

IMPLEMENTATION OF PROJECT *TEAMS* ON MATHEMATICS TEACHERS' DEVELOPMENT

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ABSTRACT

The study aimed to determine the relationship between the implementation of project *TEAMS* and Mathematics teachers' development among Mathematics Teachers from public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts. It determined the level of Project *TEAMS* in terms of classroom observation, demonstration teaching festival and school learning action cell, as well as the level of Mathematics teachers' development in terms of personal with regards to interpersonal skills, personal vision, and self-esteem, and the level of Mathematics teachers' development in terms of professional with regards to classroom management, collaboration with colleagues, innovation, instructional practices, and self-reflection. Moreover, this research revealed the significant relationship between the implementation of project *TEAMS* and the Mathematics teachers' development in terms of personal and professional aspect.

The research design utilized in this study was descriptive and purposive sampling technique was used to select the respondents. 82 Mathematics Teachers from public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts were chosen and were asked to answer the questionnaire checklist made by the researcher to gather data.

Mean and standard deviation was applied to determine the level of Project *TEAMS* and the level of Mathematics Teachers' Personal and Professional Development. Pearson correlation coefficient (r) was employed to determine the relationship between Project *TEAMS* and Mathematics Teachers' Development.

The level of Project *TEAMS* was perceived effective to the teachers. The level of Mathematics Teachers' Personal Development was rated very high along with the level of Mathematics Teachers' Professional Development.

It was revealed that project *TEAMS* has significant relationship with the mathematics teachers' development in terms of personal which resulted in rejecting the null hypothesis. It can also be concluded that project *TEAMS* has significant relationship with the mathematics teachers' development in terms of professional which resulted in rejecting the null hypothesis.

The researcher suggests the continuous implementation of Project *TEAMS* in public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts. The implementation of Project *TEAMS* can help Mathematics teachers develop their personal and professional skills and competencies. The researcher also recommends that school leaders may provide opportunities for teachers to participate in such kind of programs.

Keywords:

Project TEAMS, teachers' development, personal, professional, classroom observation, demonstration teaching festival, school learning action cell, interpersonal skills, personal vision, self-esteem, classroom management, collaboration with colleagues, innovation, instructional practices, self-reflection

INTRODUCTION

“A good teacher is like the rising sun that comes to fill the empty and dark minds with the light of the education” – Anamika Mishra

Teachers are one of the most significant factors in the teaching and learning process. They set the tone and light of the classroom. They serve as the figure of authority that directs behavior, they are the role model that students are consciously imitating, and they fill the minds of the learners with knowledge through education. Thus, good teachers are necessary for efficient operation of the educational system and for raising the standard of learning.

Project TEAMS (Teachers Effectiveness And Management Skills) is one of the activities of Pedro Guevara Memorial National High School which is included in the school annual improvement plan (AIP). It seeks to train teachers on the effective use of instructional materials, on the delivery of the lesson and on their management skills in order to provide quality education. The activities under this project comprises classroom observation, demonstration teaching festival, and seminars and trainings through school learning action cell.

Alvior (2014) asserts that pressures are created among educators to prepare students such that they will possess a wide range of skills, content knowledge, and practical experiences needed to survive in this fiercely competitive environment. In the Philippines, according to Lapus (2008) the Department of Education has recognized the importance of acquiring the 21st century skills in the educational process. Despite economic difficulties and budget deficit, the government through the Department of Education (DepEd) continues to invest in teacher professional development across the country. The obvious reason is to improve educational standards to compete in globalized knowledge economy.

It was found on the research of Braza and Supapo (2014) that teachers have struggle in delivering the content of class materials and possess poor teaching strategies/skills. Due to the lack of professional development opportunities, teachers were unprepared to teach the content based on the assigned schedule and have a more diversified teaching methodology. Moreover, the absence of proper support and materials led to lesser time for teachers to efficiently instruct the content. Dizon et al. (2019) further supported this claim stating that there is a lack of preparation for teaching development. It is necessary that teachers themselves must be well-equipped with proper teaching strategies that maximize teacher-student participation.

Effective and efficient teaching and learning process can produce high achieving students. Therefore, it is important to consider the factors that affect the development of teachers.

Therefore, this study is made to determine the relationship between the implementation of project TEAMS (Teachers Effectiveness And Management Skills) and teachers' development in terms of personal and professional among the mathematics teachers in public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts.

This also sought to determine the relationship between the implementation of Project TEAMS and Teachers' Development among Mathematics Teachers in public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts. Specifically, it sought to answer the following questions:

1. What is the level of Project TEAMS in terms of:
 - a. Classroom Observation;
 - b. Demonstration Teaching Festival; and
 - c. School Learning Action Cell?
2. What is the level of Mathematics teachers' development in terms of personal with regards to:
 - a. Interpersonal Skills;
 - b. Personal vision; and
 - c. Self-esteem
3. What is the level of Mathematics teachers' development in terms of professional with regards to:
 - a. Classroom Management;
 - b. Collaboration with Colleagues;
 - c. Innovation;
 - d. Instructional Practices (Best teaching practices); and
 - e. Self-reflection
4. Is there a significant relationship between the implementation of project TEAMS and the Mathematics teachers' development in terms of personal?
5. Is there a significant relationship between the implementation of project TEAMS and the Mathematics teachers' development in terms of professional?

REVIEW OF RELATED LITERATURE

Teachers encounter many stressful situations that, over time, may have a negative impact on their ability to engage with others. When developing interpersonal skills, there is an inversion of attitudes that influence significantly to a more pleasant teaching, Amadebai, (2021).

Teachers' vision statement demonstrates their own values as well as their pedagogical skills and beliefs. Teachers establish their personal visions before the start of the academic year to motivate and guide them as they go about setting up the culture of their classroom, Drew, (2022).

Self-esteem influences your relationships, your ability to make decisions, your emotional health, and your general well-being are all impacted by your sense of self-worth. Additionally, it affects motivation since those who have a healthy, positive self-view are aware of their potential and may be encouraged to take on new challenges, Cherry, (2022).

An ideal learning environment is created by effective classroom management. This is important for teacher and student safety, happiness, and productivity. A successful classroom management system will lessen the need for yelling, reprimanding, and other stressful discipline methods that cause friction between teacher and student. It will also help prevent teacher fatigue. This kind of setting promotes learning as well as social and emotional development, Mellish, (2015).

Working together creates a sense of purpose and shared vulnerability. Peer support is a common feature for effective continuous professional development and learning. It can take many forms including peer observation, shared planning, collaborative work inspection, structured research lesson study, and/or

collaborative action research. Additionally, it helps to foster a culture of professional growth and a sense of unity, Curee, (2016).

Innovation in education isn't a term with a predetermined meaning. The essence of innovation education is an openness to viewing issues with fresh perspectives and coming up with novel solutions. It is a recognition that we do not have all the solutions and that we are open to new strategies for improvement, such as creative teaching techniques and ways of information transfer, Thompson, (2022).

There are numerous instructional practices that are effective in each classroom, regardless of the subject or the age of the learners. Students have greater opportunities to do well in class when a teacher implements a variety of efficient teaching practices, Dean, (2019).

It's crucial to begin with your self-reflection when you intentionally set aside time to consider your career, the direction you are going, and how it makes you feel. Self-reflection is crucial in determining whether you are content in your job or whether you want to challenge yourself and develop further in your career, Swords, (2021).

Any long-term improvement in education must start with improving what takes on in the classroom. The focus of classroom observation needs to shift from evaluation to continual learning and improvement. We need to be curious, inquisitive, and reflective about our performance. Teaching observation provides essential insights into our curriculum, assessments, and instructional practices, Duffy, (2021).

The best preparation in teaching demonstration is the result of diligence and perseverance. The most effective teaching demonstrations are those that are performed with zeal and dedication to the profession, Frias, (2022).

The Department of Education's LAC session initiative intends to establish professional learning communities that will give instructors access to a larger range of subject matter and pedagogical approaches. The teachers receive training through LAC sessions to hone their abilities in certain curriculum areas and promote student learning, Dayao, (2020).

METHODOLOGY

The research design utilized in this study was descriptive and purposive sampling technique was used to select the respondents. 82 Mathematics Teachers from public secondary schools in Cluster 3, Division of Laguna which are composed of Pagsanjan, Pila and Sta. Cruz Districts were chosen and were asked to answer the questionnaire checklist made by the researcher to gather data. Mean and standard deviation was applied to determine the level of Project Teams and the level of Mathematics Teachers' Personal and Professional Development. Pearson correlation coefficient (r) was employed to determine the relationship between Implementation of Project TEAMS and Mathematics Teachers' Development.

RESULT AND DISCUSSION

Table 1. Level of Project TEAMS in terms of Classroom Observation

Statement	Mean	SD	Remarks
It identifies my strengths and weaknesses in the classroom environment.	4.63	0.53	Strongly Agree
It provides constructive critical feedback to improve my instructional techniques.	4.73	0.45	Strongly Agree
It helps me develop my classroom management skills.	4.71	0.51	Strongly Agree
It allows me to research and apply the current trends that I can integrate in my class.	4.62	0.49	Strongly Agree
It helps me reflect on my personal performance and on my students' needs.	4.73	0.45	Strongly Agree
Overall Mean: SD	4.69: 0.39		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

As shown in table 1, the teachers perceived that classroom observation provides constructive critical feedback to improve instructional techniques and it helps them to reflect on their personal performance and on their students' needs which both gained the highest ($M=4.73$ $S=0.45$). This implies that classroom observation helps teachers develop their instructional techniques, allows them to reflect on their performance, and identify their strengths and weaknesses. On the other hand, the respondents strongly agree that classroom observation allows them to research and apply the current trends that they can integrate in the class with the lowest ($M=4.62$, $SD=0.49$). This indicates that teachers become relevant by learning new things that they can incorporate in the lesson.

It also reveals that the level of Project TEAMS in terms of Classroom Observation was very high supported by the overall ($M=4.69$, $SD=0.39$). This means that classroom observation helps teachers develop their weaknesses and enhance their strengths in the teaching and learning process.

Table 2. Level of Project TEAMS in terms of Demonstration Teaching Festival

Statement	Mean	SD	Remarks
It allows me to showcase my best practices in teaching.	4.63	0.51	Strongly Agree
It helps me to share the different pedagogical skills that I employ to my students with my colleagues.	4.56	0.52	Strongly Agree
It motivates my colleagues to apply appropriate and varied strategies in their class.	4.52	0.55	Strongly Agree
It boosts my confidence in expressing my thoughts and ideas.	4.56	0.50	Strongly Agree

It supports me in providing students quality learning along with the best practices, skills, and strategies I gained through this activity.	4.61	0.52	Strongly Agree
Overall Mean: SD	4.58: 0.43		
Verbal Interpretation	Very High		

As shown in table 2, the respondents strongly agree that demonstration teaching festival allows the teachers to showcase best teaching practices with the highest ($M=4.63$, $SD=0.51$). This implies that demonstration teaching festival serves as an avenue for teachers to employ different teaching strategies. On the other hand, the teachers also strongly agree that it motivates colleagues to apply appropriate and varied strategies in their class with the lowest ($M=4.52$, $SD=0.55$). This means that this activity encourages fellow teachers to use varied strategies in the class.

It reveals that the level of project TEAMS in terms of demonstration teaching festival was very high supported by the overall ($M=4.92$, $SD=0.27$). This means that this kind of activity helps the teachers in providing students quality learning along with the best practices, skills, and different strategies.

Table 3. Level of Project TEAMS in terms of School Learning Action Cell (SLAC)

Statements	Mean	SD	Remarks
It promotes collaboration of teachers and colleagues.	4.76	0.43	Strongly Agree
It allows us to solve shared problems/challenges encountered in the class.	4.76	0.43	Strongly Agree
It helps develop different areas of our teaching and learning process.	4.74	0.44	Strongly Agree
It enables us to continuously grow in teaching as we mature in our service	4.73	0.45	Strongly Agree
It serves as an avenue to showcase and develop other skills aside from my teaching skills.	4.72	0.45	Strongly Agree
Overall Mean: SD	4.74: 0.37		
Verbal Interpretation	Very High		

As reflected in the table 3, the respondents strongly agree that School Learning Action Cell (SLAC) promotes collaboration of teachers and colleagues and allows them to solve shared problems/challenges encountered in the class, both with the highest ($M=4.76$, $SD=0.43$). This implies that teachers collaborate with one another through SLAC. On the other hand, the respondents also strongly agree that SLAC serves as an avenue to showcase and develop other skills aside from their teaching skills with the lowest ($M=4.72$, $SD=0.45$). This means that teachers hone other non-teaching skills through this kind of activity.

It reveals that the level of project TEAMS in terms of School Learning Action Cell (SLAC) was very high supported by the overall ($M=4.74$, $SD=0.37$). This means that SLAC enables teachers to work together and continuously grow in their career.

Table 4. Level of Mathematics Teachers' Development in terms of Personal with regards to Interpersonal Skills

Statement	Mean	SD	Remarks
I can communicate well with my students at their level of comprehension during the class.	4.66	0.48	Strongly Agree

I can express care and concern for my students as well as with my colleagues.	4.70	0.49	Strongly Agree
I can consciously use body language or non-verbal communication with my students and other stakeholders.	4.66	0.48	Strongly Agree
I can listen well and make eye contact when interacting with my students and fellow teachers.	4.82	0.39	Strongly Agree
I can use appropriate words/language when communicating with other people.	4.72	0.45	Strongly Agree
Overall Mean: SD	4.71: 0.35		
Verbal Interpretation	Very High		

As seen in Table 4, the respondents strongly agree that teachers can listen well and make eye contact when interacting with students and fellow teachers with the highest ($M=4.82$, $SD=0.39$). This implies that teachers have good interpersonal skills. On the other hand, the respondents also strongly agree that teachers can communicate well with students at their level of comprehension during the class and can consciously use body language or non-verbal communication with students and other stakeholders with the lowest ($M=4.66$, $SD=0.48$). This means that teachers know how to properly communicate with students and other people.

Table 4 reveals that the level of Mathematics teachers' development in terms of Personal with regards to interpersonal skills was very high supported by the overall ($M=4.71$, $SD=0.35$). This means that teachers are good communicator because they know how to communicate well using verbal or even non-verbal language.

Table 5. Level of Mathematics Teachers' Development in terms of Personal with regards to Personal Vision

Statement	Mean	SD	Remarks
I have set personal goals in my career.	4.71	0.48	Strongly Agree
I have clear priorities in mind.	4.70	0.46	Strongly Agree
I make sure to accomplish what I want to do in life.	4.63	0.48	Strongly Agree
I make decisions based on my values and priorities	4.60	0.52	Strongly Agree
I am driven by the vision I have set for myself.	4.67	0.47	Strongly Agree
Overall Mean: SD	4.66: 0.39		
Verbal Interpretation	Very High		

It is seen in table 5 that the respondents strongly agree that teachers set personal goals in their career with the highest ($M=4.71$, $SD=0.48$). This implies that teachers have clear goals in their career which makes them an organize individuals. On the other hand, the respondents also strongly agree that teachers make decisions based on their values and priorities with the lowest ($M=4.60$, $SD=0.52$). This means that teachers having a set of values and priorities enables them to become decisive.

It reveals that the level of Mathematics Teachers' development in terms of Personal with regards to personal vision was very high supported by the overall ($M=4.66$, $SD=0.39$).

Table 6. Level of Mathematics Teachers' Development in terms of Personal with regards to Self-Esteem

Statement	Mean	SD	Remarks
I am satisfied with my performance in school.	4.46	0.55	Strongly Agree

I am a person of worth, or at least on an equal plane with others.	4.62	0.54	Strongly Agree
I am certain that I possess number of good qualities.	4.50	0.55	Strongly Agree
I am proud of all my accomplishments/achievements in life.	4.66	0.53	Strongly Agree
I am comfortable in socializing with other people.	4.59	0.54	Strongly Agree
Overall Mean: SD	4.57: 0.45		
Verbal Interpretation	Very High		

As reflected in the table 6, the respondents strongly agree that teachers are proud of all their accomplishments/achievements in life with the highest ($M=4.66$, $SD=0.53$). This implies that teacher's self-esteem is affected by what they have already accomplished in life. On the other hand, the respondents also strongly agree that teachers are satisfied with their performance in school with the lowest ($M=4.46$, $SD=0.55$). This means that teachers always do their best so that they would be satisfied in their performance in work.

Table 6 also reveals that the level of Mathematics teachers' development in terms of Personal with regards to self-esteem was very high supported by the overall ($M=4.57$, $SD=0.45$). This means that teacher's self-esteem makes them confident and content with all their achievements in life.

Table 7. Level of Mathematics Teachers' Development in terms of Professional with regards to Classroom Management

Statement	Mean	SD	Remarks
I establish rules and regulations inside the classroom.	4.83	0.38	Strongly Agree
I provide positive reinforcement to students for their appropriate behavior.	4.71	0.46	Strongly Agree
I make students aware of the consequences for misbehavior.	4.74	0.47	Strongly Agree
I promote positive social values.	4.73	0.45	Strongly Agree
I ensure that no students are left behind.	4.66	0.48	Strongly Agree
Overall Mean: SD	4.73: 0.36		
Verbal Interpretation	Very High		

As shown in table 7, the respondents strongly agree that teachers establish rules and regulations inside the classroom with the highest ($M=4.83$, $SD=0.38$). This implies that part of a positive and strong classroom management is having house rules and regulations in the classroom. On the other hand, the teachers also strongly agree that they ensure that no students are left behind in the class with the lowest ($M=4.66$, $SD=0.48$). This means that good classroom management will give all the students a safe space for learning.

Table 7 reveals that the level of Mathematics teachers' development in terms of Professional with regards to classroom management was very high supported by the overall ($M=4.73$, $SD=0.36$). This means that classroom management provide positive reinforcement to the students and guarantee that the needs of the students are being provided.

Table 8. Level of Mathematics Teachers' Development in terms of Professional with regards to Collaboration with Colleagues

Statement	Mean	SD	Remarks
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I consistently collaborate with my colleagues to help me improve my performance through the shared knowledge and resources of the group.	4.66	0.48	Strongly Agree
I regularly attend brainstorming with my colleagues to create possible solutions on the problems encountered in the class.	4.57	0.52	Strongly Agree
I actively involved in meetings with colleagues to establish and accomplish common goals.	4.68	0.49	Strongly Agree
I constantly collaborate with colleagues to be reminded of my duties and responsibilities as an educator.	4.68	0.47	Strongly Agree
I eagerly join group discussions/collaborations to learn from one another and support each other.	4.70	0.46	Strongly Agree
Overall Mean: SD	4.66: 0.36		
Verbal Interpretation	Very High		

As shown in table 8, the respondents strongly agree that teachers eagerly join group discussions/collaborations to learn from one another and support each other with the highest ($M=4.70$, $SD=0.46$). This implies that collaboration with colleagues helps teachers to learn from each other and give support to one another. On the other hand, the respondents also strongly agree that teachers regularly attend brainstorming with colleagues to create possible solutions on the problems encountered in the class with the lowest ($M=4.66$, $SD=0.48$). This means that brainstorming is one way to collaborate with colleagues which enables the group to create the best possible solution on the existing problem.

Table 8 reveals that the level of Mathematics teachers' development in terms of Professional with regards to collaboration with colleagues was very high supported by the overall ($M=4.66$, $SD=0.36$). This means that collaboration with colleagues allows teachers to share their experiences, address the challenges they encounter, and accomplish common goals.

Table 9. Level of Mathematics Teachers' Development in terms of Professional with regards to Innovation

Statement	Mean	SD	Remarks
I assess the appropriateness of the teaching strategies and materials before giving it to my class.	4.56	0.50	Strongly Agree
I accept new and fresh perspectives that can help me enhance my teaching career.	4.80	0.40	Strongly Agree
I recognize new teaching strategies that I can employ to my class to improve their participation and performance.	4.70	0.46	Strongly Agree
I perceive the changes in the educational realm and the need to develop new teaching methods to adapt on these changes.	4.60	0.49	Strongly Agree
I explore teaching approaches (such as the use of ICT) which promote better engagement and motivation to students.	4.61	0.49	Strongly Agree
Overall Mean: SD	4.65: 0.35		
Verbal Interpretation	Very High		

As shown in table 9, the respondents strongly agree that teachers accept new and fresh perspectives that can help enhance their teaching career with the highest ($M=4.80$, $SD=0.40$). This implies

that teachers adapt new and relevant ideas they can employ inside the classroom. On the other hand, the respondents also strongly agree that teachers assess the appropriateness of the teaching strategies and materials before giving it to the class with the lowest ($M=4.56$, $SD=0.50$). This means that innovation needs assessment of the new teaching techniques and resources before utilizing it in the class.

Table 9 reveals that the level of Mathematics teachers' development in terms of Professional with regards to innovation was very high supported by the overall ($M=4.65$, $SD=0.35$). This means that innovation allows teachers to perceive the changes in the educational realm and the need to develop new teaching methods to adapt on these changes which can improve participation and performance of the learners.

Table 10. Level of Mathematics Teachers' Development in terms of Professional with regards to Best Teaching Practices

Statement	Mean	SD	Remarks
I utilize instructional techniques that showcase students' good skills and ability.	4.57	0.50	Strongly Agree
I employ variety of efficient teaching practices that can boost students' performance.	4.55	0.50	Strongly Agree
I apply several instructional styles to consider students individual differences.	4.57	0.52	Strongly Agree
I adapt best practices of my colleagues for better results of teaching processes.	4.62	0.49	Strongly Agree
I develop teaching materials suited for the level of my learners to avoid students being left behind.	4.55	0.55	Strongly Agree
Overall Mean: SD	4.57: 0.40		
Verbal Interpretation	Very High		

As shown in table 10, the respondents strongly agree that teachers adapt best practices of their colleagues for better results of teaching processes with the highest ($M=4.62$, $SD=0.49$). This implies that teachers also learn varied strategies from their colleagues which they can also apply in their class. On the other hand, the respondents also strongly agree that teachers employ variety of efficient teaching practices that can boost students' performance and develop teaching materials suited for the level of their learners to avoid students being left behind both with the lowest ($M=4.55$, $SD=0.50$). This means that employing best practices must be appropriate for the level of students for a higher chance of better performance.

Table 10 reveals that the level of Mathematics teachers' development in terms of Professional with regards to best teaching practices was very high supported by the overall ($M=4.57$, $SD=0.40$). This means that applying several instructional practices help teachers to consider students individual differences and ensure that no students are being left behind.

Table 11. Level of Mathematics Teachers' Development in terms of Professional with regards to Self-Reflection

Statement	Mean	SD	Remarks
I evaluate myself over time to make adjustments when necessary.	4.63	0.53	Strongly Agree
I reflect on my own behavior and how it affects my relationship with other people.	4.62	0.51	Strongly Agree
I manage my time to keep on track of my career.	4.57	0.55	Strongly Agree
I assess my professional development and general performance to provide students with a range of learning opportunities.	4.61	0.52	Strongly Agree
I continuously evaluate my thoughts to maintain my strengths and enhance my weaknesses.	4.59	0.52	Strongly Agree
Overall Mean: SD	4.60: 0.46		
Verbal Interpretation	Very High		

As shown in table 11, the respondents strongly agree that evaluate themselves over time to make adjustments when necessary, with the highest ($M=4.63$, $SD=0.53$). This implies that teachers spend some time for introspection. On the other hand, the respondents also strongly agree that teachers manage their time to keep on track of their career with the lowest ($M=4.57$, $SD=0.55$). This means that teachers value their career because they allot time to keep up with it.

Table 11 reveals that the level of Mathematics teachers' development in terms of Professional with regards to self-reflection was very high supported by the overall ($M=4.60$, $SD=0.46$). This means that having self-reflection allows teachers to evaluate their perspectives, to maintain their strengths and enhance their weaknesses when it comes to their career.

Table 12. Significant Relationship between the Implementation of Project TEAMS and the Mathematics Teachers' Development in Terms of Personal

Variables		r-value	p-value	Degree of Correlation	Analysis
Classroom Observation	Interpersonal Skills	0.449	0.000	Moderate	Significant
	Personal Vision	0.171	0.126	Very Weak	Not Significant
	Self-Esteem	0.355	0.001	Weak	Significant
Demonstration Teaching Festival	Interpersonal Skills	0.431	0.000	Moderate	Significant
	Personal Vision	0.210	0.058	Weak	Not Significant
	Self-Esteem	0.408	0.000	Moderate	Significant
School Learning Action Cell	Interpersonal Skills	0.365	0.001	Weak	Significant
	Personal Vision	0.228	0.039	Weak	Significant
	Self-Esteem	0.295	0.007	Weak	Significant

*significant at .05 level of significance

Table 12 shows the multiple comparison test between project *TEAMS* and Mathematics teachers' development in terms of personal.

It revealed that all the components such as classroom observation, demonstration teaching festival, and school learning action cell are significantly related to the mathematics teachers' development in terms of personal with regards to interpersonal and self-esteem but not significantly related to teachers' personal vision. This means that project *TEAMS* is a contributing factor to the personal development of mathematics teachers but not so in their personal vision.

Table 12. Significant Relationship between the Implementation of Project TEAMS and the Mathematics Teachers' Development in Terms of Professional

Variables		r-value	p-value	Degree of Correlation	Analysis
Classroom Observation	Classroom Management	0.328	0.003	Weak	Significant
	Collaboration with Colleagues	0.384	0.000	Weak	Significant
	Innovation	0.360	0.001	Weak	Significant
	Instructional Practices	0.455	0.000	Moderate	Significant
	Self-Reflection	0.336	0.002	Weak	Significant
Demonstration Teaching Festival	Classroom Management	0.287	0.009	Weak	Significant
	Collaboration with Colleagues	0.456	0.000	Moderate	Significant
	Innovation	0.329	0.003	Weak	Significant
	Instructional Practices	0.388	0.000	Weak	Significant
	Self-Reflection	0.310	0.005	Weak	Significant
School Learning Action Cell	Classroom Management	0.246	0.026	Weak	Significant
	Collaboration with Colleagues	0.440	0.000	Moderate	Significant
	Innovation	0.352	0.001	Weak	Significant
	Instructional Practices	0.303	0.006	Weak	Significant
	Self-Reflection	0.410	0.000	Moderate	Significant

**significant at .05 level of significance*

Table 13 shows the multiple comparison test between project *TEAMS* and Mathematics teachers' development in terms of professional.

It revealed that all the components such as classroom observation, demonstration teaching festival, and school learning action cell are significantly related to the mathematics teachers' development in terms of professional with regards to classroom management, collaboration with colleagues, innovation, instructional practices, and self-reflections. This means that project *TEAMS* is a contributing factor to the professional development of mathematics teachers. Moreover, the activities under this project help the teachers to develop and improve their professional skills and seek more professional development opportunities.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. The hypothesis stating that there is no significant relationship between Project *TEAMS* and Mathematics Teachers' Development in terms of personal was rejected. This further implies that project *TEAMS* helped the teachers in developing their personal skills and evaluating their own performance.
2. The hypothesis stating that there is no significant relationship between Project *TEAMS* and Mathematics Teachers' Development in terms of professional was rejected. This indicates that project *TEAMS* helped the teachers in developing their professional skills, building relationship with colleagues, employing varied instructional practices, and assessing their performance.

RECOMMENDATIONS

Based on the results and conclusions stated in the study, the following recommendation was formulated to the following:

1. School heads and teachers may continuously implement project *TEAMS* as it develops the teachers' personal and professional skills and competencies, which are evident in the findings of this study.
2. Since the study found out that there is a significant relationship between project *TEAMS* and Mathematics teachers' personal and professional development, the teachers can attend the same kind of activities which can help enhance different areas of their personal and professional aspect.
3. School leaders may provide opportunities for teachers to participate in different seminars and trainings that can support their personal and professional development.
4. Future researcher may continue this research by using a larger number of respondents and research other factors not mentioned in the study that may significantly relate with teachers' personal and professional development.

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