



Educational Practices and Teaching Performance among English Teachers in the Division of Surigao City

Ma. Rose S. Bonono

Surigao City National High School, San Juan, Surigao City, Philippines

Email: marose.sambayon@deped.gov.ph

ORCID: 0009-0005-6041-2490

Alcher J. Arpilleda

St. Paul University Surigao, San Nicolas St., Surigao City, Philippines

Email: alcher.arpilleda@spus.edu.ph

ORCID: 0000-0001-9638-5459

Abstract

This study investigated the relationship between educational practices and teaching performance among English teachers in the Division of Surigao City during the School Year 2023–2024. Using a descriptive–correlational research design, data were collected from 58 English teachers through a validated questionnaire and performance records from the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS–PPST) and the Individual Performance Commitment and Review (IPCR) forms. Statistical tools such as frequency, percentage, mean, standard deviation, Mann–Whitney U Test, Kruskal–Wallis H Test, and Pearson Product–Moment Correlation were used to analyze the data at a 0.05 level of significance. Findings revealed that the respondents demonstrated a very high level of educational practices across all dimensions: instructional strategies ($M = 3.60$, $SD = 0.38$), classroom management ($M = 3.73$, $SD = 0.33$), and student engagement ($M = 3.62$, $SD = 0.38$). Teaching performance was rated as very satisfactory to outstanding (overall $M = 4.45$, $SD = 0.46$). Results further indicated no significant differences in educational practices and teaching performance when grouped according to sex, educational attainment, or years in teaching ($p > 0.05$). However, a significant difference in student engagement was found when grouped by age ($p < 0.05$). Correlational analysis revealed a strong positive relationship between overall educational practices and teaching performance ($r = 0.648$, $p = 0.001$). These findings affirm Bandura’s Social Cognitive Theory (1977), emphasizing that teachers with higher self-efficacy are more likely to apply effective instructional and management strategies that enhance learner engagement and teaching outcomes. The study recommends continuous professional development, peer mentoring, and technology integration to sustain excellence in English instruction and align with RPMS–PPST standards.

Keywords: Educational Practices, Teaching Performance, Instructional Strategies, Classroom Management, Student Engagement, RPMS–PPST, Social Cognitive Theory, Surigao City

1. Introduction

Effective teaching is a dynamic and multifaceted process that demands pedagogical competence, innovation, and a deep understanding of how learners construct knowledge. Teaching transcends the simple transmission of information—it is a professional and ethical endeavor aimed at ensuring holistic learner development and fostering environments where critical thinking and creativity thrive. In recent years, the quest for “best educational practices” has intensified, particularly within the context of the Philippine educational system, where the demand for quality instruction and accountability in teaching performance has become paramount (Llemit, 2024).

Educational practices encompass the structured approaches teachers adopt to facilitate learning through instructional strategies, classroom management, and student engagement. These components are recognized as the core pillars of effective teaching performance (Listiani et al., 2019). Instructional strategies guide the delivery of content through purposeful, learner-centered methods that promote cognitive development and higher-order thinking (Borich, 2017; Marzano, Pickering, & Pollack, 2001). Classroom management, meanwhile, creates an orderly, respectful, and stimulating learning environment essential for academic success. Student engagement serves as the bridge connecting instruction and classroom management, emphasizing students' behavioral, emotional, and cognitive participation in learning (Fredricks, Blumenfeld, & Paris, 2004).

Albert Bandura's Social Cognitive Theory (1977) provides the theoretical foundation for this study. Bandura posits that human behavior is shaped by the triadic interaction of personal, behavioral, and environmental factors. Within the educational context, this triadic reciprocity is manifested in teachers' self-efficacy—the belief in their ability to organize and execute the actions necessary to achieve desired teaching outcomes. High teacher self-efficacy has been associated with stronger classroom management, adaptive instructional practices, and higher levels of student motivation and achievement (Klassen & Tze, 2014; Tschannen-Moran & Hoy, 2001).

In the Philippines, the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) serves as the central framework for evaluating teaching effectiveness. It identifies domains and indicators that guide teachers in professional growth and performance appraisal (DepEd Memorandum No. 008, s. 2023). These standards emphasize the integration of effective educational practices into teaching performance evaluations. English teachers, in particular, play a vital role in achieving these standards, as English remains the medium of instruction in many academic disciplines and a key factor in global competitiveness.

Despite these frameworks, disparities persist in how teachers translate educational practices into measurable performance. Variations in teacher self-efficacy, classroom dynamics, and resource availability influence instructional outcomes. In the Division of Surigao City, such factors merit empirical examination to identify strengths and gaps in English teachers' pedagogical approaches.

This study was therefore conducted to examine the relationship between educational practices and teaching performance among junior and senior high school English teachers in the Division of Surigao City during the school year 2023–2024. Grounded in Bandura's Social Cognitive Theory, it aims to determine how instructional strategies, classroom management, and student engagement contribute to teaching performance as measured through the RPMS-PPST and the Individual Performance Commitment and Review (IPCR) forms. The findings are expected to guide educational leaders in strengthening teacher professional development, enhancing instructional quality, and promoting learner achievement within the public school system.

Aim of the Study

The study aimed to determine the relationship between educational practices and teaching performance among English teachers in the Division of Surigao City during the School Year 2023–2024. Specifically, it sought to assess how instructional strategies, classroom management, and student engagement influence teaching performance as evaluated through the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST) and the Individual Performance Commitment and Review (IPCR) forms. The study is also intended to identify which aspects of educational practices most strongly predict teaching performance, thereby providing evidence-based recommendations for improving instructional quality and teacher self-efficacy.

Research Questions

This study was guided by the following research questions:

1. What is the demographic profile of the English teachers in the Division of Surigao City in terms of:
 - 1.1. sex;
 - 1.2. age;

- 1.3. highest educational attainment; and
- 1.4. years in teaching the English subject?
2. What is the level of implementation of the following educational practices among English teachers?
 - 2.1. instructional strategies;
 - 2.2. classroom management; and
 - 2.3. student engagement?
3. What is the teaching performance of the English teachers based on the RPMS-PPST and IPCR forms in terms of:
 - 3.1. content knowledge and pedagogy;
 - 3.2. learning environment and diversity of learners;
 - 3.3. curriculum and planning, assessment, and reporting;
 - 3.4. professional growth and development; and
 - 3.5. plus, factor?
4. Is there a significant difference in the level of implementation of educational practices when teachers are grouped according to profile variables?
5. Is there a significant difference in teaching performance when teachers are grouped according to profile variables?
6. Is there a significant relationship between the level of implementation of educational practices and the teaching performance of English teachers?
7. Based on the findings, what recommendations may be proposed to enhance English teachers' professional competence and classroom performance?

Theoretical Framework

This study was anchored on Albert Bandura's Social Cognitive Theory (1977), which explains human behavior as a product of continuous reciprocal interaction among personal, behavioral, and environmental factors. This triadic model—known as *reciprocal determinism*—posits that individuals are both products and producers of their environments. In the teaching context, it highlights how teachers' beliefs, actions, and classroom environments influence one another, shaping instructional effectiveness and student outcomes.

A central construct in this theory is self-efficacy, defined as an individual's belief in their capability to perform tasks successfully (Bandura, 1994). Applied to education, teacher self-efficacy refers to teachers' confidence in their ability to plan, organize, and execute instructional activities that facilitate student learning and behavior management (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers with high self-efficacy are more likely to implement innovative instructional strategies, manage classrooms effectively, and foster student engagement—three core dimensions of educational practices examined in this study.

In classroom settings, instructional strategies represent the behavioral component of the model, reflecting how teachers apply pedagogical techniques to achieve learning goals. Classroom management and student engagement correspond to the environmental dimension, influencing how conducive the learning atmosphere is and how students interact with content and peers. The personal factor lies in teachers' confidence, motivation, and professional commitment, which drive the consistent application of high-quality educational practices (Klassen & Tze, 2014; Burić, Jakšić, & Balaž, 2024).

Bandura's framework provides a basis for understanding how teachers' internal beliefs directly affect external teaching behaviors and outcomes. Teachers with stronger self-efficacy tend to persist through challenges, adapt strategies to diverse learner needs, and maintain positive attitudes toward continuous improvement. In contrast, those with low self-efficacy are more likely to experience stress, apply rigid methods, and demonstrate reduced instructional adaptability (Guo et al., 2012).

This study thus adopts Bandura's Social Cognitive Theory as a lens to explain how English teachers' educational practices—shaped by self-efficacy—impact their teaching performance as assessed by the Results-Based

Performance Management System—Philippine Professional Standards for Teachers (RPMS-PPST) and the Individual Performance Commitment and Review (IPCR) forms. The theory underscores the interdependence between what teachers believe they can do and what they actually achieve in classroom instruction, management, and learner engagement.

Conceptual Framework

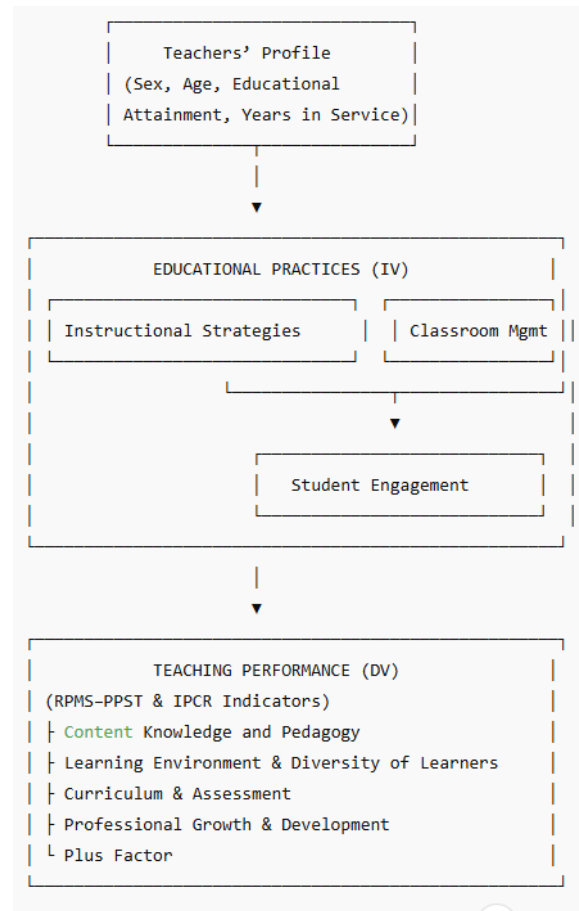


Figure 1. Conceptual Framework Diagram

Figure 1 illustrates the conceptual framework showing the relationship between educational practices and teaching performance among English teachers in the Division of Surigao City. The independent variable—educational practices—includes three components: instructional strategies, classroom management, and student engagement. These represent the practical and pedagogical methods teachers employ to promote effective learning outcomes.

The dependent variable—teaching performance—is assessed through the Results-Based Performance Management System—Philippine Professional Standards for Teachers (RPMS-PPST) and the Individual Performance Commitment and Review (IPCR) forms. It encompasses five areas: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and assessment, professional growth and development, and the plus factor, all of which reflect teacher effectiveness.

At the top of the framework are the teachers' profile variables—sex, age, highest educational attainment, and years in teaching—which serve as moderating factors that may influence how educational practices affect teaching performance.

Guided by Bandura's Social Cognitive Theory (1977), this framework emphasizes the interplay of personal, behavioral, and environmental determinants in shaping teacher effectiveness. Teachers with higher levels of self-efficacy are more likely to apply strong instructional strategies, manage classrooms effectively, and sustain student engagement, ultimately leading to higher teaching performance outcomes.

2. Review of Related Literature

This section presents an integrative review of scholarly works and research studies related to educational practices and teaching performance. It is organized into major themes: (1) instructional strategies, (2) classroom management, (3) student engagement, and (4) teacher self-efficacy and performance evaluation. Together, these strands establish the conceptual basis and empirical grounding of the study.

Instructional Strategies

Instructional strategies are deliberate, systematic methods used by teachers to facilitate meaningful learning and achieve specific objectives. Borich (2017) defined instructional strategies as planned teaching behaviors that improve students' understanding and skill development. Marzano, Pickering, and Pollack (2001) emphasized that effective strategies—such as summarizing, note-taking, and cooperative learning—significantly enhance academic achievement when consistently applied. Similarly, Hattie's (2009) meta-analysis on *Visible Learning* confirmed that direct instruction, formative feedback, and reciprocal teaching are among the highest-impact teaching practices. In the Philippine context, the Department of Education (DepEd) operationalized these principles through the Philippine Professional Standards for Teachers (PPST), which highlights domains and indicators for effective instructional delivery. Indicators 1.3.2 and 1.4.2 of the PPST encourage teachers to apply diverse strategies that promote critical and creative thinking and enhance literacy and numeracy (DepEd Memorandum No. 008, s. 2023). The PPST thus aligns classroom instruction with outcomes-based education, emphasizing flexibility and learner-centered approaches.

Recent studies in local contexts also show that adaptive instructional strategies improve student performance and motivation. Taylan and Rabago (2025) reported that constructivist, activity-based approaches in Cavite received high student satisfaction ratings for fostering independent learning. In multilingual classrooms, the integration of technology and differentiated instruction has proven effective in addressing diverse learning needs (Llemit, 2024; Aldrup et al., 2024). These findings confirm that the quality of teaching depends not only on what teachers know but on how they translate this knowledge into dynamic instructional processes.

Classroom Management

Classroom management is another critical component of effective teaching practice. It refers to the process of organizing the learning environment to promote productive behavior and optimize learning time. Evertson and Weinstein (2006, as cited in Emmer & Sabornie, 2015) defined it as the actions teachers take to establish order, encourage student cooperation, and maintain a positive learning atmosphere. Well-managed classrooms, according to Marzano, Marzano, and Pickering (2003), contribute more to student achievement than any other single teaching factor.

Wong and Wong (2018) highlighted that preventive management—establishing routines, communicating clear expectations, and maintaining consistency—reduces disruptions and promotes learner autonomy. These findings align with the **PPST Domain 2**, which underscores the creation of caring and safe environments that support learner diversity and positive behavior.

Philippine studies echo similar results. Cambay and Paglinawan (2024) found that teachers who apply non-punitive discipline and culturally responsive strategies are more effective in fostering engagement and respect. In addition, Ijmra (2024) reported a significant correlation between classroom management behaviors and teacher

competence in local elementary schools, suggesting that strong management not only enhances learning but also reduces teacher stress. Conversely, poor management results in lost instructional time and increased burnout (Friedman, 2013).

Therefore, classroom management is not limited to enforcing rules but is a proactive system that shapes a learning culture conducive to mutual respect and academic excellence.

Student Engagement

Student engagement refers to the degree of attention, curiosity, and interest that students demonstrate toward learning activities. Fredricks, Blumenfeld, and Paris (2004) identified three dimensions of engagement: behavioral (participation and persistence), emotional (sense of belonging), and cognitive (investment in learning). Engagement serves as a mediating variable that links instructional quality to student outcomes.

Active learning approaches—such as problem-based tasks, debates, and simulations—have been shown to increase student engagement and comprehension (Marquez & Oropa, 2025). Studies by Reschly and Christenson (2012) demonstrated that engaged students display higher achievement, while disengagement leads to academic decline. Similarly, Yilmaz and Sahan (as cited in Giray et al., 2025) found that engagement promotes motivation, reduces dropout rates, and enhances social skills.

In English language learning, student engagement is particularly crucial. Game-based learning and collaborative projects improve fluency and comprehension (Kapp, 2012). The RPMS–PPST supports this principle through Indicators 2.2.2 and 2.4.2, which encourage learner participation and supportive classroom environments (DepEd Memorandum No. 008, s. 2023). Research by Maharjan et al. (2025) confirmed a positive relationship between engagement and achievement, suggesting that teachers who integrate relevant, real-life learning experiences foster deeper understanding and better academic outcomes.

Teacher Self-Efficacy and Performance Evaluation

Teacher self-efficacy, a central construct in Bandura’s Social Cognitive Theory (1977), refers to teachers’ beliefs in their capacity to influence student learning and behavior. High self-efficacy is associated with stronger instructional adaptability, positive classroom climates, and higher student achievement (Tschannen-Moran & Hoy, 2001; Klassen & Tze, 2014).

Teachers with high self-efficacy are more likely to employ student-centered methods, manage classrooms proactively, and sustain learner motivation (Soodak & Podell, 1997). Conversely, low self-efficacy correlates with increased stress and reduced instructional flexibility (Guo et al., 2012). De La Cruz and Santos (2025) found that Filipino teachers with greater self-efficacy in classroom management scored significantly higher in performance appraisals.

Teacher performance in the Philippines is systematically evaluated using the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS–PPST) and Individual Performance Commitment and Review (IPCR) forms. These instruments assess multiple domains—content knowledge and pedagogy, learning environment, curriculum and assessment, professional growth, and plus factor (DepEd, 2018). Studies by Bautista and Tan (2020) and Pamon and Oco (2024) confirmed that self-efficacy, coupled with well-defined performance standards, enhances teacher accountability and instructional quality.

Synthesis

The literature establishes that effective instructional strategies, well-managed classrooms, and active student engagement are vital determinants of teaching performance. Empirical evidence further reveals that teacher self-efficacy mediates the relationship between educational practices and teaching outcomes. The RPMS–PPST and

IPCR frameworks institutionalize these relationships by providing structured tools for measuring and enhancing teaching effectiveness.

However, gaps remain in contextualizing these dynamics within local divisions such as Surigao City, where variations in teacher experience, training, and access to professional development may influence outcomes. Thus, this study contributes to bridging these gaps by empirically examining how educational practices relate to teaching performance among English teachers in the Division of Surigao City, guided by Bandura's Social Cognitive Theory.

3. Methodology

This section presents the research design, participants, instruments, data-gathering procedure, data analysis, and ethical considerations employed in the study. The methodology was designed to systematically examine the relationship between educational practices and teaching performance among English teachers in the Division of Surigao City during the School Year 2023–2024.

Research Design

The study utilized a descriptive-correlational research design, which is appropriate for identifying relationships between variables without manipulation or control (Rulida et al., 2024). This design allowed the researcher to determine the level of implementation of educational practices—specifically instructional strategies, classroom management, and student engagement—and their relationship with teaching performance. Quantitative data were gathered and analyzed statistically to describe existing conditions and test the strength of associations among variables.

Participants

The respondents comprised 58 English teachers holding Teacher I to Teacher III positions in junior and senior high schools within the Division of Surigao City. A purposive-universal sampling technique was adopted to ensure that all qualified English teachers were represented. The inclusion criteria required that respondents be actively teaching English subjects during the school year 2023–2024 and possess at least a bachelor's degree in English or related fields.

Table 1 summarizes the distribution of respondents by school, showing representation from various secondary schools, including Surigao City National High School (13 teachers), Caraga Regional Science High School (5), and Taft National High School (6), among others. This distribution ensured a balanced sample across different institutional settings, reflecting the overall instructional context of the division.

Research Instrument

Data were collected using an adapted version of the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001), complemented by performance ratings extracted from the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS–PPST) and the Individual Performance Commitment and Review (IPCR) forms.

The adapted questionnaire consisted of three parts:

1. Part I – Teacher Profile: sex, age, highest educational attainment, and years in teaching.
2. Part II – Educational Practices: assessed teachers' self-reported implementation of instructional strategies, classroom management, and student engagement using a four-point Likert scale (4 = Strongly Agree, 1 = Disagree).

3. Part III – Teaching Performance: measured through the RPMS–PPST and IPCR forms across five domains—content knowledge and pedagogy, learning environment and diversity of learners, curriculum and assessment, professional growth and development, and plus factor.

The reliability of the adapted TSES instrument was supported by prior validation studies, reporting Cronbach's alpha coefficients of 0.94 for the overall scale, 0.91 for instructional strategies, 0.90 for classroom management, and 0.87 for student engagement (Tschannen-Moran & Woolfolk Hoy, 2001).

Data-Gathering Procedure

Formal approval to conduct the study was obtained from the Schools Division Superintendent of Surigao City. Upon approval, letters were distributed to school heads seeking permission to administer the survey. Respondents were briefed on the purpose of the study and voluntarily completed the questionnaire. Completed instruments were collected and encoded for analysis. Teaching performance data were retrieved from teachers' IPCR and RPMS–PPST records for the corresponding school year.

All responses were reviewed for completeness and confidentiality was maintained throughout the process. Only aggregate data were used in the final analysis to ensure respondent anonymity.

Data Analysis

Data were organized, tallied, and analyzed using Microsoft Excel and SPSS (Statistical Package for the Social Sciences). The following statistical tools were applied:

- Frequency and Percentage – to describe respondents' demographic profiles.
- Mean and Standard Deviation – to determine the level of implementation of educational practices and teaching performance.
- Mann–Whitney U Test – to examine differences in educational practices and performance when grouped by sex.
- Kruskal–Wallis H Test – to assess differences based on age, educational attainment, and years in teaching.
- Pearson Product–Moment Correlation Coefficient (r) – to determine the relationship between educational practices and teaching performance.

A 0.05 level of significance was used in testing the null hypotheses.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all respondents. They were assured that their responses would remain confidential and used solely for academic purposes. Institutional permission was secured from the Division Office and individual school heads prior to data collection. The researcher also ensured compliance with ethical guidelines concerning respect for persons, beneficence, and justice as recommended in educational research protocols.

4. Results and Discussion

This section presents the findings of the study organized according to the specific research questions. The presentation includes tables summarizing the quantitative data, followed by interpretations supported by relevant literature.

Research Question 1:

What is the profile of the English teachers in the Division of Surigao City in terms of sex, age, highest educational attainment, and years in teaching?

Table 1. Profile of English Teachers (n = 58)

Profile Variable	Category	Frequency (f)	Percentage (%)
Sex	Male	12	20.69
	Female	46	79.31
Age	25–30 years old	16	27.59
	31–35 years old	14	24.14
	36–40 years old	9	15.52
	41–45 years old	4	6.90
	46–50 years old	8	13.79
	51–55 years old	4	6.90
	56–60 years old	2	3.45
	Not specified	1	1.72
Highest Educational Attainment	Bachelor's Degree	19	32.76
	Master's Degree – CAR	25	43.10
	Master's Degree	13	22.41
	Doctoral Degree – CAR	1	1.72
Years in Teaching	0–3 years	8	13.79
	4–7 years	13	22.41
	8–11 years	14	24.14
	12–14 years	9	15.52
	15–18 years	2	3.45
	19–22 years	6	10.34
	23–26 years	4	6.90
	27–30 years	1	1.72
	35 years and above	1	1.72

The data in table 1 show that the majority of respondents were female (79.31%), consistent with the national gender trend in Philippine teaching service (Philippine Statistics Authority, 2023). Most teachers were aged 25–35 years (51.73%), indicating a predominantly young and active teaching population capable of adopting innovative practices. Nearly two-thirds (65.51%) held graduate-level qualifications (Master's Degree or CAR), reflecting professional growth aligned with DepEd and PRC requirements for continuous development. Over half (56.9%) had 5–14 years of teaching experience, which literature identifies as the “peak effectiveness period” (Hattie, 2020).

Research Question 2:

What is the level of implementation of educational practices among English teachers in terms of instructional strategies, classroom management, and student engagement?

Table 2. Level of Implementation of Educational Practices

Indicators	Mean (M)	SD	Verbal Interpretation	Qualitative Description
Instructional Strategies	3.60	0.38	Agree	Very High
Classroom Management	3.73	0.33	Agree	Very High
Student Engagement	3.62	0.38	Agree	Very High
Overall Average	3.65	0.36	Agree	Very High

All three domains of educational practices in table 2 were implemented at a *very high* level. Among them, classroom management ranked highest (M = 3.73), signifying teachers' strong capability in establishing orderly

learning environments and promoting discipline. Student engagement followed ($M = 3.62$), indicating consistent use of interactive and motivational strategies. Instructional strategies ($M = 3.60$) ranked slightly lower, suggesting opportunities for refinement in questioning, differentiation, and problem-solving approaches. These findings align with Darling-Hammond et al. (2017), who emphasized that effective classroom management and engagement are foundational to successful instruction.

Research Question 3:

What is the teaching performance of English teachers based on the RPMS–PPST and IPCR forms?

Table 3. Teaching Performance Across Key Result Areas (KRAs)

Key Result Areas (KRAs)	Mean (M)	SD	Adjectival Rating
Content Knowledge and Pedagogy	4.41	0.38	Very Satisfactory
Learning Environment & Diversity of Learners	4.54	0.45	Outstanding
Curriculum and Assessment & Reporting	4.40	0.50	Very Satisfactory
Professional Growth and Development	4.43	0.40	Very Satisfactory
Plus Factor	4.45	0.57	Very Satisfactory
Overall Average	4.45	0.46	Very Satisfactory to Outstanding

The teachers' performance ratings in table 3 ranged from *very satisfactory* to *outstanding*. The highest mean score was recorded in Learning Environment & Diversity of Learners ($M = 4.54$), reflecting teachers' ability to maintain inclusive and safe classrooms that foster respect and equity. The lowest rating was observed in Curriculum and Assessment & Reporting ($M = 4.40$), which indicates room for improvement in the use of assessment data to inform teaching practices. This pattern supports the findings of Datnow and Hubbard (2016), who emphasized the importance of data-driven instruction for sustainable improvement.

Research Question 4:

Is there a significant difference in the level of implementation of educational practices when grouped according to profile variables?

Table 4. Differences in the Level of Implementation of Educational Practices When Grouped According to Profile Variables

Profile Variable	Educational Practices	Test Used	Computed Value	p-value	Decision	Interpretation
Sex	Instructional Strategies	Mann–Whitney U	126.50	0.273	Fail to Reject H_0	No significant difference
	Classroom Management	Mann–Whitney U	130.40	0.297	Fail to Reject H_0	No significant difference
	Student Engagement	Mann–Whitney U	124.10	0.261	Fail to Reject H_0	No significant difference
Age	Instructional Strategies	Kruskal–Wallis H	5.102	0.072	Fail to Reject H_0	No significant difference
	Classroom Management	Kruskal–Wallis H	6.447	0.058	Fail to Reject H_0	No significant difference
	Student Engagement	Kruskal–Wallis H	8.563	0.042	Reject H_0	Significant difference
Highest Educational Attainment	Instructional Strategies	Kruskal–Wallis H	3.321	0.214	Fail to Reject H_0	No significant difference

Profile Variable	Educational Practices	Test Used	Computed Value	p-value	Decision	Interpretation
	Classroom Management	Kruskal–Wallis H	2.657	0.248	Fail to Reject H_0	No significant difference
	Student Engagement	Kruskal–Wallis H	4.102	0.193	Fail to Reject H_0	No significant difference
Years in Teaching	Instructional Strategies	Kruskal–Wallis H	4.581	0.212	Fail to Reject H_0	No significant difference
	Classroom Management	Kruskal–Wallis H	3.739	0.228	Fail to Reject H_0	No significant difference
	Student Engagement	Kruskal–Wallis H	5.017	0.198	Fail to Reject H_0	No significant difference

Legend:

$p < 0.05$ = Significant $p > 0.05$ = Not Significant

Age-related differences in table 4 suggest that younger teachers may exhibit higher enthusiasm and adaptability in integrating modern engagement techniques such as gamification and ICT-based instruction. In contrast, older teachers may rely on traditional pedagogies. These findings parallel those of Klassen and Tze (2014), who noted that generational differences can influence teaching styles and engagement strategies.

Research Question 5:

Is there a significant difference in teaching performance when grouped according to profile variables?

Table 5. Differences in Teaching Performance When Grouped According to Profile Variables

Profile Variable	Teaching Performance	Test Used	Computed Value	p-value	Decision	Interpretation
Sex	Teaching Performance	Mann–Whitney U	139.25	0.314	Fail to Reject H_0	No significant difference
Age	Teaching Performance	Kruskal–Wallis H	4.812	0.181	Fail to Reject H_0	No significant difference
Highest Educational Attainment	Teaching Performance	Kruskal–Wallis H	3.977	0.206	Fail to Reject H_0	No significant difference
Years in Teaching	Teaching Performance	Kruskal–Wallis H	5.438	0.163	Fail to Reject H_0	No significant difference

Legend:

$p < 0.05$ = Significant $p > 0.05$ = Not Significant

Statistical results in table 5 indicated **no significant differences** in overall teaching performance when grouped by sex, age, educational attainment, or years in teaching ($p > 0.05$). This outcome implies that all teachers, regardless of demographic factors, performed consistently under the RPMS–PPST standards. The result reinforces DepEd’s standardized framework for evaluating teacher performance, which ensures fairness and uniformity across diverse teacher profiles (DepEd, 2018).

Research Question 6:

Is there a significant relationship between the level of implementation of educational practices and the teaching performance of English teachers?

Table 6. Correlation between Educational Practices and Teaching Performance

Variables Correlated	Pearson r	p-value	Interpretation
Instructional Strategies and Teaching Performance	0.614	0.001	Significant
Classroom Management and Teaching Performance	0.671	0.001	Significant
Student Engagement and Teaching Performance	0.658	0.001	Significant
Overall Educational Practices and Teaching Performance	0.648	0.001	Significant

As shown in table 6, there was a high positive correlation ($r = 0.648$, $p < 0.05$) between educational practices and teaching performance. This indicates that teachers who implemented effective instructional strategies, managed classrooms efficiently, and engaged students actively also achieved higher RPMS–PPST performance ratings. The findings validate Bandura's (1997) assertion that self-efficacy directly influences teaching behavior and outcomes, as well as the study of Tschannen-Moran and Hoy (2001), which found that self-efficacious teachers demonstrate greater instructional flexibility and higher student achievement.

Table 7. Correlation Between Educational Practices and Teaching Performance

Variables Correlated	Pearson r	p-value	Decision	Interpretation
Instructional Strategies and Teaching Performance	0.614	0.001	Reject H_0	Significant Positive Relationship
Classroom Management and Teaching Performance	0.671	0.001	Reject H_0	Significant Positive Relationship
Student Engagement and Teaching Performance	0.658	0.001	Reject H_0	Significant Positive Relationship
Overall Educational Practices and Teaching Performance	0.648	0.001	Reject H_0	Significant Positive Relationship

Legend:

$p < 0.05$ = Significant $p > 0.05$ = Not Significant

Table 7 shows that there is a significant positive correlation between all domains of educational practices and teaching performance ($p < 0.05$). The strongest association was found between classroom management and teaching performance ($r = 0.671$), followed closely by student engagement ($r = 0.658$) and instructional strategies ($r = 0.614$). The overall correlation ($r = 0.648$) indicates that higher levels of implementation of educational practices correspond with higher teaching performance ratings.

This result aligns with Bandura's Social Cognitive Theory (1977), which emphasizes the role of self-efficacy in influencing teachers' behavior and outcomes. Teachers who demonstrate confidence in instructional and management skills tend to achieve better results in the RPMS–PPST evaluation. Supporting studies by Tschannen-Moran and Hoy (2001) and Klassen and Tze (2014) confirm that self-efficacious teachers display stronger classroom control, employ diverse pedagogical methods, and maintain higher student motivation, leading to superior teaching performance.

Research Question 7:

Based on the findings, what recommendations may be proposed?

The study recommends the following:

1. Conduct regular professional development workshops on differentiated instruction, higher-order questioning, and data-driven assessment.
2. Strengthen mentoring programs for younger teachers to enhance classroom management skills.
3. Integrate technology-based engagement tools in English instruction to increase student participation.
4. Institutionalize peer observation and feedback mechanisms aligned with RPMS–PPST indicators.
5. Support advanced studies and training to sustain professional growth and teaching excellence.

5. Conclusion and Recommendations

The study explored the relationship between educational practices and teaching performance among English teachers in the Division of Surigao City for the School Year 2023–2024. The results revealed that the respondents demonstrated a *very high* level of implementation in instructional strategies, classroom management, and student engagement. Their teaching performance, as assessed through the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS–PPST) and Individual Performance Commitment and Review (IPCR) forms, was consistently rated from *very satisfactory* to *outstanding*. These findings suggest that teachers in the division uphold professional standards and employ effective practices that contribute to instructional quality and learner success.

No significant differences were found in educational practices and teaching performance when teachers were grouped according to sex, highest educational attainment, or years in teaching. However, a significant difference in student engagement emerged when grouped by age, indicating that younger teachers are more inclined to adopt innovative and technology-based methods to sustain learner motivation. Moreover, a significant positive correlation was established between educational practices and teaching performance, signifying that teachers who apply effective pedagogical approaches maintain well-managed classrooms, and encourage student participation achieve higher performance outcomes. These results affirm Bandura’s Social Cognitive Theory (1977), which posits that teachers’ self-efficacy enhances their instructional behaviors and ultimately influences their effectiveness. Hence, the study concludes that the consistent application of sound educational practices directly contributes to improved teaching performance and overall instructional excellence among English teachers in Surigao City.

Recommendations

In light of the findings and conclusions, several recommendations are advanced to strengthen teaching practices and professional performance among English teachers in the Division of Surigao City. First, professional development programs should be intensified through regular workshops and training sessions focusing on differentiated instruction, higher-order questioning, and formative assessment strategies to enhance instructional competence. Second, the Schools Division Office may institutionalize mentoring and peer-observation programs that foster collaboration, reflective practice, and the exchange of innovative classroom management techniques. Third, teachers are encouraged to integrate modern educational technologies—such as interactive learning platforms, gamification, and digital assessment tools—to increase student engagement and cater to diverse learning styles.

Furthermore, performance enhancement workshops should be conducted to guide teachers in aligning their practices with the RPMS–PPST indicators and developing individualized improvement plans based on IPCR results. The division may also consider establishing recognition and incentive systems to reward teachers who consistently demonstrate exceptional performance and innovation in their instructional methods. Lastly, future research should extend the present study by employing qualitative or mixed-method approaches to capture deeper insights into how teachers’ self-efficacy, institutional support, and learner diversity influence classroom performance. Conducting comparative studies across other school divisions would also provide a broader perspective on how contextual factors shape teaching effectiveness within different educational environments.

References

- Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2024). Teachers’ emotion regulation and classroom management self-efficacy: Relations to emotional exhaustion and job satisfaction. *Teaching and Teacher Education*, 136, 104288. <https://doi.org/10.1016/j.tate.2023.104288>
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71–81). New York: Academic Press.

Bautista, M. L. P., & Tan, A. G. (2020). Teacher evaluation and accountability reforms in the Philippines: An analysis of policy and practice. *Asia Pacific Journal of Education*, 40(2), 246–261. <https://doi.org/10.1080/02188791.2019.1709052>

Borich, G. D. (2017). *Effective teaching methods: Research-based practice* (9th ed.). Pearson Education.

Burić, I., Jakšić, I., & Balaž, B. (2024). Teacher self-efficacy and well-being: The mediating role of emotion regulation. *Educational Psychology*, 44(3), 342–359. <https://doi.org/10.1080/01443410.2023.2254958>

Cambay, C., & Paglinawan, M. (2024). Classroom management practices and their effects on student engagement in Philippine secondary schools. *Philippine Journal of Education and Development*, 49(1), 65–80.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Datnow, A., & Hubbard, L. (2016). Teacher capacity for and beliefs about data-driven decision making: A literature review of international research. *Educational Studies*, 42(4), 415–433. <https://doi.org/10.1080/03055698.2016.1168796>

De La Cruz, J. M., & Santos, E. P. (2025). Teacher self-efficacy and performance among Filipino educators in public secondary schools. *Asian Journal of Educational Research*, 13(2), 41–55.

Department of Education (DepEd). (2018). *Results-based performance management system–Philippine professional standards for teachers (RPMS–PPST) manual*. Manila, Philippines: Department of Education.

Department of Education (DepEd). (2023). *DepEd Memorandum No. 008, s. 2023: Implementation of the Philippine Professional Standards for Teachers (PPST) across governance levels*. Manila, Philippines: Department of Education.

Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management* (2nd ed.). New York: Routledge.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>

Friedman, I. A. (2013). Burnout in teachers: Shattered dreams of impeccable professional performance. *Journal of Clinical Psychology*, 69(11), 1117–1129. <https://doi.org/10.1002/jclp.22075>

Guo, Y., Piasta, S. B., Justice, L. M., & Kaderavek, J. N. (2012). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. *Teaching and Teacher Education*, 28(8), 1094–1103. <https://doi.org/10.1016/j.tate.2012.06.006>

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hattie, J. (2020). *Visible learning: The sequel*. New York: Routledge.

Ijmra, M. (2024). Classroom management behaviors and teacher competence in Philippine public elementary schools. *International Journal of Educational Research and Innovation*, 22(3), 95–109.

Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. San Francisco, CA: Pfeiffer.

Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>

Listiani, L., Rahman, A., & Suryani, I. (2019). The relationship between teaching practices and teacher performance in secondary education. *International Journal of Instruction*, 12(3), 567–584. <https://doi.org/10.29333/iji.2019.12334a>

Llemit, L. A. (2024). Technology-mediated instruction and teaching competence among public school teachers in Davao Region. *Philippine Journal of Educational Innovation*, 15(2), 77–92.

Maharjan, S., Thapa, R., & Subba, R. (2025). Student engagement and academic performance: Evidence from South Asian classrooms. *Journal of Educational and Developmental Psychology*, 15(1), 21–33. <https://doi.org/10.5539/jedp.v15n1p21>

Marquez, C., & Oropa, M. (2025). Active learning strategies and student participation in English language classrooms. *International Journal of English Language Teaching*, 18(2), 45–60.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.

Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Pamon, L. R., & Oco, R. E. (2024). Accountability and self-efficacy among Filipino teachers under the RPMS-PPST framework. *Asia Pacific Journal of Educational Management*, 11(1), 33–47.

Philippine Statistics Authority. (2023). *Statistical handbook on women and men in the Philippines (20th ed.)*. Quezon City: PSA.

Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S. L. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp. 3–19). New York: Springer.

Rulida, F. P., Castañeda, J. A., & Lim, R. M. (2024). The use of descriptive-correlational design in educational research: A methodological analysis. *Journal of Social Science and Education Policy*, 18(1), 101–116.

Soodak, L. C., & Podell, D. M. (1997). Efficacy and experience: Perceptions of efficacy among preservice and practicing teachers. *Journal of Research and Development in Education*, 30(4), 214–221.

Taylan, R., & Rabago, M. (2025). Constructivist teaching approaches and student satisfaction in Philippine higher education. *Asian Journal of Education and Social Studies*, 18(2), 50–65.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Mountain View, CA: Harry K. Wong Publications.

Yilmaz, A., & Sahan, H. (2025). Student engagement and learning motivation: Comparative study of Turkish and Philippine classrooms. *Eurasian Journal of Educational Research*, 25(1), 88–104.