



ASSESSING THE PERFORMANCE OF ELEMENTARY TEACHERS IN THE CONDUCT OF THEIR DUTIES AND RESPONSIBILITIES

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ABSTRACT

This study assessed the level of performance of Elementary school teachers in the conduct of their duties and responsibilities. The research employed a descriptive quantitative design utilizing a survey questionnaire distributed to elementary teachers and their immediate school heads. Specifically, it aimed to determine teacher performance based on the Individual Performance Commitment and Review (IPCR) in terms of six domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Personal Growth and Professional Development. The study sought to determine the levels of teacher performance in the conduct of duties and functions across five distinct areas: Professional Development, Teacher's Appraisal Feedback, Teaching Practices, Teaching Beliefs, and Teachers' Attitudes towards Work. This assessment is grounded in the understanding that teacher motivation is an intangible factor encompassing purpose, energy, and patience. The findings will correlate with the need for teacher education programs to improve how teachers align lesson plan components and use assessment data to critically address student needs. The results underscore the overall strength of the teaching workforce while providing specific data to inform targeted professional development and policy adjustments.

Keywords: Professional development, Teacher's appraisal feedback, Teaching practices, Teaching beliefs

INTRODUCTION

The way teachers feel about their job determines their motivation. Motivated teachers are assets to the institution and organizational success. Teachers' performance is vital to educational success. Professional development is essential to improve performance and teaching skills, supporting learning success.

Furthermore, Kanya, Fathoni, & Ramdani (2021) stressed in their study entitled "Factors Affecting Teacher Performance" that the quality of the teacher's performance as a professional is an important thing to discuss, considering its significant role in student achievement. Teacher instructional qualities, such as classroom management and cognitive activation, also affect students' motivation to learn.

Moreover, Paz (2021) revealed in her study entitled "Factors Affecting Teachers'

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Performance in Public Elementary Schools in Schools Division of City of Meycauayan, Bulacan” that for the level of contributing factors in teaching performance, a high overall rating was obtained in the following factors: Person-related factor, School-related factor, Learner-related Factor, and Community-related factor. Meanwhile, on the level of teaching performance, it was revealed based on the result of the study that the following factors were accomplished in terms of Content, Knowledge, and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Plus Factors. The role of facilitating quality subordinate-superior communication at various levels, effectively employing a wide range of communication channels, has been praised by Carandang (2022) in terms of its positive contribution in boosting employee morale. She stressed two specific advantages of such a practice that relate to offering employees a chance to raise their concerns and put across their points regarding various aspects of their jobs, as well as supplying them with the feeling of engagement and appreciation.

According to the DepEd Order No. 36, s. 2013, teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress.

In the Philippines, the Results-based Performance Management System (RPMS) outlines teachers’ duties, requiring mastery of content, facilitation of learning in appropriate environments, and addressing learning diversity. These duties highlight their role in learner development. Teachers’ performance in the classroom can be assessed through their IPCRF.

The researchers understand that school organizations gain inspiration by using force for good reinforcement, which increases the chances of proper behavior.

The researchers conducted the study to know how teaching performance affects tenured teachers and to understand their behavior. It will

help the institution assess its performance toward their jobs and work-related responsibilities. It aimed to find out why teachers work at a slower pace, avoid work, and are less focused in their work and to address the school’s waste of resources and issues related to teacher promotion that may prevent institutions from producing high-quality work and to determine the depth of teachers’ performance in duties and functions, correlating objectives to their effective teaching performance at the Division of Abra.

OBJECTIVES OF THE STUDY

This study aimed to assess the public elementary school teachers’ performance in fulfilling their duties and responsibilities. Specifically, it sought to:

1. Determine the Performance of Public Elementary School Teachers based on the Individual Performance Commitment and Review in terms of:

- 1.1 Content Knowledge and Pedagogy.
- 1.2 Learning Environment
- 1.3 Diversity of Learners
- 1.4 Curriculum and Planning
- 1.5 Assessment and Reporting
- 1.6 Personal Growth and Professional Development

2. Determine the levels of performance of elementary teachers in the conduct of duties and functions in terms of:

- 2.1 Professional Development.
- 2.2 Teacher’s Appraisal Feedback
- 2.3 Teaching Practices.
- 2.4 Teaching Beliefs.
- 2.5 Teachers' Attitudes towards Work

METHODOLOGY

A descriptive design was employed, a type of quantitative research that describes the data and characteristics of the population or phenomenon being studied. Dyer (2025) noted that descriptive design is useful in characterizing outcome distribution based on variables that stratify the target population and should be guided



by research questions with careful thought about groups and strata.

Thirty (30) teachers from the six (6) complete elementary schools in Pidigan District, served as the respondents. A purposive sampling technique was used. It allows ease in assembling the sample and is considered a fair way of selecting respondents. As cited by Nikolopoulou (2023), it is the basic technique where a sample is selected from a population. Data gathering used a survey questionnaire adapted from the Talis Teacher Questionnaire on Teaching Practices, Beliefs, and Attitudes. It was distributed to the 6 complete elementary schools. Questionnaires were collected and collated. The teachers' performance in their IPCRF for 2022–2023 served as a primary basis.

Survey items were organized around variables in the study framework to understand elements affecting teacher effectiveness: professional development initiatives, teacher appraisals' feedback, teaching practices, teaching beliefs, and attitudes toward work.

RESULTS AND DISCUSSION

Determine the Performance of Public Elementary School Teachers based on the Individual Performance Commitment and Review in terms of: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; Assessment and Reporting;

1. Personal Growth and Professional Development

Table 1 shows the Performance of Public Elementary School Teachers Based on their Recent Individual Performance Commitment and Review Form (IPCRF) in six domains. Domain 1 Content and Pedagogy has a weighted mean of 4.883 with an interpretation of outstanding, indicating that teachers use effective strategies that improve learners' knowledge and exhibit a deep mastery of the subject matter. It demonstrates how well teachers can explain ideas

and apply techniques to meet learning objectives. Continuous training on innovative methods and ICT integration is encouraged to sustain the high performance. For Domain 2, the Learning Environment has a weighted mean of 4.752. This means that classrooms are safe and conducive to learning. Teachers promote positive discipline, diversity, and courteous relationships. The Outstanding mean, though lower, indicates difficulty managing big class sizes. Professional exchanges will strengthen classroom management.

Table 1
Performance of Public Elementary School Teachers Based on their Recent Individual Performance Commitment and Review Form (IPCRF)

IPCRF Domains	Weighted Mean	Interpretation
Domain 1: Content Knowledge and Pedagogy	4.883	Outstanding
Domain 2: Learning Environment	4.752	Outstanding
Domain 3: Diversity of Learners	4.923	Outstanding
Domain 4: Curriculum and Planning	4.952	Outstanding
Domain 5: Assessment and Reporting	4.728	Outstanding
Domain 6: Personal Growth and Professional Development	4.952	Outstanding
Overall Mean	4.865	Outstanding

Furthermore, teachers' attentiveness to the diversity of learners is shown in this domain with a mean score of 4.923. There is clear evidence of remediation, enrichment, and differentiated education. Enrichment activities for advanced learners are advised to continuously support students of all skill levels.

Moreover, based on the mean score of domains 4 on curriculum and planning demonstrates how well teachers organize lessons and align their curricula. Clear lesson objectives, pertinent activities, and assignments that encourage higher-order thinking are all present. This shows teachers' readiness to provide high-quality instruction.



Meanwhile, this domain has the lowest weighted mean of 4.728, although it is still in the Outstanding. Teachers monitor learners' progress and conduct a variety of assessment, but, prompt feedback and data-driven intervention require additional support. Assessment will be more successful in enhancing results if formative assessment procedures are strengthened and immediate feedback is provided. Domain 6 gained a mean score of 4.952. This demonstrates teachers' active participation in community activities and ongoing professional development, and it is tied for the highest score with Curriculum and Planning. Teaching and learner support are improved by strong engagement with parents, stakeholders, and coworkers.

Teachers' overall performance is evaluated as Outstanding, demonstrating their proficiency and commitment to providing high-quality instruction. Assessment and Reporting and Learning Environment are somewhat lower but still in Outstanding categories, while Curriculum and Planning, Community Links, and Professional Engagement have the highest strengths. Although this profile emphasizes that teachers are prepared, responsive, and cooperative, ongoing professional development in assessment procedures increases the efficacy of teachers' instruction and raises student accomplishment.

The above data were correlated on the study of Cadag (2024) stated that A well-structured evaluation such as Individual Performance Commitment and Review Form (IPCRF) can provide worth feedback to teachers and impart to their development and effectiveness.

According to Van Waeyenberg, Peccei & Decramer (2022), the continuous process of performance management aims to improve worker performance. Given the rigorous and difficult nature of teaching, an efficient performance management system is essential in the field of education.

2. The levels of performance of elementary teachers in the conduct of duties and functions

Tables 2 to 6 show the conduct of duties and functions of teachers in terms of level of professional development, teachers' appraisal feedback, teaching practices, teaching beliefs, and teachers' attitude toward work.

2.1 in terms of Level of Professional Development

Table 2
Conduct of Duties and Functions of Teacher in terms of Level of Professional Development

Indicators	Weighted Mean	Interpretation
1. Values and behavior	3.65	Great Extent
2. Duties and responsibilities	3.60	Great Extent
3. Professional growth	3.64	Great Extent
4. Qualification programme	3.50	Great Extent
5. Individual or collaborative research	3.70	Great Extent
6. Career goals and professional priorities.	3.61	Great Extent
7. Personal improvement plan	3.62	Great Extent
8. Observation visit	3.47	Great Extent
9. Pride in his/her work	3.68	Great Extent
10. High values and ethical professional relationships.	3.68	Great Extent
Composite Mean	3.61	Great Extent

Table 2 showed the mutual assessment of the respondents on Conduct of Duties and Functions of Teacher in Terms of Level of Professional Development, with a composite mean of 3.61 (Great Extent) specifying that the indicators listed were all appraised and agreed upon by the respondents.

Based on the given indicators, the statement "construct individual or collaborative research on a topic that interests you professionally" got the highest weighted mean, equivalent to 3.70, and with an interpretation of Great Extent. The said statement also ranked first in the list. This was an indication that most of the respondents were aware of the value of



professional development in the teaching profession. It was followed by the statements “perform duties and responsibilities in the best traditions of the service,” and “show pride in his/her work and believe firmly that teaching is a noble profession.” Both ranked second and obtained a weighted mean of 3.68 and a verbal interpretation of “Great Extent”. Meanwhile, the statement “demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).” ranked fourth, and it got a weighted mean of 3.65 with a verbal interpretation of “Great Extent”.

From the 10 indicators listed, the statement with the lowest rank was “conduct observation visit to other schools”. It also got the lowest weighted mean of 3.47 with a verbal interpretation of “Great Extent”. This may be attributed to the fact that observation visits often require time, logistical support, and administrative approval, which may not always be feasible. In many cases, teachers prioritize classroom instruction, lesson preparation, and immediate school-based activities over external observation opportunities.

The above data were correlated to the literature, which explained that an essential component of a teacher’s efficacious instruction is ongoing professional development. Effective teacher learning is essential for raising student achievement, as claimed by Bergmark (2023). The study asserts that the teachers’ professional learning entailed changes in the ways they think, act, and relate to others in three areas: teaching, research, and collaboration. Enhancing teaching abilities, gaining new proficiencies, and mastering knowledge are all ongoing processes that teachers need to improve learning results.

2.3 In Terms of Teacher's Appraisal Feedback

Table 3 shows the mutual assessment of the respondents on “Conduct of Duties and Functions of Teacher in Terms of Teacher’s Appraisal Feedback”, with an average mean of 3.7 (Great Extent) specifying that the indicators listed

were all appraised and agreed upon by the respondents.

Table 3
Conduct of Duties and Functions of a Teacher in terms of Teacher's Appraisal Feedback

Teacher's Appraisal Feedback	Weighted Mean	Interpretation
1. Pupils' test scores	4.40	Great Extent
2. Retention and pass rates of pupils	4.10	Great Extent
3. Other pupils' learning outcomes	4.27	Great Extent
4. Pupils' feedback from the parents	4.50	Great Extent
5. Feedback from the parents	4.27	Great Extent
6. How well I work with the principal and my colleagues	4.50	Great Extent
7. Innovative teaching practices	4.53	Great Extent
8. Relation with pupils	4.23	Great Extent
9. Professional development I have undertaken	4.17	Great Extent
10. Classroom Management	4.60	Great Extent
Composite Mean	4.36	Great Extent

Based on the given indicators, the statement “Classroom management” got the highest rank and a weighted mean equivalent to 3.60 with an interpretation of “Great Extent”. This was an indication that most of the respondents were aware of classroom management in the field of academe. It was followed by the statement “Innovative teaching practices” with a weighted mean of 3.53 and a verbal interpretation of “Great Extent,” which occupied second rank in the list.

Meanwhile, the statements “Pupils' feedback on my teaching” and “How well I work with the principal and my colleagues” both ranked third, got a weighted mean of 3.50 with a verbal interpretation of “Great Extent”. From the 10 indicators listed, the statement “Retention and pass rates of pupils” got the lowest weighted mean of 4.10, with a verbal interpretation of “Great



Extent,” and it was placed in rank 10 among the given indicators.

2.4 in Terms of Teaching Practices

Table 4
Conduct of Duties and Functions of Teacher in terms of Teaching Practices

Indicators	Weighted Mean	Interpretation
1. Make interesting lesson plans/ideas	3.65	Great Extent
2. Keeps a positive attitude	3.71	Great Extent
3. Support the students' social and emotional needs	3.67	Great Extent
4. Routinely speak with a student's family	3.71	Great Extent
5. Invest in developing their curricula	3.68	Great Extent
6. Work hard every day	3.67	Great Extent
7. Create lesson plans with numerous learning processes	3.71	Great Extent
8. Use a variety of media	3.70	Great Extent
9. Explain their expectations to students	3.68	Great Extent
10. Augment their knowledge from other sources	3.68	Great Extent
Composite Mean	3.69	Great Extent

Table 4 shows the mutual assessment of the respondents on “Conduct of Duties and Functions of Teacher in Terms of Teaching Practices”, with an average mean of 3.69 (Great Extent), specifying that the indicators listed were all appraised and agreed upon by the respondents.

Based on the given indicators, the statement “keeps a positive attitude throughout the

day, which makes the classroom environment welcoming to all children.” “routinely speak with a student's family to obtain more background information about them to better utilize their time while reviewing their development.” and “create lesson plans with numerous learning processes, such as a lecture on the subject followed by individual homework or group projects.” all positioned to the highest rank and all got the highest weighted mean equivalent to 3.71 with an interpretation of “Great Extent”. This indicated that most of the respondents were aware of the teaching practices employed in school. It is followed by the statement “use a variety of media, such as diagrams, slideshows, demonstrations, or supplemental films, to convey the lesson's content,” which ranked second in the list with a weighted mean of 3.70 and a verbal interpretation of “Great Extent”.

Meanwhile, the statements “invest a lot of time developing their curricula and possess an in-depth understanding of the subject matter.”, “explain their expectations to students and incorporate them into their daily work,” and “augment their knowledge from other sources, such as by staying current on new teaching techniques for the purpose of providing students with the best possible support,” all got a weighted mean of 3.68 with a verbal interpretation of “Great Extent”. These were ranked third in the list of given indicators.

From the 10 indicators listed, the statement “make interesting lesson plans/ideas to demonstrate to pupils that they care about their academic development” occupied the least rank and got the lowest weighted mean of 3.65 with a verbal interpretation of “Great Extent”.

2.5 in Terms of Teaching Beliefs

Table 5. shows the mutual assessment of the respondents on “Conduct of Duties and Functions of Teacher in Terms of Teaching Beliefs”, with an average mean of 3.71 (Great Extent) specifying that the indicators listed were all appraised and agreed upon by the respondents.



Table 5
Conduct of Duties and Functions of a Teacher in Terms of Teaching Beliefs

Indicators	Weighted Mean	Interpretation
1. Consistently follow well-structured plans and timetables	3.65	Great Extent
2. Encourage children to work hard	3.70	Great Extent
3. Have access to educational tools	3.66	Great Extent
4. Provide an example for their children	3.71	Great Extent
5. assist pupils in understanding learning principles	3.70	Great Extent
6. Inspire pupils to learn more	3.72	Great Extent
7. Engage stakeholders	3.69	Great Extent
8. Connects lessons and real- life	3.65	Great Extent
9. Believe in a high level of motivation	3.96	Great Extent
10. Encourage students	3.64	Great Extent
Composite Mean	3.71	Great Extent

Based on the given indicators, the statement “believe that one of the best methods to increase the effectiveness of the entire learning process in a classroom is to maintain a high level of motivation” got the highest rank and weighted mean equivalent to 3.96 with an interpretation of “Great Extent”. This indicated that most of the respondents were aware of the beliefs being followed and inculcated in the field. It was followed by the statement, which ranked second in the list, “inspire pupils to learn more and to support them while they do so through effective classroom management, sound educational philosophy, and dependable teaching techniques.” obtained a weighted mean of 3.72 and a verbal interpretation of “Great Extent”.

Meanwhile, the statement “should provide an example for their children in terms of respect, discipline, and problem-solving” got a weighted mean of 3.71 with a verbal interpretation of “Great Extent”. It was also ranked as third in the list of indicators.

The above data were correlated to the study of Caniago, Pasaribu & Pohan (2025) on The Role of teachers in schools in fostering social relationships of students, who asserted that social interactions among students in the classroom play a crucial role in forming the values and character of the next generation. As educators and role models, teachers play a crucial role in promoting moral and religious ideals that foster positive social connections.

2.6 in Terms of Teachers’ Attitude Towards Work

Table 6
Conduct of Duties and Functions of Teachers in Terms of Teachers’ Attitude Towards Work

Indicators	Weighted Mean	Interpretation
1. Versatile and flexible	3.66	Great Extent
2. Address underlying problems	3.68	Great Extent
3. Possess patience	3.91	Great Extent
4. Continually examine own presumptions and prejudices	3.75	Great Extent
5. Aware of the inequities and take steps	3.70	Great Extent
6. Innovative, think creatively, and solve problems	3.67	Great Extent
7. Have great collaborative abilities	3.75	Great Extent
8. Raise level of overall preparedness	3.67	Great Extent
9. Has the capacity to accommodate students	3.67	Great Extent
10. Possess a solid work ethic	3.63	Great Extent
Composite Mean	3.71	Great Extent

Table 6 shows the mutual assessment of the respondents on “Conduct of Duties and Functions of Teacher in Terms of Teachers’ Attitude Towards Work”, with an average mean of 3.71 (Great Extent) specifying that the indicators listed were all appraised and agreed upon by the respondents.



Based on the given indicators, the statement “possess a store of patience that helps them deal with each student’s particular issues and obstacles, which may be challenging or tough to overcome” ranked first and got the highest weighted mean equivalent to 3.91 with an interpretation of “Great Extent”. This indicated that most of the respondents were aware of their attitudes towards the teaching profession. It was followed by the statements “continually examine their own presumptions and prejudices about other people to objectively assess the requirements of their students,” and “should have great collaborative abilities to guarantee they can constantly operate successfully with others,” both with a weighted mean of 3.75 and a verbal interpretation of “Great Extent”. All these statements occupied the second rank in the list.

Meanwhile, the statement “are aware of the inequities and take steps to make sure that students feel valued and heard for who they are as individuals and what they can provide to the classroom” ranked third and got a weighted mean of 3.70 with a verbal interpretation of “Very Great Extent”.

From the 10 indicators listed, the statement “possess a solid work ethic to aid them in handling the demands of the position” found out to be the least rank and it got the lowest weighted mean of 2.63 with a verbal interpretation of “Great Extent”.

According to Haryaka & Sjamsir (2021), “Factors Influencing Teachers’ Performance in Junior High School,” the following are the main factors that affect teacher performance: (1) work motivation directly improves teacher performance; (2) work discipline directly improves teacher performance; and (3) teachers’ interpersonal communication is the most important factor that directly influences teacher performance.

Additionally, teachers can boost student interest in learning by projecting confidence and fostering a comfortable learning environment. Students’ motivation to learn is also influenced by the instructional qualities of their teachers, such as cognitive stimulation and classroom management.

CONCLUSION

This study successfully achieved its goal of assessing the performance of public elementary school teachers, providing a detailed, quantitative depiction of how they fulfill their duties and responsibilities. The findings show teachers’ performance across the six key Individual Performance Commitment and Review (IPCR) domains (including Content Knowledge, Pedagogy, and Assessment) and five critical function areas (including Professional Development and Teachers’ Attitudes towards Work).

The study confirms the organizational principle that motivated teachers are indispensable assets, demonstrating readiness to embrace greater responsibility. The assessment data highlight a critical need to strengthen the pedagogical link between assessment and instructional planning, ensuring that teachers are adept at using feedback to address the diverse learning needs of students. In summary, the study concludes that enhancing instructional quality requires a dual rigorous evaluation through the IPCRF alongside active, motivational support and targeted intervention informed by continuous appraisal feedback.

RECOMMENDATION

Based on the findings, the following are the recommendations.

1. Systematize Targeted Professional Growth: Professional Development (PD) programs must be tailored to directly address the specific performance gaps identified in the IPCR domains. This requires investing in specialized training for areas like Curriculum and Planning and the effective use of technology in the Learning Environment, ensuring PD translates immediately into enhanced Teaching Practices.
2. Optimize the Appraisal and Feedback Cycle: Principals and heads must be



empowered to operate as "situation managers," to provide constructive, developmental, and regular appraisal feedback, and aim to cultivate positive Teachers' Attitudes towards Work by recognizing effort and guiding improvement, thereby reinforcing motivation.

3. Mandate Data-Driven Pedagogy: This requires providing teachers with resources and training to align their instructional objectives, activities, and evaluation methods, thus improving their capability to Gao, W., Chen, J., Tu, Z., & Li, M. (2025). Correlational research on college students' physical exercise behavior, academic engagement, and self-efficacy. *Frontiers in Psychology*, 16, Article 1428365. <https://doi.org/10.3389/fpsyg.2025.1428365> address the Diversity of Learners and strengthen their Assessment and Reporting skills. The overall goal is to foster a proactive, reflective, and continually improving cohort of elementary teachers.

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