

Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills): An Intensive Strategy in Improving Teachers' Practices and Performance

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Abstract— The purpose of this research was to investigate the effectiveness of **Project CENTERS** (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills) as an intensive strategy in improving teachers' practices and performance. The designed initiative was important due to its provision of quality instruction and capacity building for teachers through Learning Action Cell (LAC) sessions, Performance Monitoring and Coaching (PMC) Sessions, In-service Trainings (INSET) and other professional development opportunities intended to enhance their readiness and skills in classroom teaching and other areas of concern based on the Philippine Professional Standards for Teachers (PPST). Project CENTERS was one of the Programs, Projects and Activities (PPA) of Santa Cruz Integrated National High School embedded in the School Improvement Plan (SIP) designed to address the limited professional development opportunities given to teachers. Census method was used to cover all proficient teachers of Santa Cruz Integrated National High School in the analysis of project implementation as well as to acquire reliable data on the impact of the intervention in their teaching practices and performance. The findings revealed that teachers' practices among 5 PPST indicators, 4 indicators achieved t-values of 2.80624, 2.48525, 2.80624 and 2.85417 with a critical value of 2.080 with p-values of .01058, .02145, .01058 and .0095 ($\leq .05$) which made the results due to the project implementation **significant**. On the other hand, teachers' performance achieved a t-value of 8.960618, with a critical value of 2.080 and a p-value of .00001, which made the performance results due to the implementation of Project CENTERS **significant**. The theoretical implications of the research findings highlighted that professional development may be a continuous process, inclusion of culturally responsive teaching and elevation of teachers' performance will lead to better learner outcomes. Moreover, for the practical implications, provision and implementation of targeted and intensive teacher training and development programs are necessary taking learner-centered teaching as a priority. The study based on its findings proposed policy improvement which may include more dynamic systems intended to monitor teachers' progress and offer ongoing support in order that such improvements are maintained and continuously developed.

Keywords— Project CENTERS, Teachers Practices, Teachers Performance, LAC, PMC, INSET, PPST, PPA

I. CONTEXT AND RATIONALE

Project CENTERS was a comprehensive school-based strategic program made to support and empower teachers of Santa Cruz Integrated National High School for their professional development. This initiative was based on DepEd

Memorandum no. 050 s. 2020, which outlined the Professional Development Priorities for Teachers and School Leaders for the School Year 2020–2023, and DepEd Order no. 35 s. 2016, which designated the Learning Action Cell (LAC) as a school-based continuous professional development plan for the K to 12 Basic Education Program aimed at enhancing teaching and learning.

Project CENTERS was one of the Programs, Projects and Activities (PPA) of SCINHS embedded in the School Improvement Plan (SIP) and was designed to address the limited professional development opportunities for teachers. In the school assessment made to determine the root cause for professional development as one of the Priority Improvement Areas (PIA) in the SIP, there were identified 5 out of 18 teaching personnel in school year 2019-2020 with lowest number of trainings relative to professional development. Same challenges occurred in school year 2020-2021 and 2021-2022 due to the impact of the Covid-19 Pandemic.

The initiative aimed to provide quality instruction and capacity building for teachers through Learning Action Cell (LAC) sessions, Performance Monitoring and Coaching (PMC) Sessions, In-service Trainings (INSET) and other professional development opportunities to help them enhance their readiness and skills in classroom teaching and other areas of concern based on the Philippine Professional Standards for Teachers (PPST). Focusing on continuous education, learning and nurturing, Project CENTERS pursue to create a supportive environment for teachers to grow and thrive in their roles.

Project CENTERS was intended to address challenges faced by teachers like adapting to new teaching methodologies, application of content, technology integration, diverse learners' needs, curriculum implementation, assessment, community linkages and professional engagement. The program emphasized the importance of ongoing professional development to ensure that teachers are equipped with the necessary knowledge and skills to create engaging and effective learning environments.

Through the initiative, teachers availed technical assistance and trainings that enable them to stay abreast of best practices and pedagogical advancements, ultimately benefiting both educators and learners.

The outcomes of this research can be a springboard for other

schools in improving professional development practices through dissemination and benchmarking activities and may be one of the bases in improving the current professional development system through the policy development process of the Department of Education (DepEd).

Project CENTERS recognized the vital role of teachers in shaping the future of education and aims to provide a platform for continuous learning and growth. Investment in the professional development of teachers, the initiative seeks to foster a community of skilled and motivated teachers who are prepared to navigate the challenges of modern education and contribute to the success of their students.

II. INNOVATION, INTERVENTION, OR STRATEGY

Project CENTERS was a comprehensive school-based strategic program made to support and empower teachers of Santa Cruz Integrated National High School in their professional development. The innovation was designed to address SCINHS SIP PIA No. 5 for 2022-2025: Quality-

Inadequate Professional Development for Teachers in which the analysis results showed that 5 teachers were identified with few trainings and seminars which hinders them to be fully equipped due to the reason of being new in the profession and also majority of the teachers does not have a graduate diploma which can help them in their career progression.

The activities embedded in Project CENTERS include regular conduct of LAC sessions, in-service trainings and other relevant professional development opportunities based on needs assessment. Other professional development opportunities include classroom observation through RPMS-COT and STAR, coaching the mentee through PMC sessions, intensive supervision, conduct of content-based instruction, conduct of school level capacity building for action research, investigative projects and interventions, encourage teachers to attend in post graduate studies and promotional meetings on teachers.

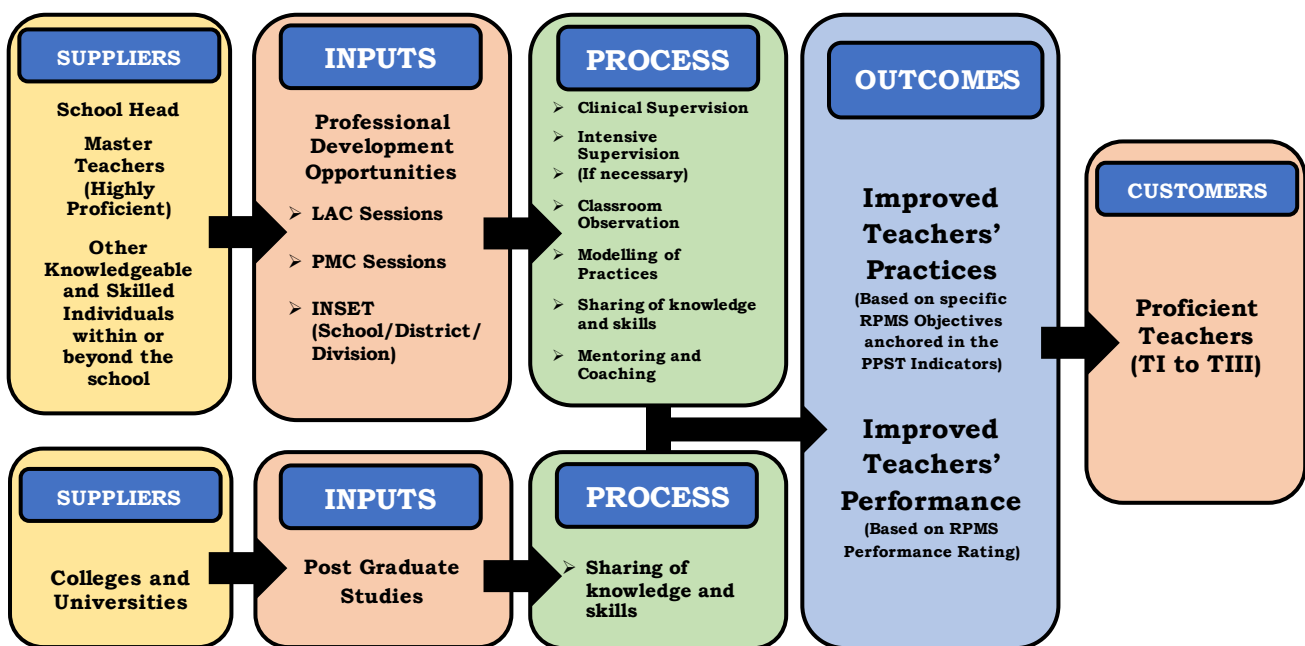


Figure 1: Activities Undertaken Based on the Planned Solution (Project CENTERS)

The rationale of the planned solution was to provide professional development opportunities for teachers in addressing SIP PIA no. 5 and to produce outcomes which include improved teachers' practices based on PPST indicators and improved teachers' performance based on RPMS Performance Rating. The solutions/ interventions were provided by the School Head, Master Teachers and other knowledgeable and skilled individuals in content, pedagogy, assessment and other areas relevant in the field whether within or outside the school. Colleges and Universities were also suppliers of inputs and processes for the intention of the program. The study was limited on SCINHS Proficient Teachers (Teacher I to TIII) since they were the majority of the teaching force and they were the once who needed technical assistance most.

The focus of the study in the implementation of Project CENTERS was School Year 2023-2024 and was compared in the last school year when the program was not yet implemented (SY 2021-2022). The necessary technical tools utilized were the following; STAR Observation Tool, RPMS Tools, PMCF, Mid-Year Review Form (MRF), PPST Resource Package and other tools/materials that are relevant and necessary for the conduct of the intervention. Resources were funded through the Maintenance and Other Operating Expenses (MOOE) and the Faculty and Students Fund which is 15% of the school managed canteen income.

III. ACTION RESEARCH QUESTIONS

Project CENTERS was designed to address the limited professional development opportunities for teachers through

quality instruction and capacity building activities.

Specifically, this sought to answer the following questions:

1. What is the level of teachers’ practices before the implementation of Project CENTERS in terms of;
 - 1.1. Application of content knowledge within and across teaching areas
 - 1.2. Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning
 - 1.3. Establishing safe and secured learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures
 - 1.4. Maintaining learning environments that promote fairness, respect and care to encourage learning
 - 1.5. Adaptation and use of culturally appropriate teaching strategies to address the needs of learners from indigenous groups?
2. What is the level of teachers’ practices during the implementation of Project CENTERS in terms of;
 - 2.1. Application of content knowledge within and across teaching areas
 - 2.2. Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning
 - 2.3. Establishing safe and secured learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures
 - 2.4. Maintaining learning environments that promote fairness, respect and care to encourage learning
 - 2.5. Adaptation and use of culturally appropriate teaching strategies to address the needs of learners from indigenous groups?
3. What is the level of teachers’ performance before the implementation of Project CENTERS based on their RPMS ratings?
4. What is the level of teachers’ performance during the implementation of Project CENTERS based on their RPMS ratings?
5. Is there a significant improvement on teachers’ practices during the implementation of Project CENTERS?
6. Is there a significant improvement on teachers’ performance during the implementation of Project CENTERS?

The hypotheses of the study were the following:

Ho1: There is no significant improvement on teachers’ practices during the implementation of Project CENTERS.

Ho2: There is no significant improvement on teachers’ performance during the implementation of Project CENTERS.

IV. ACTION RESEARCH METHODS

A. Participants and other Sources of Data and Information

The participants of the research were all the proficient teachers of SCINHS for School Year 2023-2024 composed of 1 Teacher III, 12 Teacher II and 9 Teacher I with a total of 22 teachers. They made up 79% of the school's nationally supported instructors. Most of the Teacher I participants’ years of service ranged from 2 to 4 years while Teacher II and III participants had years of service from 8 years and over. In reference to their plantilla positions, 8 from the Proficient Teachers are Junior High School teachers while 14 are Senior High School teachers.

Based on the needs assessment as reflected in their Individual Performance Commitment and Review Form-Development Plan (IPCRF-DP), all of them need professional development opportunities in diverse aspects like in-service trainings and seminars, mentoring and coaching, post graduate studies and other relevant activities for them to grow in their teaching practices and other areas of concern based on PPST.

Census method was used to cover all proficient teachers of SCINHS in the study of Project CENTERS’ implementation as well as to acquire reliable data on the impact of the intervention in their teaching practices and performance.

According to Australian Bureau of Statistics (ND), census is an analysis of every unit, everything or everyone, in a population. It is also known as a complete enumeration, meaning complete count. A census offers an accurate count of the population without any sampling error. In future research, this data can serve as a reference point, and more detailed information about smaller subgroups within the population is likely to be available.

B. Data Gathering Methods

The researcher asked permission to the School Head for the conduct of the study including other relevant activities on February 15-16, 2024. Upon approval, orientation for proficient teachers on the purpose of the research and collection of IPCRF data from School Year 2021-2022 with consent were done from March 20-29, 2024. Data collection focused on the following:

TABLE 1: Scope of Data Collection from School Year 2021-2022

TEACHERS’ PRACTICES		
Key Result Area/Objective	PPST Indicators	Description
1/1	1.1.2	Apply knowledge of content within and across curriculum teaching areas.
1/3	1.6.2	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.
2/5	2.1.2	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.
2/6	2.2.2	Maintained learning environments that promote fairness, respect and care to encourage learning.
3/10	3.5.2	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.
TEACHERS’ PERFORMANCE		
Teachers’ Final Rating (Numerical)		

Reference: DM 004 S. 2022-Implementation of the RPMS-PPST for School Year 2021-2022

For teachers’ practices, the objectives stated above anchored on the PPST indicators were areas assessed from School Year 2021-2022. These objectives were evaluated based on quality. On the other hand, for teachers’ performance, the focus were the RPMS final ratings in School Year 2021-2022. All of these data were collected in the Individual Performance Commitment and Review Forms (IPCRF) and were organized and tabulated after data gathering.

The administration of interventions such as LAC sessions and PMC sessions were conducted several times every quarter for school year 2023-2024 while INSET was facilitated from January 24 to 30, 2024 as the schedule of the Mid-Year Review and Evaluation (MYRE) as per DO 22 s. 2023.

Lastly, from June 17-21, 2024, data needed to show teachers' practices and performance for School Year 2023-2024 were gathered with consent. Data collection focused on the following.

Data from School Year 2023-2024 were organized and tabulated after collection. Data gathered including the reference RPMS tools used were dealt with confidentiality and utilized only for its purpose in compliance with Republic Act no. 10173 or the Data Privacy Act of 2012.

The data gathering methods were suited to the nature and purpose of the research since it revealed the difference of the teachers' level of practices and performance before and during the implementation of Project CENTERS as well as the significant improvements on both areas caused by the intensive strategy.

TABLE 2: Scope of Data Collection from School Year 2023-2024

TEACHERS' PRACTICES		
Key Result Area/Objective	PPST Indicators	Description
1/1	1.1.2	Apply knowledge of content within and across curriculum teaching areas.
1/4	1.6.2	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.
2/5	2.1.2	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.
2/6	2.2.2	Maintained learning environments that promote fairness, respect and care to encourage learning.
3/8	3.5.2	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.
TEACHERS' PERFORMANCE		
Teachers' Final Rating (Numerical)		

Reference: DM 008 S. 2023-Multi-Year Guidelines on RPMS-PPST

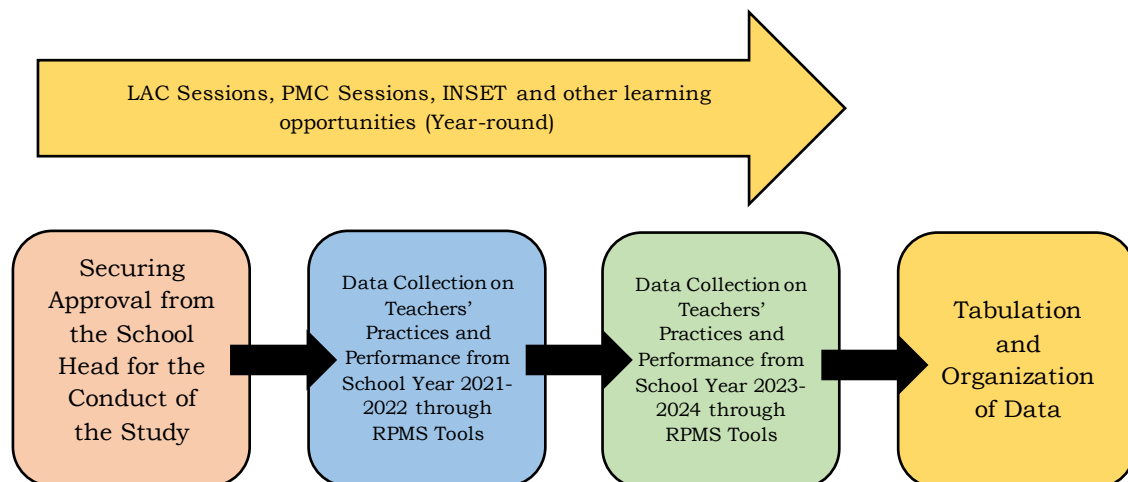


Figure 2: Procedures for Data Collection

C. Data Analysis

The researcher used quantitative research through document screening in the analysis of data and were gathered from the teachers' IPCRF from School Year 2021-2022 and 2023-2024. This study through these methods helped the researcher to unveil the improvements on teachers' practices and performance caused by Project CENTERS.

As described by University of Newcastle, Australia (2023), Quantitative Research collects numerical data which can be measured, ranked, or categorized through a specific statistical analysis. It helps the researchers to uncover relationships or patterns as well as to form generalizations. This type of research is helpful in discovering out how many, how often, how much and even to what extent. Document screening as also explained by the source is obtaining numerical data from bases such as financial reports or counting word occurrences.

Mean and standard deviation were used in determining the level of teachers' practices from two school years based on the

five PPST indicators reflected in the RPMS objectives. It was also used to present the level of teachers' performance based on the RPMS ratings from the two school years.

On the other hand, t-Test Dependent (Two-Tailed Test) was used to reveal the significant improvement between two school years in terms of teachers' practices and teachers' performance based on the data gathered from the teachers' IPCRF.

Mean

$$\mu = \frac{1}{N} \sum_{i=1}^N x_i$$

Wherein:

μ = Population Mean (average) of teachers' practices/teachers' performance.

x_i = Individual data points in the population.

(Ratings of teachers' practices for quality/RPMS

ratings)

N= Number of data points in the population.

(Total number of teacher-respondents)

Σ= The sum of all individual values.

Standard Deviation

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2}$$

Wherein:

σ= Standard Deviation

N= Number of data points in the population.

x_i= Indicates each individual data point.

μ= Population Mean

(x_i - μ)² = Squared difference among each data point and the population mean.

T-Test Dependent

$$t = \frac{\mu_d}{\frac{\sigma_d}{\sqrt{N}}}$$

Wherein:

t= t-value/ test statistics calculated from the population data.

μ_d= Mean of the differences between the paired scores.

(Difference between teachers’ practices and teachers’ performance before and after the implementation of Project CENTERS)

σ_d= Population Standard Deviation of the differences between paired scores.

N= Number of teachers (Number of paired observations)

All of the data were computed through the statistical tools incorporated to Social Science Statistics (www.socscistatistics.com). This website provided free resources for researchers and learners performing with statistics in the social sciences. All of the website's tools and calculators were created with simplicity in use and clarity in presentation, which is less. (Stangroom, 2024)

V. DISCUSSION OF RESULTS AND REFLECTION

A. Discussion of Results

This part provided the analysis and interpretation of data intended for the assessment of Project CENTERS impact on teachers' practices and performance based on Results-Based Performance Management System (RPMS) ratings. The data gathered were analyzed based on the research questions with focus on how the project has influenced teachers' compliance with the 5 Philippine Professional Standards for Teachers (PPST) indicators and their corresponding overall performance ratings under RPMS. The tables below presented in sequence with each followed with an explanation to clarify key findings and patterns.

The analysis focused on two main areas: teachers' practices, as assessed through the PPST indicators and their performance, as reflected in the RPMS ratings. This study sought to demonstrate the positive influence of Project CENTERS on both teaching practices and performance outcomes.

TABLE 3: Level of Teachers’ Practices before the Implementation of Project CENTERS School Year 2021-2022

RPMS KEY RESULT AREAS/ OBJECTIVES	PPST INDICATORS	MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
1/1	Apply knowledge of content within and across curriculum teaching areas. (1.1.2)	4.864	0.35125	Outstanding
1/3	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (1.6.2)	4.727	0.45584	Outstanding
2/5	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (2.1.2)	4.773	0.42893	Outstanding
2/6	Maintained learning environments that promote fairness, respect and care to encourage learning. (2.2.2)	4.682	0.47673	Outstanding
3/10	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (3.5.2)	3.818	1.46828	Very Satisfactory
Average		4.573	0.42729	Outstanding

Legend:	4.500-5.000	Outstanding
	3.500-4.499	Very Satisfactory
	2.500-3.499	Satisfactory
	1.500-2.499	Unsatisfactory
	1.000-1.499	Poor

The table above showed the level of teachers’ practices before the implementation of Project CENTERS in school year 2021-2022. The figures revealed that teachers’ practices from KRA 1, Objective no. 1/ PPST Indicator 1.1.2 described as applied knowledge of content within and across curriculum teaching areas had a mean value of 4.864, with a standard

deviation (SD) of 0.35125, and a verbal interpretation of outstanding. Moreover, teachers’ practices from KRA 1, Objective 3/ PPST 1.6.2 described as displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning had a mean value of 4.727, with an SD of 0.45584, and a verbal interpretation of outstanding. Furthermore,

teachers' practices from KRA 2, Objective 5/ PPST 2.1.2 described as established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures had a mean value of 4.773, with an SD of 0.42893, and a verbal interpretation of outstanding. Additionally, teachers' practices from KRA 2, Objective 6/ PPST 2.2.2 described as maintained learning environments that promote fairness, respect and care to encourage learning had a mean value of 4.682, with an SD of 0.47673, and a verbal interpretation of outstanding. Finally,

teachers' practices from KRA 3, Objective 10/ PPST 3.5.2 described as adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups had a mean value of 3.818, with an SD of 1.46828, and a verbal interpretation of very satisfactory. In average, teachers' practices before the implementation of Project CENTERS in school year 2021-2022 had a mean value of 4.573 with an SD of 0.42729 and a verbal interpretation of outstanding. The standard deviation is lower than 1, which signified as a homogenous sample, and data were clustered around the mean.

TABLE 4: Level of Teachers' Practices during the Implementation of Project CENTERS School Year 2023-2024

RPMS KEY RESULT AREAS/ OBJECTIVES	PPST INDICATORS	MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
1/1	Apply knowledge of content within and across curriculum teaching areas. (1.1.2)	5.000	0	Outstanding
1/4	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (1.6.2)	5.000	0	Outstanding
2/5	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (2.1.2)	5.000	0	Outstanding
2/6	Maintained learning environments that promote fairness, respect and care to encourage learning. (2.2.2)	4.955	0.21320	Outstanding
3/8	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (3.5.2)	4.591	0.50324	Outstanding
		Average	4.9092	0.17894
Legend:		4.500-5.000	Outstanding	
		3.500-4.499	Very Satisfactory	
		2.500-3.499	Satisfactory	
		1.500-2.499	Unsatisfactory	
		1.000-1.499	Poor	

TABLE 5: Level of Teachers' Performance before and during the Implementation of Project CENTERS based on their RPMS Ratings

SCHOOL YEAR	MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
2021-2022	4.368	0.30061	Very Satisfactory
2023-2024	4.687	0.14430	Outstanding
Legend:		4.500-5.000	Outstanding
		3.500-4.499	Very Satisfactory
		2.500-3.499	Satisfactory
		1.500-2.499	Unsatisfactory
		1.000-1.499	Poor

The table above showed the level of teachers' practices during the implementation of Project CENTERS in school year 2023-2024. The figures revealed that teachers' practices from KRA 1, Objective no. 1/ PPST Indicator 1.1.2 described as applied knowledge of content within and across curriculum teaching areas had a mean value of 5.000, with a standard deviation (SD) of 0, and a verbal interpretation of outstanding. Moreover, teachers' practices from KRA 1, Objective 4/ PPST 1.6.2 described as displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning had a mean value of 5.000, with an SD of 0, and a verbal interpretation of outstanding. Furthermore, teachers' practices from KRA 2, Objective 5/ PPST 2.1.2 described as established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures had a mean value of 5.000, with an SD of 0, and a verbal interpretation of outstanding. Additionally, teachers' practices from KRA 2, Objective 6/ PPST 2.2.2 described as

maintained learning environments that promote fairness, respect and care to encourage learning had a mean value of 4.955, with an SD of 0.21320, and a verbal interpretation of outstanding. The average value of teachers' practices from KRA 3, Objective 8/ PPST 3.5.2, which are characterized as using culturally appropriate teaching techniques to meet the needs of students from indigenous communities, was 4.591, with an SD of 0.50324 and a verbal interpretation of outstanding. In average, teachers' practices during the implementation of Project CENTERS in school year 2023-2024 had a mean value of 4.9092, with an SD of 0.17894, and a verbal interpretation of outstanding. The standard deviation is lower than 1, which signified as a homogenous sample, and data were clustered around the mean.

The table above showed the level of teachers' performance before and during the implementation of Project CENTERS as reflected in their RPMS ratings. The figures revealed that the RPMS ratings of teachers on average before the implementation

of Project CENTERS in school year 2021-2022 had a mean value of 4.368, with a standard deviation (SD) of 0.30061, and a verbal interpretation of very satisfactory. The standard deviation is lower than 1, which signified as a homogenous sample, and data were clustered around the mean. On the other hand, level of teachers' performance during the implementation of Project CENTERS as reflected in their RPMS ratings in

school year 2023-2024. The figures revealed that the RPMS ratings of teachers on average had a mean value of 4.687, with a standard deviation (SD) of 0.14430, and a verbal interpretation of outstanding. The standard deviation is lower than 1, which signified as a homogenous sample, and data were clustered around the mean.

TABLE 6: t-Test Results of Teachers' Practices during the Implementation of Project CENTERS

PPST INDICATORS	MEAN AND SD (Before the Project Implementation)	MEAN AND SD (During the Project Implementation)	t-VALUE	t-CRITICAL	P-VALUE	DECISION
1. Apply knowledge of content within and across curriculum teaching areas. (1.1.2)	Mean: 4.864 SD: 0.35125	Mean: 5.000 SD: 0	1.82093	2.080	.0829	Not Significant
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (1.6.2)	Mean: 4.727 SD: 0.45584	Mean: 5.000 SD: 0	2.80624	2.080	.01058	Significant
3. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (2.1.2)	Mean: 4.773 SD: 0.42893	Mean: 5.000 SD: 0	2.48525	2.080	.02145	Significant
4. Maintained learning environments that promote fairness, respect and care to encourage learning. (2.2.2)	Mean: 4.682 SD: 0.47673	Mean: 4.955 SD: 0.21320	2.80624	2.080	.01058	Significant
5. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (3.5.2)	Mean: 3.818 SD: 1.46828	Mean: 4.591 SD: 0.50324	2.85417	2.080	.0095	Significant

Alpha=0.05

Significance: $p \leq .05$

The table above showed the t-test results of teachers' practices during the implementation of Project CENTERS. The data showed that prior to the project's implementation, teachers' application of content knowledge within and across curriculum teaching areas (PPST 1.1.2) averaged 4.864, with a standard deviation of 0.35125, while during the project implementation attained a mean value of 5.000 with an SD of 0. Based on the data, the teachers achieved a t-value of 1.82093, with a critical value of 2.080, and a p-value of .0829, which made the results due to the implementation of Project CENTERS not significant. On the other hand, the figures revealed that teachers' practices in displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning (PPST 1.6.2) before the project implementation attained a mean value of 4.727 with the SD of 0.45584, while during the project implementation attained a mean value of 5.000 with an SD of 0. Based on the data, the teachers achieved a t-value of 2.80624, with a critical value of 2.080, and a p-value of .01058, which made the results due to the implementation of Project CENTERS significant. Moreover, the figures revealed that teachers' practices in establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures (PPST 2.1.2) before the project implementation attained a mean value of 4.773 with the SD of 0.42893, while during the project implementation attained a mean value of 5.000 with an SD of 0. Based on the data, the teachers achieved a t-value of 2.48525, with a critical value of 2.080, and a p-value of .02145, which made the results due to the implementation of Project CENTERS significant.

Additionally, the figures revealed that teachers' practices in maintaining learning environments that promote fairness, respect and care to encourage learning (PPST 2.2.2) before the project implementation attained a mean value of 4.682 with the SD of 0.47673, while during the project implementation attained a mean value of 4.955, with an SD of 0.21320. Based on the data, the teachers achieved a t-value of 2.80624, with a critical value of 2.080, and a p-value of .01058, which made the results due to the implementation of Project CENTERS significant. Finally, the figures revealed that teachers' practices in adapting and use of culturally appropriate teaching strategies to address the needs of learners from indigenous groups (PPST 3.5.2) before the project implementation attained a mean value of 3.818 with the SD of 1.46828, while during the project implementation attained a mean value of 4.591 with an SD of 0.50324. Based on the data, the teachers achieved a t-value of 2.85417, with a critical value of 2.080, and a p-value of .0095, which made the results due to the implementation of Project CENTERS significant.

According to the study of Aquino & Bautista (2023), lesson study (LS) is a powerful tool for professional learning and development in the Schools District of Quirino, Philippines. This has significantly affected how educators perform their teaching practices and how well students learn in the classroom. A descriptive study was conducted on 51 teachers who implemented LS practice beginning in 2017 in order to assess its impact on their instructional methods. The results of the study highlight the positive effects of LS on teaching practices and capabilities in dimensions such as lesson planning, content

knowledge, teaching strategies, teaching quality, and teaching climate and assessment of students' learning. This complex effect shows LS as an effective strategy for teachers' development while improving the general standard of instruction given to students in the learning area.

The aforementioned study highlighted the transformative impact of lesson study (LS) on teachers' professional development in the Schools District of Quirino, Philippines improving areas in the practice of teaching profession such as content knowledge, lesson planning, teaching strategies, learner assessment and overall teaching quality. Identically, the current study, Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills), also focuses on enhancing teachers' practices and performance through intensive, continuous professional development. Both research emphasized the relevance of structured initiatives for teacher growth fostering the effectiveness of collaborative learning through LS while Project CENTERS expands this approach by offering a broader and a more intensive strategy for skill enhancement. Together, they deeply influenced the value of ongoing teacher development programs in developing teaching practices and ultimately improving the quality of education.

Based on the study of Taculog & Santos (2024), it is widely recognized that the provision of high-quality instruction has significantly affects students' learning outcomes and even the learning process. Consequently, the quality of teaching methods that are successful should create teaching and learning practices that are effective. The researchers used the descriptive-survey-correlation design under the quantitative design in which information were collected and can be used for contrasting and comparison intended to project the degree in which the given variables are related to each other in the population of interest. In quantitative research, researchers gather numerical data from respondents and typically subject

these data to be analyzed statistically to see whether there are relationships among them. A development program intended to improve the teaching practices of public elementary school teachers in relation to the Philippine Professional Standards for Teachers (PPST) is the output of the study. Through reflecting on their past events, actions, emotions, experiences and responses, they will be able to understand better what practices they need to pursue, improve, or develop as well as what teacher qualities they should possess in order to provide high-quality education for learners. Therefore, teachers' devotion and commitment provide students with meaningful, purposeful experiences that lead to high-quality education.

The above-mentioned study emphasized the crucial relationship between high-quality instruction and students' learning outcomes, highlighting effective teaching practices are essential for important the learning process. The study employed a descriptive-survey-correlation design to navigate how teaching practices are related to the Philippine Professional Standards for Teachers (PPST) with the intention of determining areas for improvement in teachers' qualities and methods. Through reflection on their experiences, teachers can magnify which practices to develop in providing high-quality education. Similarly, the study entitled Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills) intended to improve teachers' practices and performance through intensive continuous professional development. Both researches emphasized the importance of ongoing skill enhancement and reflection for teachers to ensure that their teaching methods are align with established standards, cultivating an environment that leads to better educational outcomes for learners. The links between the two studies relied in their shared focus on developing teachers' abilities in delivering quality education through structured, reflective, and continuous development strategies ultimately benefiting both teachers and learners.

TABLE 7: t-Test Results of Teachers' Performance during the Implementation of Project CENTERS

RPMS RATING PERIOD (SCHOOL YEAR)	MEAN	SD	t-VALUE	t-CRITICAL	P-VALUE	DECISION
2021-2022	4.368 (Very Satisfactory)	0.30061	8.960618	2.080	.00001	Significant
2023-2024	4.687 (Outstanding)	0.14430				

Alpha=0.05

Significance: $p \leq .05$

The table above showed the t-test results of teachers' performance during the implementation of Project CENTERS. The figures revealed that teachers' performance based on their RPMS ratings before the project implementation attained a mean value of 4.368 (Very Satisfactory), with the standard deviation of 0.30061, with an SD of 0.14430, the average value of 4.687 (Outstanding) was achieved throughout the project execution. Based on the data, the teachers' performance achieved a t-value of 8.960618, with a critical value of 2.080, and a p-value of .00001, which made the performance results due to the implementation of Project CENTERS significant.

In the study of Bencito (2024), she made an analysis intended to assess and evaluate the performance of teachers at Lucsuhin Integrated School in School Year 2022–2023 based

on the Results-Based Performance Management System-Philippine Professional Standards for Teachers known as RPMS-PPST. This was made for the purpose of planning of professional development activities and to improve teachers' capacity in providing high-quality instruction. 54 teachers at Lucsuhin Integrated School participated in the study and utilized the Total Enumeration Sampling Technique to analyze their performance. Data were gathered from Class Observations 1 and 2 and Instructional Supervisory Reports including the frequency distribution, means, standard deviations and percentages were used to calculate the teachers' performance. 96% of the target population gives junior high school and senior high school teachers of Lucsuhin Integrated School an average rating of Consolidating. However, 4 out of 54 educators fall

short of 6-Consolidating. Focus of the program is placed on re-orienting instructional techniques, providing technical assistance and strategically monitoring. The recommendations in general, include a comprehensive set of in-service trainings or School Learning Action Cell (SLAC) that would cover concepts connected to the performance indicators of COT (RPMS-PPST) including additional professional development activities for teachers that would assess their capabilities in providing high-quality instruction even in ever changing educational environments. When creating school-based learning activities, learning and development seminars, targeted group discussions, and job embedding learning programs and critical incidents should be given priority. Determining the needs of their learners and developing their activities accordingly, teachers can improve the preparation for lesson planning. It was also advised to implement intervention, remediation, and innovation, as well as to closely monitor, follow-up and provide feedback. Moreover, a program was suggested to support and further drive instructors to maintain the positive traits that are observed in their conduct during class observations.

The preceding study analyzed the performance of teachers at Lucsuhin Integrated School for school year 2022–2023, using the Results-Based Performance Management System-Philippine Professional Standards for Teachers known as RPMS-PPST and intended to assess their instructional capabilities. The findings revealed that 96% of the teachers had an average rating of "Consolidating," with a few teachers requiring further improvement. The study emphasized the necessity for well-planned professional development activities, including re-orienting instructional techniques, provision of technical assistance and strategically monitoring teachers' progress. It recommended in-service training and School Learning Action Cells (SLAC) should be conducted to address specific performance indicators and pursue continuous growth. This focus on targeted professional development is closely aligned with the goals of Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills), which aims to improve teachers' practices and performance through intensive and ongoing professional development. Both studies emphasized the importance of personalized and data-driven development programs that cater teachers' needs, improving their readiness and skills in providing high-quality education. The connection between the two studies appeared in their shared focus on helping teachers with the tools and support necessary for continuous improvement in the face of ever-changing educational demands.

Monares & Dasig (2024) in their mixed-methods study intended to evaluate how school administrators in the Balicutro Area of Northern Samar were implementing the Results-based Performance Management System (RPMS) in four key phases: Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Rewards and Developmental Planning. The research navigated how these phases relate to the performance of proficient teachers. Using both quantitative methods such as statistical analysis using mean, percentage, T-Test, and ANOVA and even qualitative

methods which includes interviews and focus group discussions, the study provided a comprehensive perspective of RPMS implementation. The data showed that there were no notable demographic variations between teachers and administrators in the way that RPMS was implemented. Notwithstanding, there was a notable connection between the Planning and Commitment Phases, Review and Evaluation phases, and teachers' performance while Monitoring and Coaching and Rewards and Developmental Planning showed no significant impact. The qualitative insights highlighted several factors crucial for the successful implementation of RPMS. Teachers see the importance of clear goal-setting, organized and well-planned schedules and regular reviews while administrators emphasized the importance of efficient resource allocation and communication. Both groups recognize challenges like time constraints and resistance to feedback but also acknowledge the importance of professional development and rewards in motivating teachers. The study concluded that effective school leadership is essential for promoting professional growth and improvement of teaching practices. To address the challenges of RPMS implementation, the study proposed an Instructional Supervision Framework focused on monitoring, coaching, and collaborative planning for professional development, aiming to support teachers' continuous improvement and career growth.

The above cited research evaluated the implementation of the Results-based Performance Management System (RPMS) in the Balicutro Area, focusing on four key phases: Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Rewards and Developmental Planning. The findings showed a significant connection between the Planning and Commitment, and Review and Evaluation phases, and teacher performance, while Monitoring and Coaching, and Rewards and Developmental Planning had no significant impact. The study emphasized the importance of clear goal-setting, organized schedules, effective resource allocation, and professional development in motivating teachers. This is aligned with the goals of Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills) which also focuses on improving teacher performance through ongoing professional development and strong leadership. Both studies highlighted the importance of structured support, clear communication and continuous teacher growth to enhance instructional quality.

B. Reflection

Reflection and Implications of Research Findings on Project CENTERS

The findings of the current study on Project CENTERS (Continuous Education and Nurturing of Teachers to Enhance Readiness and Skills) provided critical viewpoints on how designed and planned interventions for teachers can lead to improvements in both teaching practices and performance. The research showed two remarkable outcomes which include; significant improvements in teachers' practices in distinct indicators and enhanced performance determined in the teachers' RPMS ratings. The results concluded theoretical and practical implications for the educational system as well as in

teacher training policies and programs.

Reflection on What Was Learned:

In reference from the points of analysis, the implementation of Project CENTERS clearly influenced teachers' practices positively in critical areas of their teaching roles anchored in PPST. Specifically, the results show that:

1. Teachers' Use of Language for Instruction. It is clear that teachers can effectively employ many languages, including Filipino, English, and their native language, in the classroom. The result of the study concluded to the perspective that capacity building programs and technical assistance focusing on language proficiency and effective communication can help reconcile language barriers and improvement of comprehension and learning of students.
2. Creating Safe Learning Environments. The result showed that teachers became more capable of establishing safe and secure learning environments for students. The improvement emphasized the relevance of positive and supportive classroom climates leading to learner success. Teachers' understanding on policies and procedures in establishing such environments had been reinforced through the implementation of Project CENTERS.
3. Promoting Fairness and Respect. The improvement in the ability of teachers to encourage learning environments that practice fairness, respect and care was noticeable. This matched with the growing recognition of social-emotional learning and the importance of nurturing relationships between teachers and learners in the classroom for academic and even in personal development.
4. Adapting Culturally Relevant Teaching Strategies. Utilization of culturally appropriate strategies for the needs of learners from indigenous groups also showed noticeable improvement. This accentuates the importance of pedagogies that are culturally responsive in making the learning process more inclusive and effective in diverse classrooms.
5. Overall Teacher Performance. The significant improvement in teachers' overall performance as reflected in their RPMS ratings was the most apparent among the findings of the study. This is an evidence that the trainings and other capacity building activities provided by Project CENTERS were effective not only in improving specific teaching practices but also in developing the overall teacher effectiveness leading to the sustainable positive effects on learner outcomes.

Implications of the Research Findings

Theoretical Implications:

1. Professional Development as a Continuous Process. The findings highlighted the importance of making teacher development a continuous process that is directly relevant to what happens in the classroom. Professional development may be an ongoing effort to help teachers improve their practices and overall effectiveness. Project CENTERS served its purpose for the effectiveness of continuous, intensive teacher education programs that encourages improvement.
2. Culturally Responsive Teaching. The development teaching strategies to meet the needs of indigenous learners strengthened the theory of culturally appropriate pedagogies. Teachers who are knowledgeable and well-equipped with various strategies that are culturally responsive addressed the diverse needs of

their learners resulting to more equitable learning outcomes. This asserted the relevance of integrating cultural awareness and responsiveness into teacher training programs.

3. Teacher Performance and Learner Outcomes. The substantial improvement in teacher performance as measured to RPMS ratings strengthened the theory that effective teacher practices transforms into better performance and potentially better learner outcomes. Teachers who are trained and well-equipped to develop their teaching methods, classroom management and communication skills contributed positively to the learning environment.

Practical Implications:

1. Teacher Training and Development Programs. The results underscored the effectiveness of Project CENTERS as an intervention designed for the improvement of teachers' practices. Schools may consider the implementation of similar intensive teacher development programs focusing on specific areas such as language proficiency, classroom management, cultural relevance and safety.
2. Policy Formulation. The analysis made on Project CENTERS highlighted the importance of policies and procedures improvement. Policymakers may set the formation of long-term programs that strengthen teachers' development as a component of greater educational initiatives. This will ensure that teachers are well-equipped with the necessary resources and aspiration to constantly raise their teaching effectiveness.
3. Monitoring and Evaluation. The noticeable improvements reflected in the teachers' RPMS ratings expressed that well-planned professional development activities combined with systematic evaluations of performance can lead to substantial improvements. Schools may establish dynamic systems intended to monitor teachers' progress and offer ongoing support in order that such improvements are maintained and continuously developed.
4. Learner-Centered Teaching. With the noteworthy changes in teacher practices, particularly in creating safe and respectful learning environments and utilizing culturally appropriate strategies, it is apparent that professional development programs may be designed to facilitate teachers to focus more on learner-centered approaches. These strategies promptly influenced the quality of education and can improve academic and personal development of learners.

IV. CONCLUSION

The findings from the study on Project CENTERS emphasized the pivotal role of intensive and continuous professional development in improving teachers' practices and performance. The results illustrated that when teachers are equipped with the necessary knowledge, skills and ongoing support, they are better capable to meet the ever-changing demands of the classroom. For schools, this highlighted the necessity for targeted professional development programs that nurtures a culture of continuous improvement. Prioritizing teacher development within schools, school heads can improve teaching quality, form more effective learning environments, and eventually contribute to improved learner outcomes. The study supported the idea that school-level investment in teacher growth is a key factor in driving overall educational success.

VI. ACTION PLAN

Plans for Dissemination and Utilization

For the purpose of dissemination, advocacy and utilization of research findings/results, the researcher planned the following actions;

1. Presentation of action research results to teachers through LAC sessions.
2. Presentation of action research results during school planning and monitoring activities of the School Governance Council (SGC).
3. Presentation of the accomplished action research in prospective District Research Conference.
4. Presentation of the accomplished action research in prospective Division Research Conference.
5. Presentation of the accomplished action research in prospective International Conference of Basic Education Researchers (ICBER)
6. Presentation of the accomplished action research to the Regional Research Committee for BERF approval.
7. Submission and presentation of the accomplished action research to educational publication firms that are circulating internationally in case declined approval to BERF.

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