

# Predictors of Outstanding Performance of Basic Education Teachers

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## ABSTRACT

Basic education teachers play a vital role in the attainment of quality education in the country; they build the educational foundation of young minds. This study determined the teaching performance of basic education teachers in the Division of Nueva Vizcaya using the NCBTS framework as an evaluation tool. The descriptive-inferential design was employed in this study. Data were statistically analyzed through frequency counts, means, t-test, f-test, post hoc test, correlation procedures and multiple regressions. Teachers with family responsibilities manifest a higher teaching performance in dealing with diverse learners, the community and their own personal and professional advancements. Teachers with higher teaching position demonstrate a higher teaching performance in providing a safe learning environment, addressing individual differences, communicating learning goals, and evaluating learning outcomes. Teachers with higher salary grade reflect a higher teaching performance by serving as a role model to their pupils, establishing standards of learner's behavior,

designing instructional activities for diverse learners to attain high standards of learning, and maximizing learning through appropriate evaluation procedures. The remarkable teaching performance of teachers in domains of social regard for learning, learning environment, diversity of learners, curriculum, and planning, assessing and reporting was strongly predicted by their high salary grade. Teachers' gender predicted their excellent performance in dealing with the multiplicity of learners.

**Keywords** - Education, basic education teachers, teaching performance domains, demographic variables, descriptive-inferential design, Nueva Vizcaya, Philippines

## INTRODUCTION

Education is the key to a nation's success. It sets the foundation of a strong country in honing the critical and creative individuals who are in the best position to handle the issues and conflicts that confront the fast changing society. The decisive and ingenious mentality of these persons helps strengthen the nation's quality of life.

In the pursuit of excellent education, there is a need to revisit and reinforce every component of the educational system to ensure that significant and meaningful learning is attained. Appropriate and adequate instructional tools and processes that support the curriculum lead to effective teaching. An effective teacher, too, is elemental to high-quality teaching.

Quality education occurs when a teacher believes that every learner develops at his own phase and is capable of achieving success. An effective teacher accommodates the different needs of his learners employing varied techniques and procedures and presenting new materials that engage and challenge pupils to accomplish tasks at their personal best. An effective teacher sets high expectations based on his pupils' standard of learning and behavior and helps them realize their highest possibilities. Having a methodical understanding of his instructional content and skills, he enthused in his pupils a love of learning. He provides a secured and systematic environment that motivates his pupils achieve their potentials. An effective teacher offers regular feedback on his pupils' performance and gives them important information to evaluate the impact of his teaching (Ashiedu & Scott-Ladd, 2012).

A teacher is one key component in the learning of his pupils. The teacher's personal approach is the prime factor that creates the climate and his daily mood makes the weather. A teacher possesses an incredible power to make a learner's life despondent or joyous. He can be an instrument of torture or inspiration, can disgrace or honor, harm or heal, or can even cultivate or dehumanize a pupil. Therefore, he must strive to work towards achieving a high-level of teaching performance. For once a teacher attains a superior performance; he is in perfect situation to cope up with the demands of the challenging society (Ginnot, 1993). However, when a teacher performs ineffectively, he does not only fail to achieve his performance standards but may also influence the performance of others. Hence, the teacher's low performance may have an unconstructive impact upon the school's reputation in the community, the achievement of his pupils, the performance of other teaching personnel and the management of the school (Wragg, 1984).

In the Philippines, effective teaching matters. Hence, the National Competency-Based Teacher Standards (NCBTS) framework was designed by the Department of Education (DepEd) to allow a teacher evaluate his own performance against the competency standards to determine his strengths and weaknesses for him to fully function as an effective facilitator of learning.

As an integrated framework, the NCBTS identifies a variety of dimensions of effective teaching to help all types of learners learn the different instructional goals in the curriculum. This minimizes uncertainty about what effective teaching is. Further, this framework presents an enhanced direction for all teacher advancement programs and projects rising from their area to a higher coverage (DepEd, 2009).

Because of the complexity of teaching and individual variation among teachers, effective teaching is not like a "one size fits all" shirt. To be effective, a teacher must fare well in the seven aspects of teaching such as social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages and, personal growth & professional development. If quality education is to be achieved, research-based knowledge must then be produced to come up with sources of articulation and focus for development amongst the frontliners of education.

In order to contribute to the country's quest for quality education, the researchers were impelled to conduct this study to verify the performance of basic education teachers of the Division of Nueva Vizcaya using the NCBTS framework.

## FRAMEWORK

Effective teaching has two critical dimensions: *intent* and *achievement*. An effective teacher is one who brings about intended learning outcomes. He must be prepared in the five areas of competence to be successful in bringing about intended learning outcomes. The teacher competence includes command of theoretical knowledge about learning and human behavior, display of attitudes that foster learning and genuine human relationships, command of knowledge in the subject matter to be taught, and control of teaching skills that facilitate learning and personal practice knowledge (Cooper, 1999).

Effective teaching is a mixture of appropriate academic tools and processes, classroom management approaches and practices that mutually set the environment for quality teaching-learning which leaves an encouraging impact on learner's achievement (Guinnot, 1993). Thus, an effective teacher successfully uses various representations and explanations of ideas to capture key concepts and connect them with pupil's previous knowledge. He develops varied plans which reflect understanding of how pupils learn and permit them to progress at their own phase to be successful in learning. He knows when and how to utilize current and appropriate educational technology to maximize learning. An effective teacher employs multiple teaching and learning procedures to engage pupils in active learning avenues that promote the advancement of critical thinking, problem solving and performance competence that aid pupils to assume accountability for identifying and using instructional resources (Cooper, 1999).

Effective teaching is the upshot of a grouping of several noticeable factors. Accordingly, the teacher must have a sound background on the subject matter areas coupled with an eagerness to learn more. Further, the teacher must learn about trial and error learning, reward and punishment, insight, conditioning, reduction of anxiety, practice, suggestions, motivations, readiness, proactive and retroactive inhibition, and knowledge of learning theory. Moreover, the teacher must have a repertoire of teaching techniques and strategies. Amidst these variables, the teacher must maintain a comprehensible view of the situation for him to follow the most appropriate design of action (Pintrich, McKeachie & Lin, 1987).

In a study entitled *The Differential Antecedents of Self-Efficacy Beliefs of Novice and Experienced Teachers*, Tschannen-Moran and Hoy (2007) presented their conclusions that teacher's demographics such as age, gender, race, teaching experience, school level and teaching setting were not associated with the teachers'

sense of efficacy. These factors have not been found to be strong predictors of teacher effectiveness. However, the teaching resources of rookie teachers was strongly related to their sense of self-efficacy while the support and involvement of parents and the community were weakly related to the experienced teachers' self-efficacy beliefs.

In this study, the performance of basic education teachers was established specifically looking into the association among identified teacher variables and the factors that are influential to their performance. The teachers' demographic variables such as age, gender, marital status, highest educational attainment, length of service in the teaching profession, grade level assignment, school assignment, district where school assignment belongs, teaching position and teaching status of teachers were presumed to be related with their teaching performance in the domains such as social regard for learning; learning environment; diversity of learners; curriculum; planning; assessing and reporting; community linkages; and, personal growth and professional development.

## **OBJECTIVES OF THE STUDY**

This research determined the teaching performance of public school elementary teachers in the northern part of the Division of Nueva Vizcaya, Philippines.

Specifically, it described the demographic profile of teachers; the level of their teaching performance; the significant difference on the level of teaching performance when they are grouped according to their demographic variables; the significant relationship between the level of teaching performance and their demographic variables; and, the factors that predict their level of teaching performance.

## **METHODOLOGY**

This research employed the descriptive-inferential study. The descriptive research describes, analyzes and interprets the situations that presently exist. The inferential study investigates the extent to which different variables are associated with each other and which demographic variables explain the teaching performance of the teachers. This study was conducted at the College of Teacher Education of the Nueva Vizcaya State University Bayombong, Nueva Vizcaya, Philippines and in the different elementary schools of the DepEd, Division of

Nueva Vizcaya. To comply with research ethics protocol, the researchers obtained informed consent from the respondents.

Stratified proportionate random sampling was utilized to determine the sample of the study. The Slovin formula was used to determine the sample size with 68 basic education teachers who served as respondents. A structured questionnaire composed of two parts was employed. The first part contained the demographic profile of the teachers. The second part was a standardized rating scale that determined the teachers' teaching performance. Their overall performance was derived from their self-assessment and the evaluation made by their principals.

Descriptive statistics (frequency counts, means) was used to describe the profile of the teachers. Inferential statistics such as the t-test, f-test or Analysis of Variance (ANOVA) and the Post-Hoc test using the Scheffe method were utilized to compare the means of two or more groups; correlation procedures were used to determine if two sets of variables are correlated; and regressions analysis were employed to determine the factors that predict the teaching performance of the teachers.

## **RESULTS AND DISCUSSION**

### **Basic Education Teachers' Profile**

In the study site, the teaching profession is dominated by teachers who are in their middle adulthood, female and married. Almost all of the teachers are pursuing graduate studies and have spent more than a decade in the teaching profession. Majority of the teachers were assigned to teach at the intermediate level in the schools that serve as field study areas of pre-service teachers. A good number of teachers come from Districts 1 and 2 with Teacher 3 position. All hold a permanent status and are compensated with Salary Grade 13.

## Level of Teaching Performance

Table 1. Level of teaching performance of teachers as evaluated by themselves and their principals

Domains		Teachers	Principals	Overall Mean
		Mean	Mean	
1	Social Regard for learning	4.651	4.776	4.714
2	Learning environment	4.654	4.691	4.673
3	Diversity of Learners	4.579	4.687	4.633
4	Curriculum	4.669	4.708	4.689
5	Planning, assessing and reporting	4.640	4.706	4.673
6	Community linkages	4.350	4.451	4.401
7	Personal growth and professional development	4.737	4.662	4.700
<b>Mean</b>		<b>4.620</b>	<b>4.682</b>	<b>4.640</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Legend:

4.21-5.00	Outstanding
3.41-4.20	Very Satisfactory
2.61-3.40	Satisfactory
1.81-2.60	Fair
1.00-1.80	Poor

The above table reflects that basic education teachers manifested an outstanding performance as indicated by an overall mean of 4.640. The overall teaching performance of teachers in the different domains is as follows: social regard for learning ( $m = 4.714$ ); learning environment ( $m = 4.673$ ); diversity of learners ( $m = 4.633$ ); curriculum ( $m = 4.689$ ); planning, assessing and reporting ( $m = 4.673$ ); community linkages ( $m = 4.401$ ); and personal growth and professional development ( $m = 4.700$ ). These indicate that, in the study site, teachers strongly uphold excellence in becoming role models to their learners in giving value to learning and in driving them to exert more efforts to learn. They exceptionally address the individual differences of their learners by engaging them to various learning experiences in a safe and conducive environment to ensure that high standards of learning and desired learning goals are fully attained. The teachers highly consider the elements of the teaching-learning process which include their knowledge of subject matter, teaching methods, the learning process, experiences

and instructional materials in translating the curricular goals and objectives to their learners. The teachers admirably focused on the utilization of evaluation results in revising or improving teaching-learning process and activities and giving accurate feedbacks on learner's actual achievement and behavior. The teachers agreeably linked classroom activities to the learners' experiences and aspirations in their homes and communities. The teachers extremely value having a high personal regard for the teaching profession through their quest for professional development in order to equip themselves with the recent development and innovations in education so as to better contribute to the quality of education in the country. Generally, basic education teachers exceedingly perform their tasks as good examples to their learners by providing meaningful and satisfying learning experiences when dealing with diverse learners and facilitating better learning that greatly ensures quality output. Findings are strongly supported by Arends' (2011) idea when he explained that, to be effective, teachers must have a better control of the subject matter; must carry out a repertoire of best practices, have attitudes and skills needed for problem solving and reflection, and regard teaching as a lifelong process.

In his book *Qualities of Effective Teachers*, Stronge (2007) clarified that effective teachers can inspire their pupils by encouraging them to be accountable for their own learning, keeping a prearranged learning environment, setting high standards, giving appropriate challenges, and offering reinforcement and encouragement during tasks. Moreover, effective teachers believe that all learners can learn. This belief leads them to have a thorough knowledge about their pupils, their subject and themselves.

Additionally, the Philippine Code of Ethics for Teachers requires values that a teacher should possess: *responsibility*, *professional conduct* and *integrity*. As to *responsibility*, the teacher is accountable to God, to the state and to posterity. He must endeavor to be valuable of his profession. He is expected to uphold national discipline and morality, reasonable racial pride, deference for laws, international goodwill and love of country and independent way of life. As to *professional conduct*, the teacher must constantly attempt to advance himself professionally in sustaining a professional outlook to the teaching profession and in his dealings with his peers. The teacher must try to be professionally acceptable, responsive, and understanding and gives criticisms gainfully in dealing with his students. Permeated by the character of professional loyalty, shared confidence, devotion and love for one another, he recognizes that the interests of pupils are his primordial concern. As to *integrity*, the teacher must be a commendable example for his peers to be proud of and for the public to be enlightened with.



## Difference on the Teachers’ Level of Teaching Performance when grouped according to Demographic Variables

Table 2. Difference in the level of teaching performance of teachers when grouped according to marital status

Domains	Marital Status	N	Mean	Descriptive Value	t-value	t-test
						Significance
<i>Diversity of learners</i>	Married	66	4.6391	<i>Outstanding</i>	5.0285	0.0000**
	Single	2	4.4500	<i>Outstanding</i>		
<i>Community linkages</i>	Married	66	4.4132	<i>Outstanding</i>	4.3334	0.0488*
	Single	2	4.0000	<i>Very Satisfactory</i>		
<i>Personal growth and professional development</i>	Married	66	4.8750	<i>Outstanding</i>	3.9181	0.0027**
	Single	2	4.6962	<i>Outstanding</i>		
<i>Over-all</i>	Married	66	4.6441	<i>Outstanding</i>	2.6930	0.0326*
	Single	2	4.5350	<i>Outstanding</i>		

\*0.05 level of significance

\*\*0.01 level of significance

Table 2 shows that, among the identified demographic variables, there is a significant difference on the level of teaching performance of the teachers in terms of *diversity of learners* ( $t=5.0285$ ), *community linkages* ( $t=4.3334$ ), and *personal growth and professional development* ( $t=3.9181$ ) and *overall level* ( $t=2.6930$ ) when grouped according to *marital status*. This implies that the level of teaching performance of the teachers in terms of diversity of learners, community linkages, and personal growth and professional development of the in-service teachers who are married is higher as compared to those who are single. Findings further imply that teachers with family responsibilities had better understanding on the reality that, in their classrooms, they are dealing with learners who have different interests, attitudes and motivations. Further, these teachers fully recognized the partnership between the school and the community thus, creating a better connection in developing the children to become future builders of the nations. Additionally, married teachers highly consider personal and professional growth and development as a way to contribute to the quality of education in the country.

Stronge, Ward & Grant (2011) proposed that a fruitful and encouraging classroom is the product of the teacher’s reflection on pupil’s academic as well

as his interpersonal and personal needs. Effective teachers, regardless of marital status, respect their pupils as individuals. They know the learners both formally and informally by giving recognition of their personality, learning styles and needs, likes and dislikes and personal circumstances that may influence behavior and performance in school. They constantly display respect and understanding along with equality regarding sex, race, and upbringings.

Table 3. Difference in the level of teaching performance of the teachers when grouped according to highest educational attainment

Domain	Highest Educational Attainment	N	Mean	ANOVA		
				Descriptive Value	<i>f-value</i>	Significance
<i>Curriculum</i>	BS	5	4.7420	<i>Outstanding</i>	2.6930	0.0437*
	With MS/MEd units	49	4.6400	<i>Outstanding</i>		
	MS/MED	14	4.8507	<i>Outstanding</i>		

There is a significant difference on the level of teaching performance of the teachers in terms of *curriculum* ( $f=2.6930$ ) when grouped according to the *highest educational attainment*. This further shows that the level of teaching performance in terms of *curriculum* of teachers with *MS/MEd degree* is significantly higher than those with units in MS/MEd. This indicates that teachers who pursued their graduate studies have better teaching performance as compared to those with master's units only.

To support, Ross, Cousins & Gadalla (1996) revealed that teachers with a postgraduate degrees tend to manifest higher teaching performance than those who do not possess any advanced degree due to the fact that professional advancement contributes to the achievement of new instructional skills and the escalation of teachers' positive reception of the effectiveness of new techniques. Additionally, Stronge (2007) mentioned that teachers with better-specialized preparation can afford pupils with more varied opportunities to learn. He further expounded that effective teachers advance in their education; they study and grow professionally because they want to model to their pupils that education and learning are important. They serve as influential examples of all-time learners to their pupils as they find ways to advance professionally. Highly prepared teachers recognize how pupils learn and how they must be taught. Additionally, their understanding of pedagogy makes them better able to distinguish individual pupil needs and modify their teaching to enhance overall pupil outcome.

On the other hand, Goldhaber and Weber (1996) concluded in their research that teachers who earned their master’s degrees are equally effective with those who did not have advanced degrees. Likewise, Stronge (2007) found out that teachers who are not properly equipped to teach have little understanding of how pupils grow, learn, and develop, or how to deal with learning variations. Teachers with less or no teaching preparation constantly have difficulties in the different aspects of teaching such as developing subject matters, managing classrooms, motivating pupils, and employing teaching strategies. They are incompetent of predicting pupil knowledge and possible difficulties as well as in planning and readdressing the topic to meet the needs of the pupils.

Table 4. Difference in the level of teaching performance of teachers when grouped according to district where school assignment belongs

Domain	District where school belongs	ANOVA			f-value	Significance
		N	Mean	Descriptive Value		
<i>Diversity of learners</i>	District 1	17	4.6341	<i>Outstanding</i>	2.2805	0.0877*
	District 2	28	4.6046	<i>Outstanding</i>		
	District 3	6	4.4100	<i>Outstanding</i>		
	District 4	17	4.7594	<i>Outstanding</i>		

Table 4 shows that there is a significant difference on the level of teaching performance of the teachers in terms of *diversity of learners* ( $f=2.2805$ ) when grouped according to the *district where the school assignment belongs*. This implies that those who were positioned in District 1 manifested a higher teaching performance as compared to those who were deployed in District 4. This entails that in the teaching-learning process, the provision of a supportive learning environment is a necessity in order to meet the diverse learning styles and needs of the learners. Westberg & Archambault (1997) supported this when they said that teachers in schools recognized as providing specialized instructional experiences for gifted learners reported involvement in and utilization of wide-ranging professional advancements related to the specific instructional needs of gifted learners. Peart & Campbell (1999) also found in their study that teachers who create an encouraging and affectionate school climate have a propensity to be more effective and they are intentionally aware of their pupils’ diverse needs. They further concluded that teachers in effective schools surpass a plain respectful relationship to a compassionate relationship with their pupils.

Table 5. Difference in the level of teaching performance of teachers when grouped according to teaching position

Domains	Teaching Position	N	Mean	ANOVA		
				Descriptive Value	F-value	Significance
Learning environment	Teacher 1	6	4.4800	Outstanding	2.4576	0.0427*
	Teacher 2	6	4.6900	Outstanding		
	Teacher 3	41	4.6290	Outstanding		
	MT 1	5	4.8700	Outstanding		
	MT 2	9	4.9089	Outstanding		
	SPET 1	1	4.5000	Outstanding		
	Teacher 1	6	4.4100	Outstanding		
Teacher 2	6	4.6450	Outstanding			
Teacher 3	41	4.5893	Outstanding			
MT 1	5	4.8260	Outstanding			
MT 2	9	4.8744	Outstanding			
SPET 1	1	4.5900	Outstanding			
Teacher 1	6	4.4150	Outstanding	2.7344	0.0269*	
Teacher 2	6	4.7617	Outstanding			
Teacher 3	41	4.6580	Outstanding			
MT 1	5	4.8880	Outstanding			
MT 2	9	4.8522	Outstanding			
SPET 1	1	4.8300	Outstanding			

Table 5 shows that the level of teaching performance in terms of *learning environment* of teachers occupying a Teacher 1 and 3 positions is lower as compared to those who are positioned as Master Teacher 1 and 2 ( $f=2.4576$ ). This indicates that the level of teaching performance in terms of learning environment of those with Teacher positions is significantly lower as compared to the ones with Master Teacher positions.

Further, the level of teaching performance in terms of *diversity of learners* of teachers occupying a Master Teacher 2 position is significantly higher as compared to those occupying Teacher 1 and 2 positions ( $f=2.6798$ ). The level of teaching performance in terms of diversity of learners of teachers occupying Master Teacher 1 position is significantly higher as compared to those occupying a Teacher 1 position.

Furthermore, the level of teaching performance in terms of *curriculum* of teachers occupying a Teacher 1 position is significantly lower as compared to those occupying Teacher 2, Teacher 3, Master Teacher 1, and Master Teacher 2 positions ( $f=2.7344$ ). This indicates that among all the teaching positions, teachers occupying Teacher 1 position are of the lowest level. This further implies that the level of teaching performance in terms of curriculum of those occupying Master Teacher 2 position is significantly higher as compared to the ones with Teacher 3 position.

The above findings are supported by Stronge (2007) when he pointed out that veteran teachers differ from novice teachers because they have mastered their expertise through their actual practice in the classroom, real-life experiences, and time spent in teaching. These experienced teachers have a wide collection of ways to supervise their pupils and to fashion meaningful and significant lessons. They are experts who have a thorough knowledge of their pedagogical content and the pupils they teach. They use well-organized planning strategies, carry out interactive decision making, and demonstrate effective classroom management skills. Through experience, effective teachers become flexible and adaptable; they are able to improvise.

Table 5.1 Post-hoc test on the difference in the level of teaching performance of teachers when grouped according to teaching position

Domains	Teaching Position		Mean Difference	Significance
Learning environment	Teacher 1	MT 1	-0.3900	0.0306*
	Teacher 1	MT 2	-0.3880	0.0122*
	Teacher 3	MT 2	-0.2390	0.0232*
Diversity of learners	Teacher 1	MT 1	-0.4160	0.0189*
	Teacher 1	MT 2	-0.4360	0.0043**
	Teacher 3	MT 2	-0.2567	0.0131*
Curriculum	Teacher 1	Teacher 2	-0.3467	0.0272*
	Teacher 1	Teacher 3	-0.2430	0.0402*
	Teacher 1	MT 1	-0.4730	0.0046**
	Teacher 1	MT 2	-0.4350	0.0023**
	Teacher 3	MT 2	-0.1920	0.0445*

\*0.05 level of significance

\*\*0.01 level of significance

The Post-Hoc test shows that teachers with Master Teacher 1-2 positions significantly exceed those teachers with Teacher 1-3 positions in domains such as *learning environment* and *diversity of learners*. However, those teachers with Teacher 3 position perform better than those with Teacher 1 position in terms of *curriculum*. This implies that teachers with higher teaching positions excellently provide an environment that is conducive for better learning and remarkably give considerations to the different needs and interest of their learners. Additionally, they are in a better position to provide quality instruction in terms of pedagogical content.

In a study entitled *Experienced Teachers: Their Constructs of Effective Teaching*, Covino & Iwanicki (1996) noted that more experienced teachers are predisposed to exhibit better planning skills, including a more controlled presentation of their teaching materials. Similarly, veteran teachers tend to recognize their pupils' precondition skills, learning styles, learning needs, and interest more adept than beginning teachers.

Table 6. Difference in the level of teaching performance of teachers when grouped according to salary grade

Domains	Salary Grade	N	Mean	ANOVA		
				Descriptive Value	F-value	Significance
<i>Learning environment</i>	SG11	6	4.4800	<i>Outstanding</i>	3.0627	0.0227*
	SG12	6	4.6900	<i>Outstanding</i>		
	SG13	41	4.6290	<i>Outstanding</i>		
	SG14	1	4.5000	<i>Outstanding</i>		
	SG18	5	4.8700	<i>Outstanding</i>		
	SG19	9	4.9089	<i>Outstanding</i>		
<i>Diversity of learners</i>	SG11	6	4.4100	<i>Outstanding</i>	3.4038	0.0139*
	SG12	6	4.6450	<i>Outstanding</i>		
	SG13	41	4.5893	<i>Outstanding</i>		
	SG14	1	4.5900	<i>Outstanding</i>		
	SG18	5	4.8260	<i>Outstanding</i>		
	SG19	9	4.8744	<i>Outstanding</i>		
<i>Curriculum</i>	SG11	6	4.4150	<i>Outstanding</i>	3.3489	0.0150*
	SG12	6	4.7617	<i>Outstanding</i>		
	SG13	41	4.6580	<i>Outstanding</i>		
	SG14	1	4.8300	<i>Outstanding</i>		
	SG19	9	4.8522	<i>Outstanding</i>		

\*0.05 level of significance

The above table reflects that the level of teaching performance in terms of *learning environment* of teachers with salary grade 11 is significantly lower than those with salary grade 18 and salary grade 19. The level of teaching performance of those with salary grade 13 is significantly lower as compared to those with salary grade 19.

Further, the level of teaching performance in terms of *diversity of learners* of teachers with salary grade 11 is significantly lower as compared to those with salary grade 18 and salary grade 19. The level of teaching performance of those with salary grade 13 is significantly lower as compared to those with salary grade 19.

Additionally, the level of teaching performance in terms of *curriculum* of teachers with salary grade 11 is significantly lower as compared to those with salary grades 12, 13, 18, and 19. This indicates that among the salary grades, in-service teachers with salary grade 11 have the lowest level of teaching performance.

Table 6.1 Post-hoc test on the difference in the level of teaching performance of teachers when grouped according to teaching position

Domains	Salary Grade		Mean Difference	Significance
Learning environment	SG11	SG18	-0.3900	0.0286*
	SG11	SG19	-0.4289	0.0062**
	SG13	SG19	-0.2829	0.0094**
Diversity of learners	SG11	SG18	-0.4160	0.0181*
	SG11	SG19	-0.4644	0.0028**
	SG13	SG19	-0.2852	0.0079**
Curriculum	SG11	SG12	-0.3467	0.0276*
	SG11	SG13	-0.2471	0.0374*
	SG11	SG18	-0.4730	0.0047**
	SG11	SG19	-0.4372	0.0028**

\*0.05 level of significance

\*\* 0.01 level of significance

The Post-Hoc test shows that teachers with higher salary grade perform better than those who were compensated with lower salary grade.

The NCBTS framework articulated that, in the domain of *learning environment*, the teacher must provide a fair learning ambiance where learners are fairly treated, respected and appreciated and to give an equal opportunity to learn and to excel. In terms of *diversity of learners*, the teacher must create a variety of

learning experiences to allow learners with diverse capabilities and backgrounds to grow and develop in many different aspects in order to attain the learning standards. In terms of *community linkages*, the teacher must institute a learning milieu that responds to the aspirations of the community. Moreover, in terms of *personal growth and professional development*, the teacher must take necessary steps in her professional advancement to ensure that she constantly improves her pedagogical content and skills (DepEd, 2009).

Morine-Dersheimer (1989) also explained that classroom diversity requires teachers to make adaptations in their instructional plans to contain the learning needs of individual learners and thus uphold the learning of all pupils. Adaptations such as specific activities designed to support learner's expression of personal experiences, feelings, and opinions connected to the subject matter can accommodate individual differences, celebrate multiplicity, and contribute to successful pupil achievement. These activities allow teachers to tailor their instructions to realize a better fit for all learners

### Relationship between the Basic Education Teachers' Level of Teaching Performance and Demographic Variables

Table 7. Relationship between the demographic profile and the level of teaching performance of the in-service teachers

Demographic Variables		Social Regard of Learning	Learning Environment	Diversity of Learners	Curriculum	Planning, Assessing, Reporting	Overall
Teaching Position	Pearson Correlation	0.211	0.312**	0.353**	0.348**	0.279*	0.278*
	Sig. (2-tailed)	0.084	0.010	0.003	0.004	0.021	0.022
Salary Grade	Pearson Correlation	0.245*	0.383**	0.400**	0.348**	0.317**	0.310*
	Sig. (2-tailed)	0.044	0.001	0.001	0.004	0.008	0.010

\*0.05 level of significance

\*\*0.01 level of significance

Table 7 shows that there is a significant relationship between the *teaching position* and the level of teaching performance in terms of *learning environment* ( $r = 0.312$ ), *diversity of learners* ( $r = 0.353$ ), *curriculum* ( $r = 0.348$ ), *planning, assessing & reporting* ( $r = 0.279$ ) and *overall performance* ( $r = 0.278$ ). This indicates that the



higher the teaching position of the teacher, the higher the teaching performance in terms of learning environment, diversity of learners, curriculum, planning, assessing & reporting and their overall performance.

Further, there is a significant relationship between the teachers' *salary grade* and their level of teaching performance in terms of *social regard to learning* ( $r = 0.245$ ), *learning environment* ( $r = 0.383$ ), *diversity of learners* ( $r = 0.400$ ), *curriculum* ( $r = 0.348$ ), *planning, assessing & reporting* ( $r = 0.317$ ) and *overall performance* ( $r = 0.310$ ). This implies that the higher the salary grade of the teachers, the higher the level of teaching performance in domains such as social regard to learning, learning environment, diversity of learners, curriculum, planning, assessing & reporting and their overall performance.

Regardless of any variable, Ko, Sammons and Bakkum (2013) suggested that teacher effectiveness must be focused on pupil outcomes, teacher behavior and classroom processes that uphold better learner outcomes. They further specified that effective teachers are clear about instructional goals, knowledgeable about curriculum content and the strategies for teaching; use instructional materials to enrich and clarify content; communicate expectations for the students to achieve; address learner's needs, interest and higher level cognitive objectives; provide appropriate feedback to monitor learner's understanding; and, accept responsibility for learner outcomes.

### Predictors of Basic Education Teachers' Level of Teaching Performance

From among the seven (7) domains of teaching performance, five (5) came out to be predicted by two (2) demographic variables such as salary grade and gender.

Table 8. Factors that predict the level of teaching performance of teachers

Variables	Beta In	T	Significance
<i>Salary Grade</i>	0.0280	2.0560	0.0437*
<b>Constant</b>	4.6048	72.8150	0.0000
Predictors in the Model: (Constant), salary			
Dependent Variable:		<i>Social regard for learning</i>	
<i>Salary Grade</i>	0.0464	3.3633	0.0013**
<b>Constant</b>	4.4927	70.2367	0.0000
Predictors in the Model: (Constant), salary			

Dependent Variable:	<b><i>Learning environment</i></b>		
<b><i>Salary Grade</i></b>	0.0510	4.0423	0.0003**
<b><i>Gender</i></b>	0.2097	2.1421	0.0359*
<b><i>Constant</i></b>	4.0423	20.4351	0.0000
Dependent Variable:	<b><i>Diversity of learners</i></b>		
	0.0394	3.0150	0.0036**
	4.5369	74.9101	0.0000
Predictors in the Model: (Constant), salary			
Dependent Variable:	<b><i>Curriculum</i></b>		
<b><i>Salary Grade</i></b>	0.0402	2.7130	0.0085**
<b><i>Constant</i></b>	4.5163	65.6988	0.0000
Predictors in the Model: (Constant), salary			
Dependent Variable:	<b><i>Planning, assessing and reporting</i></b>		

\*\*0.01 level of significance

\*0.05 level of significance

As shown in Table 8, the level of performance of teachers in terms of *social regard for learning* is equal to  $4.6048 + 0.0280$  (salary grade). This reveals that the salary grade of teachers is a predictor of their outstanding teaching performance. This further implies that the teachers' outstanding teaching performance in the domain of social regard for learning is explained by the high salary grade they received.

Further, the level of performance of teachers in terms of *learning environment* is equal to  $4.4927 + 0.0464$  (salary grade). This shows that the salary grade of teachers is a predictor of their outstanding teaching performance. This further reveals that the teachers' outstanding teaching performance in the domain of learning environment is strongly predicted by their salary grade.

Additionally, the level of performance of teachers in terms of *diversity of learners* is equal to  $4.0423 + 0.2097$  (gender)  $+ .0510$  (salary grade). This implies that the salary grade and the gender of teachers are predictors of their remarkable teaching performance. This implies that the teachers' outstanding performance is predicted by their gender and salary grade.

Furthermore, the level of performance of teachers in terms of *curriculum* is equal to  $4.5369 + 0.0394$  (salary grade). This reveals that the salary grade of

teachers is a predictor of their outstanding teaching performance.

Moreover, the level of performance of teachers in terms of *planning, assessing and reporting* is equal to  $4.5163 + 0.0402$  (salary grade). This indicates that the salary grade of teachers is a predictor of their excellent teaching performance. In this study, the salary grade and gender of teachers are powerful predictors of their outstanding teaching performance.

In support, Loeb and Page (2000) concluded that teachers who receive higher salaries extensively improve their learners' academic performance. Further, Ross, Cousins and Gadalla (1996) predicted that the effect on preparedness on teacher effectiveness is stronger in male teachers due to the reality that men have an over-confident dependence on the control of prudence to precisely predict the effect from cause. However, the effect of student involvement on teacher effectiveness would be stronger for female teachers because women recognize nurturing of children as the most important motivation for access to the teaching profession.

In contrast, Hanushek and Rivkin (2007) stated that there is a minute proof to propose that teachers who received high salaries are systematically more effective. Moreover, Ferguson and Womack (1993) established a conclusion that coursework in teacher education made a constructive difference in teaching performance and a more influential predictor of teacher effectiveness than measures of content expertise. Rice (2003) also emphasized that teacher experience had a constructive effect on teacher efficacy specifically indicating that the "learning by doing" outcome is most evident in the first few years of teaching. Similarly, Stronge (2007) pointed out that the amount of coursework in education is one strong predictor of teaching performance. Monk (1994) also concluded that a teacher's pedagogical preparation reflected a positive effect on student achievement and educational coursework appears to have a substantive value-added influence on student learning. Finally, Darling-Hammond, Chung & Frelow (2002) concluded that the teacher's "sense of preparedness was the strongest predictor of teaching effectiveness".

## CONCLUSIONS

The basic education teachers in the study site are relatively young adults who are in the working stage, female and with family responsibilities. Having rendered more than one decade in the teaching profession, they have felt the need to upgrade their pedagogical skills hence, their pursuit for higher degrees. As mentors to their successors, these teachers were assigned to teach at the

intermediate level. Most are from Districts 1 and 2 holding Teacher 3 position. They enjoy a permanent status and are remunerated with monthly compensation of salary grade 13.

The basic education teachers strongly uphold excellence in becoming good examples to their learners; remarkably focus on the significance of providing an authentic environment within which diverse learners can fit into the different learning activities and labor towards attaining high principles of achievement. They excellently facilitate learning by recognizing and respecting individual differences and designing equitable sets of instructional activities to guarantee that all learners can attain preferred learning goals. They highly consider the elements of the teaching-learning process that drive learners to realize the curricular goals and objectives and to reach high standards of learning. They admirably focus on the use of assessment data to plan, revise, integrate and implement assessment procedures in the teaching-learning experiences and to provide feedback on the learner's actual achievement and behavior. They sensibly link classroom activities to the aspirations and experiences of the pupils in their homes and communities. They extremely value that of attaining a high personal view for the teaching profession, concern for professional advancement, and continually grow in and with the profession.

Teachers with family responsibilities manifest a superior teaching performance in dealing with diverse learners, the community and their own personal and professional advancements. Teachers who were master's degree holders and were assigned in Bayombong districts exhibit better teaching performance when dealing with the totality of the teaching-learning process. Teachers who held the position of Master Teacher and were compensated with higher remuneration display a higher teaching performance in creating an authentic learning environment, respecting individual differences, and pedagogical content.

Teachers with higher teaching position demonstrate a higher teaching performance in providing a safe learning environment, addressing individual differences, communicating learning goals, and evaluating learning outcomes. Teachers with higher salary grade reflect a higher teaching performance by serving as a role model to their pupils, establishing standards of learner's behavior, designing instructional activities for diverse learners to attain high standards of learning, and maximizing learning through appropriate evaluation procedures.

The remarkable teaching performance of teachers in domains such as social regard for learning, learning environment, diversity of learners, curriculum, and planning, assessing and reporting was strongly predicted by their high salary

grade. Teachers' gender predicted their excellent performance in dealing with the multiplicity of learners.

## TRANSLATIONAL RESEARCH

With the recognized factors that correlate and explain the performance of basic education teachers, the DepEd authorities can craft and implement development programs and interventions that will offer an opportunity for their teachers to advance personally and professionally for them to better facilitate quality instruction to the pupils or end-users; 2) TEI administrators and faculty members can review and reinforce their teacher education programs by strictly conforming to the mandates of the Commission of Higher Education to better prepare and sharpen pre-service teachers with preferred competencies such as knowledge, skills, attitudes and values that they can dwell on when they go through the teaching profession; and 3) Classroom teachers can now carry out quality teaching to their clientele by keeping themselves updated with the modern innovations of education and teaching approaches that will further advance their teaching performance.

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