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TOWARDS SCHOOL HEADS' EVALUATION ON FILIPINO ENGLISH TEACHERS' CLASSROOM PERFORMANCE

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Abstract

This study examined school heads' evaluations of Filipino English teachers' classroom performance, focusing on instructional strategies, and assessment for learning, learner engagement, and professional conduct. The study was grounded in Danielson's Framework for Teaching and Stronge's Teacher Evaluation Model to determine the consistency and developmental value of current evaluation practices. A quantitative descriptive design was employed, involving school heads and Filipino English teachers from selected schools. Data were collected through standardized evaluation instruments and analyzed to identify performance trends and variations in evaluation practices. Findings revealed that teachers demonstrated strong

pedagogical competence and professional conduct, particularly in lesson organization, subject mastery, and ethical behavior. However, inconsistencies were noted in the effective use of formative assessment and in sustaining learner engagement. Evaluation practices were found to be more compliance-oriented, with limited use of structured post-observation feedback. The study concludes that a unified, competency-based evaluation framework is needed to strengthen reliability, fairness, and instructional improvement. Enhancing school heads' supervisory competencies and improving teachers' assessment literacy are essential to advancing English language teaching performance.

Keywords:
Classroom Performance, Teaching Competence, Working Behavior, Pedagogical Skills, Teacher Evaluation Framework, Competency-Based Evaluation

1. Introduction

Numerous studies have examined teacher effectiveness and instructional leadership independently; limited empirical research has investigated the relationship between school heads' evaluation practices and the actual classroom performance of Filipino English teachers across multiple performance domains within the Thai educational context. However, existing studies often focus on teacher self-assessment, leadership styles, or job satisfaction rather than examining how school heads' evaluations relate to teachers' instructional performance. Addressing this gap is important because understanding this relationship can provide evidence to strengthen teacher evaluation systems, improve instructional leadership practices, and support the professional development of Filipino English teachers working in Bangkok Metropolitan Administration English program schools.

The quality of teaching remains one of the most influential factors affecting student learning and educational outcomes. As education systems continue to emphasize accountability and continuous improvement, teacher evaluation has become an essential mechanism for enhancing instructional quality and professional development. Effective evaluation enables school heads to identify teachers' strengths, provide constructive feedback, and support evidence-based instructional improvement. Consequently, school heads play a vital role in fostering teacher effectiveness through systematic evaluation, instructional supervision, and professional support (Danielson, 2013; Stronge, 2018).

Teacher classroom performance is a multidimensional construct encompassing subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered instructional practices. Research consistently demonstrates that teachers who exhibit competence across these domains create more engaging learning environments and contribute to improved student achievement (Danielson, 2013; Stronge, 2018). Likewise, instructional leadership studies indicate that school heads significantly influence teacher performance by promoting effective teaching practices, conducting meaningful classroom observations, and providing timely professional feedback (Hallinger, 2011; Robinson, Lloyd, & Rowe, 2008).

In Thailand, the expansion of bilingual and English programs has increased the demand for highly competent English teachers, particularly Filipino educators who have become integral contributors to English language instruction in Bangkok Metropolitan Administration (BMA)

schools. As educational institutions strive to maintain high standards of teaching quality, school heads are expected to implement comprehensive evaluation systems that promote teacher growth and instructional excellence. However, ensuring that evaluation practices effectively translate into improved classroom performance remains a continuing challenge.

Accordingly, this study examines the relationship between school heads' evaluation and the classroom performance of Filipino English teachers in selected Bangkok Metropolitan Administration English program schools. Specifically, it investigates how the dimensions of school heads' evaluation, teaching competence, morals and ethics, human relationships, and work behavior predict teachers' classroom performance in subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices. The findings are expected to contribute to improving teacher evaluation policies, instructional leadership, and educational quality within Thailand's bilingual education system.

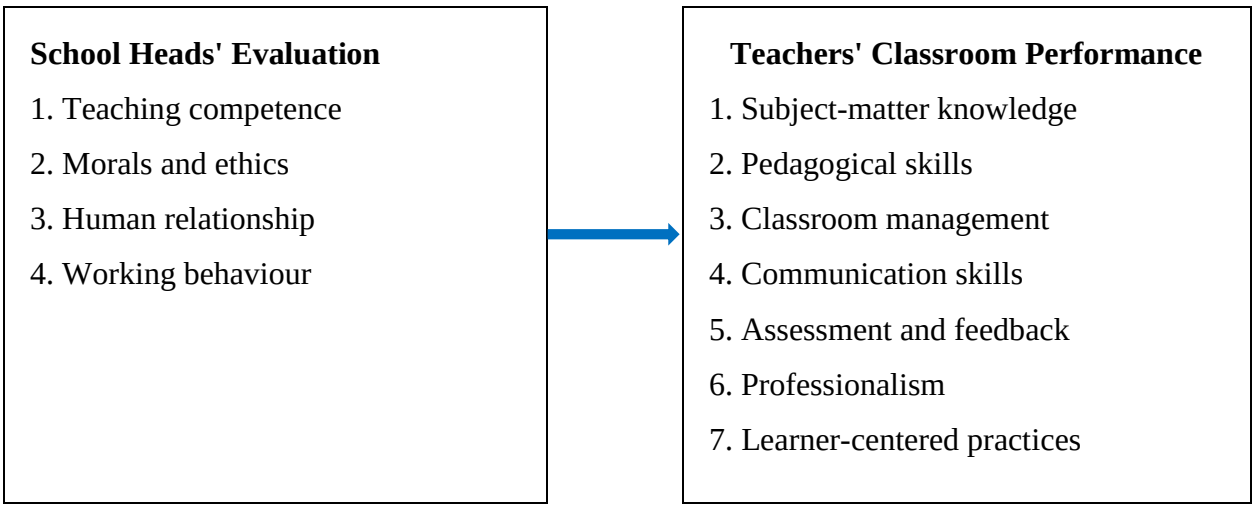


Figure 1: *Initial Conceptual Framework*

The figure illustrates the hypothesized relationship between school heads' evaluation of teaching competence, morals and ethics, human relationship, and working behaviour, and teachers' classroom performance across the domains of subject-matter knowledge, pedagogical skills, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices.

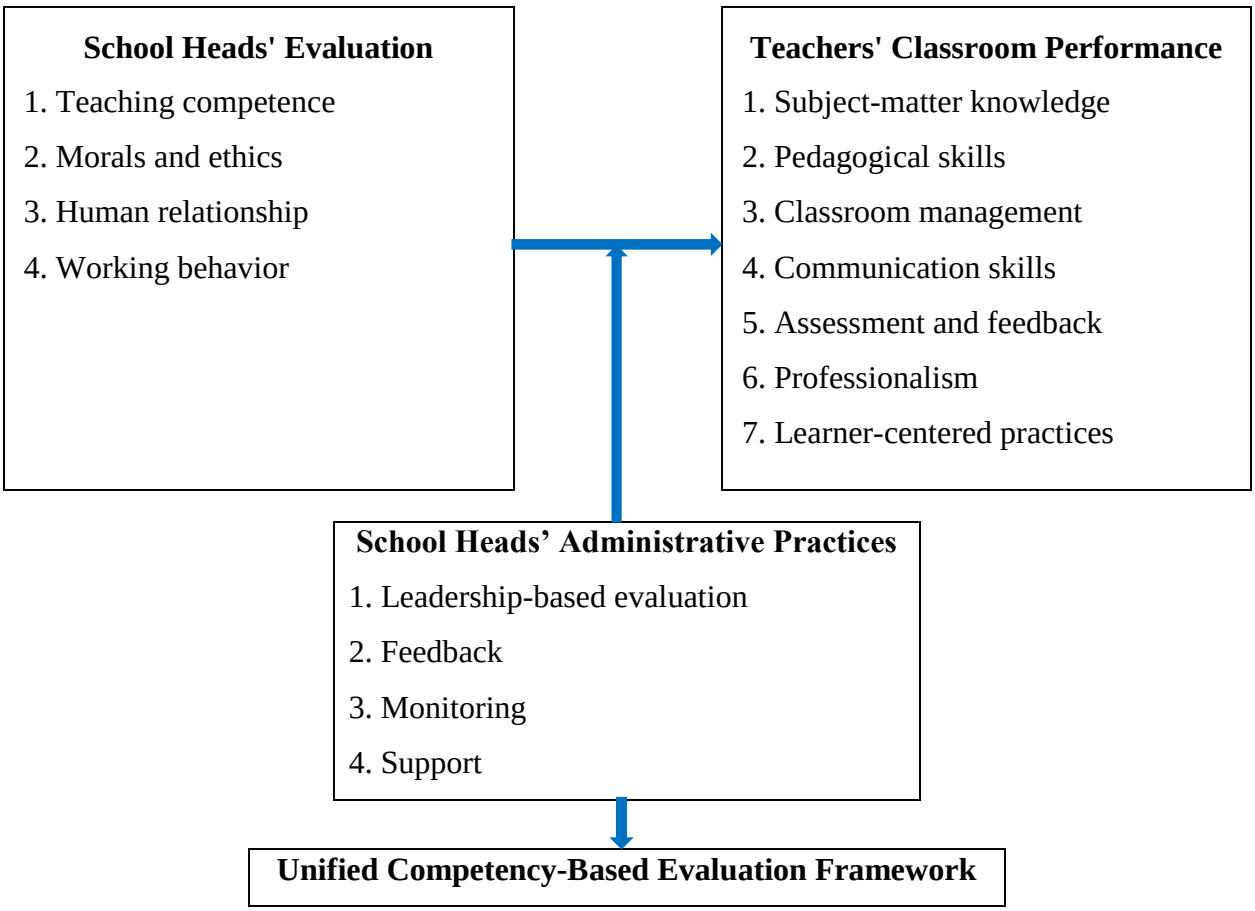


Figure 2: *Derived Conceptual Framework*

The derived conceptual framework shows that school heads' evaluation (teaching competence, morals and ethics, human relationship, and working behavior) predicts teachers' classroom performance (subject-matter knowledge, pedagogical skills, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices). School heads' administrative practices (leadership-based evaluation, feedback, monitoring, and support) function as a moderating variable that strengthens this relationship, forming a Unified Competency-Based Evaluation Framework.

2. Methodology

This study adopted a quantitative descriptive research design, using a survey method to determine the level of school heads' evaluation of Filipino English and the extent of teachers'

classroom performance, and to examine the relationship between school heads' evaluation dimensions and classroom performance using objective, numerical data. Quantitative research is appropriate when the purpose is to measure variables, analyze relationships among them, and draw conclusions through statistical analysis (Creswell & Creswell, 2018). A descriptive research design was used to describe the level of Filipino English teachers' classroom performance. According to Creswell and Creswell (2018), descriptive research systematically portrays the characteristics of a population or phenomenon as it naturally occurs. Similarly, Gray (2022) explains that descriptive research provides an accurate representation of current practices, behaviors, or conditions, making it appropriate for educational studies that seek to assess existing performance levels. The survey method enables the collection of standardized information from a defined group of respondents efficiently and systematically. Surveys are particularly effective for measuring perceptions, attitudes, and evaluations using structured questionnaires, allowing the data to be summarized and analyzed statistically (Fowler, 2014). The survey method is widely used to investigate teacher performance, instructional practices, and school leadership because it facilitates the collection of reliable data from multiple respondents within a relatively short period (Fraenkel, Wallen, & Hyun, 2019).

Moreover, the quantitative descriptive survey design aligned with the objectives of this study, which focused on evaluating Filipino English teachers' classroom performance in terms of subject matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices, as evaluated by school heads, which enabled the researcher to summarize the evaluation results and determine whether school heads' evaluation significantly predicted teachers' classroom performance across these domains.

2.1. Research Participants

The study was conducted in selected Bangkok Metropolitan Administration (BMA) Bilingual Schools, where Filipino English teachers are employed and evaluated by school heads. These schools were selected because they provide an appropriate setting for examining school heads' evaluation of teachers' classroom performance. The respondents comprised 167 Filipino English teachers at the elementary and secondary levels. A purposive sampling technique was employed to select participants who met the inclusion criteria, specifically Filipino nationals

teaching English in BMA bilingual schools. Purposive sampling is appropriate when researchers intentionally select participants who possess characteristics relevant to the objectives of the study (Creswell & Creswell, 2018; Palinkas et al., 2015).

Data were collected from December 2025 to January 2026 using the school heads' teacher evaluation records for the first semester of School Year 2025–2026. The collected data were encoded, organized, and statistically analyzed to address the research objectives. This procedure ensured the collection of relevant and reliable data while maintaining an efficient and systematic research process (Fraenkel et al., 2019).

2.2. Research Instrument

The study used two primary data-gathering instruments, namely (1) the Evaluation for Teaching and Learning Management of Foreign Teachers (Semester 1, SY 2025–2026), a standardized Bangkok Metropolitan Administration (BMA) evaluation tool. This BMA instrument was used to assess school heads' evaluations of Filipino English teachers across four domains: teaching competence, ethics, human relationships, and work behavior. (2) The researcher-developed questionnaire measured teachers' classroom performance in terms of subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices. This instrument consisted of observable and measurable indicators rated on a five-point Likert scale from 1 (Very Low) to 5 (Very High). Before data collection, the questionnaire underwent expert validation to establish content validity and was pilot-tested to assess clarity and reliability, consistent with recommended instrument development procedures (DeVellis & Thorpe, 2022; Polit & Beck, 2021).

2.3. Validation of Research Instrument

To establish the content validity of the researcher-made questionnaire, the instrument was submitted to a panel of experts in education, English language teaching, and educational leadership. The validators evaluated each item for its clarity, relevance, representativeness, alignment with the research objectives, and appropriateness in measuring the constructs under investigation. Content validation by subject-matter experts is a widely accepted procedure for determining whether an instrument adequately represents the domain of interest (Polit & Beck, 2021; DeVellis & Thorpe, 2022). Based on the validators' comments and recommendations,

necessary revisions were made to improve the wording, organization, and content of the questionnaire. The revised instrument was refined to ensure that it accurately measured the intended variables and was appropriate for the target respondents. This validation process enhanced the instrument's content validity and strengthened its suitability for data collection (Haynes, Richard, & Kubany, 1995; Polit & Beck, 2021).

2.4. Reliability Test

The reliability of the researcher-made questionnaire was established through a pilot test conducted among respondents who possessed characteristics similar to those of the target population but were not included in the actual study. Pilot testing is recommended to identify potential issues with an instrument and to assess its consistency before full-scale data collection (Creswell & Creswell, 2018). The pilot-test data were analyzed using Cronbach's alpha coefficient to determine the instrument's internal consistency reliability. Cronbach's alpha is one of the most widely used measures of reliability for Likert-scale instruments, with coefficients of 0.70 or higher generally considered acceptable for research purposes (Cronbach, 1951; Tavakol & Dennick, 2011). The computed reliability coefficient indicated that the questionnaire demonstrated satisfactory internal consistency and was therefore considered reliable and suitable for use in the actual data collection (DeVellis & Thorpe, 2022).

2.5. Rating Scale

The study used a five-point Likert-type rating scale to assess teachers' classroom performance across subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices. The responses were interpreted using weighted mean scores corresponding to five descriptive levels: Very High (4.50 – 5.00), High (3.50 – 4.49), Moderate (2.50 – 3.49), Low (1.50 – 2.49), and Very Low (1.00 – 1.49). Higher mean scores indicate stronger levels of performance and more consistent application of effective practices. The use of a five-point Likert scale is widely recognized in educational and social science research for measuring respondents' perceptions, attitudes, and performance levels (Likert, 1932; Boone & Boone, 2012).

2.6. Data Analysis

The data gathered were analyzed using appropriate descriptive and inferential statistical techniques to address the research objectives. The Weighted Mean was used to determine the extent of school heads' evaluations and the level of Filipino English teachers' classroom performance across each performance domain. The weighted mean is appropriate for summarizing responses measured using Likert-scale items (Boone & Boone, 2012). The overall mean was computed to describe the general level of teachers' classroom performance across all domains.

Standard Deviation (SD) was used to determine the variability or dispersion of the responses, indicating the consistency of school heads' evaluations among the identified performance indicators (Field, 2018). A smaller standard deviation signifies greater consistency in responses, whereas a larger standard deviation indicates greater variability among respondents' ratings (Field, 2018; Gravetter & Wallnau, 2017).

The p-value was used to determine the statistical significance of the relationship between school heads' evaluation and Filipino English teachers' classroom performance. Specifically, it was used to assess whether the dimensions of school heads' evaluation—teaching competence, morals and ethics, human relationship, and working behavior—significantly predicted teachers' classroom performance across the identified domains. A p-value of less than .05 indicated that the predictor had a statistically significant influence on teachers' classroom performance, leading to the rejection of the null hypothesis. Conversely, a p-value greater than or equal to .05 indicated that the relationship was not statistically significant (Field, 2018; Hair et al., 2019).

Multiple regression analysis was employed to determine the extent to which school heads' evaluation predicts the classroom performance of Filipino English teachers. Specifically, the analysis examined whether the dimensions of school heads' evaluation, teaching competence, morals and ethics, human relationship, and working behavior significantly influenced teachers' classroom performance across the identified domains. Multiple regression also determined the strength, direction, and statistical significance of the predictive relationship between the independent variables (school heads' evaluation) and the dependent variable (teachers' classroom performance), using a 0.05 level of significance (Field, 2018; Hair et al., 2019).

3. Results and Discussions

The study examines the relationship between school heads' evaluation and the classroom performance of Filipino English teachers in selected Bangkok Metropolitan Administration English program schools. Specifically, it investigates how the dimensions of school heads' evaluation, teaching competence, morals and ethics, human relationships, and work behavior predict teachers' classroom performance in subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices.

The findings revealed that school heads' evaluation significantly predicts the classroom performance of Filipino English teachers in the Bangkok Metropolitan Administration (BMA) Bilingual Program. Multiple regression analysis showed that the dimensions of school heads' evaluation, teaching competence, morals and ethics, human relationship, and working behavior were significant predictors of teachers' classroom performance across the identified domains. These results indicate that effective instructional supervision and comprehensive performance evaluation contribute to improving teachers' instructional practices and overall classroom effectiveness.

The regression analysis further demonstrated that higher ratings in school heads' evaluation were associated with better teacher performance in subject-matter knowledge, pedagogical competence, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices. This suggests that school heads play a critical role in fostering teacher development through constructive evaluation, professional guidance, and continuous instructional support. The findings support the view that evaluation serves not only as a performance assessment mechanism but also as a tool for enhancing teaching quality and professional growth.

These findings are consistent with the works of Danielson (2013), who emphasized that comprehensive teacher evaluation promotes instructional improvement, and Stronge (2018), who asserted that effective evaluation systems enhance teacher performance by identifying strengths and areas for professional development. Similarly, instructional leadership theory highlights the significant influence of school leaders on teaching quality and student learning outcomes through systematic supervision, feedback, and support (Hallinger, 2011). Collectively, the results

underscore the importance of school heads' evaluation as a significant predictor of Filipino English teachers' classroom performance in the BMA Bilingual Program.

Table 1: *Reliability Statistics*

Variable	N of Items	Cronbach's Alpha (α)	Interpretation	Decision
School Heads' Evaluation	20	0.945	Excellent	Reliable
Teachers' Classroom Performance	35	0.958	Excellent	Reliable
Overall Instrument	55	0.952	Excellent	Reliable

Table 1 presents the reliability test results of the research instrument using Cronbach's alpha. The School Heads' Evaluation questionnaire obtained a Cronbach's alpha coefficient of 0.945, while the Teachers' Classroom Performance questionnaire yielded 0.958. The overall instrument achieved a Cronbach's alpha of 0.952, indicating excellent internal consistency, which demonstrates that the questionnaire items consistently measured the intended constructs and were therefore reliable for the actual conduct of the study. According to George and Mallery (2019), Cronbach's alpha coefficients of 0.90 and above indicate excellent reliability, while Tavakol and Dennick (2011) emphasized that higher alpha values reflect strong internal consistency among instrument items.

Table 2: *Summary of School Heads' Evaluation across Domains*

Domain	Overall Mean	Overall SD	Interpretation
Teaching Competence	4.48	0.73	High Extent
Moral and Ethics	4.52	0.67	Very High Extent
Human Relationship	4.49	0.82	High Extent
Working Behavior	4.49	0.82	High Extent

Table 2 presents the summary of school heads' evaluation across four domains: teaching competence, morals and ethics, human relationships, and working behavior. The results indicate that school heads demonstrated a high to very high extent of evaluation across all domains. Among

the four dimensions, Moral and Ethics obtained the highest overall mean (M = 4.52, SD = 0.67), interpreted as Very High Extent, while Teaching Competence (M = 4.48, SD = 0.73), Human Relationship (M = 4.49, SD = 0.82), and Working Behavior (M = 4.49, SD = 0.82) were all rated as High Extent. These findings suggest that school heads consistently demonstrate effective instructional supervision, ethical leadership, positive interpersonal relationships, and professional work behaviors in evaluating Filipino English teachers. Effective teacher evaluation is essential for improving instructional quality and promoting teachers' professional growth (Danielson, 2013; Stronge, 2018).

Table 3: *Teachers' Classroom Performance in Subject-Matter Knowledge*

Indicator	Mean	SD	Verbal Interpretation
Demonstrate deep understanding of English grammar, vocabulary, and structure.	4.35	0.73	High Level
Explain language concepts clearly and accurately to students.	4.42	0.70	High Level
Integrate relevant, up-to-date English-language content into the lessons.	4.56	0.72	Very High Level
Connect lesson content to real-world applications and contexts.	4.56	0.67	Very High Level
Overall	4.47	0.69	High Extent

Table 3 presents teachers' classroom performance in the subject-matter knowledge indicator. The results indicate that Filipino English teachers demonstrated a high level of subject-matter knowledge, with an overall mean of 4.47 (SD = 0.69). The highest-rated indicators were integrating relevant, up-to-date English-language content into lessons and connecting lesson content to real-world applications and contexts (M = 4.56, interpreted as Very High Level), while demonstrating deep understanding of English grammar, vocabulary, and structure (M = 4.35) and explaining language concepts clearly and accurately (M = 4.42) were rated High Level. These findings suggest that Filipino English teachers possess strong content knowledge and effectively apply it to meaningful learning experiences, consistent with the view that subject-matter expertise is fundamental to effective teaching and improved student learning (Shulman, 1987; Danielson, 2013).

Table 4: *Teachers' Classroom Performance in Pedagogical Competence*

Indicator	Mean	SD	Verbal Interpretation
Use a variety of teaching strategies to address students' learning needs.	4.54	0.70	Very High Level
Design lessons that promote active students' engagement.	4.54	0.69	Very High Level
Differentiate instruction to cater to diverse learning abilities and styles.	4.41	0.69	High Level
Incorporate learner-centered approaches in classroom activities.	4.50	0.66	Very High Level
Overall Mean	4.52	0.68	Very High Level

Table 4 presents teachers' classroom performance in the pedagogical competence indicator. The findings indicate that Filipino English teachers demonstrated a very high level of pedagogical competence, with an overall mean of 4.52 (SD = 0.68). The indicators on using varied teaching strategies, designing engaging lessons, and incorporating learner-centered approaches were all rated Very High Level, while differentiating instruction to address diverse learning abilities and styles received a High-Level rating (M = 4.41). These results suggest that teachers effectively employ diverse and learner-centered instructional practices that promote student engagement and support meaningful learning, consistent with the principles of effective teaching and instructional practice emphasized by Danielson (2013) and Stronge (2018).

Table 5: *Teachers' Classroom Performance in Classroom Management*

Indicator	Mean	SD	Verbal Interpretation
Establish clear rules and expectations to maintain a positive learning environment.	4.45	0.72	High Level
Effectively handle behavioral issues to minimize classroom disruptions.	4.36	0.71	High Level
Manage time and learning resources efficiently during lessons.	4.49	0.61	High Level
Create a respectful and inclusive atmosphere conducive to learning.	4.51	0.65	Very High Level
Overall Mean	4.50	0.70	Very High Level

Table 5 presents teachers' classroom performance in the classroom management indicator. The results reveal that Filipino English teachers demonstrated a very high level of classroom management, with an overall mean of 4.50 (SD = 0.70). Among the indicators, creating a respectful and inclusive atmosphere conducive to learning received the highest rating (M = 4.51), interpreted as Very High Level, while establishing clear rules and expectations, effectively handling behavioral issues, and managing time and learning resources efficiently were all rated High Level. These findings indicate that teachers effectively foster positive, well-managed, and inclusive learning environments that support student engagement and academic success, consistent with Danielson's (2013) Framework for Teaching and Marzano's (2007) emphasis on effective classroom management as a key component of instructional effectiveness.

Table 6: *Teachers' Classroom Performance in Communication Skills*

Indicator	Mean	SD	Verbal Interpretation
Communicate instructions and ideas clearly and effectively.	4.49	0.68	High Level
Use appropriate verbal and nonverbal communication to support understanding.	4.53	0.71	Very High Level
Encourage open communication and interaction among students.	4.49	0.71	High Level
Use English fluently and confidently in various classroom situations.	4.41	0.71	High Level
Overall Mean	4.41	0.79	High Level

Table 6 presents teachers' classroom performance in the communication skills indicator. The findings indicate that Filipino English teachers demonstrated a high level of communication skills. The highest-rated indicator was using appropriate verbal and nonverbal communication to support understanding (M = 4.53, SD = 0.71), interpreted as Very High Level, while communicating instructions and ideas clearly and effectively (M = 4.49), encouraging open communication and interaction among students (M = 4.49), and using English fluently and confidently in various classroom situations (M = 4.41) were all rated High Level. These results suggest that teachers effectively

facilitate classroom communication and promote meaningful student interaction, which are essential for successful teaching and learning (Danielson, 2013; Stronge, 2018).

Table 7: *Teachers' Classroom Performance in Assessment and Feedback*

Indicator	Mean	SD	Verbal Interpretation
Design assessments that align with learning objectives and outcomes.	2.47	0.53	Low Level
Use multiple assessment tools to evaluate students' performance.	2.42	0.53	Low Level
Provide timely and constructive feedback to help students improve.	2.32	0.50	Low Level
Use assessment results to adjust instruction and support student progress.	2.43	0.56	Low Level
Overall Mean	2.41	0.52	Low Level

Table 7 presents teachers' classroom performance in the assessment and feedback indicator. The findings indicate that teachers demonstrated a low level of assessment and feedback practices (Overall Mean = 2.41, SD = 0.52). Among the indicators, designing assessments aligned with learning objectives obtained the highest mean (M = 2.47), suggesting moderate awareness of assessment alignment; however, the limited use of varied assessment tools, timely feedback, and data-driven instructional adjustments reflects areas needing improvement. Effective assessment practices require teachers to use diverse assessment strategies and provide meaningful feedback to promote student learning and continuous improvement (Black & Wiliam, 2018; Hattie & Timperley, 2007). Strengthening teachers' assessment literacy and formative assessment skills may enhance instructional effectiveness and learner outcomes. These results suggest that assessment and feedback practices require further enhancement to better support student learning and instructional improvement. Effective assessment and timely feedback are essential components of quality teaching, as they inform instructional decisions and promote students' academic progress (Black & Wiliam, 1998; Hattie & Timperley, 2007).

Table 8: *Teachers' Classroom Performance in Professionalism*

Indicator	Mean	SD	Verbal Interpretation
Demonstrate ethical behavior and professionalism in all school activities.	4.58	0.68	Very High Level
Actively participate in professional development programs.	4.38	0.76	High Level
Collaborate effectively with colleagues, administrators, and parents.	4.39	0.79	High Level
Reflect on teaching practices to enhance professional growth.	4.58	0.68	Very High Level
Overall Mean	4.47	0.73	High Level

Table 8 presents teachers' classroom performance in the professionalism indicator. The findings indicate that Filipino English teachers demonstrated a high level of professionalism, with an overall mean of 4.47 (SD = 0.73). The highest-rated indicators were demonstrating ethical behavior and professionalism in all school activities and reflecting on teaching practices to enhance professional growth (both M = 4.58, SD = 0.68), interpreted as Very High Level, while actively participating in professional development programs (M = 4.38) and collaborating effectively with colleagues, administrators, and parents (M = 4.39) were rated High Level. These findings suggest that teachers exhibit strong ethical standards and reflective practice while maintaining collaborative and continuous professional development, which are essential characteristics of effective teaching (Danielson, 2013; Stronge, 2018).

Table 9: *Teachers' Classroom Performance in Learner-Centered Practices*

Indicator	Mean	SD	Verbal Interpretation
Encourage students to take responsibility for their own learning.	4.48	0.76	High Level
Foster critical thinking and creativity in classroom discussions	4.42	0.74	High Level

Adapt lessons to students' interests, backgrounds, and abilities.	4.44	0.70	High Level
Promote interactive and cooperative learning activities.	4.52	0.72	Very High Level
Encourage students to ask questions and express opinions	4.52	0.77	Very High Level
Connect lessons to learners' daily lives and community contexts.	4.56	0.66	Very High Level
Overall Mean	4.58	0.73	Very High Level

Table 9 presents teachers' classroom performance in the learner-centered practices indicator. The findings indicate that Filipino English teachers demonstrated a very high level of learner-centered practices, with an overall mean of 4.58 (SD = 0.73). The highest-rated indicators were connecting lessons to learners' daily lives and community contexts (M = 4.56), promoting interactive and cooperative learning activities (M = 4.52), and encouraging students to ask questions and express opinions (M = 4.52), all interpreted as Very High Level. The remaining indicators, encouraging students to take responsibility for their own learning, fostering critical thinking and creativity, and adapting lessons to students' interests, backgrounds, and abilities, were rated High Level. These findings suggest that teachers effectively implement learner-centered instructional practices that promote active participation, meaningful learning, and student engagement, consistent with the principles of learner-centered education advocated by Weimer (2013) and Danielson (2013).

Table 10: *Regression Analysis*

Performance Dimension	**Teaching Competence**	**Morals and Ethics**	**Human Relationship**	**Working Behaviour**	**Decision**
Subject- Matter Knowledge	0.001*	0.001*	0.001*	0.001*	Reject H_0
Pedagogical Skills	0.001*	0.001*	0.001*	0.001*	Reject H_0

Classroom Management	0.001*	0.001*	0.001*	0.001*	Reject H_0
Communication Skills	0.001*	0.001*	0.001*	0.001*	Reject H_0
Assessment and Feedback	0.001*	0.001*	0.001*	0.001*	Reject H_0
Professionalism	0.001*	0.001*	0.001*	0.001*	Reject H_0
Learner-Centered Practices	0.001*	0.001*	0.001*	0.001*	Reject H_0

Table 10 presents the multiple regression analysis. The results revealed that all four dimensions of school heads' evaluation; teaching competence, morals and ethics, human relationship, and working behavior significantly predicted each dimension of Filipino English teachers' classroom performance, including subject-matter knowledge, pedagogical skills, classroom management, communication skills, assessment and feedback, professionalism, and learner-centered practices (all $p = .001$, $p < .05$). Consequently, the null hypothesis was rejected for all classroom performance dimensions. These findings indicate that school heads' evaluation is a significant predictor of teachers' classroom performance, highlighting the important role of effective instructional leadership, ethical supervision, and professional support in enhancing teaching quality. The results are consistent with Danielson (2013), who emphasized that comprehensive teacher evaluation promotes instructional improvement, and Hallinger (2011), who identified instructional leadership as a key factor influencing teacher effectiveness and student learning outcomes.

4. Conclusion

The study concluded that school heads' evaluation plays a significant role in predicting the classroom performance of Filipino English teachers in the Bangkok Metropolitan Administration (BMA) Bilingual Program. School heads demonstrated a high to very high extent of evaluation in the areas of teaching competence, morals and ethics, human relationships, and working behavior. Likewise, Filipino English teachers exhibited high to very high levels of performance in subject-matter knowledge, pedagogical skills, classroom management,

communication skills, professionalism, and learner-centered practices. However, assessment and feedback emerged as the only domain with a low level of performance, indicating a need for further improvement in teachers' assessment literacy and feedback practices.

The results of the multiple regression analysis further established that all dimensions of school heads' evaluation significantly predicted teachers' classroom performance across all measured domains. The rejection of the null hypotheses confirms that effective evaluation by school heads contributes to improved instructional quality and teacher effectiveness. These findings underscore the importance of instructional leadership, ethical supervision, constructive professional relationships, and positive work behaviors in fostering continuous teacher development and enhancing classroom performance. This supports the assertion that well-designed teacher evaluation systems promote instructional improvement and professional growth (Danielson, 2013; Hallinger, 2011).

Overall, the study concludes that strengthening school heads' evaluation practices can contribute to sustaining high-quality teaching among Filipino English teachers in BMA schools. School leaders should continue providing meaningful supervision, constructive feedback, mentoring, and professional development opportunities, with particular emphasis on improving teachers' assessment and feedback practices. By integrating comprehensive evaluation with continuous professional support, schools can further enhance teacher performance and create more effective learner-centered environments, consistent with the principles of effective teacher evaluation and instructional leadership (Stronge, 2018; Danielson, 2013).

4.1. Recommendations

Based on the study's findings, the Bangkok Metropolitan Administration (BMA) and school administrators should strengthen existing teacher evaluation policies by ensuring that school heads implement a standardized, transparent, and evidence-based evaluation system that aligns with recognized professional teaching standards and emphasizes regular classroom observations, constructive feedback, and instructional coaching to support continuous teacher improvement.

School heads should formulate and implement policies that prioritize continuous professional development, particularly in the area of assessment and feedback, which was identified as the weakest domain of classroom performance. Professional learning programs

should focus on designing authentic assessments, using diverse assessment strategies, interpreting assessment data, and providing timely and meaningful feedback to learners. Establishing mentoring programs, professional learning communities (PLCs), and peer coaching initiatives can further strengthen teachers' instructional competencies and promote a culture of collaborative learning and continuous improvement (Hattie & Timperley, 2007; Darling-Hammond et al., 2017). They should also conduct regular classroom observations, engage teachers in reflective discussions, and provide targeted coaching and professional development opportunities, particularly in improving assessment and feedback practices to enhance teachers' instructional effectiveness, promote continuous professional growth, and sustain high-quality classroom performance (Danielson, 2013; Hallinger, 2011).

In addition, teachers are encouraged to continuously enhance their professional competence through lifelong learning, participation in training programs, and reflective teaching practices. They should actively apply feedback from school heads' evaluations to improve instructional strategies, classroom management, assessment practices, and learner-centered approaches. Strengthening collaboration with colleagues, maintaining ethical standards, and developing positive relationships with learners and stakeholders are also recommended to sustain effective teaching performance.

Finally, policymakers should institutionalize periodic monitoring and evaluation of teacher performance policies to ensure their effectiveness and responsiveness to the evolving needs of teachers and learners. Regular review of evaluation outcomes, stakeholder feedback, and evidence-based decision-making can help refine policy implementation and sustain instructional excellence. Strengthening policy implementation through continuous monitoring, capacity building, and supportive leadership will contribute to improved teacher effectiveness, enhanced student learning outcomes, and the overall quality of education in BMA bilingual schools (OECD, 2020; Stronge, 2018).

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