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LEADING FOR ACHIEVEMENT: THE HIGHLY PROFICIENT TEACHERS' CORE COMPETENCIES AND INSTRUCTIONAL LEADERSHIP SKILLS IN ENHANCING SCHOOL PERFORMANCE

Mercedita P. Pabico
Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

This research entitled "Leading for Achievement: The Highly Proficient Teachers Core Competencies and Instructional Leadership Skills in Enhancing School Performance" was surveyed among the Highly Proficient Teachers at selected Secondary schools in SDO Laguna. It aims to assess the following; first, the Highly Proficient Teachers' Demographic Profile as to Personal in terms of Age, Gender, Civil Status, Educational Attainment, Specialization, Length of Service, and Seminars and Trainings Attended. Second, the Highly Proficient Teachers' Demographic as to Professional in terms of Subject Taught, IPCRF Score last School Year, Relevant Duties and Responsibilities, Research Conducted, Number of Mentoring/Coaching/ Technical Assistance to Proficient Teachers. Third, the Highly Proficient Teachers Core Competencies in terms of Self-Management, Teamwork, Professional Ethics, Service Orientation, Result Focus, Innovation. Fourth, the Highly Proficient Teachers Instructional Leadership Skills as to classroom observable in term of Knowledge of Content and Pedagogy, Strategies using HOTS, Management of Classroom, Management of Discipline, Work for Differentiated Instruction, Management of Diverse Learners. Fifth, the Highly Proficient Teachers' Instructional Leadership Skills as to non-classroom observable in terms of Performance for Learning environment, Curriculum and Planning, Assessment and Reporting, Community Linkages, Personality Growth and Professional Development. Sixth, the level of the School Performance of selected schools in the Division of Laguna as to Learners' Mastery Level, Learners' MPS, Master teachers' IPCRF, School's OPCRF, Awards and Recognition received, and SBM level attained. Seventh, to find the relationship between the Highly Proficient Teachers' Demographic Profile as to Personal and Professional, Core Competencies, Instructional Leadership Skills as to classroom observable and non-classroom observable and School Performance.

This research used descriptive research design through a survey questionnaire for Highly Proficient Teachers and School Heads as the source of data. The respondents were the161 Highly Proficient Teachers from Medium and Large Secondary Schools in the Division of Laguna. It utilized a constructed survey questionnaire based on the related literature survey and the PRMS PPST indicators for Highly Proficient Teachers. Each indicator of the variables is composed of five parametrical items. Part I of the questionnaire was intended for the Highly Proficient Teachers through profiling their Personal and Professional status while Part II is about their Core Competencies in terms of Self-management, Teamwork skills, practice of Professional eEhics, Orientation to Services, Results-Focus, and ability to Innovate. Part III is the respondent's Instructional Leadership Skills including knowledge of Content and Pedagogy, Strategies using HOTS, Classroom Management, Learners' Behavior Management, Diverse Learners' Management, Ability to Create Safe and Secure Learning Environment, Curriculum Planning, Assessment and Reporting, Community Linkages, Personal and Professional Growth, and Professional Engagement. Part IV is the School Performances as to Learners' Mastery Level, Learners Mean Percentage Score, Average IPCRF of Teachers, the OPCRF, the School's Awards and Recognition received by the School, and the Assessed SBM Level of the School were harvested. Likert Scale was used to interpret data.

Therefore, the research postulates that there is a significant relationship between the Highly Proficient Teachers' Demographic Profile as to Personal and Professional, Core Competencies, Instructional Leadership Skills as to classroom observable and non-classroom observable and School Performance, thus the null hypothesis is rejected.

This suggests that on the aspects of school management there must be an enhanced Highly Proficient Teachers' Development Program as to assessment of learning achievement, developing higher order thinking skills, research, seminars, and trainings be reinforced.

KEYWORDS: *Proficient Teachers ; Instructional Leadership Skills; School Performance*

1. INTRODUCTION

Department of Education (DepEd), as an agency that delivers basic education services, is committed to provide quality education among school age learners to achieve its vision and mission. It is hoped that the country's development can be achieve through adequate educational attainment of every learning age population.

DepEd continues to assist educators for more strategic ways and opportunities for every member of the educative organization. The department continues to develop teaching strategies, create programs for teachers to grow professionally, empowers the value of high commitment and passion, promote individual and team growth, all these are linked to teaching services to produce quality and lifelong learning outcomes for the most valued clientele-the learners.

Teachers are the best asset to realize educational attainment which is the main target of every school. The teacher's ability to deliver learning competencies can be define through the school's performances which in this research includes the

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learner's mastery level, learners mean percentage score every quarter, the teacher's individual performance rate, the office performance rating, the awards and recognition received by the school, and the assessed level through school-based management system.

As a school head, it matters to provide concrete instructional supervision and technical assistance to teachers, oversee the learning outcomes and initiate programs, projects, and activities for the welfare of every learning community member. It can all be catered with the help of the teachers.

Schools need the services of an expert in various learning areas, collegial coaches, mentors, curriculum collaborators, professional advancement initiators, researchers, and technical assistants; these are the aspects expected from the master teachers (the highly proficient teachers) who are armored with high commitment and passion toward learning delivery services.

Highly Proficient Teachers, known as the Master Teachers, are presumed to be experts with more experience in the curriculum development, has ability to mentor proficient teachers, will serve as role model in instruction of high standard, has sound curriculum knowledge, with high interpersonal competences and can-do classroom management with proficiency. They are considered the cream of the crops in the teaching profession and their teaching practices are with greater achievement as implication of high commitment and passion.

At present, the Department of Education (DepEd) utilizes the learning recovery framework to provide philosophical guidance to schools in bridging learning gaps resulting from natural occurrences and post-pandemic interruptions in the classroom. Highly Proficient Teachers, as one of the instructional leaders, are expected to contribute to the strategic basic education services. They must abide by the policy, aims for professional development, above all, support to school achievement and progress.

To assess the Highly Proficient Teachers' profile, Core Competencies and Instructional Leadership Skills in response to the demand of the Post-Pandemic Educational services such as remediation for the identified learning gaps, adoption and innovation for the VUCAD (Volatile, Uncertain, Complex, Ambiguous and Disruptive) world of learners and to address the dynamic trends in the learning deliveries, this study utilized a descriptive survey style in investigating the Performances of selected Medium and Large Secondary Schools in Laguna. The respondents were the Secondary Highly Proficient Teachers at DepEd Division of Laguna during School Year 2023-2024.

1.1 Statement of the Problem

Specifically, this research seeks to answer the following questions.

1. What is the Demographic Profile of the Highly Proficient Teachers as to Personal in terms of:
   - 1.1 Age,
   - 1.2 Sex,
   - 1.3 Civil Status,
   - 1.4 Educational Attainment,
   - 1.5 Field of Specialization,
   - 1.6 Length of Service in present position, and
   - 1.7 Seminars and Trainings Attended?

2. What is the Demographic Profile of the Highly Proficient Teachers as to Professional in terms:
   - 2.1 Grade Level/Subject taught,
   - 2.2 IPCRF Score for the last 3 years,
   - 2.3 Relevant Duties and Responsibilities as Highly Proficient Teacher,
   - 2.4 Number of Research Conducted in the present position,
   - 2.5 Number of Mentoring/Coaching to Proficient Teachers,
   - 2.6 Number of Technical Assistance to Proficient Teachers?

3. What is the level of the Highly Proficient Teachers Core Competencies as to;
   - 3.1 Self-Management,
   - 3.2 Teamwork,
   - 3.3 Professional Ethics,
   - 3.4 Service Orientation,
   - 3.5 Result Focus, and
   - 3.6 Innovation?

4. What is the level of Highly Proficient Teachers' Instructional Leadership Skills in terms of classroom observable as to:
   - 4. Knowledge of Content and Pedagogy,
   - 4.2 Strategies using HOTS Skills,
   - 4.3 Management of Classroom,
   - 4.4 Management of Discipline,
   - 4.5 Work for Differentiated Instruction,
   - 4.6 Management of Diverse Learners?

5. What is the level of Highly Proficient Teachers' Instructional Leadership Skills in terms of non-classroom observable as to:
   - 5.1 Performance for Learning environment,
   - 5.2 Curriculum and Planning Skills,
   - 5.3 Assessment and Reporting Skills,
   - 5.4 Community Linkages,
   - 5.5 Personality Growth and Professional Development?

6. What is the level of the School Performance of selected Schools in the Division of Laguna as to:
   - 6.1 Learners' Mastery Level,
   - 6.2 Learners' MPS,
   - 6.3 Master teachers' IPCRF,
   - 6.4 School's OPCRF,
   - 6.5 Awards and Recognition received,
   - 6.6 SBM level attained?

2. METHODOLOGY

The study used descriptive research design as it wanted to know the prevailing conditions, particularly it dealt with assessing the level of Highly Proficient Teachers' Demographic profile as to personal and professional, Core Competencies, Instructional Leadership Skills, and the Performance of the Medium and Large schools in the Division of Laguna through a survey questionnaire for Highly Proficient Teachers and School Heads as the source of data.

Descriptive method is also known as statistical research, it describes data and characterizes the populations or

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phenomenon being studied. This research method is also used for frequencies, averages, and other statistical calculations. Often the best approach prior to writing descriptive research is conducting a survey investigation.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, discussion, analysis, and interpretation of the results yielded from the statistical treatment of the data gathered in this study.

The variables discussed in this chapter are as follows;
Highly Proficient Teachers' Demographic Profile as to Personal refers to the Age, sex, Civil Status, Educational Attainment, Field of Specialization, length of Service in the present position and Seminars and Trainings attended.

Highly Proficient Teachers' Demographic Profile as to Professional refers to the Grade level/ Subject taught, Individual Performance and Commitment Form for the school year 2022-2023, the Relevant Duties and Responsibilities as Highly Proficient Teacher, the number of Research conducted in the present position, the number of Mentoring/Coaching to the proficient teachers and the Technical Assistance provided to the proficient teachers.

Highly Proficient Teachers' Core Competencies refers to the independent variables about the Self-rate in terms of Self-Management, Teamwork, Professional Ethics, Service Orientation, Result-focus and Innovation.

Instructional Leadership Skills as to classroom observable refers to the Self-rate Instructional Skills of the Highly Proficient Teachers in terms of classroom observable such as Knowledge of Content and Pedagogy, Strategies using HOTS skills, Management of classroom, Management of discipline, work for Differentiated Instruction and Management of Diverse Learners.

Lastly, the Instructional Leadership Skills as to non-classroom observable refers to the Self-rate Instructional Skills of the Highly Proficient Teachers in terms of non-classroom observable such as Performance for Learning Environment, Curriculum and Planning Skills, Assessment and Reporting Skills, Community Linkages, Personality Growth and Professional Development.

The following figures, tabular presentations, discussions, synthesis, and analysis from the respondents and its correlations to the reviews of selected related literature and studies shows the highly proficient teachers' demographic profile as to personal and professional, core competencies, instructional leadership skills, and the schools' performance.

Highly Proficient Teachers Demographic Profile as to Personal as to Age, sex, Civil Status, Educational Attainment, Field of Specialization, Length of Service in the present position and Seminars and Trainings attended.

Highly Proficient Teachers Demographic Profile as to personal was revealed in the following figures which shows the frequency distribution.

On Figure 3 which is the age distribution of the 161 Highly Proficient Teachers in that; Age 25-35 years old contains 21 or 13 % of the respondents, Age 36-45 years old has 65 or 40% of the respondents, Age 46-55 years old includes 55 or 34% respondents. Lastly, age 56-65 years old consist of 20 or 13% of the respondents are the harvested data.

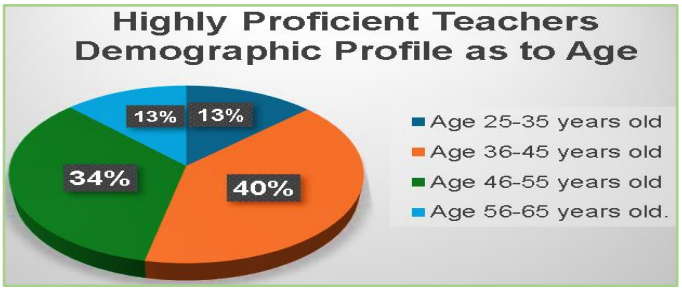


Figure 3: Demographic Profile of the Highly Proficient Teachers in terms of Age

To summaries, the largest age group among the respondents is the 36-45 years old group (40%), only a few from the 56-65 years old group.

It can be gleamed from the data that most of the respondents are 36 to 45 by age which could be associated to the nearing maturity age among highly proficient teachers, old enough to achieve well defined teaching domains. Thus, the relatedness of the findings of this research can be associated with the reviewed literature and studies that the older the highly proficient teachers are, the greater academic achievement is expected to be achieved by learners.

On Figure 4 which is the demographic breakdown of highly proficient teachers in terms of sex. Out of 161 teachers; 52 or 32% are male, 108 or 67% teachers are female and 1 or 1% who identifies as diverse, representing 0.6 % of the total papulation.

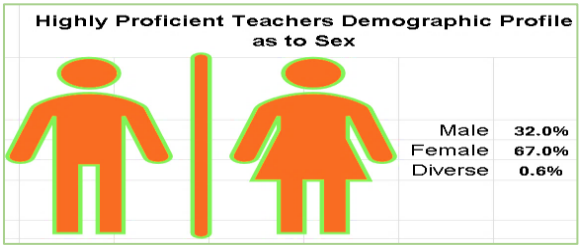


Figure 4: Demographic Profile of the Highly Proficient Teachers in terms of Sex

In conclusion, many of the highly proficient teachers in this research are female (67%) followed by male teachers (32%). A very small percentage identifies as diverse.

Similarly Zohra Begum, (2018) revealed that the comparison of male and female teachers regarding their performance showed that the performance of female teachers was significantly higher (p0.05) in self-efficacy.

It implies that the rising female teaching force has been one of the most remarkable data in educational services through the years and more female secured highly proficient teaching position in DepEd SDO Laguna.

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On Figure 5 which is about the demographic profile of highly proficient teachers in terms of their civil status. There are 37 teachers who are single, making up 23% of the total population. Most of the respondents are married counting as 114 or 71% of the master teachers' respondent. For separated/widow with 9 individuals or 6% of the total sample

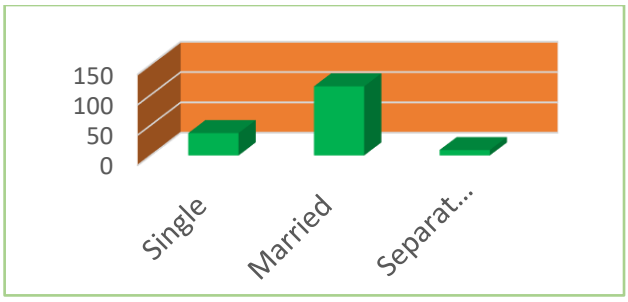


Figure 5: Demographic Profile of the Highly Proficient Teachers in terms of civil status

In conclusion, most of the highly proficient teachers are married (71%) followed by single teachers (23%). The smallest group is separated/widow with 9 individuals or 6%.

It implies that most of the Highly Proficient Teachers were already settled in terms of marital status. Reviewed literature and studies had found married teachers influence performance based on the assessment in the workplace and contribute to the learner's achievement in the classroom.

On Figure 6 showed detail of the educational attainment of 161 highly proficient teachers as follows; With masteral units includes 60 or 37% teachers, with masteral degree comprises of 43 or 27% of teachers, with doctorate unit includes 9 teachers accounting for 6% and with doctorate degree includes 31 teachers which make up 19% and lastly, with masteral equivalency includes 18 teachers representing 11%. Majority of the highly proficient teachers have masteral units (37%). A significant proportion have a masteral degree (27%) or a doctorate degree (19%). A smaller proportion have doctorate units (6%) or MA equivalency (11%).

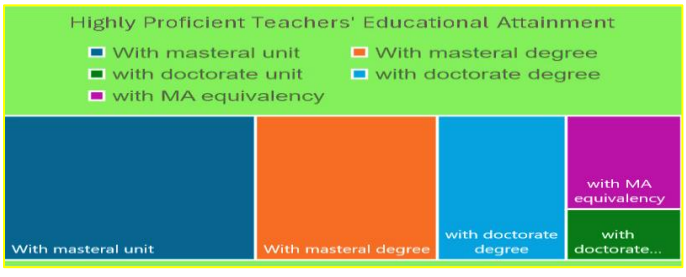


Figure 6: Demographic Profile of the Highly Proficient Teachers in terms of Educational Attainment

The data provides valuable insights into the educational background of the highly proficient teachers. A teacher's educational background denotes possibilities to get higher positions as it is one of the requirements to be promoted.

On Figure 7 presents insight on the specialized education distribution among 161 highly proficient teachers as follows; on specialized subject this includes 72 or 45% teachers with cumulative percentage of 45%, educational management includes 66 teachers which is 41% of the respondents, others with 19 or 12% of the total population and those who took public administration with 4 or 3% of the respondents.

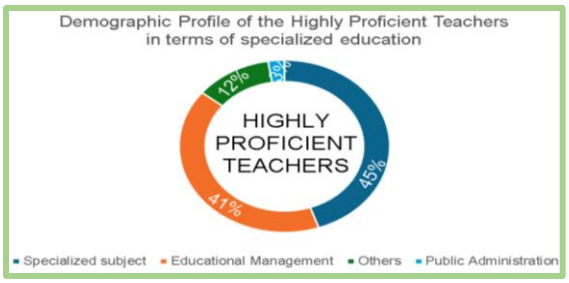


Figure 7: Demographic Profile of the Highly Proficient Teachers in terms of specialized education.

In conclusion, most of the highly proficient teachers had specialized in a subject (45%), had specialized in a subject (45%), or educational management major (41%) and the smaller proportion that specialized in other areas (19%) little are those in public administration (3%).

It can be noted by Rosa, (2023) who found out that teaching behavior with variables such as teacher engagement, classroom management, and teaching strategies served as a significant intermediary between both teacher education, experience, and student science achievement.

Academic credentials of highly proficient teachers should be thoroughly assessed and necessary to discuss whether credentials contribute a major factor in determining learners' academic success as well as to the school achievements. Human resource management must ensure the alignment of teachers' role to the specialization obtained in education.

On Figure 8 provides information on the demographic profile of highly proficient teachers in terms of their length of service. Here are the key findings; 6-10 years; 55 or 34% of the respondents, 11-15 years 23 or 14% respondents, 16-20 years 10 or 6% of the teachers, 21-25 years 10 or 6% of the respondents, 26-30 years 51 or 32% of teachers and 31 years above 2 or 1% of the teachers.

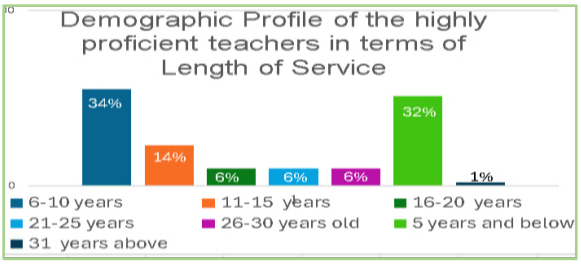


***Figure 8: Demographic Profile of the Highly Proficient Teachers* in terms of Length of Service**

It is important to note that the cumulative percentage of teachers with 6-10 years' experience is 55 or 34% and the 26-30 years with 51 or 32% of the respondents.

In the workplace, length of service matters since it affects employee's retention, job satisfaction, and productivity. Teachers with longer service histories may have more job security and a feeling of loyalty from the organization.

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On Figure 9 presents level of participation to seminars and trainings of the 161 highly proficient teachers as follows; on national seminar 54 or 34% had experienced it, at the regional level 33 or 21% attended, 62 or 39% of the respondents had the division seminar and training, 12 or 8 had school level training. In conclusion, most of the highly proficient teachers had attended the division-initiated seminars and training (62 or 39%), had the national seminar 54 or 34% and the smaller proportion in other area (8%).

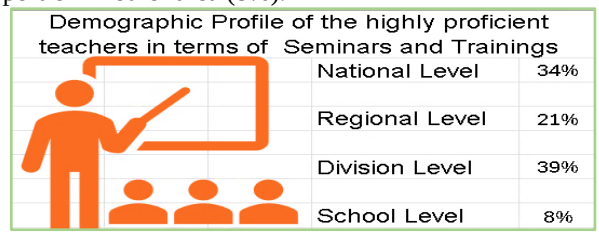


Figure 9: Demographic Profile of the Highly Proficient Teachers in terms of Seminars and Trainings attended.

Highly Proficient Teachers' participation in seminars and training is one of the key factors for growth, development, and professionalism. The higher the level of seminars and training attended the higher the knowledge and skills are perceived accumulated which can contribute to improving student outcomes and schools' achievement. It is also a way to obtain a degree, renew license, and pursue professional development.

Highly Proficient Teachers' Demographic Profile as to Professional refers to the Grade level/ Subject taught, Individual Performance and commitment Form for the school year 2022-2023, the relevant duties and responsibilities as highly proficient teacher, the number of research conducted in the present position, the number of mentoring/coaching to the proficient teachers and the technical assistance provided to the proficient teachers.

Figure 10 shows the subjects handled by highly proficient teachers in that 91 or 57% are assigned to Junior High School subjects, 60 or 37% manages senior high school subjects, 7 or 4% takes junior high school with senior high school subjects and serves as senior high school with junior high school subjects 1 or 6%.

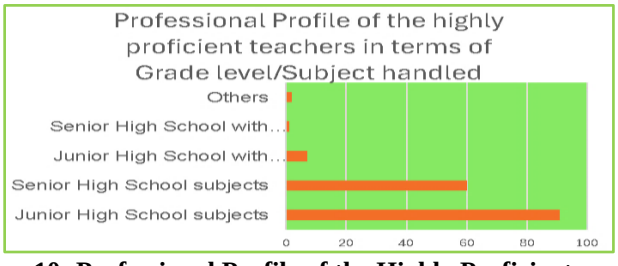


Figure 10: Professional Profile of the Highly Proficient Teachers in terms of Grade level/Subject handled.

It can be concluded that most of the respondents are junior high school master teachers (57%) followed by the senior high school MTs (37%).

This suggests that learning activities for teacher preparation should be created especially for the subject that will be taught to support teachers' application of subject-specific knowledge in classroom settings. Most of the highly proficient teaching positions are in Junior High School. The human Resource Department may consider the result of this research as a baseline in staffing teachers as to the needs of the learners and of the school and may realize that senior high school learners need to receive greater learning opportunities from the teacher expert.

On Figure 11 gives an overview of the professional profile of highly proficient teachers in terms of their individual performance and commitment for the SY 2023-2024. 87 or 54% HPT received outstanding rating, 74 or 46% HPT were rated very satisfactory.



Figure 11: Professional Profile of the Highly Proficient Teachers as to Individual Performance and Commitment form for SY 2022-2023

In conclusion it reveals that teachers demonstrate a high level of individual performance and commitment, with most highly proficient teachers receiving outstanding (54%) or very satisfactory ratings (46%).

The data harvested, the reviewed related literature and studies showed positive indication of the overall dedication and proficiency of the highly proficient teachers as to self-assessment rate.

On Figure 12 gives the detailed breakdown of the various roles and responsibilities held by highly proficient teachers. Most of the respondents 93 or 58% are academic coordinators, 21 or 13% are involved in administrative tasks, research coordinator with 15 or 9%, 10 or 6% has the role as SBM Coordinator or SIP coordinator, 5 or 4 % Campus journalism coordinator 5 or 3%, sports coordinator a small percentage 4 or 3% holds LIS/ICT coordinatorship/Computer Laboratory manager, 2 or 2% are tasks to SDRRM/ Gulayan sa paaralan, Physical Facility coordinators, and 2 or 2% learning resource coordinator.

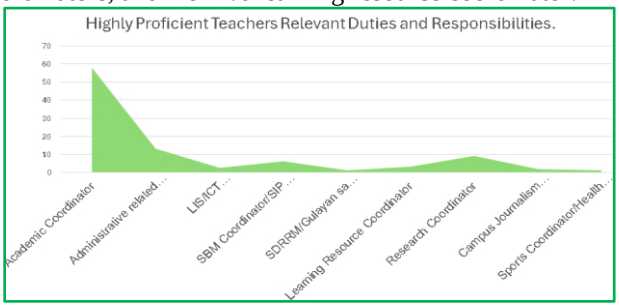


Figure 12: Professional Profile of the Highly Proficient Teachers in terms of Relevant Duties and Responsibilities.

In summary, the table shows that highly proficient teachers hold a variety of roles and responsibilities, majority serving as academic coordinators (58%).

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The "National Adoption and Implementation of the Philippine Professional Standards for Teachers," or DepEd Order No. 42 Series of 2017, aims to: a) encourage teachers to take part in ongoing professional development toward proficiency; b) set established standards for teachers along well-defined career stages related to professional growth. from beginning to distinguished practice; and c) apply consistent criteria to assess the achievement of teachers, recognize demands, and deliver support for teacher growth.

The ancillary function of the highly proficient teachers is one of the expressions that showcase commitment, passion, skills, and talents of a teacher serving beyond teaching duties and responsibilities. Highly proficient teachers are trusted and privileged to be in such a position. The diversity of roles highlighted in this research is multifaced nature of teaching and the wide range of capabilities performed by the highly proficient teachers. Instructional leadership is an opportunity to ensure a coherent system that supports teachers in professional learning through linking their experiences to be shared collegially.

On Figure 13 presents that 123 or 76% of the Highly proficient teachers had conducted 1 to 3 research projects, albeit at a relatively modest level. 3 or 2 had proposed 4 to 6 research projects, indicating that only a few are involved in a higher volume of research. Only one 1 or 1% HPT had conducted 7 proposed research, quite rare among these teachers. A significant number of teachers (33 or 21%) have not conducted or proposed any research.

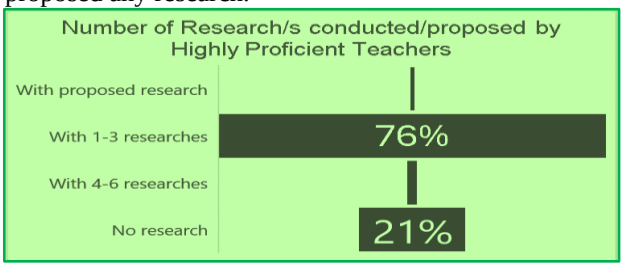


Figure 13: Professional Profile of the Highly Proficient Teachers as to number of research/s conducted/proposed from SY 2022-2023 to present.

This could indicate a lack of interest or resources for research among HPT, or it could reflect other priorities. One (1%) had the proposal research but it has not yet been conducted. This could suggest that this teacher is in the early stage of a research journey.

In summary, while most highly proficient teachers are engaged in research, the level of involvement varies widely. Most are involved at a modest level (1-3 research projects), a small number are highly involved (4 or more projects) and a significant proportion are not involved at all.

This data could be used to design professional development programs, by identifying the need for more support or resources for research among highly proficient teachers. The fact that not doing action research cannot affect the overall rating of a master teacher, it will now be a challenge to motivate them to do action research.

On Figure 14 provides a summary of the professional profile of the highly proficient teachers in terms of the frequency of conducting coaching to proficient teachers. It shows that 72 or 45% teachers coach monthly, 82 or 51% coach quarterly, 5 or 3% respondents coach every semester and 2 or 1% coach annually. In summary, this table states that most highly proficient teachers coach the proficient teachers monthly or quarterly, with slightly higher percentage coaching quarterly.

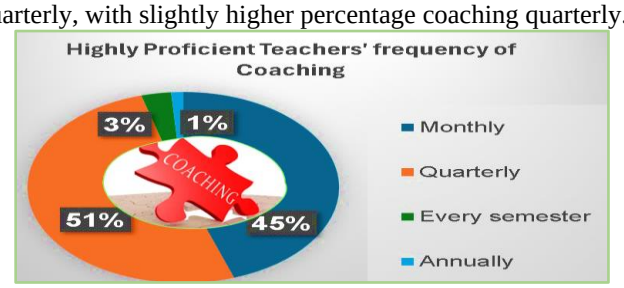


Figure 14: Professional Profile of the Highly Proficient as to frequency of conducting Coaching to the proficient teachers.

Similarly, Ormilla (2021) stated that Performance Monitoring and Coaching had a very high extent of implementation in terms of performance monitoring and coaching as perceived by the administrators with an overall mean of 4.83. Furthermore, they perceived indicator 10 “Two-way discussion is observed” got the highest mean of 4.76 which means to a very high extent while indicator 8 “Critical incidences of the ratee are noted on the performance monitoring and coaching” obtained the lowest mean of 4.36 which means to a high extent.

The data indicates that most of the highly proficient teachers are frequently engaged in coaching activities, providing regular support to proficient teachers, and sharing their expertise with a colleague. It is believed that mentoring is a mature role in a teaching career.

On Figure 15 shows the frequency and percentage of how often highly proficient teachers conduct mentoring for proficient teachers. 82 or 51% conduct monthly. This is the most frequent mentoring schedule indicating a significant portion of these teachers are regularly engaged in mentoring activities. 76 or 47% of the highly proficient teachers conduct mentoring on a quarterly basis. This is slightly less frequent but still represents a substantial portion of the teachers. 3 or 2% of the highly proficient teachers conduct mentoring every semester. In summary, most of the highly proficient teachers conduct mentoring either monthly or quarterly, with a very small percentage conducting mentoring every semester. This means that frequent mentoring is a common practice among highly proficient teachers.

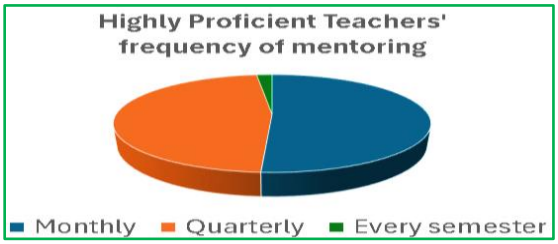


Figure 15: Professional Profile of the Highly Proficient Teachers as to frequency of conducting Mentoring to the proficient teachers

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There was no significant difference in the extent of effect of mentoring skills of master teachers on teachers' instructional practices when grouped according to number of seminars/trainings attended on instructional leadership.

The data presented above indicates how SDO Laguna's master teachers respond to the mentoring program. One of the highly proficient teachers' duties and responsibilities is to mentor colleagues. This activity can inspire and re-energize teaching careers. It is the process by which problem solving, strategizing, and improving teaching delivery can be shared as additional support.

On Figure 16 shows the frequency and percentage of how often highly proficient teachers conduct technical assistance for proficient teachers. 83 or 52% provides technical assistance monthly, 72 or 45% on quarterly basis, 4 or 3% every semester only and 2 or % weekly.

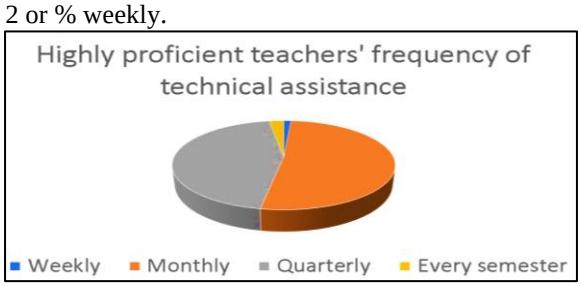


Figure 16: Professional Profile of the Highly Proficient Teachers as to frequency of conducting Technical Assistance

In conclusion, the data suggests that most highly proficient teachers provide technical assistance either monthly or every semester, with a small fraction providing technical assistance weekly or every semester. This indicates that regular, but not necessarily frequent technical assistance is a common practice among highly proficient teachers.

It can be implied that Highly Proficient Teachers are providing technical assistance to proficient teachers mostly monthly. On the part of instructional leaders, this research suggests that proper process of technical assistance be provided either through a program or school learning action cell wherein feedback to technical assistance be discussed as part of professional enhancement. The master teacher records the strengths and areas for improvement in each coworker and be aware of this analysis.

Another variable is about the Highly Proficient Teachers' Core Competencies refers to the independent variables about the highly proficient teachers' self-rate in terms of self-management, teamwork, professional ethics, service orientation, result focus and innovation.

On Table 1 describes the core competences of the highly proficient teachers in terms of self-management in that on setting personal goals and direction, needs and development with a mean score of 4.47 and a standard deviation (SD) of 0.52, The remark *strongly* observed confirms respondents' high self-management as one of the core competencies.

Table 1. Highly Proficient Teachers Core Competence as to Self-management

Statement	***Mean***	***SD***	***Remarks***
Set personal goals and directions, needs and development.	4.47	0.52	strongly observed
Consider personal goals and values congruent to that the organization.	4.43	0.52	strongly observed
Display emotional maturity and enthusiasm and is challenged by higher goals.	4.45	0.50	strongly observed
Prioritize work tasks as well as schedules (through Gantt chants, checklists, etc.) to achieve goals.	4.41	0.56	strongly observed
Weighted Mean	***4.44***		
SD	***SD 0.36***		
Verbal Interpretation	*Strongly observed*		

Considering personal goals and values congruent to that of the organization, the mean score of 4.43 and the SD of 0.52 suggest that teachers consistently align their personal goals and values with those of the organization. There is also supported by the remarks strongly observed.

On displaying emotional maturity and enthusiasm and is challenged by higher goals, the mean score of 4.45 and the SD of 0.50 indicate that teachers frequently display emotional maturity and enthusiasm and are motivated by challenging goals. The remark *strongly agree* corroborates this.

On Prioritizing work task as well as schedules (through Ghantt charts, checklist, etc. to achieve goals, with mean score of 4.41 and SD of 0.56, teachers regularly prioritize their work task and schedules to achieve their goals. The remarks strongly agree confirm this behavior. On setting high quality, challenging, and realistic goals for self, the mean score of 4.44 and the SD of 0.53 suggest strongly agree supports this. The overall weighted means of 4.44, SD 0.36 and the verbal interpretation *strongly observed* supports that highly proficient teachers have high self-management.

It can be reflected that highly proficient teachers describe themselves with high self-management skills. Data is evident that teachers frequently set personal goals and directions and consider their needs and development. Strong self-management skills of a teacher may contribute to better outcomes in school

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and beyond. On Table 2 is an assessment that evaluates the core competencies of the highly proficient teachers in terms of teamwork. The statement 'does my share of responsibility willingly or promote collaboration and remove barrier to teamwork, which is above 4.67 indicates that these behaviors are consistently demonstrated by teachers. The SD value of the table is all less than 0.5, indicating that the scores strongly observed and consistently demonstrated.

Similarly, Fan,(2022) stated that highly proficient teachers generally recognized the importance of core competencies. However, the level of importance they assigned was high compared with their self-assessments on the core competencies, which suggests the need for better implementation of maker education. The results identified principles to improve the professional development of educators.

Table 2. Highly Proficient Teachers Core Competence as to Teamwork

Statement	***Mean***	***SD***	***Remarks***
Does my share of responsibility willingly.	4.76	0.43	strongly observed
Promote collaboration and remove barrier to teamwork.	4.70	0.46	strongly observed
Apply negotiation principles in arriving at win-win agreements.	4.60	0.49	strongly observed
Drive consensus and team ownership of decisions.	4.63	0 .48	strongly observed
Work constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.67	0.48	Strongly observed
Weighted Mean	***4.67***		
SD	***0 .40***		
Verbal Interpretation	*strongly observed*		

On Promote collaboration and remove barrier to teamwork the mean is 4.70 and the SD is 0.46 with remarks strongly observed.

On Apply negotiation principles in arriving at win-win agreements, the mean is 4.60 , SD is 0.49 with remarks strongly observed.

On Drive consensus and team ownership of decisions, with mean 4.63, SD 0.48 with remarks strongly observed. On Work constructively and collaboratively with others and across organizations to accomplish organization goals and objective, with mean 4.67, SD 0.48 with remarks strongly observed.

In conclusion, the table indicates that the teachers consistently demonstrate high levels of competence in terms of teamwork. They willingly take responsibility, promote collaboration, apply negotiation principles, drive consensus, and work constructively with others. This is reflected in the high mean scores and the remarks strongly agree for each behavior. The overall weighted means of 4.67, SD0.40 and the verbal interpretation *strongly* observed further reinforce this conclusion.

On Table 3 is a summary of a survey or assessment that measures the professionalism and ethical competence of the highly proficient teachers for the SY 2023-2024. On demonstrate the values and behavior enshrined in the Norms, Conduct and Ethical Standards for Public Officials and Employees (RA 6713), the mean is 4.82 with SD 0.39. On Practice ethical and professional behavior and conduct considering the impact of my actions and decisions, the mean is 4.81 with SD 0.40. On Maintain professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication, the mean is 4.58 with SD 0.54. Lastly, On Make personal sacrifices to meet the organization's needs, Act with a sense of urgency and responsibility to meet the organization's needs, improve system, and help others improve their effectiveness, the mean is 4.71 with SD 0.51.

On table 3 indicates that the teachers consistently demonstrate high levels of professionalism and ethical competence, with average mean 4.74 and SD 0.35 as they uphold the ethical standards, practice professional behavior, maintain a professional image, make personal sacrifices for the organization and act with urgency and responsibility.

Table 3. Highly Proficient Teachers Core Competence as to Professionalism and Ethics

Statement	***Mean***	***SD***	***Remarks***
Demonstrate the values and behavior enshrined in the Norms, Conduct and Ethical Standards for Public Officials and Employees (RA 6713).	4.82	0.38	strongly observed
Practice ethical and professional behavior and conduct considering the impact of my actions and decisions.	4.81	0.40	strongly observed

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Maintain professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication.	4.80	0.40	strongly observed
Make personal sacrifices to meet the organization's needs.	4.58	0.54	strongly observed
Act with a sense of urgency and responsibility. to meet the organization's needs, improve the system, and help others improve their effectiveness.	4.71	0.51	strongly observed
Weighted Mean		***4.74***	
SD		***0.35***	
Verbal Interpretation		*strongly observed*	

It can be implied from the data that professionalism and ethics is highly observed among the highly proficient teachers. It is the quality expected from the instructional leaders to greatly achieve the organizational aims of quality educational attainment.

On Table 4 represents the behavioral competence of highly proficient teachers in terms of service orientation.
On can explain and articulate organizational direction, issues and problems, the mean score is 4.42 and the SD is 0.51. On Take personal responsibility for dealing with and/or correcting customer service issues and concerns, *the mean score is 4.51 and the SD is 0.50, On* Initiate activities that

promote advocacy for men and women empowerment, the mean is 4.35 and the SD is 0.64. On Participate in updating office vision, mission, mandates, and strategies based on DepEd strategies and directions, the mean is 4.31 and the SD is 0.71. On Develop and adopt service improvement program through simplified procedures that will further enhance service delivery, the mean is 4.37 and the SD is 0.57.

Table 4. Highly Proficient Teachers Core Competence as to Service Orientation

Statement	***Mean***	***SD***	***Remarks***
Can explain and articulate organizational directions, issues, and problems.	4.42	0.51	strongly observed
Take personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.51	0.50	strongly observed
Initiate activities that promote advocacy for men and women empowerment.	4.35	0.64	strongly observed
Participate in updating office vision, mission, mandates, and strategies based on DepEd strategies and directions.	4.31	0.71	strongly observed
Weighted Mean		***4.39***	
SD		***0.47***	
Verbal Interpretation		*strongly observed*	

The weighted mean for all the statements is 4.39 with standard deviation of 0.47 which is interpreted as strongly agree. This means that the teacher's service orientation skills are strong.

The mean score for each statement, with a smaller SD indicating close response, represents the high description of the highly proficient teachers in terms of service orientation or in delivering services to learners.

On Table 5 shows that on Achieve results with optimal use of time and resources most of the time, the mean score is 4.49 and the SD is 0.59. Avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs, the mean is 4.41 and the SD is 0.59. On Delivers error-free outputs most of the time by conforming to the standard operating procedures correctly and consistently, the mean is 4.30 and the SD is 0.60. On Expresses desire to do better and may express frustration as waste of time or inefficiency, the mean is 4.53 and the SD is 0.56. On Make specific changes in the system or in own work methods to improve performance, the mean is 4.45 and the SD is 0.65.

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Table 5. Highly Proficient Teachers Core Competence as to Result Focus

Statement	*Mean*	*SD*	*Remarks*
Achieve results with optimal use of time and resources most of the time.	4.49	0.59	strongly observed
Avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	4.41	0.59	strongly observed
Delivers error-free outputs most of the time by conforming to the standard operating procedures correctly and consistently.	4.30	0.60	strongly observed
Expresses desire to do better and may express frustration as waste of time or inefficiency.	4.53	0.56	strongly observed
Make specific changes in the system or in own work methods to improve performance.	4.45	0.65	strongly observed
Weighted Mean		***4.43***	
SD		***0.51***	
Verbal Interpretation		*strongly observed*	

The weighted mean for all the statement is 4.43 with a standard deviation of 0.51, which is interpreted as strongly agree or result focus HPT.

Hence, there is an identified gap in terms of the teachers' needs to improve learners' diversity management. Continuous personal and institutional efforts are highly recommended to help teachers improve their competence in the profession. It is considered the intellectual simulation to challenge the standard situation, encourage creativity and explore new ways of doing things, provide support and encouragement to individual employees. Keep communication fluid so they feel open to share ideas. Leaders offer personal acknowledgment of the unique contributions of everyone.

On Table 6 presents that on examine the root cause of problems and suggest effective solutions, the mean is 4.36 and the SD is 0.59. On continuously focuses on improving personal productivity to create higher value and results, the mean is 4.47 and the SD is 0.56. On Promote a creative climate and inspires co-workers to develop original ideas or solutions, the mean is 4.47 and the SD is 0.55. On Translate creative thinking into tangible changes and solutions that improve the work unit and organization the mean is 4.43 and the SD is 0.61. On demonstrates resourcefulness and the ability to succeed with minimal resources, the mean is 4.38 and the SD is 0.64.

Table 6. Highly Proficient Teachers Core Competence as to Innovation

Statement	*Mean*	*SD*	*Remarks*
Examine the root cause of problems and suggest effective solutions.	4.36	0.59	strongly observed
Continuously focuses on improving personal productivity to create higher value and results.	4.47	0.56	strongly observed
Promote a creative climate and inspire co-workers to develop original ideas or solutions.	4.47	0.55	strongly observed
Translate creative thinking into tangible changes and solutions that improve the work unit and organization.	4.43	0.61	strongly observed
Demonstrates resourcefulness and the ability to succeed with minimal resources.	4.38	0.64	strongly observed
Weighted Mean		***4.42***	
SD		***0.50***	
Verbal Interpretation		*strongly observed*	

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The weighted mean for all the statements is 4.42 with a standard deviation of 0.50 which is interpreted as strongly observed. This means that the teachers' innovative skills are strongly observed.

It can be implied from the data and the related findings that it matters to foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency) particularly for the learners' achievement. Highly Proficient Teachers must be a model showcasing the possibilities of initiating innovation and resourcefulness. Leaders articulate a clear, transformational vision. They help followers generate and sustain passion and motivation to fulfill the envisioned change. The transformational leader is a role model for employees. They are emulated because they are trusted and respected.

On Table 7 presents the level of skills of the highly proficient teachers in terms of applying content knowledge and pedagogy within and across curriculum teaching areas. On the statement applies high-level knowledge of content within and across curriculum content areas, the mean is 4. 70 with the SD of 0.49. On empower learners to acquire and apply successful learning strategies, the mean is 4.55 with SD 0.52. On apply extensive and complex content knowledge, the mean is 4.51 with SD 0.53. On extend knowledge of subject beyond content in his/her teaching specialty, the mean is 4.61 with SD 0.50. On stimulate learners' curiosity beyond the required knowledge of your learning area, the mean is 4.63 with SD 0.48.

Table 7. Highly Proficient Teachers Level of Skills as to Applying Strategies for Content Knowledge and Pedagogy

Statement	***Mean***	***SD***	***Remarks***
Apply high-level knowledge of content within and across curriculum content areas.	4.70	0.49	strongly observed
Empower learners to acquire and apply successful learning strategies.	4.55	0.52	strongly observed
Apply extensive and complex content knowledge.	4.51	0.53	strongly observed
Extend knowledge of subject beyond content in his/her teaching specialty.	4.61	0.50	strongly observed
Stimulate learners' curiosity beyond the required knowledge of your learning area	4.63	0.48	strongly observed
Weighted Mean		***4.60***	
SD		***0.43***	
Verbal Interpretation		*strongly observed*	

The weighted mean for highly proficient teachers' level of skills in applying strategies for content knowledge and pedagogy is 4.60 with a standard deviation of 0.43 which is interpreted as strongly observed.

On Table 8 shows the Level of skills of the highly proficient teachers in terms of developing and applying teaching strategies to promote critical and creative thinking/higher order thinking skills. On the statement provide learning environment for higher order thinking skills, the mean is 4.63 with SD 0.50. On enable learners to evaluate their level of thinking, the mean is 4.60 with SD 0.49. On let learners seek constructive feedback from peers and the teacher, the mean is 4.57 with SD 0.51. On lead learners to judge or evaluate situations, problems in resolving issues/concerns that may arise in the discussion, the mean is 4.58 with SD 0.58. On extend the discussion by inviting learners to give comments to other's answers/output, the mean is 4.62 with SD 0.49

Table 8. Highly Proficient Teachers Level of Skills as to Teaching Strategies to Promote Higher Order Thinking

Statement	***Mean***	***SD***	***Remarks***
Provide a learning environment for higher order thinking skills.	4.63	0.50	strongly observed
Enable learners to evaluate their level of thinking.	4.60	0.49	strongly observed
Let learners seek constructive feedback from peers and the teacher.	4.57	0.51	strongly observed
Lead learners to evaluate situations, problems arise in the discussion.	4.58	0.50	strongly observed

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Extend the discussion by inviting learners to give comments to other's answers/output	4.62	0.49	strongly observed
Weighted Mean		***4.60***	
SD		***0.43***	
Verbal Interpretation		*strongly observed*	

The weighted mean for Level of skills of the highly proficient teachers in terms of teaching strategies to promote higher order thinking skills is 4.60 with a standard deviation of 0.43 which is interpreted as strongly agree. This means that the level of skills of the highly proficient teachers in terms of developing and applying teaching strategies to promote critical and creative thinking/higher order thinking skills is strongly observed.

On Table 9 Level of Skills of the highly proficient teachers in terms of management of classroom, structure to engage learners, individually or in groups. On the statement adapt and adjusts classroom structure according to learners' needs, the mean is 4.63 with SD 0.49. On encourage learners to explore other learning activities that support the achievement of learning goals, the mean is 4.67 with SD 0.48. On modify classroom structure and resources effectively, the mean is 4.58 with SD 0.52. On provide needs within the available physical space and resources, the mean is 4.57 with SD 0.51. On facilitate well-planned learning activities appropriate to individual and group, the mean is 4.65 with SD 0.50. The weighted mean for level of skills of the highly proficient teachers in terms of management of classroom, structure to engage learners, individually or in groups. is 4.62 with a standard deviation of 0.42 which is interpreted as strongly observed.

Table 9. Highly Proficient Teachers Level of Skills as to Management of Classroom

Statement	***Mean***	***SD***	***Remarks***
Adapt and adjust classroom structure according to learners' needs.	4.63	0.49	strongly observed
Encourage learners to explore other learning activities that support the Achievement of learning goals.	4.66	0.48	strongly observed
Modify classroom structure and resources effectively.	4.58	0.52	strongly observed
Provide needs within the available physical space and resources.	4.57	0.51	strongly observed
Facilitate well-planned learning activities appropriate to individual and group.	4.65	0.49	strongly observed
Weighted Mean		***4.62***	
SD		***0.42***	
Verbal Interpretation		*strongly observed*	

Highly Proficient Teachers should consider that good classroom management requires careful preparation, it calls for firm control but also being willing to give it up to seize an opportunity to teach; it calls for leadership but also empathy and understanding for students. Similarly, Nessipbayeva, (2012) cited that to encourage cooperative learning, constructive connections, and meaningful learning, a variety of tactics should be used.

On Table 10 presents the level of skills of the highly proficient teachers in terms of management skills by applying positive and non-violent discipline.

On the statement enables learners to take control of their own behavior against rules of conduct, the mean is 4.57 with SD 0.56.

On let learners be aware of the impact of their behavior, the mean is 4.63 with SD 0.52.

On enforce clear standards of conduct to all learners who respectfully intervene with classmates, the mean is 4.66 with SD 0.51.

On give appropriate moments to ensure compliance with standards of conduct, the mean is 4.61 with SD 0.51.

On acknowledging the learning needs of the learners, the mean is 4.65 with SD 0.52.

The weighted mean for level of skills of the highly proficient teachers in terms of management skills by applying positive and non-violent discipline is 4.62 with a standard deviation of 0.46 which is interpreted as strongly agree.

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Table 10. Highly Proficient Teachers Level of Skills as to Management Skills.

Statement	*Mean*	*SD*	*Remarks*
Enable learners to take control of their own behavior against rules of conduct	4.57	0.57	strongly observed
Let learners be aware of the impact of their behavior.	4.63	0.52	strongly observed
Enforce clear standards of conduct to all learners who respectfully intervene with classmates.	4.66	0.50	strongly observed
Give appropriate moments to ensure compliance with standards of conduct.	4.61	0.51	strongly observed
Acknowledge the learning needs of the learners	4.65	0.52	strongly observed
Weighted Mean		***4.62***	
SD		***0.46***	
Verbal Interpretation		*strongly observed*	

It can be gleamed that highly proficient teachers declared they can manage classroom, help achieve positive educational outcomes, gear effective instruction, establish environmental context and settle behavior.

On Table 11 shows the level of skills of the highly proficient teachers in terms of working with colleagues to address learners' differences in gender, needs, strengths, interest, and experience. On the statement structure the lesson that considers or builds prior knowledge of the topic, the mean is 4.60 with SD 0.54. On anticipating the pedagogical approaches, the mean is 4.46 with SD 0.53. On prepare a well-paced sequence of learning activities, the mean is 4.63 with SD 0.51. On engaging the learners throughout the entire class period, the mean is 4.63 with SD 0.51.

Table 11. Highly Proficient Teachers Level of Skills as to Work for Differentiated Instruction

Statement	*Mean*	*SD*	*Remarks*
Structure the lesson that considers or builds prior knowledge of the topic.	4.60	0.54	strongly observed
Anticipate the pedagogical approaches.	4.58	0.53	strongly observed
Prepare a well-paced sequence of learning activities.	4.63	0.51	strongly observed
Engage the learners throughout the entire class period.	4.63	0.51	strongly observed
Provide opportunities to address learners' differences in gender, needs, strengths, interests, and experiences.	4.58	0.52	strongly observed
Weighted Mean		***4.60***	
SD		***0.46***	
Verbal Interpretation		*strongly observed*	

On provide opportunities to address learners' differences in gender, needs, strengths, interests and experiences, the mean is 4.58 with SD 0.52.

The weighted mean for the level of skills of the highly proficient teachers in terms of working with colleagues to address learners' differences in gender, needs, strengths, interest, and experience is 4.60 with a standard deviation of 0.46 which is interpreted as strongly observed.

It implies that a highly proficient teacher has myriad of responsibilities which merely address the learner's needs.

On Table 12 shows the level of skills of the highly proficient teachers in terms of establishing an environment for diverse learners. On the statement Work with colleagues to share differentiated strategies to address learners' differences in gender, interests, needs, strengths, and experiences, the mean is 4.57 with SD 0.56. On Exhibit effective teaching strategies that respond to their linguistic, cultural, socio-economic, and

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religious backgrounds, the mean is 4.57 with SD 0.56 On Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, the mean is 4.50 with SD 0.56. On Develop and apply teaching strategies to effectively address the needs of learners from indigenous groups, special child, and or learners with disabilities, the mean is 4.47 with SD 0.65

Table 12. Level of Skills of the Highly Proficient Teachers as to Management of Diverse Learners

Statement	***Mean***	***SD***	***Remarks***
Work with colleagues to share differentiated strategies to address learners' differences in gender, interests, needs, strengths, and experiences.	4.57	0.54	strongly agree
Exhibit effective teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds.	4.57	0.56	strongly agree
Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances.	4.50	0.56	strongly agree
Develop and apply teaching strategies to effectively address the needs of learners from indigenous groups, special child, and or learners with disabilities.	4.47	0.65	strongly agree
Weighted Mean		***4.53***	
SD		***0.53***	
Verbal Interpretation		*strongly agree*	

The weighted mean for level of skills of the highly proficient teachers in terms of establishing environment for diverse learners is 4.62 with a standard deviation of 0.46 which is interpreted as strongly observed.

The data indicates that to establish an environment for diverse learners, teachers should apply strategies to create classroom structure with inclusivity and adopts differentiated instruction and be conscious about collaboration with colleagues and parents. Highly proficient teachers' skills to ensure learners engagement is associated to schools' achievement as well.

On Table 13 depicts the level of skills of the highly proficient teachers in terms of providing an environment that is safe, secure, fair, and supportive.

On the statement exhibit strategies that ensure safe and secure learning environments through consistent implementation of policies, guidelines, and procedures, the mean is 4.66 with SD 0.54.

On foster learning environments that promote fairness, respect, and
care to encourage learning, the mean is 4.66 with SD 0.57. On work with colleagues to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments, the mean is 4.67 with SD 0.57. On works with colleagues to share successful strategies for the learners to participate, cooperate and collaborate in continued learning, the mean is 4.62 with SD 0.64. On model successful strategies to motivate learners to work productively, the mean is 4.59 with SD 0.66.

Table 13. Level of skills of the Highly Proficient Teachers as to Performance for Learning environment.

Statement	***Mean***	***SD***	***Remarks***
Exhibit strategies that ensure safe and secure learning environments through consistent implementation of policies, guidelines, and procedures	4.66	0.54	strongly observed
Foster learning environments that promote fairness, respect, and care to encourage learning.	4.66	0.57	strongly observed
Work with colleagues to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.66	0.57	strongly observed

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Works with colleagues to share successful strategies for the learners to participate, cooperate and collaborate in continued learning.	4.63	0.64	strongly observed
Model successful strategies to motivate learners to work productively.	4.58	0.66	strongly observed
Weighted Mean		***4.64***	
SD		***0.54***	
Verbal Interpretation		*strongly observed*	

The weighted mean for all the statements is 4.64 with a standard deviation of 0.54 which is that in terms of providing environment that are safe, secure, fair, and supportive is strongly observed. Similarly, Lah, (2020) quoted that a safe and stimulating learning environment is very important. Not only for students but also for teachers. It is important for everyone involved in the learning process to feel good about having space for learning, mistakes, conversation, and safety. All of this is related to the performance of individuals, the school, and the whole system.

It can be reflected that highly proficient teachers value building a secure and encouraging learning environment and consider the student's interests and strengths for greater accomplishments to be celebrated with by the school. Teachers applied strategies to creating structure, giving acknowledgement, making students participate in decision-making.

On Table 14 presents the Level of Skills of the highly proficient teachers in terms of Manifesting curriculum and planning skills. On the statement Plan and manage the developmentally sequence teaching and learning process to meet curriculum requirements on varied teaching contexts, the mean is 4.58 with SD 0.52. On model to colleagues the setting of achievable and challenging learning, the mean is 4.57 with SD 0.53. On work collaboratively with colleagues to evaluate the design of learning, the mean 4.64 with SD 0.51. On review with colleagues, teacher, and learners feedback to plan, facilitate and enrich teaching practice, the mean is 4.60 with SD 0.52. On advice and guide colleagues in the selection, organization, development, and the mean are 4.65 with SD 0.52. On use of appropriate teaching and learning resources, including ICT, the mean is 4.56 with SD 0.55.

Table 14. Level of skills of the Highly Proficient Teachers as to Curriculum and Planning

Statement	***Mean***	***SD***	***Remarks***
Plan and manage the developmentally sequence teaching and learning process to meet curriculum requirements on varied teaching contexts.	4.58	0.52	strongly observed
Model to colleagues the setting of achievable and challenging learning.	4.57	0.53	strongly observed
Work collaboratively with colleagues to evaluate the design of learning.	4.64	0.51	strongly observed
Review feedback from colleagues, teacher, and learners feedback to plan, facilitate and enrich teaching practice.	4.60	0.52	strongly observed
Advise and guide colleagues in the selection, organization, development	4.65	0.52	strongly observed
Use of appropriate teaching and learning resources, including ICT.	4.56	0.55	strongly observed
Weighted Mean		***4.60***	
SD		***0.44***	
Verbal Interpretation		*strongly observed*	

The weighted mean of the highly proficient teacher is 4.60 with a standard deviation of 0.44 which HPT manifests curriculum and planning skills is strongly observed.

On Table 15 presents Level of Skills of the highly proficient teachers in terms of providing assessment and reporting skills. On the statement Review the result of diagnostic, formative and summative assessment strategies consistent with curriculum requirements, the mean is 4.55 with SD 0.56. On Interpret data to support learner progress and achievement, the mean is 4.57 with SD 0.53. On Use effective strategies for providing timely, accurate and constructive, the mean is 4.61 with SD 0.52. On

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Apply skills in the effective communication of learner needs and progress, the mean is 4.60 with SD 0.53. On Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement, the mean is 4.55 with SD 0.55

Table 15. Level of skills of the Highly Proficient Teachers as to Assessment and Reporting

Statement	***Mean***	***SD***	***Remarks***
Review the result of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.55	0.56	strongly agree
Interpret data to support learner progress and achievement.	4.57	0.53	strongly agree
Use effective strategies for providing timely, accurate and constructive.	4.61	0.53	strongly agree
Apply skills in the effective communication of learner needs, progress	4.60	0.53	strongly agree
Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.	4.55	0.55	strongly agree
Weighted Mean		***4.58***	
SD		***0.47***	
Verbal Interpretation		*strongly agree*	

The weighted mean for level of skills of the highly proficient teachers in terms of providing assessment and reporting skills is 4.58 with a standard deviation of 0.48 which is interpreted as strongly agree.

It can be observed from the data that in most cases teachers need skills to interpret data to support learner progress and achievement much more is to work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. Consideration on this aspect should be carefully plotted as part of the development program for teachers.

On Table 16 presents the Level of Skills of the highly proficient teachers in terms of creating a community linkage. On the statement Reflect on and evaluate learning environments that are responsive to community context, the mean is 4.59 with SD 0.57. On Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educational process, the mean is 4.56 with SD 0.55.

On Discusses with colleagues teaching and learning practices and the responsibilities specified in the Code of Ethics for Professional Teachers, the mean is 4.60 with SD 0.53. On d. Exhibit commitment and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders, the mean is 4.61 with SD 0.51.

Table 16. Level of Skills of the Highly Proficient Teachers as to Community Linkage.

Statement	***Mean***	***SD***	***Remarks***
Reflect on and evaluate learning environ ments that are responsive to community context	4.51	0.57	strongly observed
Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.	4.56	0.55	strongly observed
Discusses with colleagues teaching and learning practices and the responsibilities specified in the Code of Ethics for Professional Teachers.	4.60	0.53	strongly observed
Exhibit commitment and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders.	4.61	0.51	strongly observed
Weighted Mean		***4.57***	
SD		***0.48***	
Verbal Interpretation		*strongly observed*	

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The weighted mean for all the statements is 4.57 with a standard deviation of 0.48 which is interpreted as strongly agree. This mean Level of Skills of the highly proficient teachers in terms of creating a community linkage is strongly observed.

Based on the data, schools can provide program that will permit to reflect and evaluate learning environments that are responsive to community context and guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize involvement in the educative process.

On Table 17 reveals the Level of Skills of the highly proficient teachers in terms of personal growth and professional development. On the statement manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy, the mean is 4.60 with SD 0.52. On Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school, the mean is 4.65 with SD 0.50. On Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice, the mean is 4.60 with SD 0.53.

On Initiate professional reflections and promote learning opportunities with colleagues to improve practice, the mean is 4.56 with SD 0.53. On Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals, the mean is 4.57 with SD 0.54.

Table 17. Level of skills of the Highly Proficient Teachers as to Personality Growth and Professional Development

Statement	***Mean***	***SD***	***Remarks***
Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	4.60	0.52	strongly observed
Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.	4.65	0.50	strongly observed
Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	4.60	0.53	strongly observed
Initiate professional reflections and promote learning opportunities with colleagues to improve practice.	4.56	0.52	strongly observed
Reflect on the Philippine Professional Standards for Teachers	4.57	0.54	strongly observed
Weighted Mean		***4.60***	
SD		***0.47***	
Verbal Interpretation		*strongly observed*	

However, the effectiveness of the teachers' teaching competencies and professionalism is not influenced by the school's professional development programs.

To become competent in teaching can be attributed to the teachers' length of service, training, and seminars attended and educational qualification.

With the data presented, it calls for the highly proficient teachers to initiate/cater professional reflections and promote learning opportunities with colleagues to improve practice guided by the principles of the Philippine professional standards for teachers.

Leadership plays an important role in an educational establishment as it helps to manage the day-to-day activities, and/ or wants and expect high-quality, relevant, and meaningful content, and highly effective teaching approaches and results

On Table 18 presents the School Profile where the highly proficient teachers are assigned in terms of average Mean Percentage Score of the learners in quarter 1 SY 2023-2024. 2 or 1.2% highly proficient teachers of the respondent school declared that the subject/s under her responsibility has the rate of 90-100 Outstanding, 42 or 26.1% of the respondent school got 85-89 Very Satisfactory, 51 or 31.7% of the respondent school has 80-84 Satisfactory. 55 or 34.2% of the respondent schools had 70-75 satisfactory. 11 or 6.8% of the respondent schools got 69 and below MPS.

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Table 18. School Profile as to Average Mean Percentage Score of the Learners Quarter 1

Statement	*Frequency*	*%*
90-100 Outstanding	2	1.2
85-89 Very Satisfactory	42	26.1
80-84 Satisfactory	51	31.7
70-75 Fairly satisfactory	55	34.2
69 below poor	11	6.8
TOTAL	***161***	***100***

In summary, this table states that most of the schools where the highly proficient teachers are assigned have an average MPS of 70-75 (34.2%) and 80-85 (31.7%) in the first quarter of the SY 2023-2024. Very few schools have an MPS of 90-100 or 69 below.

Ramirez (2023) discussed learners' score inflation results when student scores on tests or other assessments increase without reflecting any genuine improvements in learning. poor training or even nefarious intent based on the need to gain an unfair competitive advantage compared to the rest of the education sector, and the lack of attention and academic support they need to improve and succeed.

It can be implied from the data that majority of the learners showed fairly satisfactory to satisfactory mean percentage score in the first quarter of school year 2023-2024. This data can be deviated to the outstanding performance of the highly proficient teacher's vis a vis learners' satisfactory achievement in Quarter 1.

On Table 19 presents the School Profile where the highly proficient teachers are assigned in terms of average Mean Percentage Score of the learners in quarter 2 SY 2023-2024. 6 or 3.72% of the highly proficient teachers at the respondent school declared that the subject/s under her responsibility has the rate of 90-100 Outstanding, 49 or 30.4 % of the respondent school got 85-89 Very Satisfactory, 44 or 27.3 % of the respondent school has 80-84 Satisfactory. 50 or 31.1% of the respondent schools have 70-75 satisfactory. 12 or 7.5 % of the respondent schools got 69 and below MPS.

Table 19. School Profile as to Average Mean Percentage Score of the Learners Quarter 2

Statement	*Frequency*	*%*
90-100 Outstanding	6	3.7
85-89 Very Satisfactory	49	30.4
80-84 Satisfactory	44	27.3
70-75 Fairly satisfactory	50	31.1
69 below poor	12	7.5
TOTAL	***161***	***100***

In summary, this table states that most of the schools where the highly proficient teachers are assigned have an average MPS of 70-75 (31%) or 80-85 (27%) in the second quarter of the SY 2023-2024. Very few schools have an MPS of 90-100 or 69 below.

Learning outcomes are the main objectives of any educational organization. Investment to the target competencies and given many priorities and concern

The data presented has a bit progress during Quarter 2 of school year 2023-2024 as the number of learners with very satisfactory mean percentage score increase but a big consideration should be given more to the schools/learners who achieved satisfactory or fairly satisfactory results.

On Table 20 states the School Profile where the highly proficient teachers are assigned in terms of mastery level of the learners in quarter 2 SY 2023-2024. 8 or 5% of the highly proficient teachers at the respondent school declared that the learners under his/her responsibility had reached the mastery level of 90-100 Outstanding, 60 or 37.3 % of the respondent school got 85-89 Very Satisfactory, 49 or 30.4 % of the respondent school has 80-84 Satisfactory. 44 or 27.3% of the respondent school has 70-75 fairly satisfactory.

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Table 20. School Profile as to Mastery Level of Learners Quarter 1

Statement	*Frequency*	*%*
90-100 Outstanding	8	5
85-89 Very Satisfactory	60	37.3
80-84 Satisfactory	49	30.4
70-75 Fairly satisfactory	44	27.3
TOTAL	***161***	***100***

In the summary, this table indicates that on the mastery level of learners, majority of the schools where the highly proficient teachers are assigned have a mastery level of 85-89 (37%) or 80-84 (30%) in the first quarter of the SY 2023-2024. A significant number of schools also have a mastery level of 70-75. Few schools have achieved an outstanding mastery level of 90-100.

The result indicates that while most of these schools are achieving satisfactory or fairly satisfactory results, there is still room to be improvement, especially in the schools with a mastery level of 70 to 75. As a learner centered school, achieving mastery level is the focus of the school's programs, projects and activities. Highly proficient teachers must model in helping learners master the learning competencies and skills required.

On Table 21 states the School Profile where the highly proficient teachers are assigned in terms of mastery level of the learners in quarter 2 SY 2023-2024. 10 or 6.2% of the highly proficient teachers at the respondent school declared that the learners under his/her responsibility had reached the mastery level of 90-100 Outstanding, 62 or 38.5% of the respondent school got 85-89 Very Satisfactory, 49 or 30.4 % of the respondent school has 80-84 Satisfactory. 40 or 24.8% of the respondent school has 70-75 fairly satisfactory.

Table 21. School Profile as to Mastery Level of Learners Quarter 2

Statement	*Frequency*	*%*
90-100 Outstanding	10	6.2
85-89 Very Satisfactory	62	38.5
80-84 Satisfactory	49	30.4
70-75 Fairly satisfactory	40	24.8
TOTAL	***161***	***100***

In the summary, this table indicates that majority of the schools where the highly proficient teachers are assigned have a mastery level of 85-89 or 80-84 in the second quarter of the SY 2023-2024. A significant number of schools also have a mastery level of 70-75. Few schools have achieved an outstanding mastery level of 90-100.

It implies that most of the school needs more efforts to attain the outstanding mastery level in terms of learners' grade. Assessment is an essential tool to define students' academic abilities. For the school it is the way to measure how far it takes after all the efforts exerted which can help set more strategic ways to attain the mastery target.

On Table 22 presents the summary of the school profile were highly proficient teachers are assigned in terms of individual performance review and commitment form SY 2023-2024. Out of 161 respondents, 87 or 54% have the IPCRF rating of outstanding and 74 or 46% have a very satisfactory IPCRF rating.

Table 22. School profile as to Individual Performance Review and Commitment Form (IPCRF) SY 2022-2023

Statement	*Frequency*	*%*
Outstanding	87	54
Very Satisfactory	74	46
TOTAL	***161***	***100***

In summary, this data shows that most of the schools where highly proficient teachers are assigned have an outstanding rating in the IPCRF SY 2023-2024. A significant number of schools have very satisfactory IPCRF levels.

On Table 23 presents the summary of the school profile where highly proficient teachers are assigned in terms of office performance commitment and review form SY 2023-2024. Out of 161 respondents, 104 or 65% had declared the OPCRF rating is outstanding and 57 or 35% have very satisfactory IPCRF rating.

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Table 23. School Profile where the Highly Proficient Teachers are assigned as to Office Performance Review and Commitment Form (0PCRF) SY 2022-2023

Statement	*Frequency*	*%*
Outstanding	104	65
Very Satisfactory	57	35
TOTAL	***161***	***100***

In summary, this data shows that most of the schools where highly proficient teachers are assigned have an outstanding rating in the OPCRF SY 2023-2024. A significant number of schools have very satisfactory OPCRF levels.

This indicates that the performance and commitment form of the highly proficient teachers in these schools are generally high. It is perceived that they are contributing to the overall quality of education of the schools.

On Table 24 shows the school profile where the highly proficient teachers are assigned in terms of awards and recognition of the school SY 2023-2024. Schools with national level awards 40 or 25%, with Region IVA level 98 or 61%. With division level 9 or 6% and with District level 14 or 9%.

Table 24. School Profile as to Awards and Recognition of the school SY 2022-2023

Statement	*Frequency*	*%*
with National Level	40	25
with Region IVA- level	98	61
with Division Level	9	6
With District Level	14	9
TOTAL	***161***	***100***

This data reflects the commendable achievements and recognition garnered by the highly proficient teachers at various levels, showcasing their dedication and excellence in their respective roles.

On Table 25 shows the school profile for highly proficient teachers in terms of the school-based management system for the academic years 2023-2024. Highly proficient teachers as respondent declared that 70 or 44% are in level III, 85 or 53 are in level II 4 or 3% are in level I and 2 or 1 stated that their school is not yet assessed as SBM level.

Table 25. School Profile as to School Based Management System

Statement	*Frequency*	*%*
Level III	70	44
Level II	85	53
Level I	4	3
Not yet assessed	2	1
TOTAL	***161***	***100***

This denotes that majority of the school respondents were on level II and 3, on a few are in level I and not yet assessed in terms of School Basem Management System Assessment.

The data shows that SDO Laguna is assessing and assisting schools for SBM practices. The School Based Management level of practice is a guiding principle in the Department of Education. It defines the practices, documentation of school innovations and partnership between school and stakeholders. Highly Proficient teachers are expected to contribute, take the lead and establish community linkages to aid the school in achieving and maintaining higher school-based management tasks.

The following tables show the Statement, Mean, Standard Deviation, Remarks and Verbal Interpretation of the Highly Proficient Teachers Demographic Profile as to personal and its relationship to the school performance.

On Table 26 it presents the Age and SBM (School Based-Management have weak positive correlation (0.196 which is statistically significant (p=0.013). Civil Status and OPCRF (Office Performance Commitment and review Form has weak positive correlation (0.180) which is statistically significant (p=0.023). Educational Attainment and IPCRF have a weak negative correlation (-0.165) which is statistically significant (p=0.037). Educational attainment and School Based-Management have a weak negative correlation (-0.173) which is statistically significant (p=0.028). Length of Service in the present position and Quarter 1 Mean Percentage Grade has weak positive correlation (0.167) which is statistically significant (p=0.034). Length of Service in the present position

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and the Quarter 1 MPG has a weak positive correlation (0.167) which is statistically significant (p=0.034. Length of Service in the present position and the IPCRF indicates a weak negative correlation (-0.170 which is statistically significant (p=0.031. Seminars and Trainings attended, and Quarter 2 Mean Percentage Score has weak positive correlation (0.192) which is statistically significant (p=0.015). Seminars and Trainings attended, and Quarter 1 MPG has weak positive correlation (0.0205) which is statistically significant (p=0.009), Seminars and Trainings attended and the IPCRF has weak positive correlation (0.205) which is statistically significant (p=0.009.

4. CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusion was drawn.

The study shows the relationship between the Highly Proficient Teachers' Personal - Professional Profile, Core Competencies, Instructional Leadership Skills and the Performance of the Selected Secondary Schools in the Division of Laguna is Significant.

Thus, the Researcher therefore concludes Personal and Professional Profile of the Highly Proficient Teachers have slight significance on the Performance of the Selected Secondary Schools in the Division of Laguna. On the hypothesis "There is no significant relationship between the Highly Proficient Teachers Demographic Profile as to Personal and Professional and the Performance of the Selected Secondary Schools in the Division of Laguna is rejected.

The second hypothesis is about the relationship between the Highly Proficient Teachers Core Competencies and the Performance of the Selected Secondary Schools in the Division of Laguna shows a slight correlation. Thus, the researcher further concludes that only the Core Competency of Teamwork shows a slight correlation with the Q2 MPS performance of selected schools in the Division of Laguna, thus, the null hypothesis is rejected.

This research also concludes that on the Instructional Leadership Skills, it shows a weak correlation with the classroom observable performances except the strategies using HOTS have positive correlation with Q1 MPS.

This implies that the Proficiency of a Teacher in Instructional Leadership Skills does not necessarily translate to observable performance outside the classroom. Therefore, there is a significant relationship between the Highly Proficient Teacher's Instructional Leadership Skills and the Performance of the Selected Secondary Schools in the Division of Laguna, the Null Hypothesis is therefore rejected.

Based on the drawn conclusions resulted to the following recommendations:

It's recommended for the school may make a well-designed and implemented Professional Development Program for Highly Proficient Teachers as essential component of a comprehensive system of teaching.

1. School principals may encourage to carry out frequent teachers' assessments to identify the needs of teachers in terms of their profession. Teacher education programs may be given much attention in lesson content.

2. It is recommended the Highly Proficient Teachers/Master Teachers may attend seminars/ trainings particularly on Higher Order Thinking Skills to abreast themselves with the latest development in education and engage themselves in any professional activities that will uplift their instructional competence and instructional leadership capacity. Work collaboratively with administrators to implement effective strategies teaching learning delivery.

3. It's recommended for students may utilize the study findings as a guide to strive harder and increase academic performance to achieve mastery of the learning competencies in various learning area.

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1. *Fan, S.-C. (2022). An Importance-Performance Analysis (IPA) of Teachers' Core Competencies for Implementing Maker Education in Primary and Secondary Schools. International Journal of Technology and Design Education,, 27.*