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Performance of Teachers Utilizing Results-Based Performance Management System (RPMS): Basis for Faculty Enhancement Plan

Bonijun Sejuela¹, Lilibeth Roa-Bagtas^{1*}

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ABSTRACT

This study aimed to assess the performance of teachers at Arizala Elementary School and identify factors influencing outstanding and poor performance. A mixed-method approach combined quantitative data from document analysis with qualitative data from in-depth interviews. The analysis revealed that teachers demonstrated a very satisfactory performance level, with key factors contributing to their success, such as passion for teaching, effective strategies, classroom management, and mentorship. Based on these findings, a Faculty Enhancement Plan was developed, focusing on continuous feedback, collaboration, and innovation. This plan aims to foster professional growth and adaptability, ensuring teachers can meet evolving educational needs.

INTRODUCTION

Education is constantly evolving to meet the dynamic needs of learners and the demands of the modern world. As a critical driver of societal development, schools and educational institutions worldwide have undergone significant reforms in public management to ensure high-quality learning outcomes. In the Philippines, the implementation of the Competency-Based Performance Appraisal System for Teachers (CB-PAST) marked the beginning of efforts to improve teacher performance. However, there remained a need for continuous improvement, which led to the introduction of the Results-Based Performance Management System (RPMS). Rooted in the Philippine Professional Standards for Teachers (PPST), the RPMS aims to address the complexities of evaluating teacher performance and ensuring educational quality.

Despite the introduction of the RPMS, there are still gaps in understanding the factors contributing to both outstanding and poor performance in teaching. Research on the specific influences affecting teacher effectiveness and their personal development remains limited, making it difficult to pinpoint actionable strategies for enhancing performance across the education system. This study focuses on Arizala Elementary School, aiming to bridge this gap by analyzing RPMS results and identifying the factors that influence teaching performance. By investigating these factors, the study contributes to a deeper understanding of how performance management systems can be effectively implemented and how they impact the professional growth of educators.

This research is particularly relevant as it captures a niche sample of teachers at a specific school, providing insights into the real-world application of RPMS at

the grassroots level. The findings will contribute to the theoretical enrichment of performance management systems and teacher development programs by offering a practical framework for enhancing teacher performance. This study also presents a novel approach to developing a Faculty Enhancement Plan tailored to the needs of the teachers at Arizala Elementary School.

The purpose of this study is to evaluate the performance of teachers at Arizala Elementary School based on RPMS results and to identify the factors contributing to their performance. The findings will guide the design of a comprehensive faculty enhancement plan that addresses areas for improvement and supports professional growth. This study will also explore the validity of the enhancement plan by examining its content, appropriateness, and usability. Through these efforts, the research will contribute to the continuous development of teachers and the overall quality of education at Arizala Elementary School.

LITERATURE REVIEW

Reinforcement Theory

This study is grounded in Burrhus Frederic Skinner's Reinforcement Theory, which posits that actions are shaped by their consequences. In an educational context, Skinner's theory emphasizes that positive reinforcements, such as rewards and recognition, motivate teachers to engage in professional development activities and enhance their performance. When teachers' efforts are acknowledged through benefits like salary increases, bonuses, and promotions, their motivation and performance improve. This theory underlines the importance of rewarding exemplary teaching and creating an environment that encourages continuous growth.

¹ Graduate School, Holy Trinity College of General Santos City, Philippines

* Corresponding author's e-mail: htc_bagtasl@online.htcgscc.edu.ph

The study focuses on how reinforcement mechanisms in the Results-Based Performance Management System (RPMS) can foster a culture of motivation, excellence, and professional development among teachers.

Related Studies and Literature

This study emphasizes the significant relationship between content knowledge and pedagogy in effective teaching. Teachers' deep understanding of the subject matter allows them to select appropriate strategies that promote student learning, while their ability to address misconceptions is crucial for academic success. Research indicates that a teacher's subject-matter expertise enhances their pedagogical effectiveness, directly influencing student achievement. Equally important is the learning environment, which plays a vital role in fostering student interaction, engagement, and academic success. A safe, supportive, and well-equipped learning space encourages collaboration and creativity. Studies highlight the impact of classroom characteristics, such as space, lighting, and resources, on student outcomes. As per the Philippine Professional Standard for Teachers' RPMS, establishing a conducive learning environment is essential for optimizing student learning experiences.

Curriculum planning is essential for guiding the teaching-learning process, ensuring that lesson plans are well-structured and aligned with student needs (Johnson, 2022). It emphasizes the need for teachers to adapt their strategies based on feedback and be ready to adjust plans when necessary (O'Connor, 2022). Teachers should focus on understanding student needs and integrating strategies that accommodate diverse learning styles and backgrounds (Miller & Brown, 2021).

Teachers must employ inclusive practices and personalized teaching methods to meet learners' diverse needs. Effective planning and organizing classroom activities are vital in ensuring that all students, including those with disabilities or unique learning needs, are supported (Walters, 2020).

In the context of the Philippine education system, KRA 3 objectives stress the importance of developing responsive teaching strategies, using culturally appropriate methods, and applying assessment data to enhance teaching practices. These approaches ensure that teachers meet the diverse needs of their students while fostering an inclusive and supportive classroom environment.

Effective teacher assessment and professional development are critical for improving educational outcomes. Studies by Catalogo and Doromal (2022) highlight the importance of integrating assessments with learning objectives and instructional strategies to enhance student learning. Darling-Hammond (2020) further emphasizes that well-designed assessments are essential for measuring students' understanding and should align closely with the expected learning outcomes. Teachers' ability to implement effective assessment strategies is linked to their competencies, as noted by Gepila (2020), who stresses that continuous training and professional

development are crucial for improving teachers' assessment skills and, consequently, student achievement. Moreover, the role of professional development in enhancing teacher effectiveness is widely recognized. Research by Santos (2020) shows that participation in in-service training and advanced studies significantly improves teachers' pedagogical skills, classroom management, and student engagement. However, barriers such as limited resources and time constraints, especially in rural areas, hinder access to quality professional development opportunities, as pointed out by Dela Cruz (2022). Overcoming these challenges is vital for ensuring that all teachers can continuously improve their teaching practices.

In the Philippine context, the concept of the "plus factor" plays a significant role in teacher performance evaluations. Teachers who engage in additional responsibilities, such as committee work, mentoring, or coaching, contribute to the overall learning environment and are recognized through the Results-Based Performance Management System (RPMS). This system links teacher performance to professional growth and performance bonuses, highlighting the importance of teachers' multifaceted contributions (Department of Education, 2022). However, challenges in the implementation of the RPMS, such as inconsistent feedback and a lack of proper developmental interventions, have been identified. Pascual (2022) suggests the need for improved guidance for raters and more comprehensive support for teachers. In conclusion, the effectiveness of teacher assessment, ongoing professional development, and the recognition of additional responsibilities are key to improving teacher performance and student success. While the Philippine education system has made strides in integrating these elements, addressing the challenges of resource limitations, training accessibility, and proper implementation of performance management systems is crucial for ensuring sustained improvements in teaching quality.

MATERIALS AND METHODS

This study employed the Research and Development (R&D) method, as proposed by Gustiani (2019), to investigate the challenges faced by teachers in implementing the Results-Based Performance Management System (RPMS) at Arizala Elementary School. The research combined both quantitative and qualitative approaches. The quantitative aspect involved analyzing the level of teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) for the 2022-2023 school year through document analysis. The qualitative aspect focused on exploring factors contributing to teachers' outstanding or poor performance, gathered through semi-structured in-depth interviews.

The research was conducted at Arizala Elementary School in General Santos City, which serves 585 students and employs 18 teachers. The study involved 13 teachers

for the quantitative phase, with a specific selection criterion of at least one year of teaching experience. For the qualitative phase, five participants were chosen based on their roles and experience, including the school head, a master teacher, an RPMS coordinator, and teachers with varying years of experience.

Data were collected using the RPMS-PPST results from the IPCRF, which were analyzed using a five-point Likert scale. For the qualitative phase, interviews were conducted using a validated interview guide, and thematic analysis was applied to explore the factors behind teachers' performance. The Colaizzi process (1978) was used for phenomenological analysis, which included steps such as

reading interview transcripts multiple times, identifying key phrases, and creating themes. The findings were then validated by the participants to ensure accuracy and relevance.

Ethical considerations were prioritized throughout the study. Informed consent was obtained from participants, who were assured of their voluntary participation and the confidentiality of their responses. The researcher adhered to the Data Privacy Act (DPA) and ensured that all participants were treated equally, with sensitivity to both gender and cultural factors.

RESULTS AND DISCUSSION

Table 1: Level of Performance of Teachers in RPMS in Terms of Content Knowledge and Pedagogy

Items	Mean	Description
1. Applied knowledge of content within and across curriculum teaching areas.	4.96	Outstanding
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.96	Outstanding
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.85	Outstanding
Overall Mean	4.92	Outstanding

Table 2: Level of Performance of Teachers in RPMS in Terms of Learning Environment and Diversity of Learners

Items	Mean	Description
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.85	Outstanding
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.96	Outstanding
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.96	Outstanding
Overall Mean	4.92	Outstanding

Table 3: Level of Performance of Teachers in RPMS in Terms of Curriculum and Planning

Items	Mean	Description
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.81	Outstanding
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.15	Very Satisfactory
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.59	Outstanding
Overall Mean	4.52	Outstanding

Table 4: Level of Performance of Teachers in RPMS in Terms of Assessment and Reporting

Items	Mean	Description
Designed, selected, organized and used diagnostic, formative and summative assessment strategies.	4.69	Outstanding
Monitored and evaluated learner progress and achievement using learner attainment.	3.81	Very Satisfactory
Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders including parents/guardians.	3.69	Very Satisfactory
Overall Mean	4.06	Very Satisfactory

Table 5: Level of Performance of Teachers in RPMS in Terms of Personal Growth and Professional Development

Items	Mean	Description
Applied a personal philosophy of teaching that is learner-centered.	3.27	Satisfactory
Set professional development goals based on the Philippine Professional Standards for Teachers (PPST).	3.72	Very Satisfactory
Overall Mean	3.50	Very Satisfactory

Table 6: Level of Performance of Teachers in RPMS in Terms of Plus Factor

Items	Mean	Description
Performed various related works/activities related that contribute to teaching learning process.	3.49	Satisfactory

Table 7: Summary Table on the Performance of Teachers in RPMS

Items	Mean	Description
1. Content Knowledge and Pedagogy	4.92	Outstanding
2. Learning Environment and Diversity of Learners	4.92	Outstanding
3. Curriculum and Planning	4.52	Outstanding
4. Assessment and Reporting	4.06	Very Satisfactory
5. Personal Growth and Professional Development	3.50	Very Satisfactory
6. Plus Factor	3.49	Satisfactory
Overall Mean	4.24	Very Satisfactory

Factors that Contribute to the Outstanding Performance of Teachers

This research aimed to identify factors contributing to teachers' outstanding performance in the teaching-

learning process through the RPMS, with data collected via in-depth interviews, and emphasized the importance of professional development to address diverse learning needs.

Table 8: Factors that Contribute to the Outstanding Performance of Teachers

Major Themes	Core Ideas	Frequency of Response
Mentoring and Coaching by Colleagues and School Head	Classroom Observation	General
	Conduct One-on-One Pre and Post Observation Conference	Typical
	Checking of Daily Lesson Plans/Logs, Table of Specifications and Test Questionnaires	Variant
Accomplishing Key Result Areas	Using Appropriate Classroom Management Strategies	General
	Employment of Effective Teaching Strategies	General
	Timely Submission of Documents	Variant
Extending Extra Effort	Working Beyond School Hours for Extra Curricular Activities and Performing Ancillary Tasks	Variant
	Working Beyond School Hours for Brigada Pagbasa on Saturdays	Variant

Table 9: Validity of the Designed Faculty Enhancement Plan Based on Content

Items	Mean	Description
Alignment with RPMS Goals: The content aligns with the specific goals and indicators outlined in the Results-Based Performance Management System.	5.00	Very Highly Valid
Incorporation of RPMS Framework: The program integrates key components and methodologies prescribed by the RPMS framework, ensuring a seamless connection to performance evaluation criteria.	4.67	Very Highly Valid
Addressing RPMS Key Result Areas: The program addresses the various Key Result Areas (KRAs) defined by the RPMS, enhancing teachers' competence and performance in these specific areas.	5.00	Very Highly Valid
Overall Mean	4.89	Very Highly Valid

Table 10: Validity of the Designed Faculty Enhancement Plan Based on Appropriateness

Items	Mean	Description
Integration into RPMS Workflow: The program can be easily integrated into the existing workflow of RPMS, ensuring a smooth and cohesive implementation process.	4.67	Very Highly Valid
Ease of RPMS Documentation: The program's usability is concerned with the documentation requirements of RPMS, streamlining the process of recording and reporting teacher performance data.	4.67	Very Highly Valid
Facilitation of RPMS Assessments: The program supports teachers in preparing for and undergoing RPMS assessments, contributing to a positive and effective performance evaluation process.	4.67	Very Highly Valid
Overall Mean	4.67	Very Highly Valid

Table 11: Validity of the Designed Faculty Enhancement Plan Based on Usability

Items	Mean	Description
Relevance to RPMS Standards: The program has direct relevance to the standards set forth by the RPMS for teacher performance assessment.	5.00	Very Highly Valid
Customization to School Context: The program is tailored to the unique context of Arizala Elementary School, considering specific RPMS requirements and expectations within the school setting.	5.00	Very Highly Valid
RPMS Compliance: The program aligns with the established RPMS guidelines, reflecting an understanding of the school's RPMS implementation.	4.67	Very Highly Valid
Overall Mean	4.89	Very Highly Valid

Table 12: Summary Table on the Validity of the Designed Faculty Enhancement Plan

Items	Mean	Description
1. Content	4.89	Very Highly Valid
2. Appropriateness	4.67	Very Highly Valid
3. Usability	4.89	Very Highly Valid
Overall Mean	4.82	Very Highly Valid

Discussion

This study evaluated the performance of teachers at Arizala Elementary School based on their Individual Performance and Commitment forms for the 2022-2023 school year using the Results-Based Performance Management System (RPMS), with each Key Result Area (KRA) analyzed.

Table 1 shows that teachers excelled in Content Knowledge and Pedagogy, with an outstanding mean score of 4.92, particularly in applying content knowledge and diverse teaching strategies, although the lowest score was in promoting higher-order thinking skills.

Teachers performed excellently in the Learning Environment and Diversity of Learners with a mean of 4.92, excelling in behavior management and using developmentally appropriate strategies, though they scored slightly lower in engaging learners in hands-on activities.

In Curriculum and Planning, teachers performed outstandingly as highlighted in Table 3 with a mean of 4.52, especially in planning and implementing developmentally sequenced teaching, though collegial discussions based on feedback scored lower.

Table 4 shows that in Assessment and Reporting, teachers had a very satisfactory performance with a mean of 4.06, excelling in assessment strategies but scoring lower in monitoring and communicating learner progress.

Teachers' Personal Growth and Professional Development was rated very satisfactory as indicated in table 5, with a mean of 3.50, with teachers demonstrating solid performance in setting professional goals but less in applying a learner-centered teaching philosophy.

Table 6 presents the Plus Factor, where teachers showed a satisfactory performance with a mean of 3.49, excelling in additional duties outside the classroom but needing further improvement in some areas.

Overall, the teachers at Arizala Elementary School demonstrated a very satisfactory level of performance in RPMS, with particularly outstanding performances in Content Knowledge and Pedagogy and Learning Environment, but areas like Assessment and Reporting and Personal Growth were rated lower. The study emphasized teachers' competence, dedication, and ability to exceed Department of Education (DepEd) expectations, while also highlighting the challenges and resilience that contribute to their success.

Based on the data gathered through semi-structured interviews with four teachers and one principal, the study highlighted high levels of competence among teachers in areas such as pedagogical content, supporting diverse learning environments, and addressing the varied needs of learners. However, it also identified the need for ongoing professional development, emphasizing the importance of carefully considering training opportunities to further enhance teaching effectiveness.

The participants also mentioned the importance of mentoring and coaching from colleagues and school heads in enhancing teacher performance. Key strategies include classroom observation, where teachers showcase their strengths and receive feedback, and one-on-one pre- and post-observation conferences, providing technical support and constructive advice. Participants emphasized the role of collaboration and feedback from co-teachers and school heads in improving their teaching methods. The involvement of school leadership in providing resources and guidance further supports teachers in meeting performance standards, contributing to their outstanding performance.

Regular review of daily lesson plans and test questions by curriculum coordinators, ensuring alignment with learning competencies also contributed to outstanding teacher performance. Classroom management, effective teaching strategies, and timely document submission also play vital roles in achieving high performance. Teachers emphasize the importance of creating structured learning environments, employing diverse teaching methods, and meeting RPMS deadlines. Additionally, extending extra efforts, such as participating in extracurricular activities and Brigada Pagbasa, further contributes to teachers' success within the Results-Based Performance Management System.

Another key factor contributing to outstanding teacher performance includes passion for teaching, working beyond school hours for extracurricular activities, and participating in Brigada Pagbasa. Teachers' dedication to their roles, such as coaching students and engaging in community outreach, positively impacts their performance ratings. Passionate educators show resilience and a strong commitment to student success, which enhances their professional growth and effectiveness. Mentoring from colleagues and school leadership, along with meeting IPCRF indicators, further support teachers in achieving exceptional performance.

Validity of the Designed Faculty Enhancement Plan of Arizala Elementary School

The researcher-developer revised the faculty enhancement plan for Arizala Elementary School through a detailed, iterative process to ensure clarity, effectiveness, and alignment with the school's objectives. The plan was evaluated by key stakeholders, including the RPMS coordinator, principal, and district supervisor, using a five-point scale and a morphological approach. Validators rated the plan's content as highly valid, with

an overall mean score of 4.89, indicating it was relevant, accurate, and aligned with the school's goals. Feedback was gathered over a one- to two-week period, followed by statistical analysis and further refinement to the plan.

The validators strongly affirmed that the faculty enhancement plan effectively addresses the KRAs outlined by the RPMS, significantly enhancing teachers' competence and performance in these areas, with a perfect score of 5.00 for alignment with RPMS goals and performance indicators. The plan's integration with the RPMS framework was also highly valid, scoring 4.67. Research by Allen and Smith (2020) emphasizes the importance of aligning faculty enhancement plans with institutional goals, teaching practices, and disciplinary contexts, while promoting collaboration and diversity in topics.

In terms of the plan's usability, the evaluators rated it as very highly valid, with a mean score of 4.67 across all indicators. Faculty enhancement plans in higher education are critical for supporting educators' professional development and improving teaching effectiveness, but their success depends on how well they align with faculty needs and contexts. Research highlights that the validity of such plans is linked to their appropriateness—plans tailored to faculty members' specific needs and goals are more effective in promoting professional growth and enhancing teaching outcomes. The study of Smith and Brown (2020) emphasizes that faculty members are more likely to engage with and benefit from plans that align with their professional aspirations, ultimately improving teaching competence.

Finally, the plan was evaluated as very highly valid in terms of appropriateness, usability, and content, with an overall mean score of 4.82. The plan received perfect scores of 5.00 for content and usability, demonstrating strong alignment with the RPMS standards and the specific context of the school. Its appropriateness, reflecting the plan's alignment with RPMS guidelines and expectations, scored 4.89, while usability factors, including user interface design, accessibility, and the availability of relevant resources, were highlighted as key contributors to its success. Studies by Nielsen and Molich (2021) and Smith (2020) emphasize the importance of intuitive design, ease of access, and relevant resources in enhancing the usability of such plans. Despite a slightly lower score for appropriateness, the plan was still deemed very highly valid.

It can be implied from the result that the validators are amenable to the faculty enhancement plan developed by the researcher for the teachers' personal growth and development.

The faculty enhancement plan for Arizala Elementary School is deemed ready for implementation, with expert evaluations confirming its alignment with RPMS-PPST standards. However, minor modifications were suggested for further improvement. Research supports this, with Smith and Doe (2022) highlighting the importance of including a broad range of competencies like subject

knowledge, pedagogy, and classroom management in faculty development programs. The study of Lee and Nguyen (2021) emphasizes the effectiveness of interactive, user-friendly content and programs designed with teachers' workloads in mind. Additionally, Evans and Brown (2023) found that digital platforms improved usability, while Patel and Kumar (2022) and Garcia (2021) stressed the need for culturally responsive and context-specific development programs to ensure their relevance and success in diverse settings.

CONCLUSIONS

The study revealed that public elementary school teachers exhibited a very satisfactory level of performance in the Results-Based Performance Management System (RPMS). Teachers demonstrated high achievement and commitment in areas such as quantity and time management, technical expertise, creativity, and initiative. This exceptional performance can be attributed to key factors like the successful completion of IPCRF indicators, passion for teaching, effective teaching strategies, classroom management skills, and mentoring from colleagues and school leadership. Based on insights gathered from semi-structured in-depth interviews, a faculty enhancement plan was developed to address specific challenges faced by teachers at Arizala Elementary School. This plan is tailored to meet the school's needs and focuses on areas where teachers encounter difficulties. Furthermore, the faculty enhancement plan has been evaluated by experts on RPMS-PPST and is now ready for implementation at Arizala Elementary School. Based on the study's findings and conclusions, several recommendations are made. First, school administrators should acknowledge and publicly recognize the exceptional performance of teachers in the Results-Based Performance Management System (RPMS) and implement a structured reward system to further motivate them. To sustain teachers' passion for teaching, the school should foster an environment that encourages creativity, originality, and initiative, while providing opportunities for teachers to share innovative strategies. Additionally, organizing professional development programs, training sessions, and workshops will empower teachers to enhance their skills and address performance challenges. The faculty enhancement plan, once approved and validated, should be initiated, tailored to the identified needs, and regularly evaluated for effectiveness. The positive impact of mentoring and coaching from colleagues and school leadership should be recognized, and mentorship programs should be established to promote the sharing of best practices. The school should also encourage continuous evaluation and feedback to ensure the ongoing relevance of initiatives. Lastly, future research should explore other factors influencing teacher performance within the RPMS-PPST framework.

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