

# Factors Affecting Teachers' Performance In The Bansalan East District, Davao Del Sur

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*Abstract* — The major concern of this study was to determine the impact of factors affecting teachers' performance of public elementary teachers. The study used the descriptive- correlational method of research in which standardized instruments were the primary data gathering tool. The study respondents are elementary school teachers of Balutakay Elementary School, Balagonon Elementary School and Managa Elementary School of Bansalan East, Davao del Sur. The results of the study revealed that for the level of contributing factors in teaching performance, an overall rating was obtained in the following contributing factors: (1) Person-related factor, (2) School-related factor, (3) Learner-related Factor and (4) Community-related factor. Meanwhile, on the level of teaching performance, it was revealed based on the result of the study that the following elements were accomplished in terms of (1) Content, Knowledge, and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting and (5) Community Linkages & Professional Engagement 6) Personal Growth & Professional Development. The study's findings indicated that the contributing factors in teaching performance such as person-related Factor, school-related Factor, learner-related Factor, and community-related factor correlated to the level of teachers' performance in terms of the five key result areas. The findings of the analysis revealed that the null hypothesis is rejected; hence, the contributing factors significantly impacted teachers' teaching performance.

*Keywords* — *Contributing factors, teachers, performance, public elementary schools*

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## I. Introduction

It is believed that teachers' quality, efficiency, competence, and performance rank the foremost in the many educational reform efforts toward quality education. There have been too many factors to consider in assessing teachers' teaching performance regarding efficiency, competence, and classroom management (Sawchuk, 2019). It must be taken into account that the ultimate goal of determining the factors that affect teachers' performance is to improve the quality of instruction by clarifying expectations for effective teaching and learning among teachers and learners, thereby meeting those expectations through high-quality feedback and support.

It said that proficiency, commitment, and performance all go together in that these virtues motivate and drive teachers to be at their best at all times in accomplishing their tasks. Teachers

who manifest these traits are more likely to accomplish better results in so far as teaching performance in class is concerned. Committed, diligent, and efficient teachers produce creative and imaginative learners with a touch of passion. Hence, the results of such acquisition of positive virtues toward teaching should already be mechanical and automatic; thereby, establishing an effective learning environment and increased potential enhancement of study-related activities of the learners (Evans et al., 2019).

Hence, this study intends to know how well the teachers took the mandate in so far as its accomplishment is concerned. This study also entails identifying the factors that affect teachers' teaching performance, particularly at the elementary level. This is anchored on the principle of lifelong learning and recognizing the significance of teachers teaching performance to address the developmental progression of the teachers' development, refinement, and response to the practice and complexities of educational reforms.

One of the essential factors in developing efficiency and exemplary performance among teachers is their motivation and goal to improve themselves in resourcefulness, creativity, and preparedness to devote themselves to their work and inspire their learners (Mart, 2019). In teacher performance evaluations, specific criteria and descriptors are designed to let administrators and evaluators know what the performance expectations are for the teachers. A considerable review of research on teachers' performance identified specific practices that characterize the most effective instructors. Hence, descriptors are included as appropriate guidelines for assessing teachers' performance (Chester & Commissioner, 2019).

The advancement that is taking place in educational research that arises from the collection, storage, and analysis of information or data through the use of validated evaluation schemes in the field of teacher evaluation are all deemed necessary for educational planning and development at all levels (Smith & Katzenbach, 2019).

It said that the strength of any profession depends upon the degree of expertise, efficiency, and excellent performance of its members. In many different educational systems, observers struggle to accurately assess teachers' performance and give teachers meaningful and direct feedback and tools to help them improve their teaching instruction. Classroom observations that make up most teachers' overall rating depend highly on the specific outcome it hopes to achieve.

Considerably, teachers are the most significant person in schools. They are responsible for performing numerous critical tasks in molding the youth into valuable members of the community. They are considered as the key essential areas in the learning process (Abarro, 2020). In addition, Santiago (2019) enunciated that teachers should be committed and dedicated in their work. There is a need to ascertain how they perform their tasks in molding the younger generation to validate this contention. Hypothetically, the performance can be either high or low. Understandably some factors affect their performance.

Recently, there has been a broad interest in studying the variables influencing teachers' performance, particularly in foreign countries. According to Gikunda (2019), instructors' mindset influences the overall performance of instructors coaching Geography. In addition, Wangui, Omboi & Irabo (2019) determined out that work-associated strain influences instructors' overall performance in public secondary faculties in Kikuyu Sub County, Kenya. These elements are classified into school-associated elements, instructor and community-associated elements (Gavino, 2019).

Moreover, Abarro (2020) found out that intrinsic and extrinsic motivators affect teachers' performance in public secondary schools in Tanzanian Education Institutions. Ahmed et al. (2020) revealed that subject mastery, attitude, teaching methodology, and teachers' characteristics affect the professional performance of teachers at the higher education level. Also, Nadeem et al. (2019) revealed that the poor socio-economic status of teachers affects their performance.

On the other hand, the researcher finds it very necessary to uphold the vision and mission of this government agency in so far as instruction and enhancing teachers' performance is concerned. Evaluation standards are part and parcel of the professional assessment of teachers as to efficiency and competence in the performance of their mandate. With the advent of yet another set of teacher evaluation standards in the DepEd, the Philippine Professional Standards for Teachers (PPST), it is a must that teachers understand how the evaluation works. In one way or another, teachers are required to know whether or not the rating scales are to work for their benefit and subsequently help them achieve their goal of enhancing their teaching performance for the betterment of today's youth.

The role of implementation of PPST as a reform agenda came at a perfect time when the Department of Education was instituting improvements to respond to the changing landscape in education. Furthermore, the PPST with the new standards would enable the department to train better competent teachers.

*Subject matter knowledge.* Many of the current studies dealing with teacher quality have determined that an important characteristic for quality teachers is good subject matter knowledge (Ingressol, 2019). When teachers have a good subject matter knowledge, then they are able to help students understand the core ideas of various topics, create useful cognitive maps, as well as enable the students to connect each topic with everyday life examples and facts (Darling-Hammond, 2009) Despite this fact, in 1991, about a fifth of the US secondary public school students were taught by teachers who did not have at least a minor in subjects such as English, literature, journalism, etc (Ingressoll, 2019). In addition, about a quarter of the US public secondary school students that same year took math courses by teachers who did not have at least a minor in math or math education. In another study conducted by Ballou and Podgursky, (2019), it was determined that the average cognitive ability of teachers was below the mean when compared to the college educated population. Similar observations were found by Stoddart (2020), who realized that school

districts in most states end up employing teachers with emergency credentials to teach courses which they are not certified to teach.

*Interpersonal skills.* Another characteristic of quality/successful teachers are good interpersonal skills (Valentine, 2021). According to Perlman and McCann (2019), this is very essential since teaching is a communal activity, and teachers have to interact with their students and with other colleagues on a daily basis. Communicating effectively with the students' parents or guardians is also an essential activity since it keeps the parents/guardians informed on their children's progress (Pelletier, 2019). Such activities can include formal or informal meetings with groups or individual parents, written communication (e.g. report cards, informal notes), as well as telephone call conferences (Pelletier, 2019).

*Professional development.* Professional development can be considered as a sign of a quality teacher since it reflects an ongoing effort to improve practice and to keep teachers current (Pelletier, 2019). Such practices can include participation in teacher workshops, special training, additional college courses or advanced degrees, frequent participation in in-service meetings, as well as being a member of teacher organizations, networks, or unions (Pelletier, 2019).

However, it should be made clear that the existence of the variables mentioned above does not guarantee that a teacher will be successful. A deficiency in one area cannot always be compensated by a strength in another area (Mehrens, 2019). For example, if a teacher has all of the characteristics mentioned above, but has very poor classroom management skills, and is unable to control the attention of the students, all the variables mentioned above will be ineffective. This is another complexity that has to be dealt with, in terms of the issue of teacher evaluation.

This study anchors on the Theory of Teaching Performance (ToTP) by Don Elger (2019) which develops and relates three foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for teaching performance and competency. These involve a *performer's mindset, immersion in an enriching environment, and engagement in reflective practice.*

*Performer's Mindset.* Performer's mindset includes actions that engage positive emotions. Examples include setting challenging goals, allowing failure as a natural part of attaining high performance, and providing conditions in which the performer feels a right amount of safety.

*Immersion.* Immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development. Elements include social interactions, disciplinary knowledge, active learning, emotions (both positive and negative), and spiritual alignment.

*Reflective Practice.* Reflective practice involves actions that help people pay attention to and learn from experiences. Examples include observing the present level of performance, noting accomplishments, analyzing strengths and areas for improvements, analyzing and develop identity, and improving levels of knowledge. The section on Assessment offers a variety of strategies for cultivating reflective practice.

## II. Methodology

The study used the descriptive-correlational method of research through the use of survey research design to determine the factors affecting teachers' performance in teaching.

Descriptive method of research aims in the employment of the descriptive method to describe the nature of a situation as it exists at the time of the study and to explore the cause of particular phenomena. On the other hand, data is described and generated using a quantitative method wherein data are analyzed through descriptive statistics or inferential statistics. More so, the data is presented in the form of numbers.

The study respondents are public elementary school teachers in the Schools Division of Davao Del Sur in Bansalan East District. Three public elementary schools were chosen for the study: Balutakay Elementary School, Balagonon Elementary School and Managa Elementary School. The identified elementary schools were chosen because of proximity – these three elementary schools are located in one Barangay, Managa. The identified elementary schools were chosen because of proximity – these three elementary schools are located in one barangay, Managa. A total of 50 teachers, who are of permanent status, are involved in the study. The researcher utilized a simple random sampling procedure as the study's sampling technique. Using Raosoft sample size calculation, the researcher determined the number of sample respondents at 5% margin of error and 95% confidence level.

The study used a downloaded questionnaire (from the Internet) as means of data gathering and has two parts. Part I of the questionnaire contains 23 indicators adapted from Paz (2021) to describe how contributing factors affect teaching performance based on four categories, namely; Person – related factors, School –related factors, Student – related factors, and Community – related factors. The survey questionnaire was rated using a 4 point Likert Scale ranging from 1 (no contribution) to 4 (much contribution).

On the other hand, Part II of the questionnaire contained 37 indicators adapted on the assessment tool from Philippine Professional Standards for Teachers (PPST) for the School Year 2019-2020 and was divided into seven (7) categories: content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning; assessment and reporting; and others in assessing the level of teacher respondents performance in terms of 7 key result areas. The data gathered were then arranged in accordance with the manner of presentation.

Using descriptive and inferential statistics, the researcher tabulated and interpreted the survey questionnaire results. To evaluate and interpret the results, the researchers used Statistical Packages for Social Sciences (SPSS) v. 25 as the study's statistical tools. Factors affecting the teaching performance, as the study's independent variable, and teachers' performance based from the key-areas of PPST, as the study's dependent variables, were quantified using descriptive statistics such as weighted mean procedures.

On the other hand, the researcher utilized correlation and regression analysis to determine the correlation between the factors affecting teachers' performance. Likert-scales were constructed to aid in the analysis and interpretation of the results.

### **III. Results and Discussion**

The results of the study revealed that for the level of contributing factors in teaching performance, an overall rating was obtained in the following factors: (1) Person-related factor, (2) School-related factor, (3) Learner-related Factor and (4) Community-related factor. Meanwhile, on the level of teaching performance, it was revealed based on the result of the study that the following factors were accomplished in terms of (1) Content, Knowledge, and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting and (5) Plus Factors. The study's findings indicated that the contributing factors in teaching performance such as person-related Factor, school-related Factor, learner-related Factor, and community-related factor correlated to the level of teachers' performance in terms of the five key result areas. The findings of the analysis revealed that the null hypothesis is rejected.

#### *Discussion*

As it has much contribution, the four factors should enhance on terms of the indicators mentioned of which teachers could be provided assistance to improve their collaboration on parents and external stakeholders such as removal of stumbling obstacles of communication, use of different channels of communication to facilitate an open communication for internal and external stakeholder for a better relationship.

Teachers have basic needs to be met to guarantee the required teaching performance. The more needs are met, the higher performance will be. In this case, teachers should be provided with adequate and relevant training in professional and personal development/growth for job satisfaction and contentment.

As the department of education faces the new normal brought about by the pandemic, school administrators need to motivate teachers to perform. It is one crucial Factor for teachers' teaching performance. Assistance is provided to teachers by strengthening the school and community-related factors concerning the five key result areas to keep abreast of the new teaching



modalities trends for delivering academic information among learners in the New Normal situation in education.

Future researchers can explore other horizons on enhancing teachers teaching performance for learners' academic improvement. The current study has generated a general picture of their relationship. Still, more studies may be needed to show the relationships of the four factors to the five indicators of the key result areas for teachers' better-teaching performance and learners' acquisition of quality education.

A harmonious working relationship will provide an excellent direction for the good of the learners. Also, for the school stakeholders, it will establish better working relationships between and among the learners, teachers, school heads, and other stakeholders in the academic community.

#### **IV. Conclusion**

In terms of the level of contributing factors in teaching performance, the overall rating of teacher-respondents described the variables person-related factors, school-related factors, learner-related factors, and community-related factors to be of much contribution. Moreover, the level of teaching performance in the five key result areas is interpreted as accomplished.

Furthermore, the regression analysis shows that the F-value equal to 25.775 is more than the p-value of .000, which is higher than the alpha value of .05. This indicates that contributing factors in teaching performance significantly affect teachers' performance when considering the joint effects of all variables considered. The effect is positive; thus, there is a corresponding increase in teachers' performance for every upward unit movement in teaching performance. Hence, the null hypothesis is hereby rejected.

Consequently, in light of the insights provided by public elementary teachers, the following intervention programs are proposed: Provide adequate and relevant training for professional development; Provide collaboration on curriculum planning and; Provide communication with parents and external stakeholders.

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The author is 26 years old at present, born on September 04,1997 , at Managa Bansalan Davao del Sur, Philippines. She is married to Jomar Tundag Polestico and gifted with one child named JM Mishika Q. Polestico, she is currently living at Managa, Bansalan Davao Del Sur.

The author is the youngest of eight siblings. She came from a farming family of Alfredo O. Quilaton and Trinidad C. Quilaton. She is determined to finish school, she works hard to get good grades to attend college. She became an honor student in high school, which gave her motivation to pursue her studies. She got her bachelor degree as Bachelor of Secondary Education major in Mathematics at Southern Philippines Agri-business and Marine and Aquatic School of Technology Digos Campus.

After graduation, she took the Licensure Examination for Teachers and she passed the exam. Later, she became a Local School Board Teacher assigned to New Clarin National High School. While teaching, she applied to the Department of Education for a Teacher I position and with God's help, she got hired on March 16, 2020 until now. She is now finishing her Master's degree in Master of Arts in Educational Management at Rizal Memorial Colleges, Inc. in Davao City.

Currently, she has been teaching at the Department of Education for four years in the Balutakay Elementary School as Grade 1-Adviser. Sitio Balutakay, Managa, Bansalan, Davao Del Sur.