). Finding an employee's main competencies and areas for improvement through training and development to be able to enhance their abilities for improved competence and performance is one of the primary responsibilities of human resource management. To enhance and increase one's level of competence, a change must be made through training and development. Performance of employees is correlated with productivity, which is defined as the quantity produced, the kind of yield, the practicality of output, attendance or involvement at work, attitude at work, skill at work, and sufficiency of work completed (Asmawiah & Mukhtar, 2020). The Ministry of Education (MOE) in Singapore adopts a system where a teacher's performance is not only evaluated by his own supervisor but also cross-ranked with his peers by a ranking panel made up of direct and indirect supervisors, drawing guidance from the Civil Service ranking and promotion framework (Kwang, 2020). Teachers in Thailand deal with a variety of professional issues, including ineffective teaching, truancy issues, a lack of incentive to work, an unacceptable level of incompetence in the field of education, and a need to regularly switch professions (Pasathang et al., 2016). Since training and education are recognized as the highest priority among domestic initiatives, the Vietnamese educational system's emphasis on teacher accountability and evaluation could be more exceptional (Phan et al., 2021). Workshops, on-the-job and off-the-job training, seminars, and conferences can all be used to accomplish this (Sothy, 2019). According to Thomas (2015), policymakers and practitioners must pay urgent attention to high quality professional learning to increase teacher effectiveness. The present educational programs and strategies in Indonesia are aimed on enhancing the quality of education by boosting teachers' quality, following decades of concentrated work on quantity metrics including greater access, enrollment, and extension of education (Rahman, 2016). Providing teachers with suitable and effective types of ongoing professional development (CPD) is crucial to raising educational standards (Yoon, 2016). By providing compensation packages and future promotions, the Malaysian Ministry of Education regularly encourages its teachers to enroll in courses in important and pertinent subjects (Jamil et al., 2012). The Malaysian Education Growth Plan (PPPM) 2013–2025 lists empowering teachers' professional and personal development as the strategies done to attain this aim (Yaakob et al., 2020). The MOE has been offering a variety of in-service programs and courses with the goal of enhancing teachers' teaching knowledge, abilities, and competency to address the shortcomings and limitations in their instruction (Chiew et al., 2016). To stay up with change and play a catalytic role in preparing students with global skills, many dimensions of education must keep pace with rapid technological advancements, globalization, and the changing of social settings (Seng, 2019). The three main responsibilities that the Vietnamese educational system seeks to address are increasing peoples' knowledge, developing human resources, and developing abilities (van Hien et al., 2020).

In schools, teachers are the only ones who disseminate knowledge. They must have the ability to educate utilizing the proper procedures, tactics, and approaches while dealing with different learner types. To realize its goal for the Filipino people, the Philippine Department of Education is committed to offering the greatest professional development opportunities to teachers. To improve teachers' proficiency in the necessary instructional abilities, localized teacher training programs are run at the school level (Alilio, 2020). Although COVID-19 has established remote or distance learning as the standard in the Philippines, there are still challenges, and teachers must continue their professional development (Chin et al., 2022). Performance reviews determine an employee's advancement based on their responsibilities (Malacapay, 2018). To make sure that the performance metrics for this academic year are adequate, flexible, and appropriate to obtain teacher educators' overall performance, DepEd stated that with the implementation and development of the Basic Education Learning Continuity Plan (BE-LCP), the abrupt switch from face-to-face classes to open and distance learning and the subsequent implementation of the limited face-to-face classes required the development and modification of the tools, forms, and protocols outlined herein (Hernando-Malipot, 2022). The redesign of this assessment form prompted efforts to change the country's educational system, which aimed to create a wide range of activities that supported teacher learning in addition to reframed concepts of teaching, learning, and schooling. These procedures have firmly held beliefs about staff development, in-service training, and professional that affected teachers' and the society's perceptions of teachers in connection to the style of management that administrators have and use (Catalan, 2018). The tasks and obligations that each teacher is required to perform as part of their job are really the objectives that are listed. This is a tool to assess if one is carrying out their responsibilities with diligence, accuracy, and timeliness (Burgos & Meer, 2021). The most effective teachers delve into the subject matter to such a degree that their pupils can apply, integrate, and

evaluate the knowledge they have gained (Punongbayan&Bauyon, 2015). According to the seven categories of the competency-based evaluation system for teachers, instructors exhibit a high level of performance-related skills, abilities, initiative, and productivity, exceeding standards in many areas of teaching performance (Kadtong, 2017). The evaluation and assessment of an educator's performance is based on the evidence gathered, observations made, conferences held, and dialogues that accompany each procedure. The goal of the performance assessment and evaluation is to improve learning outcomes and achieve high levels of student performance as part of the school's objectives (Junio-Sabio & Manalo, 2020). Due to elements that influence their performance, their performance on the field might be either high or low (Abarro, 2018). Principals in the Philippines urge teachers to take part in the conventional and widespread method of professional development, which includes conferences, seminars, workshops, and training (Capili-Balbalin, 2017). Through the mediation of the working environment's quality of life, high-performance work systems indirectly and directly influence teachers' in-role performance and extracurricular behavior. The quality of working life mediates the relationship between high-performance work systems and employees' work habits. (Baluyos et al., 2019). It has been demonstrated that providing instructors with high-quality professional development opportunities is an efficient strategy to boost their abilities and enhance student learning results in a variety of situations (World Bank Group Website, 2016). One of the methods for enhancing teaching-learning is professional development, such as the Department of Education's (DepEd) In-Service Training for Teachers (INSET) (Tupas &Noderama, 2020). Finally, teacher professional development (TPD) has a substantial influence on the context of how curriculum is implemented at the classroom level while also improving tactics in regard to teaching methods and student results (Ancho & Arrieta, 2021).

Teachers must display thorough knowledge of the subject and curriculum while igniting and sustaining students' attention and clearing up any ambiguities. Plan and deliver courses that are well-structured, transferring information and fostering comprehension via efficient use of class time to encourage a love of learning. These are some of the attributes of teachers and this will be gauged through performance review. Teachers will be productive if they also undergone training and development. As a public-school teacher, the researcher prepared all documents for IPCRF evaluations and one of its objectives in the KRA is to undergo training and development. With this, the researcher wants to know the perspective of public secondary school teachers on the effectiveness of performance review, training, and development.

II. FRAMEWORK OF THE STUDY

The study is grounded on Elger's Theory of Performance (ToP), which connects and develops six essential ideas to provide a framework for explaining performance as well as performance enhancements (Acquah & Kwofie, 2020). To perform is to deliver worthwhile outcomes. An individual or a team working together in a performance is referred to as a performer. Performance level reflects where a person is in the process of developing their performance. The six elements are context, level of skills, fixed factors, personal factors, level of knowledge, and level of identity all have a role in the current performance level. We suggest three axioms for efficient performance enhancements. They entail adopting a performer's attitude, immersing oneself in a stimulating setting, and engaging in reflective practice. The theory's justification is that people are capable of great feats. The primary task of a teacher is to further this. Students' incentive to do well in and out of the classroom is provided by the teacher. The learner picks up the initiative and the motivation provided by the teacher, follows along while studying, and then implements what he or she has learned. Teachers, who have chosen to make teaching their career, complete the responsibilities allocated to them regardless of the course they have successfully completed. The hypothesis is particularly important in determining how respondents viewed their performance in a type of activity for which they have had the least amount of academic preparation but must nevertheless perform at their highest level. By examining the respondents' personal and professional situations and how they would affect their performance given the organization's extraordinary demand on them, the research will be strengthened.

Two goals motivated the annual performance review procedure. The first was to defend compensation decisions, and the second was to inspire workers to provide better work (Zenger, 2017). Performance reviews are being used to assess factors like motivation in addition to how well staff are doing. (Idowu (2017) demonstrates that when an organization employs performance assessment as a motivational tool, considerable positive effects occur. Employee labor engagement (EE), contextual performance, and task performance (TP) were all shown to be positively and significantly impacted by the efficacy of the performance management system (PMSE) (CP). Additionally, it is discovered that EE significantly and favorably affects the performance of employees (Awan et al., 2020). When the performance rating was quite low, strengths-based performance evaluation was especially effective (van Woerkom & Kroon, 2020). One approach for enhancing teachers' performance is effective performance appraisal (Senadheera, 2016). The performance of teachers varies significantly depending on their sex, school level, and seniority, but not much depending on their educational background and amount of experience (Ozgenel, 2019). According to Dal Corso et al. (2019), performance evaluation satisfaction and perceived performance evaluation justice play a role in mediating the correlation

between job performance, job satisfaction, and quality of life. There is a positive correlation between performance evaluation satisfaction and work performance and job performance. According to Mpululu (2014), this led to staff neglecting to complete assessment forms or failing to submit them to the Ministry of Education for use in staff promotions, job enhancements, and counseling sessions to increase staff competency. According to Lyamuya (2021), most participant-respondents opposed that there was trust between the employee and employer when filling out the performance appraisal form. They also said that the employee did not receive comprehensive feedback after being assessed and evaluated, that teachers-respondents needed appropriate training on how to fill out the form, and that the performance appraisal system did not function as intended due to its performance measurement modalities. According to Ilomo & Mapunda Anyingisye (2020), secondary school instructors believed that OPRAS' administration and monitoring procedures were ineffective, and that secondary school principals failed to mentor, advise, and coach their staff members about OPRAS. According to Campbell (2014), instructors recognize the benefits of teacher performance review, which may also serve to keep teachers accountable while also offering possibilities for personal growth and development. According to Pope (2019), instructors can learn from evaluations and subsequently acquire new abilities, put up more effort over the long term, or both. School and district administrators must constantly consider the relevance of the interplay between school culture and teacher evaluation and the role of connections within a transformational leadership approach (Smith, 2018). Low teacher morale, obstruction to their professional development, and stress were among the unexpected consequences that were discovered a challenge in firing teachers, while others found no unintended consequences (Bullis, 2015). According to Towe (2012), administrators and teachers have comparable opinions regarding the process of evaluating teachers; they believe the summative assessment has a bigger influence on professional growth than the formative evaluation and has a limited impact on better teaching practice. Teaching staff are more prolific throughout the academic year if they are being assessed, but they are even more efficient and effective in the years following evaluation (Taylor & Tyler, 2012). In both private and public schools, the majority of teachers and principals said that "teacher's understanding of subject matter held by teacher" was the most significant indication (Hyun, 2018). Chirchir & Letangule (2021) concluded that instructors' performance is strongly influenced by the evaluation of their ongoing knowledge and application, time management, and professional development. This results in an improvement in students' academic achievement. According to Puckett (2017), a successful assessment system has a good effect on instruction. It is necessary to examine the effectiveness of the educator performance appraisal system. (Dandalt & Brutus, 2020). Administrators said that the timing of the feedback was the most important aspect of the assessment process, while Sheppard (2013) showed that the input's focus on the standards was the process' strongest quality. According to Saljooghi and Salehi (2016), self-efficacy served as a mediation factor between instructors' attitudes toward the performance assessment system and organizational commitment. Kamau (2019) suggested that classroom observation, documentation, target setting, and learning and teaching in high schools had a strong association. The language instructors were eager to engage in the professional growth events hosted by the Ministry of National Education (MONE) in Turkey, however Sever & Yurtseven-Ylmaz (2021) shown that their prior experiences had not been positive. According to Wegerif (2019), training has a beneficial impact on the growth of knowledge. According to Al-Tarawneh et al. (2016), there were no appreciable statistical variations in the effectiveness of the school principal assessment techniques attributable to the experience attribute in best interest of those with more than ten (10) years of experience. The percentage of evaluation techniques employed by school administrators that are related to sex and academic factors did not show any discernible statistical differences. Kagema & Irungu (2018) discovered that teacher evaluations had an impact on performance. The culture of shared accountability is the main obstacle to assessing teachers in Indonesia (Supadi et al., 2021). According to Hua (2017), there is little to no teacher support for performance pay, and based on participating teacher and school characteristics, there are considerable discrepancies in teachers' judgments of performance pay and assessment measures. According to Ramli and Afriansyah (2019), Indonesian senior high school teachers are classified as having good performance. According to Tursini (2012), teacher self-evaluation enables educators to recognize their own weaknesses and strengths to be able to make necessary adjustments to their instruction and improve both teaching and learning results. According to Amalia and Saraswati (2018), certification served as a moderating factor and competence had an influence on teachers' performance. According to Shohib & Othman (2019), classroom observation and lesson preparation were only marginally employed while instructors considered self-assessment as the most favored and successful appraisal approach used by the school. According to Ong, et al. (2021) in Malaysia, performance evaluation is crucial for the principal to monitor teachers' productivity, advance their careers, offer a more promising career path, and assist instructors in improving the quality of their work. According to Asmawiah & Mukhtar (2020), both the job performance and job happiness of teachers in Myanmar are favorably and considerably influenced by motivation variables including compensation, recognition, and training. Pasathang et al. (2016) demonstrated that the existing circumstances of the incentive system for teachers' performance in Thailand were at a moderate level for the input component, a high level for the process factor, and a moderate level for the output factor. In Vietnam, Phan et al. (2021) discovered important aspects

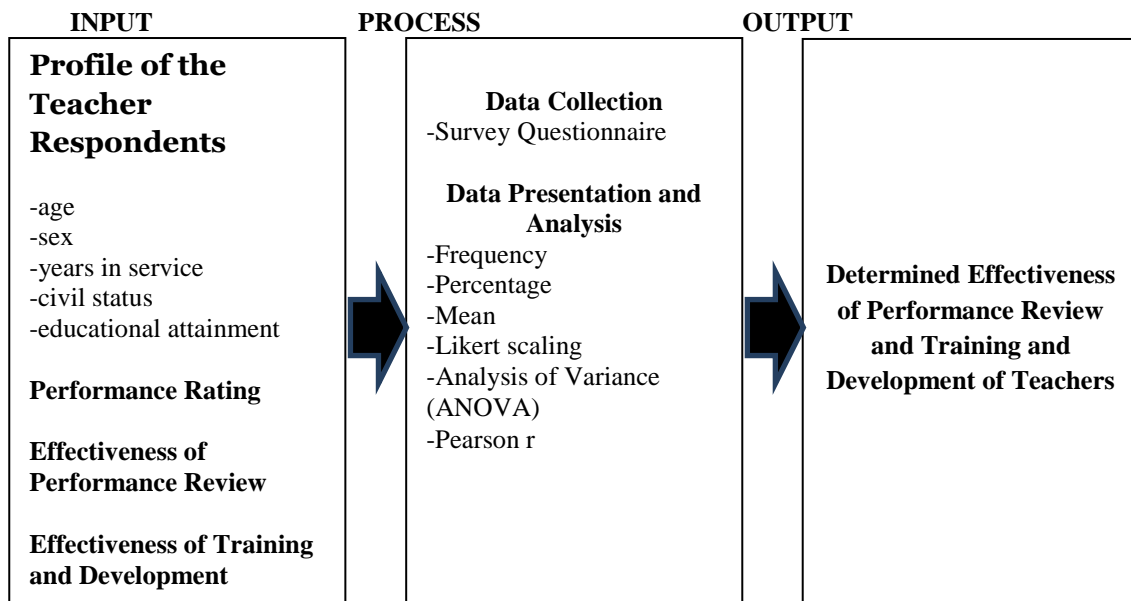
that contribute significantly to the faculty's favorable impressions of the PA process and instructional approaches as well as aspects that are necessary for an effective and efficient performance regarding the improvement of teaching quality. According to Subedi (2015), stakeholders can positively influence educational quality if they are aware of and knowledgeable about the relevance and effectiveness of carefully developed and implemented training and development interventions for the capacity improvement of teachers or trainers. In each of the case study schools, teacher characteristics, educational activities, and educational settings were present and had an effect on professional development of teachers (Rahman, 2016). The degree of teacher professional growth and development varied significantly over the cohort of generations, as demonstrated by Yaakob et al. (2020). According to Chiew et al. (2016), the lesson study group environment offered the participants a supportive setting and opportunity for collaboration, discussion, and sharing of their teaching knowledge and experiences. Their content and pedagogical knowledge had improved, and they were more reflective and eager to encourage active student involvement in their lessons. In order to progress the educational system in Myanmar, teacher training was prioritized, given to instructors, and innovative classroom teaching strategies were made available (Ulla, 2018). In Thailand, teacher professional development models efficiently and effectively satisfy teachers' requirements to improve performance by developing needs to be employed in a variety of classroom circumstances (Jamjuree, 2017). Singapore's professional development initiatives are successful because a small number of important institutions, including MOE, NIE, schools, and professional organizations like the Academy of Singapore Teachers, direct the development and implementation of policies (Seng, 2019). Another factor that makes PLCs in Singapore and Shanghai effective for educator development is their support for teacher leadership training and coaching. Teacher mentoring is available in all Shanghai schools and is executed in two ways: one-on-one mentoring and cluster mentoring. Both methods are powerful tools for developing teachers (Hairon & Tan, 2015). Fongkanta (2018) produced a substantial model that was relatively robust and described the indicators of motivation for teachers in Thailand to partake in voluntary professional growth and development. Modernizing Vietnam's educational system is one of the country's objectives for attaining additional economic growth and expansion. These include advancing administrative changes and developing the institution, boosting educational administrators' management and leadership abilities, raising educational investment resources, strengthening academic quality evaluation, and strengthening promotion (Van Hien et al., 2020). Professional development is hampered by a lack of time and money, as well as other factors like "face," prestige, and status. To overcome these obstacles, structures for teacher development should be created not only within individual departments but also between departments and at the school level, with support from the local to the federal levels (Oanh, 2003). According to Meesuk et al. (2021), the Professional Learning Community project is crucial for educators and teachers since it alters how students are taught and how they learn as well as their ability to think positively.

According to Paz (2021), the following factors— knowledge, content, and pedagogy; diversity of learners and learning environment; planning and curriculum; evaluation and reporting; and plus factors—were all successfully implemented. According to Aguado et al. (2015), marine faculty members usually had above-average ratings for their performance on the job, and their values for working with higher education institutions were found to be professional progress and job stability. According to Catolos & Gesilva's (2017) research, many respondents had excellent teaching performances. The teaching performance of the chosen instructors is significantly influenced by age, service time, and bachelor's degree, but not by educational level or sex. No matter their sex or level of education, teaching performance of non-education graduates is quite satisfactory. However, their ability to teach is correlated with their bachelor's degree, duration of service, and their age. According to Junio-Sabio & Manalo (2020), throughout the course of a five-year period, the majority of public-school primary teachers received "Very Satisfactory" ratings on the CBPAST and IPCR. It is advised to utilize a more subjective performance evaluation method to be used, including those that entail involvement from the pupils and the immediate supervisor of the identified public-school instructors, in which these two instruments—i.e., IPCR and CBPAST—are both self-assessment tools. For the following elements affecting the IPCRF: learner-related determinants, person-related determinants, school-related determinants, and community-related determinants, teacher respondents ranked "Strongly Agree," (Burgos and Meer, 2021).

One approach for enhancing teachers' performance is effective performance appraisal (Senadheera, 2016) because it entails providing prompt feedback, assessing performance in accordance with predetermined criteria, and promptly recognizing successes in a way that encourages the individual to work harder every day (Kumar, 2020) and promote the continual growth and development of each teacher (Jimenez, 2020), (Mohammed, 2020) and (Onen & Sincar, 2019). The assessment should be based on objective criteria to strengthen the credibility of performance rating (Mohammed, 2020a) by creating shared goals and expectations, strike a balance between structure and flexibility, and thereby direct effective instructional practice (Norfolk School District, 2015). Performance reviews determine an employee's advancement based on their responsibilities (Malacapay, 2018). The redesign of this assessment form prompted efforts to change the country's educational system, which aimed to create a wide range of activities that supported teacher learning in addition to reframed concepts of teaching, learning, and schooling (Hernando-Malipot, 2022) and tool to assess

if one is carrying out their responsibilities with diligence, accuracy, and timeliness (Burgos & Meer, 2021). Principals in the Philippines urge teachers to take part in the conventional and widespread method of professional development, which includes conferences, seminars, workshops, and training (Capili-Balbalin, 2017) and In-Service Training for Teachers (INSET) (Tupas & Noderama, 2020). A teacher's lack of professional development and training can be a major contributing factor to any dissatisfaction (Boudersa, 2016) since it gives staff members the chance to get familiar with a variety of abilities, information, attitudes, and behaviors (Khan & Abdullah, 2019) and meant to better their careers and enhance the learning possibilities for their students (Person, 2020) and Professional development provides educators with frequent opportunities to upgrade their knowledge and skills in order to better support student success (Mizell, 2021).

Figure 1
Paradigm of the research process



The conceptual framework of the study was shown in the paradigm in Figure 1. As reflected, the study based its concept on perspectives of public secondary school teachers on the effectiveness of performance review, training and development in Candelaria District, Schools Division of Zambales during the SY 2021-2022. The instrument was administered to the teachers to identify the profile of teachers, performance commitment rating, effectiveness of performance review and training and development.

The Input-Process-Output (IPO) model provides a simple but effective framework for research design. The first frame is the Input which is the profile of the respondents, performance rating, effectiveness of performance review and effectiveness of training and development. The second frame is the process, wherein the data collection used printed survey questionnaire form and data presentation and analysis using statistical tools like frequency, percentage, mean, Analysis of Variance (ANOVA), Pearson r and Likert Scaling Technique or using the scale of 1 - 4. The last frame is the output, wherein the determined effectiveness of performance review and training and development of teachers.

Statement of the Problem

Generally, the purpose of the study was to examine the perspectives of public secondary school teachers on the effectiveness of performance review, training, and development in the Candelaria District, Schools Division Office of Zambales, during SY 2021-2022.

Specifically, the study sought to answer the following questions:

1. How may the profile of the teacher-respondents be described in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 position;
 - 1.4 years in service;
 - 1.5 civil status; and
 - 1.6 educational attainment?
2. What is the performance rating of teachers during SY 2021-2022?
3. What are the perspectives of teacher-respondents in the effectiveness of performance review?

4. What are the perspectives of teacher-respondents in the effectiveness of training and development?
5. Are there significant variations in the perspectives of teacher-respondents in the effectiveness of performance review, training and development when grouped according to their profile?
6. Is performance rating significantly correlated with the perspectives of teacher-respondents in the effectiveness of performance review, training, and development?
7. How may the findings of the study be used to propose a comprehensive training program for teachers?

Hypotheses

For a deeper analysis of the study, the following hypotheses was tested at 5% alpha:

1. There are no significant variations in the perspectives of teacher-respondents in the effectiveness of performance review, training and development when grouped according to their profile?
2. There is no significant correlation between the performance rating and the perspectives of teacher-respondents in the effectiveness of performance review, training, and development?

Scope and Delimitation

Purposively, this research was limited to the perspectives of public secondary school teaching personnel on the effectiveness of performance review, training and development in Candelaria District, Schools Division Office of Zambales during the SY 2021-2022. Profile of teachers was limited to age, sex, years in service, position, educational attainment, and civil status. The performance rating of teachers was limited to the score of IPCRF 2021-2022.

After analyzing the effectiveness of training and development and performance review, it was grouped according to profile variables. Moreover, the relationship between the perspectives of teacher-respondents in the effectiveness of performance review training and development and performance rating was determined.

The descriptive approach of research was utilized throughout the investigation. The participants are the 113 public secondary school teaching personnel of Candelaria District, Schools Division Office of Zambales. It includes both junior and senior high school teachers. The data was statistically treated using frequency, mean, percentage, analysis of variance (ANOVA), t-test, Pearson r and Likert Scaling.

Significance of the Study

The findings of the study will provide significant benefits/contributions to the following groups:

The result of the study will help school leaders to provide meaningful feedback to teachers on how they can upgrade work performance within the holistic dimension of the institution. This may help them organize and have a policy making in creating achievable and well-crafted indicators in evaluating work performance of every teacher. This may also be a way of providing teachers with training and development to enhance and upgrade their skills.

The result of the study will be helpful to every teacher to prepare the needed things to be done as part of their responsibility in fostering and delivering excellent teaching practices and strategies.

The results of the study will act as the foundation for future studies about performance review, training, and development. Future researchers will use this analysis in a broader context that can be more elaborated on in the future.

Definition of Terms

The following terms were defined operationally to facilitate clarity and understanding.

District. It refers to a unit for administration of a public-school system often comprising several Barangays within a country. In the present study, the District of Candelaria will be the locale of the study which includes Candelaria School of Fisheries, Luis National High School, Pamibian Integrated School and Uacon Integrated School.

Performance Rating. It refers to the step in DepEd's work measurement process in which the School Head evaluates the teacher's performance and documents a value representing that performance in relation to the concept of standard performance.

Performance Review. It is a formal assessment in which a rater/school principal assesses a teacher's work performance, defines strengths and limitations, provides feedback, and establishes goals for future performance.

Perspective. It refers to teachers' point of view in a straightforward attitude toward our way of looking at something.

Secondary School Teachers. It refers to teachers that instruct students in seventh through twelfth grade in both public and private educational institutions.

III. METHODOLOGY

The descriptive approach of research was utilized throughout the investigation. According to Bueno and Matriano (2016), descriptive research is one in which data is gathered to determine whether two variables are related and to derive predictions from this connection. Descriptive research methodology is a method that involves observing and reporting on a subject's behavior while not influencing it in any way (Shuttleworth, 2021). McCombes (2020) descriptive research strives to characterize a scenario, population, or phenomena in a systematic and precise manner. Bhat (2020) shared the word descriptive research pertains to the subject's research questions, study design, and data analysis. Because none of the variables in the research sample were influenced in any way, it's termed observational research. In descriptive research, a straightforward and correct research question/problem should be provided (Fluet 2020).

The current study determined the perspectives of public secondary school teaching personnel on the effectiveness of performance review, training, and development. By using this method, the researcher analyzed, interpreted, and reported the profile of teachers, performance rating, perspectives of public secondary school teachers on the effectiveness of performance review and training and development.

The study was conducted in Candelaria District, Schools Division Office of Zambales. It is located in the Province of Zambales, Region III, Philippines. It is composed of 4 Public Secondary Schools namely: Candelaria School of Fisheries, Luis National High School, Pamibian Integrated School, and Uacon Integrated School. The study respondents were one hundred twelve (113) public secondary school teachers from both senior and junior high schools. These are the teachers employed in the current school year 2021-2022. The researcher included teachers with permission to participate in this study.

The survey questionnaire self-constructed by the researcher is the instrument used in the study. The survey questionnaire was split into four sub-parts. The primary part is the Profile of the teacher-respondents with regards to Profile of teachers was limited to age, years in service, sex, position, educational attainment, and civil status. The second part is the performance rating of teachers during SY 2021-2022. The third part is the perspectives of teachers in the effectiveness of performance review. The fourth and last part is the perspectives of teachers in the effectiveness of training and development. The third and fourth parts are in the form of statements to be assessed by the respondents with the following scale: 4 – Strongly Agree, 3- Agree, 2- Slightly Agree and 1 –Disagree. The researcher asked the help of the Head Teachers and Master Teachers of English for face validation to check the appropriateness of words. Following the proposal defense, the researcher requested pre-approval from members of the panel committee to check the validity of the variables utilized in the study due to minor changes to the instrument. All noted vague statements and discrepancies on the instrument were incorporated and integrated into the instrument's finalization. After which, the researcher also selected twenty-five teachers from his school to validate the questionnaire in terms of its appropriateness and qualities of measurement and to review it for validity, clarity, and reliability. The researcher consulted a statistician to examine the reliability and validity of the study using Cronbach's alpha. This was the basis for an instrument to apply to the present study.

The researcher sought approval from the Schools Division Superintendent through endorsement from the District Supervisor and Principals to collect data from teachers. Upon approval of the Schools Division Superintendent, the researcher administered the survey questionnaire in printed format. The researcher personally visited School Heads and asked for their assistance to administer the survey questionnaire and allow five (5) days and assured of the 100% retrieval rate. The data and information obtained from the questionnaire was handled using descriptive methods. To fulfill the research, the researcher gathered data about the perspectives of teachers in the effectiveness of performance review and training and development.

The researcher utilized the percentage and frequency to identify the frequency and proportions of the respondents belonging to a specific category. The means was used to describe the perspectives of teachers in the effectiveness of performance review and training and development. T-test and Analysis of Variance (ANOVA) was applied to determine the significant difference in the perspectives of teacher-respondents in the effectiveness of performance review when grouped according to their profile and the significant difference in the perspectives of teacher-respondents in the effectiveness of training and development when grouped according to their profile. Pearson r was used to determine the significant relationship between the perspectives of teacher-respondents in the effectiveness of performance review and performance rating, significant relationship between the perspectives of teacher-respondents in the effectiveness of training and development and performance rating and significant relationship between the perspectives of teacher-respondents in the

effectiveness of performance review and perspectives of teacher-respondents in the effectiveness of training and development.

IV. RESULTS AND DISCUSSIONS

1. Profile of the Teacher-Respondents

Table 1 shows the profile of the teacher-respondents in terms of age, sex, position, years in service, civil status, and educational attainment.

Table 1
Profile of the participants

Profile of the Teacher-Respondents	Frequency (N = 113)	Percentage
Age		
61 and above	1	0.88
51 – 60	13	11.50
41 – 50	29	25.66
31 – 40	44	38.94
21 – 30	26	23.01
Sex		
Male	29	25.66
Female	84	74.34
Position		
Master Teacher I	2	1.77
Teacher III	27	23.89
Teacher II	35	30.97
Teacher I	49	43.36
Years in Service		
31 years and above	4	3.54
26 – 30	2	1.77
21 – 25	7	6.19
16 – 20	10	8.85
10 – 15	19	16.81
6 – 10	44	38.94
5 years and below	27	23.89
Civil Status		
Married	81	71.68
Single	32	28.32
Educational Attainment		
Doctorate Graduate	3	2.65
With Doctorate Units	6	5.31
Master's Graduate	37	32.74
With Master's Units	53	46.90
College Graduate	14	12.39

1.1.Age. Most of the teacher-respondents are 31-40 years old with the highest frequency of 44 out of 113 or 38.94%. It was also found out that there are 61 years and above with the lowest frequency of 1 out of 113 or 0.88%. The finding is similar to the data gathered by National Center for Education Statistics (2018) wherein there are more teachers in age 30-49 years old and Francisco (2020) wherein there are more teachers under 31-40 years old. It shows that teachers are in the midst of their teaching career.

1.2.Sex. Majority of the teacher-respondents are female with the highest frequency of 84 out of 113 or 74.34%. It was also followed by male with the 29 out of 113 or 25.66%. The finding is similar to the data gathered by National Center for Education Statistics (2018) and the study of Francisco (2020) and Abarro (2018) wherein there are more female teachers. It shows that there are more female teachers pursuing education and teaching in the secondary public schools.

1.3.Position. Most of the teacher-respondents are Teacher I with the highest frequency of 49 out of 113 or 43.36%. It was also found out that there are Master Teacher I with the lowest frequency of 2 out of 113 or 1.77%. The finding is similar to the data of Department of Education as cited by Dela Fuente (2020) that there are 446,112 teachers who are Teacher I and the least number are those Master Teacher IV with the lowest frequency of 12. In addition, Marzan (2021) also revealed that there are more teachers in Teacher I position. It shows that there are more teachers having the lowest rank. From a random talk to some teachers

in the school of the researcher, some teachers said that they are not pursuing graduate studies which is needed in the ranking.

1.4.Years in Service. Most of the teacher-respondents have 6-10 years in service with the highest frequency of 44 out of 113 or 38.94%. It was also found out that there are teachers with 26-30 years in service with the lowest frequency of 2 out of 113 or 1.77%. The conclusion contradicts data from the National Center for Education Statistics (2018), which found that 40 percent of teachers had 10 to 20 years of teaching experience. However, it is similar to the study of Francisco (2020) wherein there are more teachers who have 6-10 years in service.

1.5.Civil Status. Most of the teacher-respondents are married with the highest frequency of 81 out of 113 or 71.68%. It was also found out that there are single teachers with the lowest frequency of 32 out of 113 or 28.32%. The finding is also similar to the study of Francisco (2020) there are more married teachers. However, in the study of Abarro (2018), there are more single teachers.

1.6.Educational Attainment. Most of the teacher-respondents are With Master's Units with the highest frequency of 53 out of 113 or 46.90%. It was also found out that there are teachers who are Doctorate Graduate with the lowest frequency of 3 out of 113 or 2.65%. The findings are consistent with statistics from the National Center for Education Statistics (2018), which found that 61 percent of secondary school teachers have postbaccalaureate degrees. It is also comparable to the study of Francisco (2020) and Abarro (2018) wherein there are more teachers having Masteral Units. It demonstrates that some teachers place high importance on professional development.

2. Performance rating of teachers during SY 2021-2022

Table 2 shows the Performance rating of teachers based on IPCRF of the SY 2021-2022. It was found out that 100% of the teachers have an outstanding performance in their IPCRF Rating with a mean of 4.760.

Table 2

Performance rating of teachers based on IPCRF of SY 2021-2022

IPCRF Rating	Frequency	Percentage
4.500 – 5.000 (Outstanding)	113	100.00
3.500 – 4.499 (Very Satisfactory)	0	
2.500 – 3.499 (Satisfactory)	0	
1.500 – 2.499 (Unsatisfactory)	0	
Below 1.4999 (Poor)	0	
Mean Rating = 4.760 (Outstanding)		

The finding is similar to the study of Alvaro (2019) wherein majority of the teachers have an outstanding performance in their IPCRF. However, the finding contradicts the study of Abarro (2018) and Francisco (2020) that there are more teachers who have Very Satisfactory performance in their IPCRF rating.

3. Perspectives on the effectiveness of performance review

Table 3 shows the mean and descriptive rating of the perspectives of teacher-respondents in the effectiveness of performance review.

All the items have a descriptive rating of Strongly Agree. Item number 1 has the highest score of 3.58 while item number 8 have the lowest score of 3.33. It shows that teachers are fully aware of their strengths and areas for development. However, school heads provide real-time mentoring and coaching and help get through problems, and help teachers figure out what they need, what they want, and what problems they face. In summary, teachers strongly agreed with the effectiveness of performance review with an overall mean of 3.40. Idowu (2017) demonstrates that when an organization employs performance assessment as a motivational tool, considerable positive effects occur. One approach for enhancing teachers' performance is effective performance appraisal (Senadheera, 2016) because it entails providing prompt feedback, assessing performance in accordance with predetermined criteria, and promptly recognizing successes in a way that encourages the individual to work harder every day (Kumar, 2020) and promote the continual growth and development of each teacher (Jimenez, 2020), (Mohammed, 2020) and (Onen&Sincar, 2019). Performance Review assesses if one is fulfilling their responsibilities with diligence, accuracy, and timeliness (Burgos & Meer, 2021).

Table 3
Perspectives on the effectiveness of performance review

	Effectiveness of Performance Review	Weighted Mean	Descriptive Rating
1	Teachers are fully aware of their strengths and areas for development.	3.58	1
2	The performance review serves as a road map for educators to create measurable goals that must be met within a specified time frame.	3.49	2
3	Performance review guarantees that experienced and competent educators are focused on teacher-student cooperation for the greater good, which is exceptional student outcomes.	3.45	3
4	It helps teachers plan educational activities and focuses solely on the student's outcome.	3.48	4
5	It helps identify teachers' deficiencies, revealing those requiring further training to teach effectively.	3.41	5
6	Performance review helps the teacher improve the relationship with the school head.	3.35	6
7	Teachers feel motivated after the performance review.	3.39	7
8	School Heads provide real-time mentoring and coaching and help get through problems.	3.33	8
9	School Heads help teachers figure out what they need, what they want, and what problems they face.	3.34	9
10	School heads are aware of potential problems and decisions before influencing performance.	3.36	10
11	School Heads provide chances for teachers to talk about feedback, acknowledge accomplishments, and promote alignment.	3.38	11
12	School Heads collaborate with each teacher to develop a clear, shared, collaborative agenda that includes key conversation topics.	3.36	12
13	School Heads and teachers spend time looking forward by reflecting on the past experiences and performance.	3.38	13
14	School Heads are prepared with information from various sources, including recent recognition, skills evaluation ratings, 360-degree feedback, one-on-one comments, and goal progress.	3.35	14
15	School Heads and Teachers' post-conferences are perfect opportunities to develop trust between and among teachers.	3.37	15
Overall		3.40	Strongly Agree

4. Perspectives on the effectiveness of training and development

Table 4 shows the Mean and Descriptive Rating of the effectiveness of training and development.

All the items have a descriptive rating of Strongly Agree. Item numbers 2, 4 and 15 have the highest score of 3.42 while item number 8 have the lowest score of 3.32. It shows that training and development can improve teachers' performance by making them more proficient in their jobs and allowing them to do their tasks more quickly, enables teachers to identify their weaknesses and strive to improve them, and allow employees to discover new topics, improve their skills and knowledge, work together on new challenges, and learn from colleagues with specific areas of expertise. Moreover, Training and development help teachers reduce stress and boost-up morale. In summary, teachers strongly agreed with the effectiveness of training and development with an overall mean of 3.36.

Principals in the Philippines urge teachers to take part in the conventional and widespread method of professional development, which includes conferences, seminars, workshops, and training (Capili-Balbalin, 2017) and In-Service Training for Teachers (INSET) (Tupas & Noderama, 2020) that provides educators with frequent opportunities to upgrade their knowledge and skills to better support student success (Mizell, 2021). A

teacher's lack of professional development and training can be a major contributing factor to any dissatisfaction (Boudersa, 2016).

Table 4*Perspectives on the effectiveness of training and development*

	Effectiveness of Training and Development	Weighted Mean	Descriptive Rating
1	Through training programs, teachers can broaden their knowledge base and improve their job productivity and efficiency.	3.37	1
2	Training and development can improve teachers' performance by making them more proficient in their jobs and allowing them to do their tasks more quickly.	3.42	2
3	As a result of training and development, the teacher's output is improved, and resources are used more efficiently.	3.37	3
4	A training program enables teachers to identify their weaknesses and strive to improve them.	3.42	4
5	Training and development increase teachers' work satisfaction by making them feel more appreciated by their schools.	3.36	5
6	Teachers may increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently with the help of training and development.	3.34	6
7	Training and development efforts assist teachers in generating a sense of worth inside the organization and fostering loyalty, resulting in more excellent employee promotion and retention.	3.36	7
8	Training and development help teachers reduce stress and boost-up morale.	3.32	8
9	Training and development can assist educators in learning more quickly, leaving minimal space for mistakes.	3.35	9
10	Training and development may assist schools in increasing teacher motivation and fostering a healthy and productive work environment.	3.33	10
11	Training and development help the organization keep its competitive edge by making it easier to find and keep good teachers.	3.34	11
12	Targeting employees with future leadership qualities might be critical in developing a school for development and evolution.	3.34	12
13	Regular training and development programs reduce workplace inactivity, which can help the organization conduct systematic reviews of their workforce, competencies, and operational procedures.	3.37	13
14	Training and development are genuine training needs of the organization; teachers will be actively involved, keen to learn about the new topic, and immediately implement what they have learned in the classroom.	3.35	14
15	Training and development allow employees to discover new topics, improve their skills and knowledge, work together on new challenges, and learn from colleagues with specific areas of expertise.	3.42	15
	Overall	3.36	Strongly Agree

5. Variations on the perspectives of teachers on the effectiveness of performance review, training, and development when grouped according to profile-variables

Table 5 shows the ANOVA and t-test for the Significant Variations on the perspectives of teachers on the effectiveness of performance review, training, and development when grouped according to profile-variables.

Table 5

ANOVA Results on the variations of responses when grouped according to profile-variables.

	Profile-Variables	Statistical Value	P-Value	Decision at 5% Alpha
Effectiveness of Performance Review	Age	F= 0.992	0.155	Accept Ho (Not Significant)
	Sex	t = 0.873	0.211	Accept Ho (Not Significant)
	Position	F = 5.082	0.000	Reject Ho (Significant)
	Years of Service	F = 1.007	0.083	Accept Ho (Not Significant)
	Civil Status	t = 0.805	0.234	Accept Ho (Not Significant)
	Highest Educational Attainment	F = 2.366	0.018	Reject Ho (Significant)
Effectiveness of Training and Development	Age	F= 1.101	0.0722	Accept Ho (Not Significant)
	Sex	t = 0.659	0.319	Accept Ho (Not Significant)
	Position	F = 6.134	0.000	Reject Ho (Significant)
	Years of Service	F = 5.219	0.000	Reject Ho (Significant)
	Civil Status	t = 1.078	0.0746	Accept Ho (Not Significant)
	Highest Educational Attainment	F = 6.137	0.000	Reject Ho (Significant)

The p-value corresponding to the F and t-statistic of one-way ANOVA and t-test is higher than 0.05, suggesting that the Effectiveness of Performance Review is insignificantly different when grouped according to Age (0.155), Sex (0.211), Years of Service (0.083) and Civil Status (0.234). It shows that the assessment did not vary on these variables. However, it was found out that the Effectiveness of Performance Review is significantly different when grouped according to Position (0.000) and Highest Educational Attainment (0.018). This implies that the position and highest educational attainment of the participants are determinants of their perspectives on the effectiveness of performance review. According to data from the National Center for Education Statistics (2018), most educators indicated success after their most recent teacher performance review. Their evaluation accurately depicted their teaching performance. This was deemed adequate by 89 percent of teachers. Following their most recent teacher performance review, 63% of instructors were given the option to create a professional development plan. The only significant difference between groups of instructors was that teachers with postgraduate certifications were more likely than teachers with basic qualifications to claim they were given the opportunity to construct such a strategy. Seventy-four percent of instructors said their most recent evaluation helped them improve their teaching skills.

Moreover, the p-value corresponding to the F and t-statistic of one-way ANOVA and t-test is higher than 0.05, suggesting that the Effectiveness of Training and development is insignificantly different when grouped according to Age (0.0722), Sex (0.319) and Civil Status (0.0746). It shows that the assessment did not vary on these variables. However, it was found out that the Effectiveness of Performance Review is significantly different when grouped according to Position (0.000), Years of Service (0.000) and Highest Educational Attainment (0.000). This implies that the position, years in service, and highest educational attainment of the participants are factors of their perspectives on the effectiveness of training and development. According to Habon (2019), no significant difference was found, indicating that the replies were consistent across all respondents' profiles. This suggests that the respondents have a common understanding of how training and

development are offered to them and how it affects them since the success of such a program and approach depends on how well it achieves its objectives.

6. Correlation of performance rating with perspectives on the effectiveness of performance review, training, and development

Table 6

Pearson r results for the correlation test

Correlation of Performance Rating with	r-Value	p-Value	Decision at 5% Alpha
Effectiveness of Performance Review	0.642 Positive Moderate Correlation	0.036	Reject Ho (Significant)
Effectiveness of Training and Development	0.761 Positive Moderate Correlation	0.000	Reject Ho (Significant)

It is shown in Table 6 that there is a significant positive moderate correlation between the performance rating of the public secondary school teachers and their perspectives on the effectiveness of performance review with an r-value of 0.642 and a p-value of 0.036. The null hypothesis is rejected; therefore, the correlation is significant. The evaluation and assessment of an educator's performance is based on the evidence gathered, observations made, conferences held, and dialogues that accompany each procedure. The goal of the performance assessment and evaluation is to improve learning outcomes and achieve high levels of student performance as part of the school's objectives (Junio-Sabio & Manalo, 2020).

It is also revealed that there is a significant positive moderate correlation between the performance rating of the public secondary school teachers and their perspectives on the effectiveness of training and development with an r-value of 0.761. This is significant at 5% alpha; thus, the null hypothesis is also rejected. The results are consistent with the study of Ahmed (2016), which found that training and development significantly affect employee performance. As a result, HR departments should pay closer attention to and develop strategies for routine training programs and adopt financial benefits strategies concerning training and development for schoolteachers to improve performance.

7. Proposed Comprehensive Training Program for teachers

Proposed Comprehensive Training Program towards the performance review and training and development of teachers. The intervention program includes a variety of activities. The activities covered are webinars, training & seminars, and mentorship sessions. Analysis, planning, development, implementation, and assessment are the five fundamental phases of the comprehensive training program.

Based on the lowest scores of the perspectives of teachers on the effectiveness of performance review, training, and development, the researcher created comprehensive training programs of activities to achieve and maintain outstanding performance rating in their IPCRF.

PROPOSED COMPREHENSIVE TRAINING PROGRAM FOR TEACHERS

Rationale:

This proposed Comprehensive Training Program for teachers, based on the lowest scores of the perspectives of teachers on the effectiveness of performance review, training, and development, is being proposed to help teachers achieve outstanding performance. School Heads should provide real-time mentoring and coaching and help get through problems, help teachers figure out what they need, what they want, and what problems they face, and school heads are prepared with information from various sources, including recent recognition, skills evaluation ratings, 360-degree feedback, one-on-one comments, and goal progress. School Heads must also create training and development that could help teachers reduce stress and boost-up morale, increase motivation of teachers, create a positive and productive work culture, future leadership, retention, and increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently.

Goals:

This Comprehensive Training Program for teachers aims to:

1. help the teacher improve the relationship with the school head.
2. provide real-time mentoring and coaching and help get through problems.
3. help teachers figure out what they need, what they want, and what problems they face.
4. prepare with information from various sources, including recent recognition, skills evaluation ratings, 360-degree feedback, one-on-one comments, and goal progress.

5. increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently.
6. help teachers reduce stress and boost-up morale.
7. assist schools in increasing teacher motivation and fostering a healthy and productive work environment.
8. help the organization keep its competitive edge by making it easier to find and keep good teachers.
9. target employees with future leadership qualities that might be critical in developing a school for development and evolution.

Key Result Areas	Objectives	Strategies	People Involved	Timeline/ Outputs	Funding Requirement
Performance Review	help the teacher improve the relationship with the school head.	Faculty Meeting every Friday	Teachers and School Head	Year Round/ Attendance and ACR	None
	help teachers figure out what they need, what they want, and what problems they face.				
	provide real-time mentoring and coaching and help get through problems.	SLAC and Updated Coaching and Mentoring Forms	Teachers and School Head	Year Round/ Attendance and ACR	None
	prepared with information from various sources, including recent recognition, skills evaluation ratings, 360-degree feedback, one-on-one comments, and goal progress	Awarding of Employee of the Month Monthly Accomplishment Report	Teachers and School Head	Year Round/ Certificates and Evaluation Tools Attendance and ACR	MOOE None
Training and Development	increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently.	SLAC and Updated Coaching and Mentoring Forms	Teachers and School Head	Year Round/ Attendance and ACR	None
	help teachers reduce stress and boost-up morale.				
	may assist schools in increasing teacher motivation and fostering a healthy and productive work environment.	Psychosocial and Mental Awareness and GAD Seminars and Workshops	Teachers and School Head	Semi Annually/ Attendance and ACR	MOOE
	help the organization keep its competitive edge by making it easier to find and keep good teachers.				
	targeting employees with future leadership qualities might be critical in developing a school for development and evolution	Leadership Seminars through DepEd and NEAP Accredited Programs	Teachers	Year Round/ Attendance and Certificates	DepEd/ NEAP Fund

V. CONCLUSIONS AND RECOMMENDATIONS

Teachers must display a thorough knowledge of the subject and curriculum while igniting and sustaining students' attention and clearing up any ambiguities. Plan and deliver courses that are well-structured, transferring information and fostering comprehension via efficient use of class time to encourage a love of learning. These are some of the attributes of teachers and this will be gauged through performance review. Teachers will be productive if they also undergo training and development. As a public-school teacher, the researcher prepared all documents for IPCRF evaluations and one of its objectives in the KRA is to undergo training and development. With this, the researcher wants to know the perspective of public secondary school teachers on the effectiveness of performance review, training, and development.

Significant findings of the study revealed that most of the teacher-respondents are 31-40 years old, female, Teacher I, have 6-10 years in service, married and with Masteral Units. 100% of the teachers have an outstanding performance in their IPCRF Rating with a mean of 4.760. Teachers strongly agreed with the effectiveness of performance review and training and development. The Effectiveness of Performance Review is insignificantly different when grouped according to age, sex, years of service and civil status. However, the

position and highest educational attainment of the participants are determinants of their perspectives on the effectiveness of the performance review. Moreover, the Effectiveness of Training and development is insignificantly different when grouped according to age, sex, and civil status. However, position, years in service, and highest educational attainment of the participants are factors of their perspectives on the effectiveness of training and development. There is a significant positive moderate correlation between the performance rating of public secondary school teachers and their perspectives on the effectiveness of performance review. It is also revealed that there is a significant positive moderate correlation between the performance rating of public secondary school teachers and their perspectives on the effectiveness of training and development. Lastly, the proposed Comprehensive Training Program towards the performance review and training and development of teachers.

The finding shows that teachers are fully aware of their strengths and areas for development. However, school heads should provide real-time mentoring and coaching and help get through problems and help teachers figure out what they need, what they want, and what problems they face. It also shows that training and development can improve teachers' performance by making them more proficient in their jobs and allowing them to do their tasks more quickly, enabling teachers to identify their weaknesses and strive to improve them, and allowing employees to discover new topics, improve their skills and knowledge, work together on new challenges, and learn from colleagues with specific areas of expertise. Moreover, Training and development help teachers reduce stress and boost-up morale.

The result of the study will help school leaders to provide meaningful feedback to teachers on how they can upgrade work performance within the holistic dimension of the institution. This may help them organize and have policymaking in creating achievable and well-crafted indicators in evaluating the work performance of every teacher. This may also be a way of providing teachers with training and development to enhance and upgrade their skills. It will be helpful to every teacher to prepare the needed things to be done as part of their responsibility in fostering and delivering excellent teaching practices and strategies. It will also act as the foundation for future studies about performance review, training, and development. Future researchers will use this analysis in a broader context that can be elaborated on in the future.

There are several delimitations to this approach. One delimitation is that was concentrated on the responses of Public-School teachers. Private School teachers and elementary school teachers were not included in the study. Another delimitation of the study was that the data gathered came from the printed form. There was a question regarding the validity of the responses since they were only given to school heads and there was no direct contact with the teachers.

It was found that performance review, training and development are beneficial to every teacher and school staff. It is better to create innovative acts on these to build an environment that offers lifelong learning and performing staff.

Based on the conclusions of the study, the researcher recommends that School Heads should provide real-time mentoring and coaching and help get through problems and help teachers figure out what they need, what they want, and what problems they face, and school heads are prepared with information from various sources, including recent recognition, skills evaluation ratings, 360-degree feedback, one-on-one comments, and goal progress. School Heads must also create training and development that could help teachers reduce stress and boost-up morale, increase the motivation of teachers, create a positive and productive work culture, future leadership, retention and improve the quality of their work, make fewer mistakes, increase the quality of their job, make fewer mistakes, advance toward more progressive responsibilities, and serve their customers more efficiently. Schools could adopt the Proposed Comprehensive Training Program for teachers.

Looking forward, further attempts could prove quite beneficial to literature. The Proposed Comprehensive Training Program for teachers should be adopted, monitored, and evaluated. In addition, the study could be a basis for a more comprehensive qualitative design that will discuss the lived experiences of teachers and staff regarding the performance review, training, and development.

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