

Guro 21 Flexible Learning Course, Behavioral Skills, and Results-Based Performance

Christine A. Salvalosa

Teacher III, DepEd Division of Tacurong City, Philippines

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ABSTRACT

Teachers in this development program acquired the essential knowledge, skills, attitudes, and values (KSAVs) required to succeed in the 21st-century educational landscape. This study assesses the effectiveness of the GURO21 Flexible Learning Course Development Program and its impact on teachers' behavioral skills and performance within the Results-Based Performance Management System (RPMS). The study used a descriptive-correlational design, gathering data from 135 teachers through survey questionnaires. Findings showed that the GURO21 program significantly enhanced teachers' competencies, particularly in personal and professional development, instructional competence, and organizational skills, with a high overall mean rating. The program also promoted collaboration, commitment, and diligence among teachers. Teachers exhibited high effectiveness in behavioral skills, with professionalism and ethics scoring the highest, followed by results-focus. The RPMS was highly effective, reflecting strong implementation across all key areas, with the learning environment receiving the highest ratings. There is no significant correlation between participation in the GURO21 program and RPMS performance, suggesting that the program did not directly influence teachers' RPMS scores. However, a significant positive relationship was found between teachers' behavioral skills and RPMS performance, highlighting the importance of strong behavioral competencies in achieving high teaching standards. The findings suggest that while the GURO21 program improves teaching competencies, additional focus on self-management and curriculum planning could further enhance its effectiveness.

Keywords: GURO21 program, flexible learning, teacher development, behavioral skills, results-based performance, teacher performance, instructional competence, professional development

INTRODUCTION

The rapid evolution of the global educational landscape has led to the redefinition of the skills that educators need to develop to meet the challenges of modern teaching. In the past, a rigid, subject-specific curriculum formed the foundation of education, with the assumption that the content taught would remain relevant for a lifetime. However, in the 21st century, this model is no longer sufficient to prepare students for the fast-paced, technology-driven world.

Teacher's today is expected to be high-level knowledge workers, capable of adapting to changes and continuously expanding their expertise. This requires a commitment to professional development programs that not only enhance subject knowledge but also foster the skills required to innovate and guide students through complex learning environments. Teachers are no longer just conveyors of knowledge; they must now be agents of change, equipped with the tools to integrate new technologies, teaching strategies, and pedagogies into their classrooms (Haug & Mork, 2021).

Innovation is key to driving progress in education. In the 21st century, teaching strategies that integrate technology, critical thinking, collaboration, and problem-solving are essential for student success. These innovative approaches not only enhance learning outcomes but also prepare students for future challenges, ensuring that they are adaptable, creative, and capable of thriving in an ever-changing world.

Recognizing the need to adapt to these evolving demands, the Department of Education (DepEd) introduced

the Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century (GURO21) initiative. This program aims to align teachers' professional development with the essential competencies needed in today's educational environment. Teachers who engage in this program gain the Knowledge, Skills, Attitudes, and Values (KSAVs) necessary for success in the 21st century, thus positioning themselves as pivotal agents in the transformation of education in Southeast Asia.

By participating in programs like GURO21, teachers are not only advancing their own professional growth but also contributing to the broader effort to equip students with the skills they need to succeed in an increasingly interconnected and dynamic world (Guskey, 2018; SEAMEO INNOTECH, 2021).

Although the Gearing Up Responsible and Outstanding (GURO21) Teachers in Southeast Asia for the 21st Century initiative has been widely implemented, there is limited research on its direct impact on teacher performance, particularly within the framework of the Results-Based Performance Management System (RPMS) in the Philippines. Although current research recognizes that professional development programs help improve teacher skills, there are not enough long-term studies to show if being part of the GURO21 initiative consistently leads to better teaching, teaching methods, and student results. Additionally, most available research focuses on general teacher training effectiveness but does not explicitly explore how behavioral skills, such as adaptability, self-management, and ethical decision-making, acquired through GURO21, correlate with RPMS performance indicators (Soriano et al., 2021).

Locally, the researcher observed that many teachers lack the motivation to attend development programs due to financial concerns. Some training programs and seminars require teachers to spend their money. Current professional development remains impractical because some teachers are unable to apply and transform their learning into their classrooms.

To tackle the problems and shortcomings in how flexible learning courses, results-based performance management systems, and teachers' skills are put into practice, the researcher plans to carry out this study to help meet the growing needs and address the lack of information and research on RPMS and GURO21 flexible learning courses. In this way, the researcher wants to find reasons that will help clarify the difficulties and challenges teachers encounter. In this sense, the researcher seeks to determine the reasons behind the problems and challenges teachers face along the way. To this end, the study aims to contribute to the existing literature on GURO21 flexible learning courses and results-based performance management systems.

Theoretical and Conceptual Framework

This study draws upon three established theories to explore and guide the professional development of teachers, particularly through the GURO21 Flexible Learning Course Development Program, and its influence on achieving high RPMS ratings. The Social Cognitive Theory (Bandura, 1986) emphasizes the role of self-efficacy, observational learning, and reinforcement in developing professional competencies. Bandura (1997) suggests that individuals build their skills through experience, modeling, and self-regulation, which aligns with the GURO21 program's focus on enhancing teachers' confidence and teaching skills through structured learning experiences. As teachers refine their pedagogical expertise, they are better equipped to achieve higher RPMS ratings by improving their teaching methods and classroom management.

The Transformational Leadership Theory (Bass, 1990) highlights the importance of inspiring and motivating others to reach their full potential. This theory is evident in the RPMS framework, where teacher leaders mentor peers, lead professional development efforts, and foster a positive learning environment. By encouraging personal and professional growth, transformational leadership contributes to a culture of excellence, thereby improving both teacher performance and student outcomes.

Meanwhile, Adult Learning Theory (Knowles, 1984) suggests that adult learners, such as teachers, learn best through self-directed, experience-based, and problem-centered approaches. The GURO21 program follows these principles by offering flexible, competency-based learning that encourages teachers to reflect on their practices and apply their learning in real classroom situations. This approach supports the tenets of andragogy, ensuring that the learning is both relevant and applicable to the teachers' professional lives. Together, these theories offer

a comprehensive understanding of how the GURO21 program supports teacher development, leadership growth, and the achievement of high RPMS ratings.

GURO21, developed by SEAMEO INNOTECH, is a competency-based, multi-modal educational leadership flexible learning courseware. Teachers who participate in the GURO21 online course evaluate their effectiveness through various aspects, including personal and professional development, instructional competence, collaboration, sharing, technology adoption, organization, planning, diligence, and commitment (Burgos & Guhao, 2018). The course empowers educators to enhance their skills, thereby improving their overall performance.

The development of self-management skills is regarded as a best practice in performance management, as it enhances teachers' productivity, accountability, and ability to set and achieve professional goals. In the context of the Results-Based Performance Management System (RPMS), self-management enables educators to monitor their own progress, reflect on their teaching practices, and align their daily tasks with key result areas and objectives. Acquiring these skills is vital for teachers, as improved performance leads to greater productivity, which in turn opens up opportunities for career advancement and promotion (DepEd, 2015). By focusing on self-management, teachers are better equipped to manage their professional responsibilities, ultimately contributing to their growth and success within the educational system.

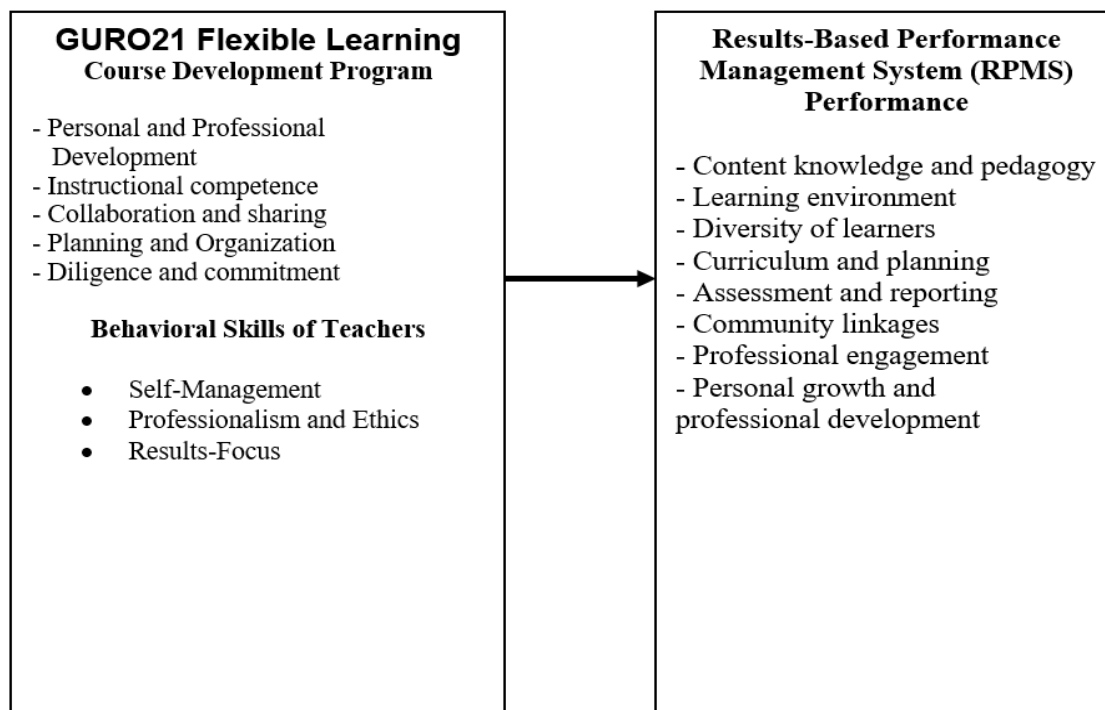


Figure 1. Conceptual Framework of the Study

Statement of the Problem

The objectives of the study determined the level of GURO21 flexible learning course development program, behavioral skills, and results-based performance management system (RPMS) of teachers. It answered the following questions.

1. What is the extent of the Guro21 flexible learning course development program?
2. What is the level of the behavioral skills of teachers?
3. What is the level of the results-based performance management of teachers?
4. Is there a relationship between the extent of the GURO21 flexible learning course development program and teachers' RPMS?
5. Is there a relationship between the behavioral skills and RPMS of teachers?

Research Design

This study employed a descriptive-correlational research design to assess the extent of the GURO21 flexible learning course development program, teachers' behavioral skills, and the results-based performance management system (RPMS). The descriptive method was used to describe the scope and impact of the GURO21 program, teachers' behavioral skills, and the RPMS. Additionally, the correlational method was applied to explore the relationship between the GURO21 flexible learning course development program and the RPMS, as well as the connection between teachers' behavioral skills and their RPMS. This approach allowed for an in-depth analysis of how these factors interrelate and influence each other in the context of teacher performance. This study was limited to elementary school teachers who had completed the SEAMEO INNOTECH GURO21 program in the Tacurong City Division and was conducted during the 2023-2024 School Year.

Through this descriptive approach, the study was able to outline the strengths and weaknesses of the GURO21 program, teachers' behavioral skills, and their alignment with the performance criteria in the RPMS. This baseline information provided the foundation for understanding the impact of the program and teachers' behavioral attributes on their professional growth and performance outcomes.

Through the correlational analysis, the study aimed to uncover patterns and relationships between the variables, shedding light on how the GURO21 program and teachers' behavioral skills influence their overall professional performance and effectiveness. For example, if a positive correlation is found between the program and RPMS ratings, it would suggest that teachers who engage with the GURO21 program are likely to achieve higher performance ratings. Similarly, if teachers' behavioral skills correlate with better RPMS performance, it would highlight the importance of these non-pedagogical skills in fostering success in the classroom.

By combining descriptive and correlational methods, the study provides a nuanced understanding of how different factors, such as professional development programs and personal behavioral attributes, contribute to the overall performance and effectiveness of teachers within the educational system.

This study was conducted across five clusters within the Tacurong City Division, namely West Tacurong, Central Tacurong, East Tacurong, South Tacurong, and North Tacurong. The Tacurong City Division, which is the smallest division in Region 12, implemented the SEAMEO INNOTECH GURO21 flexible learning course development program for its teachers. The program aimed to enhance teachers' competencies and improve their overall performance, and this study sought to examine its impact within the division's distinct clusters.

The respondents of the study were regular permanent elementary teachers of different cluster schools in Tacurong City Division. A total of one hundred thirty-five (135) teachers are the focused of the study who attended the GURO21 flexible learning course based on DepEd Memorandum 21 (2019). The inclusion criteria includes not more than 60 years old and complete the GURO21 program.

This study employed complete enumeration as its sampling method. In complete enumeration, all teachers who had attended the GURO21 flexible training program within the schools were included as respondents. This approach was chosen because the target group of teachers was relatively small and characterized by distinct, well-defined features. These characteristics determined the number of teachers included from each cluster. Since the group was specific and limited, complete enumeration allowed for a comprehensive analysis of all eligible teachers in the Tacurong City Division who participated in the program.

The researcher utilized a survey questionnaire which consisted of three parts. The first part focused on the GURO21 flexible learning course development program, which was adapted and modified from the study of Burgos and Guhao (2018). This tool was designed to assess the implementation of the SEAMEO GURO21 program in enhancing teachers' professional growth. It was divided into six subdomains, each containing five statements that reflect the key aspects of the GURO21 program. These subdomains were evaluated using a 5-point Likert scale, which allowed respondents to express their level of agreement with each statement, providing a clear measure of how effectively the program contributed to the professional development of teachers. Part II of the research instruments answered the data on the behavioral skills of teachers. The research tool was adapted from the RPMS behavioral inventory (DepED Order No. 42, series 2017). There are three (3) indicators that best

describe the situations of the behavioral skills of teachers. Part III of the data gathering tool focused on collecting information related to the results-based performance management system (RPMS), based on the Philippine Professional Standards for Teachers (PPST) outlined in DepEd Order No. 42, series of 2017. This section of the tool was derived from the seven key result areas (KRAs) of the PPST, which include: content knowledge and pedagogy, diversity of learners, assessment and reporting, curriculum and planning, community linkages and professional engagement, personal growth and professional development, as well as an additional "plus factor." Each KRA was assessed to understand the teachers' performance in relation to these standards, providing a comprehensive view of how the RPMS framework is applied to evaluate teachers' effectiveness in various aspects of their professional roles.

The data collected in this study were summarized and tabulated for analysis. Descriptive and inferential statistics were employed to analyze the data derived from the research questions outlined in Chapter 1. To determine the extent of the GURO21 flexible learning course development program, the mean and standard deviation were used to provide a summary of the responses and assess the variability in the teachers' experiences. Similarly, the mean and standard deviation were applied to describe teachers' behavioral skills, offering insight into their self-management, professionalism, and other relevant competencies.

For analyzing the results-based performance management system (RPMS) of the teachers, the mean and standard deviation were also used to assess overall performance and identify trends across the different performance areas outlined in the PPST. To examine the relationships between the variables, Pearson's r was utilized. This method helped determine the significant relationship between the extent of the GURO21 program and the RPMS of teachers, as well as the relationship between teachers' behavioral skills and their RPMS. By using Pearson's r moment correlation, the study was able to assess the strength and direction of these relationships, providing a deeper understanding of how the GURO21 program and behavioral competencies influence teachers' performance outcomes.

RESULTS AND DISCUSSION

GURO21 Flexible Learning Course Development Program. The GURO21 Flexible Learning Course Development Program had a significant positive impact on teachers' personal and professional development. This suggests that participants generally found the program highly beneficial in enhancing their skills, knowledge, and attitude toward teaching. Among the indicators, the highest mean score (4.81, SD = 0.43) was for "Manifesting genuine enthusiasm and pride in teaching." This suggests that the program successfully fostered motivation and commitment among educators, reinforcing their passion for teaching. On the other hand, the lowest-rated aspect, "finding teaching a very interesting task, full of satisfaction" (mean = 4.74, SD = 0.44), still falls to a great extent. While teachers remain satisfied with their profession, external challenges such as workload, student engagement, or institutional support might slightly affect their overall satisfaction.

The result implies that the GURO21 Flexible Learning Course Development Program has significantly contributed to educators' personal and professional growth. Teachers greatly benefited from the program, particularly in fostering enthusiasm and pride in their profession. This enthusiasm can improve teaching effectiveness, student engagement, and a more dynamic learning environment.

Collaboration and Sharing reveal a generally positive outcome indicating that the program significantly fostered collaborative practices among teachers. The highest-rated indicator, "Collaborating with other teachers," had a mean of 4.69 (SD = 0.48), which shows that the program successfully promoted teamwork and peer collaboration, a key element in professional development. However, the lowest-rated indicator, "Conducting SLAC (School Learning Action Cell) sessions to implement GURO21," had a mean of 4.31 (SD = 0.73). Although this still reflects a positive response, it suggests that there may be challenges in fully implementing collaborative practices, such as SLAC sessions, within the context of the program.

The findings conclude that creating a supportive environment for collaboration, with attention to the specific challenges of implementing programs like SLAC, is important. Providing teachers with consistent opportunities to work together and share knowledge can maximize the overall effectiveness of professional development programs like GURO21. Burgos et al. (2018) found that the GURO 21 participants' implementation of the

SEMEO Learning Course led to an abundance of tasks and responsibilities, limited financial and technological resources, the chance to receive guidance from excellent mentors, personal and professional success, and the need to make sure that these investments result in better teaching and learning at the school level (Gonzales & Barrios, 2020).

The instructional competence indicates a significant positive impact on teachers' teaching abilities reflecting that the program enhanced teachers' instructional skills to a great extent. Among the components assessed, the highest-rated indicator was "Enhancing skills, particularly in the use of technology," which had a mean of 4.81 (SD = 0.39). This suggests that the program effectively equipped teachers with the necessary tools and confidence to incorporate technology into their teaching practices, a crucial aspect in today's digital age. The lowest-rated indicator was "Feeling more competent in facilitating learning," with a mean of 4.67 (SD = 0.47). While this score still reflects a strong sense of competence, it implies that there may be room for improvement in helping teachers feel more confident in their roles as facilitators of learning.

This implies that the GURO21 Flexible Learning Course Development Program has effectively enhanced teachers' instructional competence, particularly in integrating technology into their teaching practices. The high mean score for technology use suggests that the program successfully equipped teachers with the necessary skills to leverage digital tools in their classrooms. Future professional development programs will continue to focus on technology integration, ensuring teachers are up to date with the latest tools and techniques. Moreover, competencies are the knowledge and skills that enable a teacher to succeed. Teachers must be skilled in an extensive variety of competencies to improve the learning of pupils in a very complex environment where they must make hundreds of significant choices every day. One of the few professions that demands the successful application of evidence-based competencies and an awareness of professional judgment is teaching (DepEd, 2017).

Meanwhile, organization and planning revealed a strong emphasis on integrating technology into teaching and learning indicating that the program significantly promoted effective planning and organizational strategies. Seemingly, the highest-rated item, "Ensure that technology is part of teaching-learning," had a mean of 4.84 (SD = 0.37), demonstrating that teachers highly value and prioritize the inclusion of technology in their instructional practices. Conversely, the lowest-rated item, "Teach students ICT skills relevant to the subject," had a mean of 4.59 (SD = 0.70). While this still reflects a positive response, the higher standard deviation suggests variability in how well teachers feel prepared to teach ICT skills within the context of their subject areas.

The result infers that the GURO21 Flexible Learning Course Development Program has effectively promoted integrating technology into teaching, as reflected by the high score for ensuring technology is part of teaching-learning. Teachers strongly recognize the importance of technology in enhancing their teaching practices. The higher variability in responses indicates that teachers may have differed levels of confidence or preparedness in teaching ICT skills alongside subject content. While teachers are generally successful in using technology in their lessons, there may be a need for more targeted support and training on teaching ICT skills that are directly aligned with their subject areas. To maximize the effectiveness of the program, further professional development opportunities are offered by focusing on integrating ICT into specific curricula and helping teachers develop the necessary skills to teach ICT within their discipline.

The diligence and commitment factor showed that teachers exhibit a great deal of dedication to their professional development and commitment to the program. The highest-rated item, "Download topics which could further develop students' critical thinking," had a mean of 4.71 (SD = 0.45). This indicates that the program has effectively instilled the value of promoting higher-order thinking skills in students through carefully selected resources. On the other hand, the lowest-rated item, "Apply strategies learned during GURO21 sessions," had a mean of 4.30 (SD = 0.72). While the score still reflects a positive outcome, there is a wider variability in responses (as indicated by the higher standard deviation).

This implies that the GURO21 Flexible Learning Course Development Program has successfully encouraged teachers to prioritize activities that enhance students' critical thinking by selecting appropriate topics, as reflected by the high mean score. The higher variability in responses indicates that the application of these strategies may not be consistent across all teachers, potentially due to factors such as lack of time, insufficient resources, or

difficulty in adapting the strategies to their specific classroom needs. Furthermore, teachers need continued support and follow-up to help them overcome obstacles in applying the learned strategies. Proposing additional guidance, mentoring, or real-world examples of how to implement these strategies in various contexts could further strengthen the program's impact and ensure that teachers can translate their learning into tangible changes in their classrooms.

In overall, the GURO21 Flexible Learning Course Development Program significantly impacted participants, as reflected in the high ratings across various indicators. Personal and professional development received the highest mean score (4.78), indicating that teachers greatly enhanced their competencies. Instructional competence, organization, and planning scored 4.73, highlighting the program's effectiveness in improving teaching strategies and structured execution. Collaboration, sharing, diligence, and commitment also showed strong results with means of 4.58 and 4.60, respectively. With an overall mean of 4.67, the findings suggest that the program was highly effective in fostering essential teaching competencies to a great extent. Gonzalez and Barrios (2020) explore the challenges teachers face when trying to apply new strategies learned in professional development workshops. Teachers reported that, despite their commitment and willingness to apply new strategies, they struggled with limited time, the overwhelming demands of the curriculum, and lack of institutional support.

This implies that the GURO21 Flexible Learning Course Development Program has been highly effective in fostering personal and professional development and enhancing teacher organization and planning skills. The strong ratings in these areas indicate that the program has positively influenced teachers' ability to improve their teaching practices and effectively plan lessons. The great extent of engagement suggests that teachers are committed to their professional growth and have gained valuable skills that contribute to their teaching effectiveness.

Table 1 Level of Guro21 Flexible Learning Course Development Program

Indicators	Mean	SD	Description
Personal and Professional Development	4.78	0.15	Great Extent
Instructional competence	4.73	0.14	Great Extent
Collaboration and Sharing	4.58	0.22	Great Extent
Organization and planning	4.73	0.15	Great Extent
Diligence and commitment	4.60	0.22	Great Extent
Over-all Mean	4.67	0.15	Great Extent

Source: Burgos and Guhao (2018).

Level of the Behavioral Skills of Teachers. In self-management skills had demonstrated that teachers are highly effective in managing their time and tasks. This indicates that teachers have developed a high level of competence in effectively organizing their work, setting priorities, and managing their schedules. The highest-rated skill, with a mean of 4.76 and a standard deviation of 0.45, pertains to teachers' ability to prioritize work tasks and schedules using tools like Gantt charts and checklists. This reflects a highly effective approach to planning, where teachers can systematically approach their responsibilities and ensure that they are focused on achieving their goals in a structured manner. On the other hand, the lowest-rated aspect, with a mean of 4.61 and a standard deviation of 0.52, relates to teachers' ability to set high-quality, challenging, and realistic goals for themselves and others.

In general, the result implies that teachers' self-management skills are well-developed and highly effective, particularly in areas such as task prioritization and schedule management. Teachers might benefit from professional development programs focusing on enhancing their ability to set clear, measurable, and challenging goals to further improve self-management. This can ensure that teachers are managing their time effectively and pushing themselves and their students toward continuous improvement.

Moreover, teachers' behavioral skills in terms of professionalism and ethics are highly effective. Teachers

consistently demonstrate strong ethical values and professionalism in their roles, contributing to high integrity and commitment in the education sector. The highest-rated aspect, demonstrating the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713), received a mean score of 4.87 (SD = 0.33). This signifies that teachers strongly adhere to the ethical standards required by law, maintaining honesty, accountability, and public trust in their profession. In contrast, the lowest-rated aspect, making personal sacrifices to meet the organization's needs, received a still highly effective rating with a mean of 4.52 (SD = 0.60). While teachers are strongly committed to their professional responsibilities, they make personal sacrifices for the organization that requires balancing personal well-being and institutional demands.

The findings conclude that teachers exhibit strong ethical behavior and professionalism, aligning with legal and institutional standards such as RA 6713. The high rating reflects a deep-rooted culture of integrity, respect, and dedication within the teaching profession. The DepEd may consider initiatives such as workload management strategies, mental health support, and professional incentives to sustain teachers' motivation while ensuring ethical professional excellence.

The level of behavioral skills of teachers in terms of results-focus is highly effective which consistently exhibit a strong commitment to achieving high-quality outcomes in their work. The highest-rated aspect, delivering error-free outputs by conforming to standard operating procedures correctly and consistently, received a mean score of 4.91 (SD = 0.29). This highlights that teachers prioritize accuracy, efficiency, and adherence to institutional guidelines in their professional tasks, ensuring that educational processes run smoothly and effectively. On the other hand, the lowest-rated aspect, expressing a desire to do better and frustration at waste or inefficiency, still falls within the highly effective range, with a mean score of 4.57 (SD = 0.66). Inefficiencies in the system or resource limitations may pose challenges. Schools and education administrators take this as an opportunity to review institutional processes, provide sufficient resources, and create a supportive work environment that enables teachers to perform at their best without unnecessary constraints.

The study's results imply that teachers demonstrate a strong results-oriented mindset, ensuring that their work aligns with established standards and contributes to effective teaching and learning outcomes. School heads should consider streamlining administrative tasks, improving workflow efficiency, and fostering a culture of innovation to empower teachers to achieve even greater levels of effectiveness.

Overall, the teachers possess a high level of effectiveness in their behavioral skills, with an overall mean of 4.41 (SD = 0.11), categorized as Highly Effective. Among the competencies, Professionalism and Ethics received the highest mean of 4.75 (SD = 0.18), reflecting teachers' strong adherence to ethical standards and commitment to professional responsibilities. Meanwhile, Results-Focus had a mean of 4.72 (SD = 0.16), indicating that teachers prioritize delivering high-quality educational outcomes. However, Self-Management received the lowest mean of 4.65 (SD = 0.20), suggesting that some teachers may need additional support in time management, goal-setting, and personal organization.

The findings show that teachers possess strong behavioral competencies, contributing significantly to their effectiveness in the classroom and the overall learning environment. Training on self-regulation techniques, work-life balance strategies, and performance improvement methods helped address the areas where scores are slightly lower. Ensuring that teachers maintain and improve these competencies leads to better teaching practices and student learning outcomes.

Based on the findings of the study, it can be concluded that teachers demonstrate a high level of effectiveness in their behavioral skills, as evidenced by the overall mean rating of 4.41, categorized as Highly Effective. This indicates that teachers possess strong behavioral competencies that positively influence their teaching performance and the overall learning environment.

Among the competencies assessed, professionalism and ethics emerged as the most developed area, reflecting the teachers' solid commitment to ethical standards and professional responsibilities. Likewise, the high rating in Results-Focus shows that teachers are dedicated to achieving quality educational outcomes and ensuring student success. However, while all competencies were rated highly, Self-Management had the lowest mean

score among the domains, suggesting a need for continuous development in areas such as time management, goal-setting, and personal organization. This implies that while teachers are effective, targeted interventions such as training on self-regulation and work-life balance can further enhance their performance.

Table 2 Level of Behavioral Skills of Teachers

Indicators	Mean	SD	Description
Self-Management	4.65	0.20	Highly Effective
Professionalism and Ethics	4.75	0.18	Highly Effective
Results Focus	4.72	0.16	Highly Effective
Over-all Mean	4.41	0.11	Highly Effective

Source: DepEd (2017)

Level of Results-based Performance Management System. Regarding content knowledge and pedagogy indicates a very high level of teacher competence. Among the indicators assessed, the highest-rated competency is "Mentor colleagues in implementing policies to ensure the positive use of ICT within or beyond the school," with a mean score of 4.65 (SD = 0.48). This suggests that teachers integrate ICT into instruction and actively guide their peers in utilizing technology effectively. Conversely, the lowest-rated competency is "Model a comprehensive selection of effective teaching strategies," with a mean score of 4.42 (SD = 0.52), indicating that teachers demonstrate strong pedagogical expertise but may have slight variations in consistently applying a wide range of strategies.

The results imply that teachers in the system possess strong content knowledge and pedagogical skills, particularly in ICT integration and mentoring. However, expanding their repertoire of teaching strategies to enhance instructional effectiveness further may be room for improvement.

The results-based performance management system level relative to the learning environment indicate a very high level, signifying that teachers strongly uphold principles that create inclusive, supportive, and engaging learning spaces. The highest-rated indicator is "Advocating and facilitating the use of effective practices to foster learning environments that promote fairness, respect, and care to encourage learning," with a mean score of 4.73 (SD = 0.44). Teachers are proactive in implementing equitable and respectful learning practices, ensuring that every student feels valued and motivated to participate in the learning process. The lowest-rated competency is "Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their learning," which received a mean score of 4.46 (SD = 0.58). Although still categorized as very high, this result suggests that teachers effectively create motivating learning environments. However, there may be room for improvement in empowering colleagues to reinforce self-directed learning among students.

The result inferred that Filipino teacher excel in establishing and maintaining positive learning environments, with particular strengths in fostering fairness and respect. Teachers are strongly committed to fostering a positive and inclusive learning environment, ensuring students experience fairness, respect, and care in their education. The high overall mean suggests that teachers effectively implement strategies promoting student engagement and well-being.

The level of results-based performance management system (RPMS) implementation relative to the diversity of learners was very high level. The teachers effectively integrate inclusive teaching practices, ensuring that all learners have equitable access to quality education regardless of their backgrounds. The highest-rated competency, "Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socioeconomic, and religious backgrounds to promote learner success," obtained a mean of 4.55 (SD = 0.53), indicating that teachers excel in fostering culturally responsive pedagogy. On the other hand, the lowest-rated competency, "Model a range of high-level skills responsive to the special educational needs of learners in difficult circumstances," had a mean of 4.44 (SD = 0.51), which, while still very high, indicates that there may be areas for improvement in addressing the unique learning needs of marginalized students, including those with

disabilities or those facing socio-economic challenges.

Overall, the results imply the importance of sustaining and improving inclusive education initiatives. Strengthening policies and providing continuous training opportunities helped ensure that all students, regardless of their backgrounds or circumstances, receive equitable access to quality education and achieve their full potential.

The findings indicate that the curriculum and planning implemented at a very high level. Teachers can design, implement, and lead curriculum planning to ensure effective and responsive teaching practices. The teachers effectively integrate inclusive teaching practices, ensuring that all learners have equitable access to quality education regardless of their backgrounds. The highest-rated competency, "Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socioeconomic, and religious backgrounds to promote learner success," obtained a mean of 4.55 ($SD = 0.53$), indicating that teachers excel in fostering culturally responsive pedagogy. On the other hand, the lowest-rated competency, "Model a range of high-level skills responsive to the special educational needs of learners in difficult circumstances," had a mean of 4.44 ($SD = 0.51$), which, while still very high, indicates that there may be areas for improvement in addressing the unique learning needs of marginalized students, including those with disabilities or those facing socio-economic challenges.

Overall, the results imply the importance of sustaining and improving inclusive education initiatives. Strengthening policies and providing continuous training opportunities helped ensure that all students, regardless of their backgrounds or circumstances, receive equitable access to quality education and achieve their full potential.

The assessment and reporting domain is implemented at a very high level. Teachers effectively utilize assessment strategies and reporting mechanisms to monitor student progress and enhance instructional practices. The highest-rated competency, "Use of assessment data to enhance teaching and learning practices and programs" (4.59, $SD = 0.51$), highlights the teachers' strong ability to interpret and apply assessment results to improve their pedagogical approaches. The lowest-rated competency, "Provide advice on, and mentor colleagues in, the effective analysis and use of learner attainment data" (4.35, $SD = 0.56$), still falls within the very high range but suggests that some teachers may require additional training and support in mentoring colleagues on the interpretation and application of assessment results.

These results imply that teachers are highly skilled in assessment and reporting. Continuous professional development programs strengthen peer mentoring and collaborative data analysis practices. Schools provide structured training workshops and coaching programs to help teachers further develop their leadership skills in guiding colleagues on evidence-based instructional decision-making.

The level of results-based performance management systems relative to community linkages and professional was very high level. This indicates that teachers actively engage with stakeholders, foster collaboration with the community, and uphold professional standards in their practice. The highest-rated competency, "Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts" (4.51, $SD = 0.60$), highlights teachers' strong ability to build meaningful relationships with the community and integrate local contexts into learning environments. The lowest-rated competency, "Lead colleagues in the regular review of existing codes, laws, and regulations" (4.41, $SD = 0.56$), still falls within the very high category but proposes room for improvement regarding legal and policy awareness among teachers.

This inferred that while teachers excel in community engagement and collaborative professional practices, further capacity-building initiatives on legal frameworks and educational policies should be implemented. Schools provide regular training and discussions on education laws, ensuring teachers are well-equipped to lead policy reviews and uphold ethical standards: teachers' enhanced school-community relationships and overall professional accountability in the Philippine education system.

The level of results-based performance management systems relative to personal growth and professional

development was very high level. The teachers are highly committed to continuous learning, professional development, and instructional improvement. The highest-rated competency, "Model a learner-centered teaching philosophy through teaching practices" (4.61, SD = 0.49), underscores teachers' strong commitment to student-focused instruction. The lowest-rated competency, "Lead reforms in enhancing professional development programs" (4.44, SD = 0.57), while still rated very high, advocates that teachers require more structured leadership opportunities in professional development initiatives.

The findings conclude that while teachers are highly engaged in personal and professional growth, leadership in professional development remains an area for enhancement. Schools provide targeted training, mentorship opportunities, and leadership programs to empower teachers to drive educational reforms and advance collaborative professional learning. Strengthening these areas contributed to sustainable improvements in teaching quality and lifelong learning.

The results-based performance management system's implementation level. The findings indicate that the Results-Based Performance Management System (RPMS) for teachers is implemented at a very high level, with an overall mean of 4.51 (SD = 0.11). This suggests that teachers in the Philippine education system demonstrate strong professional competencies across multiple domains, ensuring high-quality teaching and learning experiences. Among the different RPMS domains, the highest-rated competency is "Learning Environment," with a mean score of 4.60 (SD = 0.18). This finding highlight teachers' commitment to fostering positive, inclusive, student-centered classrooms. The lowest-rated competency, "Curriculum and Planning," still falls within the very high category, with a mean score of 4.46 (SD = 0.26). This suggests that while teachers are proficient in designing and implementing effective lesson plans, there is room for further improvement in curriculum development and instructional innovation.

Additionally, the scores for Content Knowledge and Pedagogy (4.54, SD = 0.22), Diversity of Learners (4.50, SD = 0.19), Assessment and Reporting (4.50, SD = 0.20), Community Linkages and Professional Engagement (4.47, SD = 0.20), and Personal Growth and Professional Development (4.53, SD = 0.27) all indicate a high level of proficiency among teachers in these areas. These findings align with DepEd's Philippine Professional Standards for Teachers (PPST) (2021), emphasizing continuous teacher development, community collaboration, and evidence-based teaching practices. The results imply that teachers possess a high-performance level and excel in multiple areas of professional practice. They have very high and strong professional competencies of teachers in content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, as well as personal growth and professional development. The high performance contributes to a more dynamic and responsive education system catering to Filipino learners' diverse needs.

Table 3 Level of Results-Based Performance Management System

Indicators	Mean	SD	Description
Content Knowledge and Pedagogy	4.54	0.22	Very High
Learning Environment	4.60	0.18	Very High
Diversity of Learners	4.50	0.19	Very High
Curriculum and Planning	4.46	0.26	Very High
Assessment and Reporting	4.50	0.20	Very High
Community Linkages and Professional Engagement	4.47	0.20	Very High
Personal Growth and Professional Development	4.53	0.27	Very High
Over-all Mean	4.51	0.11	Very High

Source: DepEd (2017)

Relationship between the GURO21 Flexible Learning Course Development Program and Results-Based Performance Management System of Teachers. There is a relationship between the extent of the GURO21 Flexible Learning Course Development Program and the Results-Based Performance Management. The result of the Pearson r correlation coefficient test reveals that there is no significant correlation between the extent of

the GURO21 flexible learning course development program and results-based performance management system of teachers ($r = -.035$, $p > .05$). This means that there is no significant relationship between the extent of the GURO21 flexible learning course development program and results-based performance management system of teachers. The null hypothesis is accepted.

The mean score for the GURO21 program ($M = 4.69$, $SD = 0.15$) suggests that teachers highly perceive the program's implementation. Similarly, the RPMS of teachers ($M = 4.52$, $SD = 0.11$) also falls within the very high category, indicating strong performance across various teaching competencies. However, despite the high ratings in both areas, the lack of a statistically significant correlation implies that participation in the GURO21 Flexible Learning Course Development Program does not necessarily impact teachers' RPMS ratings.

This finding concludes that other factors, such as teaching experience, school leadership, institutional support, or professional learning communities, play a more influential role in shaping teachers' performance under the RPMS framework. It also indicates that while the GURO21 program is well-received, it may not directly translate into measurable improvements in RPMS outcomes.

Table 4 Relationship Between the Guro21 Flexible Learning Course Development Program and Results-Based Performance Management System of Teachers

Variable	Mean	SD	r	p-value	Interpretation
Extent of the GURO21 flexible learning course development program	4.69	0.15			
			-0.035	0.687	Not Significant
Results-based performance management system of teachers	4.52	0.11			

Relationship between the Behavioral Skills and Results-Based Performance Management System of Teachers. The result of the Pearson r correlation coefficient test reveals that there is significant correlation between the behavioral skills and results-performance management system of teachers ($r = .790$, $p = 0.049 < .05$). This means that there is a significant relationship between the behavioral skills and results-based performance management system of teachers.

This indicates that teachers who demonstrate strong behavioral skills, self-management, professionalism, ethics, and results-driven work habits tend to perform better under the RPMS framework. The high correlation coefficient implies that behavioral competencies play a crucial role in shaping teacher performance, reinforcing that success in teaching extends beyond subject expertise to include personal and professional behaviors that enhance classroom effectiveness and student engagement. The significance of the relationship ($p < 0.05$) further indicates that these behavioral attributes directly contribute to higher RPMS ratings, making them an essential factor in teacher evaluation.

Table 5 Correlational Analysis Between the Behavioral Skills and Results-Based Performance Management System of Teachers

Variable	Mean	SD	r	p-value	Interpretation
Behavioral skills	4.41	0.11			
			0.790	0.049	Significant
Results-based performance management system of teachers	4.52	0.11			

CONCLUSIONS

The GURO21 Flexible Learning Course Development Program significantly enhanced teachers' competencies, particularly in personal and professional development, instructional competence, and organizational skills. The high overall rating indicates that participants found the program beneficial in equipping them with essential 21st-century teaching skills.

Teachers demonstrated high effectiveness in behavioral skills, with professionalism and ethics emerging as their

strongest competencies. Their strong results-focused approach reflects a commitment to achieving educational excellence, though self-management was the least rated among the competencies.

The RPMS was highly effectively implemented among teachers, with all key areas demonstrating a very high level of performance. However, there was still room for improvement in curriculum planning to enhance instructional strategies and lesson organization.

There was no significant correlation between the GURO21 Flexible Learning Course Development Program and the Results-Based Performance Management System (RPMS). Participation in the GURO21 program does not directly influence teachers' RPMS performance.

A significant relationship exists between teachers' behavioral skills and their RPMS performance, emphasizing the importance of behavioral competencies in achieving high teaching standards. School heads may implement targeted training programs to enhance teachers' behavioral skills, including communication, adaptability, ethical decision-making, and goal-setting, to sustain their performance under the new Performance Management Evaluation System (PMES). Additionally, policymakers may integrate behavioral assessments into teacher evaluation frameworks to provide a more comprehensive and holistic measure of teaching effectiveness.

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