THE USE OF RPMS - CLASSROOM OBSERVATION TOOL (COT), THE EDUCATIONAL MANAGEMENT AND THE LEVEL OF TEACHERS' PROFICIENCY IN THE PROVINCE OF LAGUNA

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Abstract

The main purpose of this study was to determine the effectiveness of the use of classroom observation tool, educational management and teachers` proficiency in the Province of Laguna. This study used a descriptive method of research that involved the participation of two hundred thirty (230) teacher-respondents. The validated survey questionnaire containing ninety (90) items that covered factors related with the RPMS – Classroom Observation Tool (COT).

The level of the conduct of RPMS - Classroom Observation Tool (COT) in terms of feedback and support and in terms of monitoring and coaching were interpreted as highly evident among the respondents in the province of Laguna. The level of educational management as to curriculum, teaching-learning process, school management, organizational funding, and professional development were all attained a verbal interpretation as highly evident among the respondents. Furthermore, the level of teachers` instructional proficiency as to content mastery, instructional design skills, instructional delivery skills, instructional assessment skills, and classroom management were all verbally interpreted as highly evident among the respondents. Moreover, the level of teachers` professional competency as to speakership, as to research, as to awards/recognition, as to chairmanship, and as to coaching and mentoring were all interpreted verbally as highly evident.

The findings and the result of the study also revealed that the use of Classroom Observation Tool (COT) in terms of Feedback and support were not observed to have significant effect to the teachers' instructional proficiency and to the teachers' professional competency. Moreover, the monitoring and coaching were also not observed to have significant effect to the teachers' instructional proficiency and professional competency. Therefore, the null hypothesis stating that "The use of classroom observation tool (COT) has no significant effect on teachers' proficiency in the Province of Laguna" is accepted.

On the other hand, in terms of Educational Management, the curriculum was not observed to have significant effect to the teachers' instructional proficiency but was observed to have significant effect to the teachers' professional competency. As to teaching-learning process, it was not observed to have significant effect to the teachers' instructional proficiency as well as to teachers` professional competency. Furthermore, school management were not observed to have significant effect to the teachers' instructional proficiency and to the teachers` professional competency. Moreover, organizational funding was not observed to have significant effect to the teachers' instructional proficiency as well as to the teachers` professional competency. And lastly, in terms of professional development, it was not observed to have significant effect to the teachers' instructional proficiency and to the teachers` professional competency. Therefore, the null hypothesis stating that "The educational management has no significant effect on teachers' proficiency in the Province of Laguna" is accepted.

Keywords: Classroom Observation Tool; Educational Management; Teachers` Proficiency; Instructional Proficiency; Professional Competency

1. INTRODUCTION

Performance and evaluation of the teachers is a vital step to improve the teaching learning for quality and excellence in our education system thus raise its standard.

With the implementation of K-12 Curriculum Program in all public schools in the country, the learning delivery changes so do the duties of teachers to their learners and the performance expected of them. The expectations of teachers must be captured in their performance assessment through a more contextualized Results-Based Performance Management System (RPMS). Faithful to the commitment of the Department of Education (DepEd) to quality teaching, it is being recognized as

vital to the attainment of desired learning outcomes, the Department remains steadfast in the efforts to anchor its human resource systems and actions on well-defined professional standards for teacher quality.

Consistent with DepEd Order (Do) No. 2, s.2015 prescribing the Guidelines on the Establishment and implementation of the Results-Based Performance Management System (RPMS) in the Department of Education and pursuant to Section 5 of Do 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all appraisals for teachers shall be based on this set of standards, this Department has been integrating and embedding the PPST into the RPMS of teachers since School Year (SY) 2018-2019. Whereas, the educator evaluation support system`s purpose is to fairly and accurately evaluate educator and administrator`s performance and to help each educator strengthen his/her professional practice to improve student learning. Better evaluation systems are necessary to inform the individualized professional development and support that an educator may require. Professional strengths were also identified which should form the basis of the new professional opportunities.

Thus, teachers face an ongoing pressure to improve teacher's performance to enhance student outcomes and school performance, especially with regard to academic achievement and social behavior of the students. One viable strategy for improving and supporting instructional practices is to conduct classroom observations and provide performance feedback which were used in dealing with these concerns. Performance feedback to be effective in the workplace, institutions, and educational settings have shown by the researchers.

Moreover, DepEd exerted full efforts, its schools and workforce, are towards developing learning resources and upskilling and retooling teachers to support the learning modalities adopted by schools. Most modern teacher evaluation systems rely on standards-based observation protocols and expect most teachers to receive multiple observations per year (Steinberg & Donaldson, 2016). These changes to teacher observation systems were suggested by the conventional wisdom and should improve teacher performance. That is, to improve teachers` s performance, educators can use information generated from a higher frequency of observations using standards-based protocols.

In addition, giving proper feedback encourage teachers to reflect on their performance for improvement. The power of feedback to teachers on what is happening in their classroom cannot be overestimated. Feedback helps them ascertain "How am I doing" in achieving the learning intentions they have set for their students, so they can decide "Where to next?" for the students. Timely feedback gathered and reviewed during the course of a learning experience that serves to "inform" both teachers and observers and allows for the "formation" of new plans for learning. And lastly, proper feedback can also support as to the development of resources that can be used during the teaching- learning process to improve students` motivation and learning during classes. It would be a great help to enhance teacher's performance.

A classroom management observation tool allows the teacher to implement several different management techniques and keep track of them. In addition, it's a great tool for training teachers on classroom management plans. These tools also work very well when put into effect with lesson planning software such as Teachworks. A good classroom management observation tool has its advantages such as it will save time and increase teachers` efficiency in the long run, it allows to gather data that is relevant to the lesson plan and bettering the teaching techniques with it. This will increase learning curve and makes for more effective lessons. An observation tool help evaluators provide high-quality developmental feedback to their teachers and ensure that the evaluations result in accurate distribution of performance ratings and it (studentcenterworld.com, by Jenn, October 1, 2021).

Thus, with the above discussion, the researcher conducted a survey by using questionnaire which was validated by the panel members and to be answered by two hundred thirty (230) public school teachers to find out the effect of using classroom observation tool in teachers' proficiency and the effect of educational management to teachers` level of proficiency in the Province of Laguna.

1.1 Objectives of the Study

The study focused on the use of RPMS - classroom observation tool (COT), the educational management and the level of teachers' proficiency in the Province of Laguna**.** Specifically, it sought to answers to the following research questions posed in the study:

1. What is the mean level of conduct of classroom observation tool - RPMS in the Province of Laguna in terms of:
   - 1.1 number of classroom observation;
   - 1.2 feedback and support; and
   - 1.3 monitoring and coaching?

2. What is the mean level of educational management as to:
   - 2.1 curriculum;

2.2 teaching-learning process;
2.3 school management;
2.4 organizational funding; and
2.5 professional development?

3. What is the mean level of teachers` instructional proficiency as to:
   3.1 content mastery;
   3.2 instructional design skills;
   3.3 instructional delivery skills;
   3.4 instructional assessment skills; and
   3.5 classroom management skills?

4. What is the mean level of teachers` professional competency as to:
   4.1 speakership;
   4.2 research;
   4.3 awards/recognition;
   4.4 chairmanship; and
   4.5 coaching and mentoring

5. Do RPMS – Classroom Observation Tool (COT) and educational management have significant effect on the teachers` proficiency in the province of Laguna?

2. Methodology

2.1 Research Design

The descriptive survey method was utilized in this study where the major objective is to identify mean level of the use of classroom observation tool in the Province of Laguna.

According to Sevilla (2012), descriptive survey research is concerned with conditions of relationship that exist, practices that prevail, beliefs and processes that are going on, effects that are being felt, or trends that are developing. The process of descriptive survey research goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is being described.

As stated by Wallen (2012), this method is intended for the researcher to gather information about the existing situation at the time of study and also to explore its particular phenomena. Through this method, the researcher is able to get data on the effect of the use of classroom observation tool to teachers` performance. Since the investigation is concerned on the use of classroom observation tool on teachers' performance, the descriptive method of research will be the most appropriate method used.

In determining the effect of classroom observation tool to educational management and to teachers' proficiency, the researcher integrated various indicators in the dependent and independent variables.

2.2 Respondents of the Study

Two hundred thirty (230) randomly selected public Junior High School teachers from the Province of Laguna were assessed by assigned master teachers from the same institutions.

2.3 Research Instrument

The instrument used in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the use of classroom observation tool in educational management on teachers` proficiency development.

In the questionnaire, a five-point rating scale indicated below was used to determine the managerial qualities of the teachers.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/ Always Observed
4	3.40 – 4.19	To a great extent/Often Observed
3	2.60 – 3.39	To a moderate extent/Sometimes Observed
2	1.80 – 2.59	To a low extent/Seldom observed
1	1 – 1.79	To a very low extent/ Never Observed

In the construction of questionnaire described above, an extensive review of various books, publications and internet sites was used. An initial draft of the research tool was prepared and presented to professors and panel members for comments

and suggestions. Validation was done to assess the representation of the items with those of others dealing with same area of investigation. The assistance of the adviser relevant to the contents of the questionnaire was solicited.

The final form of the questionnaire was administered to respective respondents through google form.

2.4 Statistical Treatment

The responses were tabulated as basis for statistical treatment of the data. It was done in order to determine the effect of the use of classroom observation tool in educational management on teachers` proficiency in the Province of Laguna. In order to analyze and interpret the data gathered, the following statistical tools were utilized in the study.

For sub problem no 1: the use of RPMS - Classroom Observation Tool (COT) to the teachers` proficiency in the Province of Laguna, Mean, Standard Deviation and T-test.

For sub problem no 2 and 3: the educational management and the teachers` proficiency was examined using simple statistic techniques such as weighted mean, standard deviation, and T-test.

3. Results and Discussion

This section presents the analysis and interpretation of the results of the researcher's survey findings. This section also aims to answer the objectives on the use of RPMS - Classroom Observation Tool (COT), the educational management, and the level of teachers' proficiency in the Province of Laguna which comprises of twenty-four (24) districts namely Alaminos, Bay, Cavinti, Calauan, Famy, Kalayaan, Lumban, Luisiana, Los Baños, Liliw, Magdalena, Majayjay, Mabitac, Nagcarlan, Pagsanjan, Pangil, Pakil, Pila, Paete, Rizal, Santa Cruz, Siniloan, Santa Maria, and Victoria.

The researcher used via Google Forms online distributed survey questionnaires to two hundred thirty (230) randomly selected Junior High School teachers from the Province of Laguna were chosen as respondents.

1. What is the mean level of conduct of classroom observation tool - RPMS in the Province of Laguna in terms of:
   1.1 number of classroom observation;
   1.2 feedback and support; and
   1.3 monitoring and coaching?

Level of Conduct of Classroom Observation Tool (COT) refers to the assessment tool associated in the RPMS tool that describes the duties and responsibilities of teachers across career stages. This tool give preference to quality over quantity, ensure teacher effectiveness, and motivate personal and professional growth and development.

The level of conduct of classroom observation tool in terms of feedback and support, and monitoring and coaching were revealed in the following tables which shows the overall mean, standard deviation, and verbal interpretation.

Table 2 reveals the level of conduct of classroom observation tool in terms of Feedback and Support. It shows that the master teacher provides feedback about the weaknesses and strength of the demo teaching and provides reflective summary to improve the teacher's performance and the same serves as guide for the next observation (M=4.60, SD=0.59, 0.58) at a very great extent. This means that the respondents or the master teachers provide necessary and appropriate feedback that help and guide teachers for the improvement of their performance. The master teachers resolve lapses and gaps during the observation (M=4.53, SD=0.61) at a very great extent. This means that the master teachers find some difficulties in resolving lapses and gaps during observation.

Table 2 presents the Level of conduct of RPMS - Classroom Observation Tool (COT) in terms of Feedback and Support.

Table 2. Level of Conduct of RPMS - Classroom Observation Tool (COT) in the Province of Laguna terms of Feedback and Support

The master teacher…	MEAN	SD	REMARKS
…conducts technical assistance after the observation	4.59	0.60	To a Very Great Extent
…provides feedback about the weaknesses and strength of the demo teaching	4.60	0.59	To a Very Great Extent
…provides reflective summary to improve the teacher's performance and the same serves as guide for the next observation	4.60	0.58	To a Very Great Extent
…resolves lapses and gaps during the observation.	4.53	0.61	To a Very Great Extent
…manages conducive environment for the teachers to be at ease while she/he is teaching.	4.56	0.64	To a Very Great Extent
Overall Mean		4.58	
SD		0.60	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of the conduct of RPMS - Classroom Observation Tool (COT) in the Province of Laguna in terms of feedback and support attained a mean score of 4.58 and a standard deviation of 0.60 and was Highly Evident among the respondents. The classroom observation tool is providing feedback and support to teachers. Current research has shown that teacher evaluation, if utilized appropriately and with proper feedback, can be a strong lever to improve instructional practices.

The result is supported by the findings of Nasatir, S. (2016) investigated the feedback had on teacher practice, the effects consistent observation and motivation to refine instruction. An observation feedback loop was originated at a high school in a large Midwestern urban school district where teachers received bi-weekly observations and were provided with prompt feedback. Current research has shown that if utilized appropriately and with fidelity, teacher evaluation can be a strong lever to improve instructional practices.

Table 3 presents the level of conduct of RPMS - Classroom Observation Tool (COT) in terms of monitoring and coaching.

Table 3. Level of conduct of RPMS - Classroom Observation Tool (COT) in the Province of Laguna terms of Monitoring and Coaching

The master teacher	MEAN	SD	REMARKS
…monitors the teachers progress before, during and after the classroom observation.	4.52	0.67	To a Very Great Extent
…identifies the needs of the teacher before, during, and after the classroom observation.	4.52	0.68	To a Very Great Extent
…conducts SLAC sessions to provide additional knowledge as well as to coach the teachers.	4.58	0.68	To a Very Great Extent
…provides a follow-up technical assistance to identify the needs and problems of the teachers	4.53	0.68	To a Very Great Extent
…gives positive criticisms to provide awareness and feedback on areas that need improvement and change during the teaching and learning process.	4.62	0.62	To a Very Great Extent
Overall Mean		4.55	
SD		0.67	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The master teacher gives positive criticisms to provide awareness and feedback on areas that need improvement and change during the teaching and learning process (M=4.62, SD=0.52) at a very great extent. This means that the respondents believed that positive criticisms and feedback help the teachers in improving the teaching-learning process. The master teacher monitors the teachers progress before, during and after the classroom observation and identifies the needs of the teacher before, during, and after the classroom observation (M=4.52, SD=0.67, 0.68) at a very great extent. This means that the teachers progress before, during and after were not given enough focus as well as the needs of the teachers before, during, and after the classroom observation.

The level of the conduct of RPMS - Classroom Observation Tool (COT) in the Province of Laguna in terms of monitoring and coaching attained a mean score of 4.55 and a standard deviation of 0.67 and was Highly Evident among the respondents. Monitoring and coaching is another significant variable that help teachers during the classroom observation. It also the urgency of improving the schools call for a distributed instructional leadership model where teachers are not just recipients of professional development, but also active leaders who are coaches and mentors for their peers.

The result is anchored to the study of Cravens (2017) stating that the firmness of enlightening the schools call for a disseminated instructional leadership model where teachers are active leaders who are coaches and mentors for their peers, not just recipients of professional development.

2. What is the mean level of educational management as to:
   2.1 curriculum;
   2.2 teaching-learning process;
   2.3 school management;
   2.4 organizational funding; and
   2.5 professional development?

Table 4 reveals that the teacher provides instructional materials for effective teaching (M=4.61, SD=0.53) at a very great extent. This means that teachers really need good instructional materials for an effective teaching. The teacher has the ability to craft syllabus for the perusal of the students (M=4.43, SD=0.66) at a very great extent. This means that teachers need to improve their ability in crafting the syllabus for the learnings of the students.

Table 4 illustrates the level of educational management as to curriculum.

Table 4. Level of Educational Management as to Curriculum

The teacher…	MEAN	SD	REMARKS
…has updated knowledge on the current curriculum.	4.57	0.58	To a Very Great Extent
…employs different methods/strategies that are appropriate to the students` ability.	4.56	0.58	To a Very Great Extent
…provides instructional materials for effective teaching.	4.61	0.53	To a Very Great Extent
…has the ability to craft syllabus for the perusal of the students.	4.43	0.66	To a Very Great Extent
…has the ability to make split-second decision on the challenges met or encountered in the classroom.	4.53	0.57	To a Very Great Extent
Overall Mean		4.54	
SD		0.59	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of educational management as to curriculum attained a mean score of 4.54 and a standard deviation of 0.59 and was Highly Evident among the respondents. Curriculum which is the systematic and intended packaging of competencies is an important factor in educational management. The curriculum and time are important for the possibilities of agency -- the teachers state that the new knowledge requirements compel them to include and assess a lot of content in each 'curriculum task'.

The result is supported by the findings of Grunden (2022), stating that teachers are accountable for teaching, and when they plan, they are part of a composite non-linear social practice of curriculum making. Teachers draw on curriculum materials when planning, which are often designed to promote reform; however, preceding studies show that this is not always the case.

Table 5 illustrates the level of educational management as to teaching-learning process.

Table 5. Level of Educational Management as to Teaching-Learning Process

The teacher…	MEAN	SD	REMARKS
…uses effective strategies and techniques that actively engage students in the learning process.	4.67	0.49	To a Very Great Extent
…makes sure that the learning goals are clearly stated for students understanding	4.70	0.49	To a Very Great Extent
…uses learning and educational strategies that are suitable for students` learning.	4.67	0.50	To a Very Great Extent
…uses principles and strategies that encourage positive cooperation and goal-oriented education.	4.67	0.49	To a Very Great Extent
…uses technology to support various student learning styles.	4.68	0.48	To a Very Great Extent
Overall Mean		4.68	
SD		0.49	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The teacher makes sure that the learning goals are clearly stated for students understanding (M=4.70, SD=0.69) at a very great extent. This means that the respondents clearly stated the learning goals for students understanding. The teacher uses effective strategies and techniques that actively engage students in the learning process, uses learning and educational strategies that are suitable for students` learning and uses principles and strategies that encourage positive cooperation and goal-oriented education (M=4.67, SD=0.49, 0.50) at a very great extent. This means that teachers need to gain more ideas and improvement in using effective strategies and techniques to actively engage the students in the learning process.

The level of educational management as to teaching-learning process attained a mean score of 4.68 and a standard deviation of 0.49 and was Highly Evident among the respondents. The teaching-learning process which is the heart of education has played an important role in the field of education. It has a great important medium where pre-service teachers develop experiences and competences.

The result is supported by the study conducted by Ozdas (2018) reiterated that teaching-learning process has a boundless important medium where pre-service teachers develop competences and experiences. Through the school experience course in teacher training, pre-service teachers are presented to this process in a professional sense. In this process, it is vital to identify the encountered matters and difficulties.

Table 6 reveals that the principal welcomes others to constantly challenge ideas and strategies (M=4.62, SD=0.54) at a very great extent. This means that the respondents were open to take new ideas and strategies for their improvement and they were supported by the principal. The principal goes beyond self-interest for the good of the organization (M=4.56, SD=0.56) at a very great extent. This means that the principal shows good characters for the success of the organization and self-interest was not observed.

Table 6 is about the level of educational management as to school management.

Table 6. Level of Educational Management as to School Management

The principal…	MEAN	SD	REMARKS
…goes beyond self-interest for the good of the organization.	4.56	0.56	To a Very Great Extent
…considers the moral and ethical consequences of his/her decisions.	4.58	0.55	To a Very Great Extent
…is good at finding practical solutions to problems.	4.58	0.58	To a Very Great Extent
…tries to delegate as many tasks as possible in his/her complete entirety.	4.58	0.56	To a Very Great Extent
…welcomes others to constantly challenge ideas and strategies.	4.62	0.54	To a Very Great Extent
Overall Mean		4.58	
SD		0.56	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of educational management as to school management attained a mean score of 4.58 and a standard deviation of 0.56 and was Highly Evident among the respondents. School management is a combination of the different administrators and their roles in the operation of a school. One of the reasons cited for excellent learner achievement is the effective leadership role of school management teams.

Anchored to the study conducted by Musa and Martha (2020) cited that school management refer to the act of planning, organizing and controlling of a school's resources including pupils is referring to school management. If not well-managed school management can be bogged down by terrible disciplinary management issues if there are no proper mechanisms. School management mechanisms should be able to manage disruptive children behavior and those who violet school rules and regulations.

Table 7 presents the level of educational management as to organizational funding.

Table 7. Level of Educational Management as to Organizational Funding

The principal…	MEAN	SD	REMARKS
…ensures objectivity and consistency in funding levels over time.	4.56	0.58	To a Very Great Extent
…ensures that minimum core needs are met for each program.	4.59	0.55	To a Very Great Extent
…achieves long-term performance targets/goals.	4.55	0.58	To a Very Great Extent
…ensures transparency in financial decisions.	4.57	0.58	To a Very Great Extent
…ensures that all purchases made are based on purchase request/purchase orders which must first be approved by a responsible agency official.	4.59	0.59	To a Very Great Extent
Overall Mean		4.57	
SD		0.57	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The principal ensures that minimum core needs are met for each program and ensures that all purchases made are based on purchase request/purchase orders which must first be approved by a responsible agency official (M=4.59, SD=0.55, 0.59) at a very great extent. This means that the principal provided all the needs of the teachers and learners in the school. The principal achieves long-term performance targets/goals (M=4.55, SD=0.58) at a very great extent. This means that the long-term performance target/goals must be given an emphasis by the principal.

The level of educational management as to organizational funding attained a mean score of 4.57 and a standard deviation of 0.57 and was Highly Evident among the respondents. Organizational funding is very significant since a government or organization needs money that provides for a particular purpose. Recent evidence suggests that such funding can advance educational outcomes; however, unsolved heterogeneity in the relationship between resources and outcomes has led to calls for research on the processes by which resources decode into instructional improvement.

According to the result of the study conducted by Hayes, Bae, O'Connor, and Seitz (2020) reiterated that instructional reform in the United States is often go with by financial investment. Current evidence suggests that such funding can expand educational outcomes; however, unsolved heterogeneity in the relationship between resources and outcomes has run to calls for research on the processes by which resources infer into instructional improvement.

Table 8 reveals that the teacher understands his/her areas for professional growth and development (M=4.73, SD=0.46) at a very great extent. This means that the teachers highly considered their professional growth and development. The teacher receives feedback that helps him/her grow and develop (M=4.63, SD=0.54) at a very great extent. This means that the teachers need to acquire more feedback that will help the to grow and develop.

Table 8 illustrates the level of educational management as to professional development.

Table 8. Level of Educational Management as to Professional Development

The teacher…	MEAN	SD	REMARKS
…understands his/her areas for professional growth and development.	4.73	0.46	To a Very Great Extent
…attends professional development or training.	4.71	0.46	To a Very Great Extent
…takes opportunity to further professional development.	4.66	0.49	To a Very Great Extent
…receives feedback that helps him/her grow and develop.	4.63	0.54	To a Very Great Extent
…develops a personal code of values and ethics.	4.67	0.51	To a Very Great Extent
Overall Mean		4.68	
SD		0.49	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of educational management as to professional development attained a mean score of 4.68 and a standard deviation of 0.49 and was Highly Evident among the respondents. Teachers' professional development has significant practical importance in the local context since the curriculums should meet the local needs and demands. Therefore, there is a need for well-organized individual professional development plans that will shadow the professional development of teachers and help them to apprehend their professional development studies consciously.

As mentioned by Özer, Can, and Duran (2020) and teachers are the indispensable part of providing better quality education to students. The quality of the teacher and the quality of the opportunities given to the teacher for professional development are the most important components of the education system. Teachers' professional development has significant practical standing in the local context since the curriculums should meet the local demands and needs.

3. What is the mean level of teachers` instructional proficiency as to:
   3.1 content mastery;
   3.2 instructional design skills;
   3.3 instructional delivery skills;
   3.4 instructional assessment skills; and

3.5 classroom management skills?

Table 9 illustrates the level of teachers` instructional proficiency as to content mastery.

Table 9. Level of Teachers` Instructional Proficiency as to Content Mastery

The teacher…	MEAN	SD	REMARKS
…shows deep understanding of the subject matter during teaching and learning process	4.70	0.48	To a Very High Extent
…provides additional information related to the topic for better understanding of the learners.	4.68	0.48	To a Very High Extent
…provides different and various applications to enhance students' learning and understanding.	4.63	0.51	To a Very High Extent
…gives emphasis on the concepts that need more understanding.	4.64	0.51	To a Very High Extent
…knows the lesson beyond the context.	4.68	0.48	To a Very High Extent
Overall Mean			4.67
SD			0.49
Verbal Interpretation			Highly Evident

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

Table 9 reveals that the teacher shows deep understanding of the subject matter during teaching and learning process (M=4.70, SD=0.48) as to a very high extent. This means that the teacher shows mastery of the subject matter for a well teaching and learning process. The teacher provides different and various applications to enhance students' learning and understanding (M=4.63, SD=0.51) as to a very high extent. This means that different and various applications must be given enough focus by the teachers for the enhancement of students` learning ang understanding.

The level of teachers` instructional proficiency as to content mastery attained a mean score of 4.67 and a standard deviation of 0.49 and was Highly Evident among the respondents. Content mastery is having great skill and knowledge on the subject matter or total dominance over the topic. The subject mastery enables the student-teachers to arrange the selected materials in a good sequence in preparing a lesson plan and student-teachers are able to think of ideas and information as relates to the subjects, in order to make an impact in the lives of the learners.

The result can be anchored to the study conducted by Kamamia, L. & Ngugi (2015) cited that the mastery of subject matter is the foundation upon which the education of a teacher is based. Mastering the subject matter and being able to establish the interrelationships between different subjects requires among teachers. These anchor firmly on a foundation of general education of a teacher, which contributes, to the growth of a teacher as a person and are essential for the professional preparation of a teacher.

Table 10 reveals that the level of teachers` instructional proficiency as to instructional design skills attained a mean score of 4.62 and a standard deviation of 0.52 and was Highly Evident among the respondents. It is argued that when students fail to learn, instructional designers often assume too much responsibility, and that there is no assurance that each learner will prosper without internal motivation and active involvement. Also, it is argued that greater chance for learner self-development may require instructional designers to renounce some of the control and responsibility of the design process.

Table 10 illustrates the level of teachers` instructional proficiency as to instructional design skills.

Table 10. Level of Teachers` Instructional Proficiency as to Instructional Design Skills

The teacher	MEAN	SD	REMARKS
…develops and applies the art of questioning.	4.65	0.49	To a Very High Extent
…shows great skills in making and creating instructional materials	4.59	0.53	To a Very High Extent
…identifies the differences of the students and designs the appropriate instructional materials for the learners.	4.57	0.54	To a Very High Extent
…integrates the use of ICT during the teaching and learning process	4.65	0.53	To a Very High Extent
…enriches the students' learning through the use of proper and appropriate instructional materials for the subject matter.	4.65	0.53	To a Very High Extent
Overall Mean			4.62
SD			0.52
Verbal Interpretation			Highly Evident

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high

4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The result can be anchored to the study conducted by Hymel and Foss (2015) reiterated that instructional design issues related to the preparation, implementation and evaluation of instruction are gaining enlarged gratitude at the tertiary level in health science educational areas such as pharmacy. Teachers' competencies should be elevated through continuous professional development in the three main components of the teaching and learning process; content, pedagogy and assessment for a better classroom assessment implementation.

Table 11 illustrates the level of teachers` instructional proficiency as to instructional delivery skills.

Table 11. Level of Teachers` Instructional Proficiency as to Instructional Delivery Skills

The teacher	MEAN	SD	REMARKS
…uses appropriate activities in-line with the competencies	4.70	0.49	To a Very High Extent
…uses different methods and strategies during the teaching and learning process	4.66	0.50	To a Very High Extent
…gives clear and precise instructions during class activities.	4.70	0.47	To a Very High Extent
…uses simple and understandable terms in delivering concepts for better understanding of the students	4.71	0.47	To a Very High Extent
…modifies the lesson based on the needs of the learners	4.66	0.50	To a Very High Extent
Overall Mean		4.69	
SD		0.49	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The teacher uses simple and understandable terms in delivering concepts for better understanding of the students (M=4.71, SD=0.47) as to a very high extent. This means that the teacher believes that simple yet understandable terms used in delivering the rated lesson leads to students` better understanding. The teacher uses different methods and strategies during the teaching and learning process and modifies the lesson based on the needs of the learners (M=4.66, SD=0.50) as to a very high extent. This means that the teachers need to acquire more ideas and knowledge in using different methods and strategies for the teaching and learning process considering the needs of the learners.

The level of teachers` instructional proficiency as to instructional delivery skills attained a mean score of 4.69 and a standard deviation of 0.49 is Highly Evident among the respondents. Before they start teaching Teachers should prepare mental set through rapport with students. With the passage of time, the importance of instructors' delivery style is being spread and the teachers are taking creativity to advance their teaching strategies in delivery for students' improved learning by getting enrolled in such programs which help them replicate upon their teaching practices and improving them as per requirement.

The findings are supported by the study of Jalbani, L. (2015) reveals that most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered. This is a major drawback in many schools. The teachers assume that the learners face difficulties because the content (what needs to be taught and delivered) is complicated or not of their interest, instead of realizing the fact that the teaching delivery style (how to teach and deliver) should be more effective and as per their requirement and needs in order to generate their interest and better learning opportunity for the students and they lose focus on their teaching strategies.

Table 12 reveals that the teacher uses appropriate assessment tool for the subject matter (M=4.64, SD=0.52) as to a very high extent. This means that the teacher uses the proper assessment tool to measure the knowledge and understanding of the students. It implies also the ability of teachers to use a tool or a wide variety of methods that educators use to measure, evaluate, and document the learning progress, academic readiness, educational needs of students or skill acquisition. The teacher gives high order thinking skills questions to enhance students` critical thinking (M=4.56, SD=0.57) as to a very high extent. This means that the teacher needs to give an emphasis in raising HOTS questions to improve students` critical thinking.

Table 12 presents the level of teachers` instructional proficiency as to instructional assessment skills.

Table 12. Level of Teachers` Instructional Proficiency as to Instructional Assessment Skills

The teacher…	MEAN	SD	REMARKS
…uses appropriate assessment tool for the subject matter.	4.64	0.52	To a Very High Extent
…provides various formative assessment techniques for students` evaluation.	4.60	0.56	To a Very High Extent
…gives high order thinking skills questions to enhance students` critical thinking.	4.56	0.57	To a Very High Extent
…balances the assessment based on the needs of the content and performance standard	4.60	0.56	To a Very High Extent
…applies different assessment to measure the learning of the students	4.63	0.53	To a Very High Extent
Overall Mean			4.61
SD			0.55
Verbal Interpretation			Highly Evident

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of teachers` instructional proficiency as to instructional assessment skills attained a mean score of 4.61 and a standard deviation of 0.55 and was Highly Evident among the respondents. The current assessment applies of the lecturers included several modes of assessment, with oral questioning and peer assessment modes being used more commonly than others. Teachers must be more accomplished in test construction than other practices such as using classroom assessment results to make knowledgeable decisions in their teaching and learning process.

The result is anchored to the study of Kaur, C., (2017) that aimed at analyzing and exploring the current assessment practices of lecturers in selected Malaysian higher learning institution classrooms. The focus was to make recommendations on using a variety of assessment modes that would be well aligned with the intended learning outcomes and the different modes of assessment used in the classroom.

Table 13 illustrates the level of teachers` instructional proficiency as to classroom management skills.

Table 13. Level of Teachers` Instructional Proficiency as to Classroom Management Skills

The teacher…	MEAN	SD	REMARKS
…provides conducive environment in the teaching-learning process.	4.69	0.52	To a Very High Extent
…facilitates the class discussion to promote students' participation.	4.69	0.50	To a Very High Extent
…encourages the learners to raise questions and express themselves.	4.62	0.56	To a Very High Extent
…identifies the mood and interest of the students in providing activities.	4.62	0.54	To a Very High Extent
…provides flexible classroom activities depending on the capacity of the leaners.	4.62	0.63	To a Very High Extent
Overall Mean			4.65
SD			0.55
Verbal Interpretation			Highly Evident

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The teacher provides conducive environment in the teaching-learning process and facilitates the class discussion to promote students' participation (M= 4.69, SD= 0.52, 0.50) as to a very high extent. This means that conducive environment was a big factor in teaching learning process and it leads to students` active participation. The teacher encourages the learners to raise questions and express themselves, identifies the mood and interest of the students in providing activities and provides flexible classroom activities depending on the capacity of the learners (M= 4.62, SD= 0.56, 0.54, 0.63) as to a very high extent. This means that the learners need to be encouraged to express themselves and raise questions for the maximum participation in the classroom activities.

The level of teachers` instructional proficiency as to classroom management skills attained a mean score of 4.65 and a standard deviation of 0.55 and was Highly Evident among the respondents. Classroom Management skills shows the ability

of teachers to ensure that the classroom and students are focused and free of distractions which allows systematic flow of activities inside the classroom. It creates a place where students can learn.

The result is supported by the findings of Jones & Jones (2015) stated that classroom management, creates a place where students can learn. It involves having an efficient discipline plan in place that student understand. It also involves knowing the students well and placing them into appropriate learning groups. This gives a clear picture of the places the emphasis on rewarding good behavior instead of punishment and the teacher's expectations. Classroom management also deals with the use of time throughout the day.

Table 14 reveals that the teacher has the knowledge of subjects (M=4.64, SD=0.56) as always observed. This means that the teachers considered the most important factor in teaching which was having the knowledge and mastery of the subjects. The teacher makes sure that the participants` questions are answered (M=4.58, SD=0.58) as always observed. This means that the teachers need to assure that students` inquiry must be given enough attention to answer.

4. What is the mean level of teachers` professional competency as to:
   4.1 speakership;
   4.2 research;
   4.3 awards/recognition;
   4.4 chairmanship; and
   4.5 coaching and mentoring

Table 14 illustrates the level of teachers` professional competency as to speakership.

Table 14. Level of Teachers` Professional Competency as to Speakership

The teacher…	MEAN	SD	REMARKS
…has the knowledge of subjects.	4.64	0.56	Always Observed
…prepares enough time to cover the material presented.	4.60	0.57	Always Observed
…makes sure that the participants` questions are answered.	4.58	0.58	Always Observed
…encourages audience involvement.	4.60	0.59	Always Observed
…delivers an effective and well-organized presentation.	4.60	0.58	Always Observed
Overall Mean		4.60	
SD		0.57	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The level of teachers` professional competency as to speakership attained a mean score of 4.60 and a standard deviation of 0.57 and was Highly Evident among the respondents. Speaking is the fastest way to grow your career and the new leadership imperative, and your business truly make a difference. Speakership is the mislaid link between execution and strategy, the critical catalyst that inspires people to take a good idea and put it into action.

The result is anchored to the study of Matt (2021) reiterates that speaking is the new leadership imperative, and the fastest way to grow your career, your business and truly make a difference. Speakership is the missing link between strategy and execution, the critical catalyst that inspires people to take a good idea and put it into action.

Table 15 illustrates the level of teachers` professional competency as to research.

Table 15. Level of Teachers` Professional Competency as to Research

The teacher…	MEAN	SD	REMARKS
Individual research incentives are clearly defined.	4.27	0.77	Always Observed
Researcher support/staff/teams are in place.	4.29	0.72	Always Observed
Potential mentors for researchers are identified.	4.27	0.84	Always Observed
A research mentoring process is adequately documented	4.24	0.79	Always Observed
Individual research profile are comprehensively charted.	4.24	0.82	Always Observed
Overall Mean		4.26	
SD		0.79	
Verbal Interpretation		Highly Evident	

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

Researcher support/staff/teams are in place (M=4.29, SD=0.72) as always observed. This means that most of the teachers participated in research as one of the factors that help them to address some problems that needs solutions. A research mentoring process is adequately documented and Individual research profile are comprehensively charted (M=4.24, SD=0.79, 0.82) as always observed.

The level of teachers` professional competency as to research attained a mean score of 4.26 and a standard deviation of 0.79 and was Highly Evident among the respondents. A research article is a written paper that illustrates an outcome of scientific research with secondary clinical data. On the other hand, a research article, is written by and for researchers for the purpose of making precise findings known to the scientific community at large.

The result presented is supported by the findings of Karyn Maier (2022) reiterated that a research article is a written paper that illustrates a product of scientific research with supporting clinical data. This varies from other types of informative articles, such as magazine features or research papers, which stereotypically address the topic in a general scope as a means of introduction. A research article, on the other hand, is printed by and for researchers for the purpose of making specific results known to the scientific community at large.

Table 16 reveals that the teacher has a clear understanding at what he/she can do to improve the work to become more rewarded (M=4.45, SD=0.67) as always observed. This means that the teachers are ready and very positive in everything they can do for the improvement of their work for the learners. The teacher is satisfied with the level of recognition received for doing a good job at work and feels that he/she is fairly rewarded for the work done (M=4.37, SD=0.72, 0.73) as always observed. This means that some of the teachers were unfortunately not satisfied with the recognition/reward given to them.

Table 16 reveals that the level of teachers` professional competency as to awards/recognition attained a mean score of 4.40 and a standard deviation of 0.72 and was Highly Evident among the respondents. Awards and recognition received by the school in different contest and competition as result from the effective administrative function of the school head is another important professional competency. Besides, rewards and recognition programs that are aligned with organizational values and objectives can influence desired behavioral outcomes and play an important role in asserting an employee's sense of belongingness and commitment to organizations' objectives.

Table 16 illustrates the level of teachers` professional competency as to awards/recognition.

Table 16. Level of Teachers` Professional Competency as to Awards/Recognitions

The teacher…	MEAN	SD	REMARKS
…is rewarded according to his/her job performance.	4.39	0.70	Always Observed
…is satisfied with the level of recognition received for doing a good job at work.	4.37	0.72	Always Observed
…feels that he/she is fairly rewarded for the work done.	4.37	0.73	Always Observed
…has a clear understanding at what he/she can do to improve the work to become more rewarded.	4.45	0.67	Always Observed
…feels valued and appreciated in the institution/school.	4.41	0.77	Always Observed
Overall Mean			4.40
SD			0.72
Verbal Interpretation			Highly Evident

Legend:

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The result is supported by the study conducted by Heathfield (2019) provide employee recognition to say thank you and you will encourage a positive, productive, and innovative organizational climate. Employees appreciate heartfelt, sincere, specific recognition from their managers, senior managers, and coworkers. It makes them feel good and when they feel appreciated, their contribution leads to better results for your business. People who feel appreciated end up experiencing more self-worth and their ability to contribute to the company increases as a result.

Table 17 illustrates the level of teachers` professional competency as to chairmanship.

Table 17. Level of Teachers` Professional Competency as to Chairmanship

The teacher…	MEAN	SD	REMARKS
…ensures that the Management Committee functions properly.	4.50	0.58	Always Observed
…checks the full participation and that effective decisions are made and carried out.	4.52	0.57	Always Observed
…provides leadership, must be an effective strategist and a good networker.	4.50	0.60	Always Observed
…ensures that the organization is managed properly.	4.53	0.57	Always Observed
…provides support and supervision to the whole team.	4.53	0.57	Always Observed
Overall Mean			4.51
SD			0.58
Verbal Interpretation			Highly Evident

Legend:		
Scale	**Numerical Value**	**Descriptive Value**
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The teacher ensures that the organization is managed properly and provides support and supervision to the whole team (M=4.53, SD=0.57) as always observed. This means that the organization and the whole team were supported and managed properly. The teacher ensures that the Management Committee functions properly and provides leadership, must be an effective strategist and a good networker (M=4.50, SD=0.58, 0.60) as always observed. This means that the teachers need to give attention if management committee functions properly to provide good leadership and effective strategies.

The level of teachers` professional competency as to chairmanship attained a mean score of 4.51 and a standard deviation of 0.58 and was Highly Evident among the respondents. The chairman of a subsidiary board serves a vital role in liaising and communicating up and down and sideways, inside and outside the corporate group - from the subsidiary board up to the parent, down to management and sideways to outsiders dealing with the subsidiary.

Anchored to the study conducted by M. Millstein and Rebecca C. Grapsas (2018) cites that an actual chairman is critical to an effective board. Sir Adrian Cadbury summed up the crux of the matter as follows: “It all turns on chairman of secondary boards being able to recall the confidence of their own boards and those of their parent companies.

Table 18 illustrates the level of teachers` professional competency as to coaching and mentoring.

Table 18. Level of Teachers` Professional Competency as to Coaching and Mentoring

The mentor…	**MEAN**	**SD**	**REMARKS**
…helps one to understand how to accomplish the work objectives.	4.53	0.62	Always Observed
…helps one to develop a professional reputation.	4.51	0.64	Always Observed
…discusses career paths.	4.51	0.63	Always Observed
…suggests specific strategies on how to achieve short and long-range career objectives.	4.47	0.67	Always Observed
…encourages one to take courses, seminars and workshops to develop competence in the field of work.	4.55	0.62	Always Observed
Overall Mean			
SD			4.52
Verbal Interpretation			0.63
			Highly Evident

Legend:		
Scale	**Numerical Value**	**Descriptive Value**
5	4.20 – 5.00	To a very great extent/very high
4	3.40 – 4.19	To a great extent/high
3	2.60 – 3.39	To a moderate extent/moderately high
2	1.80 – 2.59	To a low extent/low
1	1 – 1.79	To a very low extent/very low

The mentor encourages one to take courses, seminars and workshops to develop competence in the field of work (M=4.55, SD=0.62) as always observed. This means that the mentor does his/her important part in encouraging the teachers to take seminars and workshops for their professional growth and development. The mentor suggests specific strategies on how to achieve short and long-range career objectives (M=4.47, SD=0.67) as always observed. This means that the suggestions of specific strategies to achieve the objectives must be given an emphasis through suggestions by the mentor.

The level of teachers` professional competency as to coaching and mentoring attained a mean score of 4.52 and a standard deviation of 0.63 and was Highly Evident among the respondents. One of the most distinct differences is that mentoring is directive while coaching being non-directive. Well, in mentoring meetings, it is likely to be the mentor doing more of the talking, whereas in coaching it is likely to be the coach posturing questions and giving the person they are coaching the space to reproduce and do most of the talking. Ultimately, both coaching and mentoring are about helping people to get where they want to go by leveraging the involvement of the coach or mentor.

According to the result of the study conducted by Hilali, Mughairi, and Kian (2020) the coaching and mentoring concepts are quickly building their research bases in different sectors, mainly in Education. Many people today may not realize that when we talk about Coaching and mentoring, we are talking about two different business terms. The presence of these terms in the constant connection did not come in vain, but instead the result of a thorough scientific effort and broad practical experience.

5. Does RPMS – Classroom Observation Tool (COT) have significant effect on the teachers` proficiency in the province of Laguna?

Table 19. Significant Effect of the Use of Classroom Observation Tool (COT) in terms of Feedback and Support to the Teachers' Proficiency in the Province of Laguna

Feedback and Support	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	0.1448	1.2326	0.219	Not Significant
instructional design skills	0.1061	0.7568	0.449	Not Significant
instructional delivery skills	0.0717	0.479	0.632	Not Significant
instructional assessment skills	0.0753	0.6458	0.519	Not Significant
classroom management skills	0.3903	3.8678	0.000	Significant
Professional Competency				
speakership	0.2915	3.7181	0.000	Significant
research	0.0756	1.2922	0.198	Not Significant
awards/recognition	0.1099	1.5963	0.112	Not Significant
chairmanship	-0.075	-0.774	0.439	Not Significant
coaching and mentoring	0.2169	2.4756	0.014	Significant

Adjusted R-square: 43.29%

F value: 16.72

Sig.: 0.000

Table 20. Significant Effect of the Use of Classroom Observation Tool (COT) in terms of Monitoring and Coaching to the Teachers' Proficiency in the Province of Laguna

Monitoring and Coaching	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	0.1898	1.3965	0.164	Not Significant
instructional design skills	0.1917	1.1817	0.239	Not Significant
instructional delivery skills	0.1634	0.944	0.346	Not Significant
instructional assessment skills	0.2581	1.9131	0.057	Not Significant
classroom management skills	0.0493	0.422	0.673	Not Significant
Professional Competency				
speakership	0.1273	1.6659	0.097	Not Significant
research	0.0744	1.3045	0.193	Not Significant
awards/recognition	0.3308	4.929	0.000	Significant
chairmanship	-0.125	-1.314	0.190	Not Significant
coaching and mentoring	0.3515	4.1182	0.000	Significant

Adjusted R-square: 54.55%

F value: 26.283

Sig.: 0.000

Feedback and support were not observed to have significant effect to the teachers' instructional proficiency. On the other hand, the Feedback and support were also not observed to have significant effect to the teachers' professional competency. Monitoring and Coaching were not observed to have significant effect to the teachers' instructional proficiency. On the other hand, the Monitoring and Coaching were also not observed to have significant effect to the teachers' professional competency.

6. Does Educational Management have significant effect on the teachers` proficiency in the province of Laguna?

Table 21. Significant Effect of the Educational Management in terms of Curriculum to the Teachers' Proficiency in the Province of Laguna

Curriculum	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	0.1635	1.5763	0.116	Not Significant
instructional design skills	0.3228	2.6069	0.010	Significant
instructional delivery skills	0.3825	2.8944	0.004	Significant
instructional assessment skills	-0.063	-0.611	0.542	Not Significant
classroom management skills	0.0311	0.349	0.727	Not Significant
Professional Competency				
speakership	0.2764	4.1806	0.000	Significant
research	0.1217	2.4657	0.014	Significant
awards/recognition	0.0167	0.2881	0.774	Not Significant
chairmanship	0.2754	3.3563	0.001	Significant
coaching and mentoring	0.0012	0.0166	0.986	Not Significant

Adjusted R-square: 52.08%

F value: 23.804

Sig.: 0.000

Table 22. Significant Effect of the Educational Management in terms of Teaching-Learning Process to the Teachers' Proficiency in the Province of Laguna

Teaching-Learning process	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	0.1352	1.8606	0.064	Not Significant
instructional design skills	0.2373	2.7362	0.007	Significant
instructional delivery skills	0.5245	5.666	0.000	Significant
instructional assessment skills	-0.061	-0.848	0.397	Not Significant
classroom management skills	0.0316	0.5066	0.613	Not Significant
Professional Competency				
speakership	0.4368	7.7942	0.000	Significant
research	0.0939	2.2448	0.026	Significant
awards/recognition	-0.012	-0.239	0.811	Not Significant
chairmanship	0.0555	0.7983	0.426	Not Significant
coaching and mentoring	0.0231	0.369	0.713	Not Significant

Adjusted R-square: 65.35%

F value: 41.304

Sig.: 0.000

Table 23. Significant Effect of the Educational Management in terms of School Management to the teachers' proficiency in the Province of Laguna

School Management	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	0.1613	1.5159	0.131	Not Significant
instructional design skills	0.1064	0.8382	0.403	Not Significant
instructional delivery skills	0.5811	4.2875	0.000	Significant
instructional assessment skills	-0.03	-0.287	0.774	Not Significant
classroom management skills	0.0093	0.1021	0.919	Not Significant
Professional Competency				
speakership	0.2489	3.5942	0.000	Significant
research	-0.039	-0.75	0.454	Not Significant
awards/recognition	0.0927	1.5233	0.129	Not Significant
chairmanship	0.3348	3.8954	0.000	Significant
coaching and mentoring	0.0388	0.5017	0.616	Not Significant

Adjusted R-square: 49.41%

F value: 21.39

Sig.: 0.000

Table 24. Significant Effect of the Educational Management in terms of Organizational Funding to the teachers' proficiency in the Province of Laguna

Organizational Funding	beta	t - value	p-value	Analysis
Instructional Proficiency				
content mastery	-0.099	-1.005	0.316	Not Significant
instructional design skills	0.2389	2.0351	0.043	Significant
instructional delivery skills	0.8052	6.4257	0.000	Significant
instructional assessment skills	-0.061	-0.621	0.535	Not Significant
classroom management skills	0.0139	0.1649	0.869	Not Significant
Professional Competency				
speakership	0.3798	5.5133	0.000	Significant
research	0.0224	0.4354	0.664	Not Significant
awards/recognition	0.058	0.9579	0.339	Not Significant
chairmanship	0.1085	1.2686	0.206	Not Significant
coaching and mentoring	0.1358	1.7643	0.079	Not Significant

Adjusted R-square: 55.96%

F value: 27.83

Sig.: 0.000

Table 25. Significant Effect of the Educational Management in terms of Professional Development to the Teachers' Proficiency in the Province of Laguna

Professional Development	*beta*	*t - value*	*p-value*	*Analysis*
Instructional Proficiency				
content mastery	0.284	3.5604	0.001	Significant
instructional design skills	0.1614	1.6953	0.091	*Not Significant*
instructional delivery skills	0.3721	3.6627	0.000	Significant
instructional assessment skills	-0.07	-0.883	0.377	*Not Significant*
classroom management skills	0.0808	1.1792	0.239	*Not Significant*
Professional Competency				
speakership	0.3485	5.8819	0.000	Significant
research	0.0344	0.777	0.438	*Not Significant*
awards/recognition	0.0134	0.2567	0.797	*Not Significant*
chairmanship	0.0918	1.2477	0.213	*Not Significant*
coaching and mentoring	0.0944	1.4253	0.156	*Not Significant*

Adjusted R-square: 57.76%

F value: 29.948

Sig.: 0.000

Curriculum were not observed to have significant effect to the teachers' instructional proficiency. On the other hand, the Curriculum were observed to have significant effect to the teachers' professional competency. Teaching-Learning Process were not observed to have significant effect to the teachers' instructional proficiency. On the other hand, the Teaching-Learning Process were also not observed to have significant effect to the teachers' professional competency. School Management were not observed to have significant effect to the teachers' instructional proficiency and to the teachers` professional competency. Organizational Funding were not observed to have significant effect to the teachers' instructional proficiency and to the teachers` professional competency. And lastly, professional development was not observed to have significant effect to the teachers' instructional proficiency and to the professional competency.

4. Conclusions and Recommendations

Based on the aforementioned findings, the following conclusions were significantly drawn:

1. Feedback and support were not observed to have significant effect to the teachers' instructional and professional proficiency. While the Monitoring and coaching were also not observed to have significant effect to the teachers' instructional and professional proficiency. Therefore, the null hypothesis stating that "The use of classroom observation tool (COT) has no significant effect on teachers' proficiency in the Province of Laguna" is accepted.
2. Curriculum, Teaching-Learning process, School Management, Organizational Funding, and Professional Development were not observed to have significant effect to the teachers' instructional and professional proficiency. Therefore, the null hypothesis stating that "The educational management has no significant effect on teachers' proficiency in the Province of Laguna" is accepted.

Based on the conclusions drawn, the study offers the following recommendations to wit;

1. It may be recommended that RPMS – Classroom Observation Tool (COT) will be used to determine the next steps and adjustments for teachers` professional development.
2. All leaders should not stop to develop certain skills that will enhance their observations to best gather data about the cause-and-effect relationship between teaching and learning.
3. Feedbacks received has to be taken into consideration to determine the progress of the researcher in achieving the objectives.
4. School Heads may also look into how teachers perform in particular classroom to accurately diagnose the development level of subordinates in a task situation and use the prescribed leadership style that matches the specific area of concerned.
5. Re-skilling and up-skilling of teachers may be considered in enhancing performances for further improvement and professional development.
6. Finally, similar research may be conducted for the purpose of validating, evaluating and assessing the result of the current study.

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