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Teachers' Performance and the Rpms-Ppst: A Social Cognitive Perspective

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Abstract: *This study determined the dynamic interactions of the three social cognitive factors of Bandura to the performance rating of teachers for S.Y. 2022-2023, particularly secondary teachers of the South District in the Division of Cagayan de Oro using the RPMS-PPST as the framework. This study investigated the factors influencing teacher performance ratings. Teachers achieved outstanding ratings overall. The analysis revealed that a teacher's rank, educational attainment, and self-efficacy in their job role significantly explained variations in performance ratings. Other factors, such as core behavioral competencies, self-assessment, and stress, did not have a significant impact. Notably, self-efficacy emerged as a crucial factor associated with outstanding performance. The findings support Albert Bandura's Social Cognitive Theory, highlighting the importance of self-efficacy for teachers. These results can be used to improve performance appraisal and promotion systems for teachers. In essence, the study identified self-efficacy as a key factor influencing teacher performance ratings. This suggests that teachers with high self-belief in their ability to succeed are more likely to achieve outstanding results.*

Keywords: performance rating, performance appraisal system, work-related self-efficacy, social cognitive theory

INTRODUCTION

Performance evaluation is a familiar concept for employees across both public and private sectors in the Philippines and other countries. The Performance Evaluation System, governed by the Revised Administrative Code of 1987, manages public employees. Ratings can vary between institutions and sectors, but the primary goal remains consistent: to align performance with the institution's vision, mission, goals, and objectives, ultimately benefiting the clientele or the public. In the Philippines, the Civil Service Commission initiated an improved performance management system for the public sector. This system, known as the Strategic Performance Management System (SPMS), was established through CSC MC no. 6, s. of 2012. It complements the Results-Based Performance Management System (RPMS) implemented by the Office of the President. The SPMS is linked to the Performance-Based Incentive System (PBIS), which includes the Performance Enhancement Incentive (PEI) and the Performance-Based Bonus (PBB). These financial incentives are awarded to rank-and-file employees based on their performance in fulfilling their duties and responsibilities within their respective agencies or institutions.

In the Department of Education, following the implementation of the Civil Service Commission's directive on the performance management system, a tailored system was introduced for teachers: the Competency-Based Performance Appraisal System for Teachers (CBPAST). Recent developments, including the K to 12 Law (R.A. 10533), led to revisions in the Results-Based Performance Management System (RPMS). The shift was from the National Competency-Based Teachers Standards (NCBTS) to the Philippine Professional Standards for Teachers (PPST).

Despite the efforts to evaluate and rate employee performance effectively, challenges remain. The link between appraisals, personnel actions, and incentives lacks a parallel system for validating organizational effectiveness and employee performance which led to low system integrity due to unreliability and subjectivity in ratings.

The integration of the Philippine Professional Standards for Teachers (PPST) into the Results-based Performance Management System (RPMS) within the K to 12 Curriculum has heightened teachers' accountability. The Department of Education (DepEd) now defines teachers' roles through standards, competencies, and indicators. The RPMS includes tools like the Individual Performance Commitment and Review Form (IPCRF) for teachers and the Office Performance Commitment and Review Form (OPCRF) for school heads, enhancing accountability and serving as the basis for rewards and incentives in public institutions.

Despite the comprehensive new performance evaluation framework, several issues persist. One key evaluation criterion is learners' academic performance. However, the Philippines consistently ranks at the bottom in the 2018 and 2022 Program for International Student Assessment (PISA) results (PISA Result, 2023, OECD, par. 4). Gonong (2014), as mentioned by Catarong (2022) said

that Teachers may have the commitment towards their work but having trouble in attaining the over-all school performance indicator set by DepEd due to poor or lack of time and opportunities in their professional growth and development. Their the opportunity to attend seminars, and trainings, and pursue graduate studies. Nevertheless, schools and administration are doing their best to send teachers to seminars, but due to the number of participants in which not all seminars can cater to them. On the contrary, the World Bank notes that while teachers have strong professional backgrounds and pursue graduate studies, the issues are not in the opportunities or participation in seminars, but lie in their content knowledge, pedagogical skills, and teaching practices. Gutierrez (2023) emphasizes that evaluating faculty performance is an effective strategy for improving effectiveness. Educational institutions should prioritize enhancing their faculty members' performance.

When employees lack familiarity with performance evaluation frameworks and tools, achieving expected outcomes becomes challenging. Morallo and Abay (2019) highlight these gaps, particularly for new teachers. Sabio and Manalo (2020) confirm similar issues with the transition to new evaluation tools, such as the CBPAST-IPCRF. Consistency in using assessment tools is crucial. Teacher performance is influenced by personal factors (e.g., teacher characteristics) and environmental factors (e.g., work, school, community), as noted by Burgors and Meer (2021). Self-regulation, including the display of desirable dispositions in school and work habits, affects teachers' performance (Jimenez, 2020; Go et al., 2020). The effectiveness of the Individual Performance and Commitment Form (IPCRF) is low, primarily due to inadequate feedback and technical assistance, according to Cadag (2024). Pre- and post-evaluation issues and the need for specific, rather than generic, technical assistance are significant challenges.

Future research can help improve teacher performance rating tools (IPCRF) by addressing existing gaps. Evaluating teacher performance is crucial for ensuring quality education and positively impacting student outcomes. Although the IPCRF aims to enhance teaching practices, challenges remain, such as the need for better feedback mechanisms, understanding teachers' perceptions, and adapting evaluation tools to diverse contexts. By tackling these issues, policymakers and educational leaders can develop strategies to boost teacher performance and elevate education standards. This dissertation explores these gaps and offers recommendations to enhance teacher performance rating systems considering the Social Cognitive Theory, ultimately improving educational quality and equity.

This study affirms the observation on the gaps in the RPMS. Recently Executive Order No. 61 was issued on June 3, 2024, to suspend Administrative Order No. 25, s. 2011 (Result-based Performance Management System), and Executive Order No. 80, s. 2012, as amended by Executive Order No. 201, s. 2016 (Performance Enhancement Incentive and Performance-Based Bonus), as announced by the Presidential Communications Office. The suspension aims to streamline and harmonize these systems, which were found to be duplicative and redundant. Compliance with these orders had become burdensome, bureaucratic, laborious, and time-

consuming for government agencies. As a result, the implementation of the Result-based Performance Management System (RPMS) has been put on hold. In the recommendations section, I have included suggestions and appeals on how to improve our current performance evaluation system. During the change of administration in DepEd, Sec. Sonny Angara issued a memorandum to pursue the 2023-2024 performance rating and comply with it in September 2024 to give enough time as the school has started.

THEORETICAL FRAMEWORK

This study is anchored on the Social Learning theory (1986), now the Social Cognitive Theory by Albert Bandura. Albert Bandura's Bobo Doll Study in the 1960s laid the groundwork for theories related to learning and behavior. In this study, learners were exposed to two different scenarios: one involving violence toward the Bobo Doll and another with no violence. The group exposed to violence exhibited aggression and violent behavior, highlighting the impact of observational learning.

According to Bandura, as mentioned by Zhou and Brown (2015), states that social learning theory or social learning, commonly known as observational learning focuses on people learning when they observe and socialize or interact with other people. His theory bridges the theory of behaviorism and cognitive learning since it goes beyond attention, memory, and motivation. According to Bandura and his colleagues, social modeling is a very effective way of learning which is evident in modern settings. This can also be observed in kids who are observant of what they see. After observation, they act and sound like what they observe from the adults that surround them. If they keep on seeing these things, over time they will perceive it as part of the norm and build certain standards.

From his Social learning theory, Bandura concretized it and is now termed Social cognitive theory. In this theory, Learners are not just shaped by their environment but are active participants in the environment where they are or the niche where they are in. In the social context, learning occurs with dynamic and reciprocal interactions of the person. The reciprocal interaction was termed Reciprocal determinism where Bandura believed that behavior influences both the person and the environment, and they affect each other. Under Reciprocal determinism, some factors affect each other, personal factors (Cognitive, Affect, Biology), Behavior (Actions), and Environmental Factors. This is under his expanded theory which is the Social Cognitive theory.

Bandura's theory states that there is a direct correlation between a person's perceived self-efficacy and behavioral change. What they believe in in terms of their capabilities, their behavior changes, and strive to achieve it. Whenever a task or target is given, people with high self-efficacy and positive behavior tend to achieve it better than the rest.

From the worker or teacher perspective, nowadays, his theory has become the basis for crafting performance evaluations coming from different companies, agencies, and or institutions. Part of it is the OPCRF and IPCRF. This study determined the relationship and impact of the factors under Bandura's theories.

Individuals who believe more in themselves, what they can do, or perform the best, tend to have higher performance than the opposite. His theory when applied to the world of work performance may not automatically work independently, but in conjunction. It connects the other variable to the other variable to produce optimum job performance (Iroegbu, 2015). In this study, the teacher's profile, ESAT, and Level of Work-related stress, together with the learner's profile are present in Bandura's theory. Stress is part of the social influence and social support area. Pressure and lack of support lead to burnout and stress affecting teachers' performance (Li, Wijaya, Chen, & Harahap, 2024). The teacher's profile is the personal aspect, ESA (Electronic Self-Assessment) result and IPCR (Individual Performance Commitment and Review) rating represent the teacher's efficacy, and the level of work-related stress projects the environmental aspect in his theory. In terms of the content of the teacher's profile, the entries were selected from the original profile presented in the RPMS manual. These entries sought to be effective determinants as stated by Burroughs N. et al. (2019). The team studied teacher effectiveness and student outcomes. The results showed that five (5) measures were associated with learners' achievement, years of teaching experience, teachers' professional knowledge or education, and teacher provision to learn or preparation for teaching. These measures are present in the teacher's profile in the RPMS Manual. Yearly, teachers are tasked to update the contents of their teacher's profile as prescribed by the RPMS Manual.

In the context of teacher performance and social cognitive theory, this theory was tested under the context of the RPMS-PPST which contains 5 Key Result Areas (KRAs – 1. Content Knowledge & Pedagogy, 2. Learning Environment, Diversity of Learners & Assessment and Reporting, 3. Curriculum and Planning, 4. Community Linkages and Professional Engagement & Personal Growth and Professional Development, 5. Plus Factor). Bandura's Social Cognitive Theory contains three (3) factors that determine human behavior, cognitive, environmental, and behavioral factors. Looking into the composition of the RPMS, this contains different sections and tools that may represent the 3 factors under Social Cognitive Theory (Personal, Behavioral, Environmental). IPCRF which is taken from the RPMS manual composed of 4 sections, part I is the Teacher's Profile and ratings for all the KRAs, part II contains the Core Behavioral Competencies, part III contains the summary of ratings, and Part IV contains the teacher's developmental plan.

In the present system, teachers are empowered to create new ways and or modify learning experiences suited for this situation. Teachers facilitate their learners in processing and connecting their experiential learning at home to the most essential learning competencies prescribed by the Government. This is one of the areas where teachers are evaluated as presented in the different objectives in the IPCRF.

The Social Cognitive Theory (SCT) provides a valuable framework for comprehending human behavior, particularly within the field of teacher performance. SCT posits a reciprocal interaction among three key factors: personal attributes (e.g., self-efficacy), behavioral patterns (teaching practices), and environmental influences (e.g., school culture). By examining these factors, individuals will gain insights into what shapes teacher effectiveness and how to promote successful performance. Incorporating Bandura's Social Cognitive Theory allows teacher performance evaluations to transcend simplistic metrics, revealing a more nuanced image of effectiveness. Understanding the interplay between personal factors, behaviors, and the environment enables targeted support to enhance self-efficacy, refine teaching practices, and foster a positive school climate—ultimately leading to improved student learning.

Moreover, this study is supported by the aggregate model of Teacher Evaluation by Robert Marzano which highlights the role of teacher performance evaluation and its results on students' achievement. The model showed that the domain was a good measure of teacher effectiveness and caused an increase in student achievement. Marzano believed that in the model, after evaluation, teachers choose areas to improve, and the principal is the person in authority who should provide these opportunities for improvement. This framework examines the 4 domains focused on the model, classroom strategies, and behaviors – The "what is" and "how does" the teacher manage and teach the class. Next, preparing and planning – essential events that have occurred before carrying out or delivering teaching. The third one, reflecting on teaching - self-examination and or contemplation, and lastly, Collegiality and professionalism and - feedback giving, interacting academically and professionally with colleagues after the classroom, and performing school functions is important.

The only way to help teachers improve, develop, and grow in their profession is through assessing, monitoring, evaluating, and mentoring. Though there is no direct effect of teacher monitoring and performance evaluation on students' achievement, teacher performance is a determinant of students' achievement, and the only way to ensure teacher performance is through teacher performance assessment and evaluation.

Furthermore, this study is supported by the OECD-Organization for Economic Co-operation and Development Framework which sets the 6 criteria for evaluation, relevance, coherence, effectiveness, efficiency, impact, and sustainability which also supports Marzano's model in part it composed the RPMS framework. The OECD framework sets the standards and provides intrinsic and extrinsic motivations (promotion & cash incentives). The OECD framework tries to investigate whether teachers' performance ratings are being utilized. Performance ratings should improve student outcomes by enhancing teaching performance brought by the feedback coming from the rating and improving teaching practices. In return, this will further benefit the administration in their institutional performance. The OECD Teacher Evaluation framework addresses the 7 domains of the RPMS PPST and the 5 KRAs in the PPST-IPCRF Rating.

Since there is a strong link between better or quality Education and High Economic growth (OECD). The higher the teacher's performance rating, the higher the students' achievement means the better the rewards and incentives. The models presented by Marzano and the framework set by the OECD align with RPMS-PPST which DepEd is using throughout the public schools.

METHODOLOGY

A letter together with the REB clearance was sent to the school division Superintendent, Principal, and Faculty requesting a soft copy of their Teacher's IPCRF rating. Before the actual data gathering, the researcher randomly selected 20 teachers from the south district who were not part of the sample size and took the survey for reliability testing to ensure the consistency of the questions and responses, with the aid of the reliability calculator for the set of the questionnaire used.

During the pilot testing, the researcher prepared 20 hard copies of the full set of instruments and obtained the data from the randomly selected respondents for the reliability and validity test to ensure the consistency of the prescribed instruments in the RPMS Manual. After the pilot testing and analysis, the hard copies were stored in a box sealed with tape at the house of the researcher. In ensuring face and content validity, validators who are experts in the fields of education and psychology were consulted to ensure the reliability of the research instruments.

In the final data gathering, the researcher headed to the different respective south district schools, bringing the letter containing the Google link form where teacher-respondents logged in using their DepEd email account and answered the survey questionnaire individually during their free time. The teacher-respondents logged in to their DepEd email account on the given Google form for them to respond to the different sets of questions. When they logged in and agreed to participate, they ticked the proceed button and started answering the survey questionnaire in 4 parts. In ensuring consistency of responses, the respondents were required to submit or attach the screenshot of the summary rating sheet of their IPCRF since they cannot complete the survey without the attachment. Those who submitted completely were notified in the Google form. The retrieval was done using the google drive. All responses were automatically plotted in Google Excel and stored in the Google Drive of the researcher with a password. Only the researcher can access the mother data.

After the gathering of data, the names of the teacher-respondents were coded for anonymity purposes, and it underwent analysis and interpretation of data were conducted through the guidance of the research statistician and the adviser. Using a reliability Calculator, the questionnaires were analyzed. The validity and reliability of the questionnaires (Stress & Self-efficacy) were tested using Cronbach's Coefficient alpha since it is a Likert scale type of

questionnaire. The Rest of the instruments are research-valid and reliable since it is part of the RPMS-PPST Manual.

RESULTS AND DISCUSSION

Teachers' Demographics

1. Throughout the school year 2022-2023, teacher-respondents displayed exemplary performance despite the challenges brought by the transition from asynchronous and synchronous learning methods to face-to-face instruction. The majority of these educators belong to the 31–50 age group, which is often regarded as an optimal demographic for public school teaching. Female educators make up 84% of the teaching population, emphasizing a considerable gender disparity in the field. Furthermore, 75% of the respondents are married, challenging the stereotype that many Department of Education (DepEd) teachers remain single. A significant percentage, 65%, hold the rank of Teacher I, indicating relatively short tenure of around a decade or less and underscoring the need for enhanced opportunities for professional advancement.

In terms of professional growth, Learning Action Cell (LAC) and School Learning Action Cell (SLAC) sessions have emerged as the most readily available and cost-effective resources for teachers, as financial barriers prevent widespread participation in certified training programs, such as those offered by the National Educators Academy of the Philippines (NEAP) or Continuing Professional Development (CPD). A considerable number of educators, with four to ten years of service in DepEd, express a preference for career progression within the teaching profession rather than transitioning into administrative roles. Results from the Educators' Self-Assessment Tool (ESAT) reveal notable strengths, including mastery of subject matter, proficiency in language, and fostering safe learning environments. However, areas for improvement include promoting equity in the classroom and utilizing teaching methods tailored to Indigenous learners.

Behavioral assessments highlight that teachers excel in professionalism, ethical practices, and collaborative work, as reflected in their Individual Performance Commitment and Review Form (IPCRF) and similar evaluations. Despite this, teachers have reported experiencing substantial stress throughout the school year, which, if prolonged, could adversely affect their overall well-being and health.

On a brighter note, educators demonstrated exceptional levels of self-efficacy, showcasing strong confidence in their ability to overcome obstacles and meet professional goals. This resilience and belief in their capabilities are vital in sustaining motivation and fostering effectiveness in their roles as teachers.

Teachers' Performances

1. On teachers' IPCR, generally, their KRA's 1,2,3,4, and 5 are outstanding, and most of their classroom observations. This is evident when they carry out their duties and responsibilities in school. Based on the results teachers who are outstanding in their IPCR rating experience severe stress, but with high self-efficacy. Their stress level did not hamper or affect their performance in work and in obtaining an outstanding rating. Teachers are more acquainted with what is expected of them. They are familiar with the deliverables for the entire school year. When teachers are given proper coaching and mentoring and when they are acquainted, they can plan and prepare for the expected output making wise use of resources, becoming more efficient. On the results of their classroom observation, among the objectives, objective 1 is the top. Teachers are highly proficient in terms of applying content knowledge within and across curriculum teaching. Many of the teachers can meet the target as stated.

Teachers' Personal, Behavioral & Environmental Factors

2. In terms of Rank, performance rating significantly varies according to KRAs 3(Curriculum and Planning) and 5(Plus Factor). Furthermore, in terms of Educational Attainment, performance rating significantly varies according to KRAs 3(Curriculum and Planning), and 5(Plus Factor), and in terms of Professional Development, teachers' performance rating significantly varies according to KRA 4(Plus Factor). On teachers' rank, the scope of this study is teachers I, II, and III. Teachers who enter public service will start a rank of Teacher I, they remain in their rank if they do not apply for any promotion. Teachers II and III are in the upper ranks. Teachers occupying these ranks are the ones who got promoted (ranking or ERF). The rank is not dependent on the seniority of the teacher, but on the merits and performance that the teacher exhibits (MEC 10, DO 36, & ERF). On Educational attainment, the knowledge the teachers gained in their graduate schooling may have caused a significant variation in terms of meeting the objectives under KRA 3 (Curriculum and Planning), and KRA 5(Plus Factor). In terms of Professional development, their acquired knowledge and skills may have contributed to meeting the objectives under KRA 5.

Relationship between Teachers' Personal, Behavioral & Environmental Factors

3. Among the personal factors, the findings suggest that educational attainment and self-efficacy are related to teacher's performance ratings since there is a significant variation. The result is consistent from problems 3, 4, and 5. A teacher develops his/her self-belief if he/she is equipped with proper training and education. Education equips knowledge and skills that can aid strong job performance. It is in the learning stage (educational training) where teachers are honed, upskilled and reskilled in their abilities and expertise. With so many requisites needed to satisfy the teacher's classroom observation rating and IPCR rating, self-efficacy is revealed to be the only significant factor that matters among the requirements set by the RPMS-PPST. On the other hand. Among the areas, personal, behavioral, and environmental variables or

factors involved in the teacher performance evaluation process, it is self-efficacy under Personal factors corresponds to an outstanding performance rating.

Teacher' Social Cognitive Factors and Their Performance

4. Work-related Self-efficacy explains the outstanding performance of the teachers. The results imply that there is a relationship between teachers' self-efficacy and their performance rating. Teachers' ability to do or perform their tasks is influenced by their view of their capability to perform and achieve things. Teachers with high self-efficacy as part of the behavioral factor, can set challenging goals, persist in facing setbacks and perform better even if they are under pressure. Other factors (Core Behavioral Competencies, ESAT, Stress) that are included in the performance evaluation at the end of every school year do not by any means help teachers obtain an outstanding performance rating.

CONCLUSION AND IMPLICATION

The findings of this study lead to several important conclusions:

LAC and SLAC offer accessible and complimentary professional development opportunities for teachers, particularly benefiting those who cannot afford NEAP or CPD-certified training. A notable trend among teachers, especially those with four to ten years of experience, is their preference for pursuing promotions within the teaching profession rather than transitioning to school administration. The ESAT results reveal strengths in applied knowledge and environmental support; however, there is a moderate need for improvement in fostering fairness and implementing culturally appropriate strategies for Indigenous learners.

Despite facing significant work-related stress, teachers demonstrate a robust sense of self-efficacy, which is vital for effective job performance. This self-efficacy enables teachers to maintain their confidence and excel in their roles, as evidenced by their high IPCR ratings across Key Result Areas. The strong correlation between self-efficacy and performance underscores the crucial role of professional development in enhancing teachers' skills and confidence, ultimately supporting merit-based promotions.

Albert Bandura's Social Cognitive Theory, particularly the concept of self-efficacy, is essential in the educational context, especially for teachers in the Philippines. The findings indicate that teachers' beliefs in their abilities have a significant impact on their performance. The RPMS-PPST framework, which incorporates Classroom Observation Tools (COT) and Key Result Areas (KRAs), standardizes teacher evaluations. While behavioral and environmental factors were found to have minimal influence, self-efficacy emerged as a critical contributor, shaped by mentorship and support. Moreover, teachers with high self-efficacy are more inclined to exhibit effective teaching practices, resilience, and create a positive learning environment, benefiting both students and educational institutions. Therefore, professional development programs,

mentorship, and constructive feedback are vital for enhancing teachers' self-belief and overall performance. Strategies such as mentoring, evaluations, and thorough orientation with KRAs assist teachers in providing evidence for their evaluations, leading to improved ratings.

Additionally, the study identifies key demographic traits of high-performing teachers, including mid-career status, foundational qualifications, and marital stability, all of which influence their success in the classroom. Bandura's theory emphasizes the importance of personal characteristics, behavioral patterns, and environmental conditions in shaping teacher performance. By promoting intrinsic motivation alongside external incentives, educational institutions can empower teachers, enhance their effectiveness, and ultimately drive transformative changes within the education system.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made.

1. Learners/Students
    - 1.1 Inform students about the importance of teacher development programs, emphasizing how they enhance teacher skills and motivation, which subsequently boosts academic performance.
    - 1.2 Encourage active, agentic learning by promoting self-directed tasks, ownership, and collaboration among learners to foster critical thinking.
    - 1.3 Require students to give constructive feedback to teachers, facilitating a two-way dialogue that strengthens the learning relationship and accountability between teachers and students.

2. Teachers
    - 2.1 Deliver constructive feedback promptly by analyzing teacher performance and identifying specific areas for improvement.
    - 2.2 Conduct one-on-one feedback sessions to discuss evaluation results and outline actionable development steps.
    - 2.3 Provide technical assistance through training programs, instructional resources, and demonstrations of effective teaching techniques.
    - 2.4 Empower teachers by setting clear performance goals, monitoring progress, and fostering self-efficacy in skill application.
    - 2.5 Offer mentoring and coaching to support instructional growth and facilitate self-assessment for strengths and improvement areas.
    - 2.6 Actively collect and analyze student feedback to adjust teaching methods, ensuring they meet student needs effectively.
    - 2.7 Define clear evaluation criteria linked to student achievement and provide targeted feedback to support teachers in implementing evidence-based strategies.

3. Schools
    3.1 Improve classroom observation and performance evaluation processes to accurately assess teaching effectiveness and ensure continuous improvement in teaching practices through thorough midyear and year-end evaluations using the IPCRF and OPCRF.
    3.2 Organize comprehensive training programs to actively support teacher development and enhance instructional skills, fostering professional growth and collaboration among educators.
    3.3 Strengthen feedback mechanisms that encourage teachers to regularly self-assess and identify areas for improvement, thereby enhancing their overall teaching effectiveness.

4. DepEd Division Offices
    4.1 Develop and implement a comprehensive monitoring system to consistently track teachers' professional growth, their compliance with RPMS-PPST, and student outcomes.
    4.2 Allocate resources to enhance research capabilities for thorough data analysis and the creation of sustainable interventions across schools.
    4.3 Equip division authorities with necessary tools to facilitate data-driven decision-making, ensuring effective evidence-based policymaking that addresses identified gaps.

5. DepEd Regional Offices
    5.1 Enhance teacher development programs and increase training opportunities to support professional growth.
    5.2 Provide scholarships for graduate studies and collaborate with institutions to improve teacher qualifications and ongoing professional development.
    5.3 Implement a unified evaluation framework and train instructional supervisors to improve teacher assessments through technical assistance.

6. Department of Education
    6.1 Analyze feedback on RPMS-PPST policies to identify necessary amendments that align with the practical needs of teaching staff.
    6.2 Form a Policy Reform Committee to evaluate and refine RPMS-PPST guidelines using research findings.
    6.3 Align teacher promotion guidelines with evaluation results to promote fairness and transparency in the promotion process.

7. Future Researchers
    7.1 Explore studies on Bandura's theory to improve educational frameworks and performance management.

7.2 Investigate how Bandura's Social Cognitive Theory applies to factors that influence teachers' performance ratings.

7.3 Identify and analyze variables impacting teachers' performance ratings to enhance the effectiveness of the evaluation system.

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